

SUMMER 2026

FAY

MAGAZINE

A Year Like No Other:
The Ninth Grade Experience at Fay

Finding Your Voice on Center Stage:
Vox Inventum and Fay's Drama Program

Alumni in the Media:
Nika Futterman '85, Seigo Tôno '83,
and Jamie Soja '95





Happy Birthday, Fay!

Fay celebrated its 160th birthday this spring, marking the moment with a well-received birthday cake in the Dining Room.

Fay Magazine

© Summer 2026

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

Susanna Waters
Head of School

Erin Ash Sullivan
Editor, Director of Marketing
and Communications

Nicole Casey
Assistant Director of Marketing
and Communications

Daintry Duffy Zaterka '88 P '19 '22 '23
Publications Coordinator

Rob Crawford P '19 '21 '23
Senior Director of Philanthropic
Partnerships

Kinsley Perry '97 P '26 '27 '29
Director of Development

Willie Waters
Director of Alumni Relations

Magazine Design
Erin Ash Sullivan

Photography
Jessica Langway '12
Adam Richins



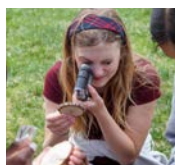
Page 4



Page 16



Page 32



Page 38



Page 42

Contents

- 4 **A Year Like No Other**
At Fay, ninth grade is a launchpad, with unique opportunities for leadership, growth, and experiential learning.
- 8 **Alumni Profiles**
Meet Fay alumni who are making their mark in media: Nika Futterman '85, Seigo Tôno '83, and Jamie Soja '95.
- 14 **Finding Your Voice on Center Stage**
At Fay, the drama program is an integral part of Vox Inventum, our school-wide initiative designed to develop public speaking, self-advocacy, and presentation skills.
- 16 **Primary School Focus: A Math Mindset**
A key focus of the Primary math curriculum is to encourage students to discuss, question, and apply math skills in real-world contexts.
- 18 **Lower School Focus: At Home in the World**
In fifth grade, a project co-taught across World Languages and Principles of Design built students' vocabulary and cultural understanding.
- 20 **Upper School Focus: Backyard Biodiversity**
This spring, ninth grade biology students engaged in a hands-on science and service project focused on understanding and protecting local biodiversity.
- 32 **The 25-26 Athletics Highlight Reel**
Read a wrap-up of the year in athletics, and learn how Fay celebrated the female alumni who have worn the Fay jersey.
- 38 **Rooted in Learning: Earth Day 2026**
Earth Day 2026 featured workshops by alumni, parents, and friends of Fay who offered insights into sustainability, conservation, and environmental leadership.
- 40 **Faculty Profile: Lara Gleason**
Meet Lower School English teacher Lara Gleason, and learn what it's like to teach and coach Fay's sixth graders through a pivotal year of growth.
- 42 **Commencement Special: Celebrating the Class of 2026**

Also in this issue:

- 22 Fay in Brief
36 Color Competition
58 Class Notes
68 In Memoriam

The Power of Yet

Entering my third year as head of school, I find myself already musing about the next installment of a newly established tradition: our annual playlist. I am a great appreciator of music across all genres, which I attribute to a magical combination of factors—a father who considered musicology a parental responsibility of the highest order; my struggle with the clarinet in fourth-grade band, which instilled a lasting awe for those who can master an instrument; boarding school, which exposed me to eclectic taste from the world over; and a fervent devotion to friends and love interests expressed through the artform known as curating a “mix.”

I experienced mix-making across two technologies: the cassette tape and the CD. A cassette offered a finite

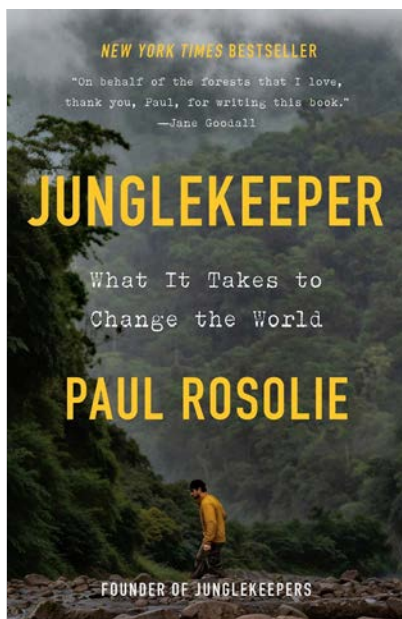
window—maybe 60 or 90 minutes—requiring careful planning for Side A and Side B. Where would the music come from? Did you need a dual deck to capture it from another cassette? Would you wait by the radio, poised to hit record the moment your song came on? How long were the pauses between tracks? How would you decorate the paper insert? When my generation transitioned to burning CDs, we became well schooled in patience, downloading music over dial-up internet. Even so, the ability to rearrange a playlist with ease felt like a genuine novelty.

I have been making mixes since grade school, and I remember the people who gifted them to me along the way. Knowing the effort invested in personalizing the selection—and the time dedicated to it—made each one feel truly



special. Playlists, though they have evolved, still delight me. Spotify algorithms and AI prompt engineering have disrupted the artform, making it possible to generate a thematic song list in mere seconds. And yet—how wonderful that the Internet surfaces songs I would never have thought of on my own, or places them in an unexpected order. That said, I still enjoy the stimulation of doing it the old-fashioned way. Which brings us back to the Fay faculty and staff annual playlist.

In my first year, our Adult Community Read was *How to Know a Person: The Art of Seeing Others Deeply and Being Deeply Seen* by David Brooks, and our school-year theme was, fittingly, Seeing and Being Seen. I asked each Fay employee to submit a song that represented a slice of their life. The result was 7.5 hours of music, opening with DJ Jazzy Jeff & The Fresh Prince's "Summertime" and closing with Beethoven's Symphony No. 3 in E-flat Major, Op. 55 (Eroica). Last year, our summer reading was *The Creative Act: A Way of Being* by Rick Rubin, and our theme was Right Here, Right Now. I curated a playlist bookended by tracks of that name—by Jesus Jones and Fatboy Slim—and otherwise populated exclusively with songs produced by Rubin.



This year, Fay faculty and staff will be reading *Junglekeeper: What It Takes to Change the World* by Paul Rosolie, and our school-year theme will be The Power of Yet. So where do we go musically? "Welcome to the Jungle?" "Jungle Boogie?" Or do we embrace a growth mindset and look toward "Climb Every Mountain" and "Unwritten?"

I am a great appreciator of music across all genres, which I attribute to a magical combination of factors—a father who considered musicology a parental responsibility of the highest order; my struggle with the clarinet in fourth-grade band, which instilled a lasting awe for those who can master an instrument; boarding school, which exposed me to eclectic taste from the world over; and a fervent devotion to friends and love interests expressed through the artform known as curating a "mix."

These are important decisions. I love being transported back to my own middle school years—sitting in front of my tape deck, trying to envision my listening audience.

We will need good music, because this year at Fay we are embarking on a strategic planning journey. The School is partnering with Tim Fish of Two Chairs Studios to craft a vision statement to accompany our mission and values, and to formulate a plan that cohesively articulates the community's priorities for the years ahead — in other words, to embrace the Power of Yet in imagining what might be possible. As we curate this metaphorical playlist, we will be seeking input from trustees, faculty, staff, parents, and alumni, thinking carefully about our audience: past, present, and future. The Board of Trustees will vote on the plan in May and hand it back to the School. With a year of preparation behind us and a successful kick-off at closing meetings this June, we are underway. Here's hoping we have just the right soundtrack for the year ahead.

—Susanna Waters, Head of School

Before I graduate...

*I want to give my
all in everything, try
new things, be the
best version of myself,
push myself to my limit, and
live my year @ Fay to the fullest!*

UPPER SCHOOL

A Year Like No Other

At Fay, ninth grade isn't just a year, it's a launchpad. The program pairs the academic rigor of a secondary school curriculum with leadership, growth, and experiential learning opportunities that first-year high school students rarely get. Here, ninth graders aren't just waiting for their turn; they are charged with setting the tone of campus life.

This blend of rigor and responsibility can produce transformative results. "What happens during the ninth grade year is wonderful to witness," notes Head of Upper School Jake Sumner. "Students arrive in September still finding their footing and leave in June carrying themselves differently." Whether they are running clubs, captaining teams, or mentoring younger students, ninth graders are supported by scaffolded lessons in leadership that give way to real independence as these skills gradually become part of who they are. "By the time Commencement arrives," adds Jake, "these young adults possess a groundedness that comes from support, productive struggle, and a caring community that they both enrich and benefit from."

This is the ninth grade year; here's a look at the milestones and everyday moments that shape an extraordinary experience.

by Daintry Duffy Zaterka '88

Fall

Leading Off

The moment new families arrive at Fay, ninth grade leaders are stepping up, hauling suitcases, answering questions, and greeting nervous newcomers with a warm campus welcome.

Head's Council

This dynamic group of ninth grade leaders meets with Head of School Susanna Waters to share ideas and advance proposals that enhance student life. In its inaugural year, the group spearheaded successful initiatives to add jeans and sneakers to Spirit Dress, a ninth grade Polaroid project (see “Framing the Year”), a friendship bracelet initiative for Valentine’s Day, and Spirit Week!

True North

During their three-day retreat at Camp Merrowvista in New Hampshire, ninth graders are challenged to look inward, uncover their unique strengths, and redefine what it means to lead. “Whether they are standing up at Morning Meeting, working behind the scenes to organize an event, or simply checking in to ensure a classmate feels supported, those are all vital leadership skills we want them to recognize in themselves,” says Ninth Grade Dean and Director of Student Life Joe Bateau.

Blueprint for Change

Through their annual civic engagement projects, students design innovative initiatives to make our campus and community even more vibrant. By the time the leaves turn in the fall, they are rolling up their sleeves, refining their visions, and spearheading projects like a brand-new student newsletter, musical performances for local seniors, and events for young alumni.

Proctor Power

Boarding proctors are the heartbeat of the dorms, building a sense of belonging, sparking dorm spirit, and organizing Sunday boarding community events. Meanwhile, day student proctors spread that same energy across campus, helping out at Primary School lunch and Lower School snack and planning Upper School community events.

Launch Team

Navigating the secondary school process might seem daunting, but our ninth graders don’t do it alone. They are matched with dedicated secondary school counselors who are with them every step of the way. From networking with admissions reps at on-campus fairs to curating a tailored school list, mastering interview prep, and drafting standout essays, each student is fully equipped for the road ahead. “We take a highly individualized approach that helps students identify schools where they will thrive academically, socially, and emotionally while ensuring families feel supported, informed, and confident throughout the journey,” says Director of Secondary School Counseling Courtney Sargent.

Framing the Year

While students undoubtedly have personal goals for their ninth grade year, the Head’s Council encouraged classmates to share those ambitions through a Polaroid project this year, capturing the silly, sentimental, and meaningful milestones they hope to achieve before graduation.



“This year helped me discover that I am really capable of leading a team. I learned a lot about what it’s like to be a confident leader and how to understand other people.” —Oliver K. '26



Winter

Hype Machine

Fueled by the enthusiasm of our ninth grade athletes and student leaders, Spirit Day kicks off every season by getting the entire campus fired up for game day.

The Morning Spark

From welcomes by Student Council leaders to the FayVoices presentations, ninth graders drive the energy of Upper School Morning Meeting. This year alone, thirty-two ninth graders shared their "Fay Voice." Whether delivering a powerful talk on a personal passion or expressing themselves through a musical performance, each presentation shows how deeply students own their final year at Fay. As Joe Buteau puts it, "The ninth graders understand that this is their year and that putting themselves out there is an important step in their journey."

Confidence Unlocked

Ninth grade at Fay is all about stepping up. While the curriculum introduces high-school-level rigor, it preserves a familiar academic structure that champions effort and self-advocacy. As Topics in Modern America teacher John Beloff notes, the skills students hone and the critical thinking they develop lead them to find their academic voice: "The confidence they exude in crafting verbal and written arguments perfectly reflects the profound growth they achieve throughout their ninth grade year."

Weekend Takeover

Ninth graders take a lot of ownership of Fay's weekend events. They design unforgettable all-Upper School Friday nights, including this year's Water Balloon Battleship and the Fay's Got Talent show, and even devise new traditions. One standout was the Morty Awards, imagined and organized by Oliver K. '26, which offered a fun take on senior superlatives voted on by the ninth grade class with categories such as "Most Infectiously Happy" and "Most Likely to be Late."

Effort Meets Independence

The winter term kicks off a wave of special perks for Fay ninth graders. Students with strong effort grades can close their doors during evening study hall, enjoy Open Dorm visiting privileges and walk to downtown Southborough and NY Bagel on weekends, and can spend study hall time on the Quad in the spring.

On the Road

As they embark on their journey through historic Civil Rights sites in Atlanta and Alabama, ninth graders bridge the gap between the classroom and the real world, connecting themes from their English and history studies with lived history. Navigating the complex topics of race and inequality bonds the class together in a uniquely meaningful way. "The ninth grade trip to Atlanta and Alabama will always be a core memory for me," says Tobi B. '26. "Everyone was so connected. It was an amazing experience that I will always remember."

"This year, I tried new things. People didn't judge me, and that's why I love being in this community. I developed more character, a stronger sense of humor, and a clearer identity. I started to care less about what other people thought and more about being a better person and living up to my own values. I really love this place and everyone who was with me for three years." — Richard R. '26

Spring

Fun by Design

Masterminded by the Head's Council, this year's Spirit Week is officially one of our new favorite traditions! It's five straight days of creative, theme-based dress code fun. This year's crowd favorites? Twin Day, Beach Day, and Fancy Dress Day brought maximum energy and school spirit to the whole community.

True Colors

One last time, for color team pride, ninth graders leave it all out on Parkerville Field in the obstacle course, bean bag toss, and tug-of-war in the Founders' Day Color Competition.

Countdown is On

To mark the countdown to Commencement, ninth graders receive a Bucket List Bingo card, a playful nudge to say yes, try something new, and soak up every moment of their final weeks at Fay.

Dress Code Remix

When they need to let off a little creative steam, ninth graders look forward to Motley Day. While technically staying within dress code, students have a blast bending the rules with blazers flipped inside out, ties reinvented as belts, skirts reimaged as tops, and a glorious parade of wild, mismatched outfits.

Banners Away!

Before our ninth graders cross the stage to officially become graduates, we celebrate their "almost" alumni status at the Ninth Grade Cookout by presenting them with their class banners, so they can take a piece of Fay with them wherever they go next.

Looking Back, Moving Forward

Ninth grade comes full circle with a final retreat: a two-day getaway to Cape Cod dedicated to celebrating friendships, reflecting on their shared journey, and reading letters written to each ninth grader by family and faculty. This year's trip sparked an unforgettable moment of connection. "Mr. Roberts gave an incredible speech about friends and time, which was really inspiring," says Allan T. '26. "In that moment, we all broke into song, with no direction or pressure or incentive. I think we just liked to hear each other's voices, knowing it might be the last time we got to sing together."

Final Milestones

From the tree planting and Baccalaureate to the ninth grade dinner and Commencement, the final days at Fay offer a chance to celebrate the hard work, friendship, big victories, and quiet growth that make the ninth grade year so transformative.

"If I had to describe the personality of the Class of 2026, I would say hilarious, loving, and just like a big family. I adore how close the class is to one another and the comfort we have with one another. I am so happy I got to know this class and am able to call them my second family." — Shiloh M. '26



AN ANIMATED LIFE:

Nika Futterman '85

by Daintry Duffy Zaterka '88



What do a ruthless Star Wars assassin, a rock-and-roll cartoon sibling, and Minnie Mouse's peppy bird sidekick have in common? They all share a voice: that of Nika Futterman.

From Asajj Ventress to Luna Loud and Cucu Loca, these iconic characters are brought to life by Nika Futterman '85, a powerhouse voice actress with almost 350 cartoon and video game character credits to her name. For someone who didn't grow up watching much television, Nika is pleasantly surprised by the longevity of her career. "I was never one of those people who wanted to be famous," she reflects. "I just wanted to make a living doing what I loved."

Nika's aversion to the spotlight started early, remembering herself as a "hider" at Fay. "When I did a play, I would run out the back door at the end of the show because I hated the idea that people were gonna tell me that I was amazing...or that I wasn't!" Even though she lacked an actor's ego, Nika possessed a natural gift for impressions. After college, she moved to Los Angeles, thinking that her career trajectory might lead to sketch comedy shows like *Mad TV* or *Saturday Night Live*. Instead, a manager steered her toward voiceover work. Nika hadn't even realized cartoon acting was a viable career path, but when she booked a role on her very first audition for Nickelodeon's *Hey Arnold!* her career took off. "All of a sudden, I was booking voiceover work left and right," she says. "I was crazy busy with it, and I was like, wow, I guess this is meant to be!"

For Nika, the real magic is in creation. While producers sometimes hand her a character sketch to work from, just as often they come to her with a blank slate, hiring her because of her reputation as a vocal chameleon. They trust her to find the perfect voice for a character that exists only on paper until she steps to the microphone. "People think voice acting is about the sound of your voice, but if you don't have the ability to change your voice, you can't have a long career," she notes. "There's only so many times you can do the same voice again."



For Nika, building a character isn't an analytical process; it's an intuitive one. She prefers to stay open to the universe, trusting a gut instinct to tell her exactly what a character should sound like. Because contemporary studios animate to a voice track rather than requiring actors to match a scene already drawn, Nika often has the creative freedom to define a character's personality, set the rhythm, and drive the story.

While choosing a favorite character for Nika

feels like selecting a favorite child, a few characters have changed her life in different ways. About 20 years ago, Nika was hired by Dave Filoni, now President and Chief Creative Officer at Lucasfilm, to create Asajj Ventress, the first Star Wars villainess, for the animated series *The Clone Wars*. Joining a franchise with such an avid following introduced Nika to the world of fan conventions, which she often travels to, signing autographs and meeting fans to talk about the show. "It's a crazy and wonderful experience because you realize how much these characters mean to people and how much joy they've brought to their lives."

In addition to being part of the Star Wars and Mickey Mouse universes, Nika has also voiced Luna Loud on Nickelodeon's *The Loud House* for the past ten years. It's a role Nika treasures, not only because it lets her return to her early love of singing, but because of the character's cultural impact. "She's this incredible ball of love who gets to sing, and she's also one of the first characters in animation to have a

"PEOPLE THINK VOICE ACTING IS ABOUT THE SOUND OF YOUR VOICE, BUT IF YOU DON'T HAVE THE ABILITY TO CHANGE YOUR VOICE, YOU CAN'T HAVE A LONG CAREER. THERE'S ONLY SO MANY TIMES YOU CAN DO THE SAME VOICE AGAIN."

girlfriend," Nika notes. "They didn't make a big deal of it, but it was something that ended up meaning a lot to kids in the audience who hadn't been represented before."

Nika balances the artistry and creative challenge of voice acting with a second successful career as a professional poker player competing on the World Series of Poker tour. The two pursuits, wildly different at face value, are more closely linked than one would think. "I don't gamble, so playing poker for me is like playing chess," says Nika. "I can read people—and acting and poker are both about figuring out why a person would do what they're doing."

Today, Nika splits her time between the Hollywood Hills, Las Vegas, and a mountain retreat in Lake Arrowhead alongside her husband and teenage daughter. Despite her success, she is still eager to keep stretching her talents, eyeing larger-than-life projects like an iconic Disney villainess or another big project with global resonance. Her drive to create never stops. "I'm always searching for ways to be better," she says. "Thinking that I'm only 99% there isn't from a place of insecurity, but more from a place of, *man, I can get better!* That's so exciting, and that's what drives me."





THE SHORT CUT:

Seigo Tôno '83

by Daintry Duffy Zaterka '88

Seigo Tôno's obsession with American pop culture began with a crisp white polyester suit and the searing falsetto of the Bee Gees. The year was 1977. Seigo, an elementary school student in Japan, sat mesmerized in a dark movie theater watching *Saturday Night Fever*. When his mother bought him the soundtrack, that vinyl record became his gateway to a lifelong love of film.

Before long, Seigo was consuming American movie blockbusters like *Star Wars* and *Jaws*. Noticing their son's growing obsession, his parents decided to lean in. "My father was very supportive," Seigo recalls. "He thought, 'Maybe if Seigo wants to study English, he should go to school in America.'" This is how Seigo ended up on the Fay School campus in the summer of 1983. At Fay, Seigo's love of film grew, and he enjoyed spending time at the movies and discussing films with friends. It was at an on-campus screening of Neil Diamond's *The Jazz Singer* that Seigo first realized that movies could do more than simply entertain. "*The Jazz Singer* is about the Jewish community, and I didn't know anything about Jewish people in America," Seigo says. "Films can be a window to the world where you can learn many things about different cultures."

Seigo remained in the U.S. to study journalism at Pepperdine University, but it was a three-year stint in Clermont-Ferrand, France, home to the prestigious short-film festival Festival du Court M trage, that altered his trajectory. That’s where he fell in love with short films. Typically running under 40 minutes (and sometimes as brief as eight minutes long), these low-budget, non-commercial projects represent cinema in its purest form, requiring filmmakers to deliver their message with absolute precision. Short filmmaking also offers a degree of freedom that commercial filmmaking lacks. “A filmmaker can express his or her creative message without thinking about whether it’s going to make money or be distributed,” Seigo says.

Accomplished filmmakers like George Lucas and Ridley Scott got their start in short films, and the work of talented filmmakers often gets noticed at the worldwide festivals where these films are screened. In 1998, Seigo wrote and directed his



Seigo (right) with actor Tsurutaro Kataoka

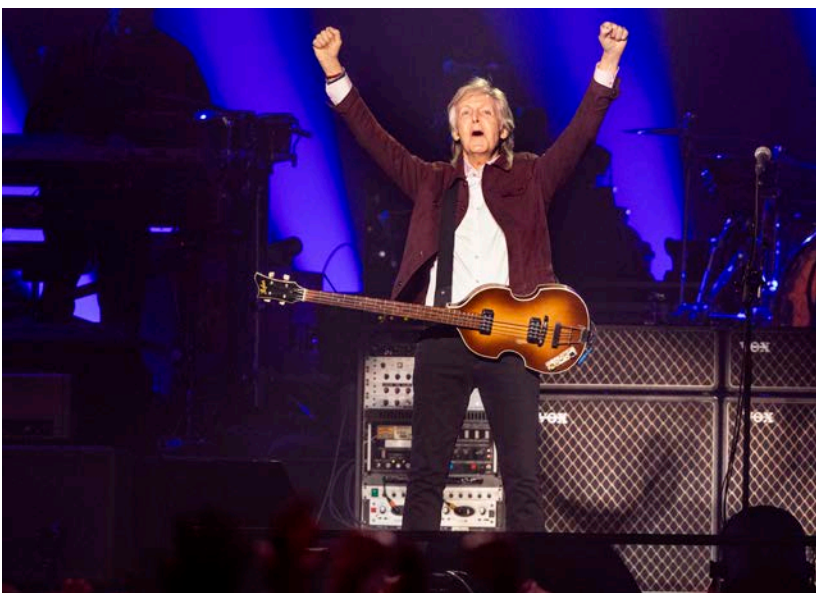
“FILMS CAN BE A WINDOW TO THE WORLD WHERE YOU CAN LEARN MANY THINGS ABOUT DIFFERENT CULTURES.”

first short film, *Ichigo-ichie*, which earned an official selection at the Tokyo International Short Film Festival. He has since produced over 20 short films and has become a key promoter of Japanese film internationally. For over two decades, Seigo has served as the Festival Director of Short Shorts Film Festival & ASIA, promoting Asian short films on the global stage. In 2004, SSFF & ASIA became an official qualifying festival for the Academy Awards, granting it the prestige of recommending films directly for Oscar consideration in the three short film categories.

Today, the festival draws roughly 5,000 entries from around the world annually. Alongside his festival work, Seigo partners with the Tokyo Metropolitan Government to produce one film each year that highlights the city. “It’s not a typical promotional video of Tokyo, it’s an entertainment piece,” Seigo explains. “We have actors and a story, and that story just happens to be set in Tokyo. It might get people thinking about visiting Tokyo for their next trip.”

While Seigo loves sharing Japanese cinema with the world, he also deeply values the cross-cultural connections he forges with international filmmakers. An example of this global reach is that after China, SSFF & ASIA receives a remarkably high volume of film submissions from Iran. “Iranian films are very well-crafted, and they have many young, talented filmmakers,” says Seigo. His festival work has led to multiple invitations to serve as a jury member at the Tehran International Short Film Festival. There, he has had the opportunity to connect with local directors. “They tell me that they like to make cinema because it’s one of the few ways that they can become internationally known and work outside of Iran,” Seigo notes.

In Seigo’s view, the pared-down simplicity of the short film medium is exactly what makes it so effective at revealing our shared humanity across cultural divides. “The great thing about short film is that if a filmmaker from Senegal makes a film with a beautiful message, we understand the cultural differences, but the core message is universal,” he says. “We can feel the filmmaker’s sincerity and love, and I think that’s very powerful.”



CHASING THE SHOT:

Jamie Soja '95

by Daintry Duffy Zaterka '88

Photographer Jamie Soja is in the business of capturing moments, a demanding job when your subjects are fast-moving politicians, celebrities, and rock stars. He might have only three songs to capture the raw energy of The Rolling Stones, a fraction of a second to shoot Air Force One landing, or a brief appointment to take a portrait of Sir Ian McKellen. For Jamie, storytelling through a lens requires two essential tools: flexibility and creativity.

Jamie first learned the difference between a simple picture and a compelling photograph courtesy of a head of cabbage. In college, he was interested in photography but struggled with the technical complexities. That changed during a trip to a local market, where he spotted a cabbage sliced clean in half. Intrigued by its unexpected, intricate swirls, he found his spark. For his final project, Jamie shot a series of abstract vegetable close-ups, finding and capturing the extraordinary within the mundane. While technical elements like composition, depth of field, sharpness, and brightness exist in every picture, a great shot requires something more. “It has to make you feel engaged by the subject,” Jamie says, “as if you are really experiencing the moment yourself.”

Jamie’s professional photography career took off in San Francisco when he was hired as a contributor to JamBase, an online music publication. He cut his teeth interviewing and photographing major artists like Bob Weir, Phish, and Ani DiFranco. As his portfolio grew, his work caught the eye of editors at larger publications, leading to featured work in SF Weekly, The Washington Post, East Bay Express, and The Huffington Post. Some of his favorite assignments came from the now-defunct SF Weekly. Among his most notable projects for the paper was photographing President Obama more than a dozen times, a journey that took him to the White House to capture the President alongside San Francisco Giants legend Willie Mays.

Jamie has to be highly flexible in his approach to each shoot. “Elton John lets people shoot from the very front, and he’s incredibly engaging, looking right into your camera and smiling,” Jamie says. “In contrast, for Lady Gaga, you have to be very far back.” Photographers are at the mercy of protective publicists, crowded access areas, and tight time constraints. Concert photography, in particular, operates on a razor-thin timeline. Photographers are typically allowed to shoot for only the first three songs - sometimes just ten minutes - making the pressure intense. “There are a lot of other photographers in the pit,” Jamie says. “Sometimes you see that the perfect angle is ten feet away, and you have to rush over there to grab the position while still being respectful of everyone else.”

Sometimes, even the most meticulous planning goes out the window, and Jamie has to think on his feet. This was exactly the case when he was sent to interview and photograph Sir Ian McKellen. The shoot was taking place at the Hobart

**“A GREAT SHOT HAS TO MAKE YOU
FEEL ENGAGED BY THE SUBJECT,
AS IF YOU ARE REALLY EXPERIENCING
THE MOMENT YOURSELF.”**

Shakespeareans, a renowned children’s theater company that McKellen supports. But when Jamie arrived at the venue, the theater director was nowhere to be found, and Sir Ian was fast asleep. Even though Jamie was scheduled to drive to a wedding that evening, he chose to stay flexible. When the team suggested waiting until after that night’s performance to do the shoot and interview, he knew it was the right move. It paid off instantly. Sir Ian added Jamie as his plus-one to that evening’s final performance of *No Man’s Land* starring McKellen and Patrick Stewart. The interview finally took place

after the curtains closed. “It ended up being much better because he was in a really good mood,” Jamie says. “I got to take pictures of the wrap party with the kids from the Hobart Shakespeareans, and then I was able to get some portraits in his dressing room because I had established a rapport with him.”

For all the great shots Jamie has captured, a few painful misses still sting. Having read *Kitchen Confidential* and watched *No*



Jamie (right) with actor Sir Ian McKellen

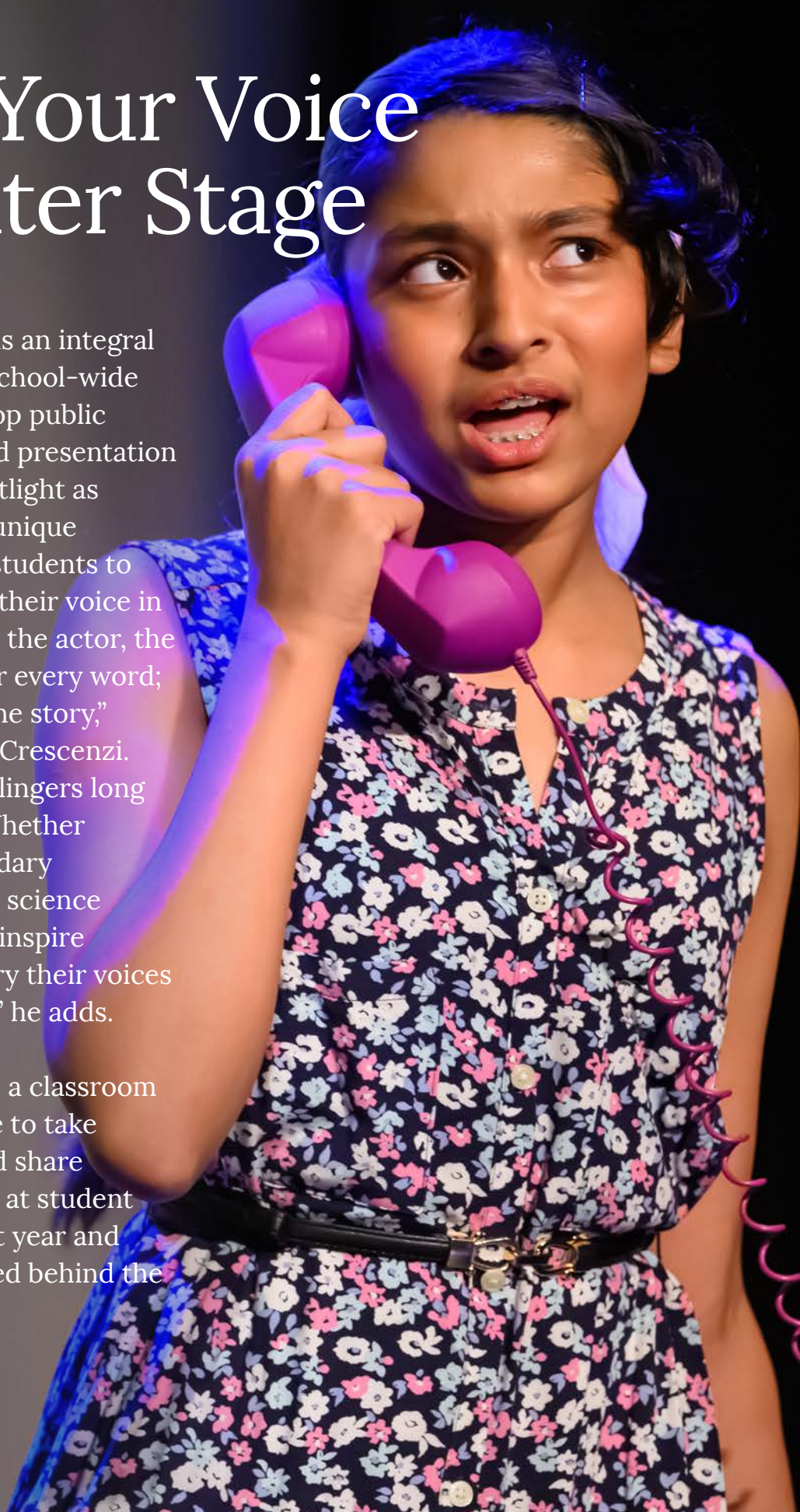
Reservations, Jamie was a massive fan of Anthony Bourdain, eventually pitching the idea of photographing him to one of his editors. He finally got his chance at a food and wine festival in Lake Tahoe, but he was given only a few fleeting seconds to take the shot. When Jamie reviewed the images later, his heart sank: Bourdain’s eyes were slightly out of focus. “It’s pretty rare that a photo without the eyes in focus is going to be good,” Jamie recalls ruefully. Luckily, his chance at redemption came four years later. The Huffington Post assigned Jamie to interview and photograph Bourdain alongside chef Eric Ripert at a San Francisco speaking event, just as Bourdain’s new show, *Parts Unknown*, was launching. This time, Jamie nailed the shot. “These were much better portraits. He was posed and wearing a really nice suit, which was cool,” Jamie says. Then, with a laugh, he adds the most important detail: “And they were perfectly sharp and in focus.”

VOX INVENTUM

Finding Your Voice on Center Stage

At Fay, the drama program is an integral part of Vox Inventum, our school-wide initiative designed to develop public speaking, self-advocacy, and presentation skills. Stepping into the spotlight as a different character has a unique distancing effect, allowing students to take creative risks and find their voice in the process. “When you are the actor, the audience is hanging on your every word; you control the room and the story,” notes drama teacher Adam Crescenzi. That newfound confidence lingers long after the spotlight dims. “Whether you’re heading into a secondary school interview or giving a science presentation, our goal is to inspire students to confidently carry their voices into every room they enter,” he adds.

This year, the stage became a classroom at every grade level—a place to take risks, command a room, and share unique voices. Here’s a look at student performances from the past year and the enduring skills developed behind the scenes.





Bringing a Character to Life:

Kindergarten acted out Mo Willems' favorite, *The Pigeon Wants a Puppy*, for Primary School Morning Meeting. Designing t-shirts for costumes and memorizing lines and cues built pride, confidence, and self-esteem in their first Fay School theatrical performance!



Finding Their Voice: First graders took on a heartwarming adaptation of a children's book about humility and sportsmanship. The production is always a confidence-builder, teaching our youngest actors the vital skills of projecting voices, embracing self-expression, and making themselves seen and heard.



The Power of Words: Second graders demonstrated the power of teamwork in their dramatization of a story about a boy obsessed with words. As they memorize lines, nail their cues, and navigate stage directions, students experience the growth that comes from dedication and ensemble collaboration.



Pulling Back the Curtain:

Third graders invited family and friends into Harris Theater for an interactive Open Drama Class. Students confidently showcased their expressive physical and vocal skills along with their growing theatrical vocabularies while demonstrating the power of collaboration in real-time.



Chinese Folk Dances and New Perspectives:

Fourth graders brought *The Ballad of Mulan* to life. They mastered intricate choreography under the instruction of Guest Artist Di Yang, using physical expression to explore a different culture and celebrate the power of diverse voices on stage.



From Pen to Plot: Fifth graders stepped into the role of creators for the Second Annual 'Faywriting' Festival. By drafting original characters, conflicts, and scripts, students found their unique voices as playwrights before bringing their stories to life for audiences around Fay's historic campus.



Courtroom Conviction: Sixth graders delivered a powerhouse performance of *12 Angry Jurors*. Tackling complex themes of prejudice and reasonable doubt with maturity, sixth graders embraced the challenge of carrying fully realized characters from the opening curtain to the final applause.



Conquering the Bard: Seventh graders took on the timeless wit of *Much Ado About Nothing*, turning a challenging text into an engaging, authentic performance. Instead of just memorizing lines, the cast learned to analyze, interpret, and embody Shakespeare's complex language.



The Final Bow: The energy on stage was electric for the Upper School's production of *Bye Bye Birdie*. Beyond the dazzling numbers and production value, the true heart of the musical is always the total ownership the students take over their performance, from seasoned drama veterans to stage newcomers.

PRIMARY SCHOOL FOCUS

Primary School was buzzing with energy this past May as the Commons and Multi-Purpose Room were transformed into a math-themed carnival. Branded as “Math Mayhem,” the event was hosted by Math Department Chair Maura Oare and Upper School math teacher Christina Berthelsen and brought to life by Upper School and sixth grade student volunteers. The afternoon successfully turned abstract mathematical concepts into hands-on fun as students rotated through a series of carnival-style challenges. The interactive games reinforced core math skills such as pattern recognition, estimation, and determining probability. Math Mayhem is just one example of how Primary School students are encouraged to discuss, question, and apply their math skills in real-world contexts, fostering deep engagement and building confidence for young mathematicians.



A Math Mindset

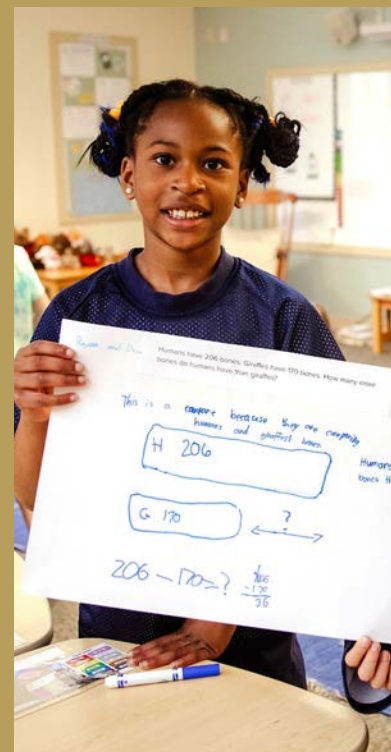
by Daintry Duffy Zaterka '88

The focus on making mathematical thinking visible isn't just reserved for special events; it is built into the curriculum's foundation. Starting in Kindergarten, students are encouraged to strengthen their mathematical problem-solving skills during math warm-ups, where they tackle mental math problems as a group, share strategies, and defend their answers. They also decode word problems and write their own, a practice that builds fluency in translating numbers into language and back again. “One of the things that Primary School does really well is to train kids to write about their mathematical thinking, speak articulately about their thinking, and to provide the mathematical reasoning for their answer,” says Maura. This approach builds confidence while exposing

students to different problem-solving methods that expand their mathematical toolkits. First grade teacher Kelly Porter adds, “We always have the children share multiple strategies for solving the same problem, so they understand that another mathematician might approach a problem differently.”

Building mathematical thinking is woven into the daily schedule in Primary classrooms. During morning meetings, first graders track the passing of the school year by updating the daily calendar count. As they add each day, they are encouraged to bundle groups of ten, a routine that builds a concrete understanding of place value, and calculate how many more days until the next milestone of ten, reinforcing addition and number sense.

Every morning, second graders answer a question on the board, such as voting for their favorite season, recording their daily commute length, or their height. Using personalized face magnets, the class collaborates to transform these data points into a physical bar graph. This interactive exercise helps students analyze real-world information and recognize visual depictions of numbers. This spring, second graders carried those data skills into science class as they traced the growth of their bean plants. Instead of viewing math as an isolated subject, students used their graphing experience to gather real-time scientific data. “They're taking what they've already learned about interpreting data and graphs and applying it to science,” notes second grade teacher Maggie Walter.



“Obviously, science and math go hand in hand quite often, and this helps students to see that connection.”

Students also develop their abstract reasoning through subitizing, the ability to instantly recognize the number of objects in a group without counting them individually. To practice, teachers flash groups of dots or dice images and ask students how many they saw. This exercise engages pattern recognition and early multiplication skills as students naturally group images together. “The students are tackling multi-step thinking and seeing how numbers group together, the very beginning of order of operations, right there in the earliest of grades,” says Maura. In Kindergarten, students regularly tackle open-ended math challenges using educator Graham

Fletcher’s 3-Act Tasks. These video-based investigations hook students’ interest with real-world scenarios, such as estimating how many candies roll out of a vending machine, and challenge students to find the solution. Similarly, second graders engage with “Esti-Mysteries,” an activity where students use a series of numerical clues to narrow down an unknown number. To find the correct answer, students must apply deduction, estimation, and logical mathematical reasoning.

Math Mayhem transformed a regular afternoon into a festival of mathematical games, taking math off the page and into the realm of real-world problem solving. Students went bowling for numbers, adding and subtracting the point values of the pins they knocked down, and they

balanced weighted scales to visualize the structure of an equation. Students categorized numbered rubber ducks floating in water by whether they were prime, composite, odd, or even, while other stations challenged them to estimate the number of items in a jar or calculate the probability that a spinner lands on a certain color. “The hands-on activities and playful challenges allowed students to experience probability firsthand,” notes Maura, “bridging the gap between theoretical and experimental probability, and proving that abstract mathematical reasoning can be both accessible and fun for our youngest learners.”

You can learn a lot about a culture by walking through a traditional home, from the fabrics and colors to the materials used to construct the building and furnishings. This year, fifth grade language students explored this idea through a unique collaboration with Principles of Design (POD) class. In their world language classes, each student researched a country where the language they are studying is spoken. They learned about the style of traditional homes in that country, expanding their vocabulary and cultural understanding.



At Home in the World

by Daintry Duffy Zaterka '88

This spring, students applied those concepts in POD class, where they learned technical drawing skills to create floor plans and 2D cross-sections of homes in their French- or Spanish-speaking countries, from Cambodia and Morocco to Panama and Argentina. To give their projects a personal touch, students also used Makers Empire software to design and 3D-print a traditional cultural object that might be found inside their home.

During the winter term, students began researching the homes that are common in their assigned country. "For many of our students, 'home' means a house, but it's important

to acknowledge that's not the case everywhere around the world," says World Language Department Chair Kara Mertz. Students researched home designs using a curated list of books in the library and some online resources, learning about a range of homes from tall wooden row houses in Belgium to Guatemalan homes fabricated from cornstalks. To prepare for the project, students learned vocabulary for homes and furniture, descriptive adjectives, and prepositions to explain where objects are located. Kara points out that this unit is particularly rewarding because many of the Spanish and French terms are cognates, enabling students to acquire a

large amount of vocabulary quickly and easily.

As part of the project, students also researched an object authentic to the culture that they would later design and 3D-print in Makers Empire, writing about its significance, appearance, and where it might be found in a traditional home. Students practiced their speaking skills by presenting their projects to each other and reading aloud the paragraphs they wrote describing their homes' interiors.

Because design is inherently intentional, students also deepen their understanding of culture and language through this cross-curricular project



by designing a home, complete with furnishings and authentic objects appropriate to their country. Each student brought the research and knowledge they had gained about their country to POD class, ready to focus on the aesthetic elements of home design in that culture. Students researched common architectural styles and the materials used in home construction, which are often native to the environment.

Design teacher Deborah Morrone-Bianco introduced students to technical drawing skills, teaching them how to create a top-down floor plan and a cross-section, each with a legend

identifying the furnishings and key items in French or Spanish. “Students aren’t drawing to scale yet, but each box on the paper represents one foot, and we asked them to keep things in proportion,” says Deborah. Students added character to the technical drawings by incorporating textured 3D elements, such as wooden blocks, to represent seating. “Some of the students found fabric that looked like it was from their country and added curtains for the windows. They were excited, and it added a touch of fun,” says Deborah. When it was time to create a 3D object in Makers Empire symbolizing their country’s culture, they designed, printed, and painted everything from

traditional Guatemalan worry dolls to a vejigante mask used in festivals in Puerto Rico.

Both pieces of the project came together seamlessly this spring when students hosted a gallery walk for the community and their families. Students proudly shared their technical drawings and 3D-printed objects, while visitors at each station scanned QR codes to view the designs inside Makers Empire. It was an impressive showcase of cross-curricular learning, giving students the chance to present all the components of their project and confidently share everything they had learned.

This spring, ninth grade biology students engaged in a hands-on science and service project focused on understanding and protecting local biodiversity. Students learned about the importance of biodiversity to our environment, conducted biodiversity analyses at local field sites, researched the threats posed by invasive species, and designed educational resources for publication on the Southborough Conservation Commission's website.



Backyard Biodiversity

by Daintry Duffy Zaterka '88

The project was created by Upper School science teacher and Sustainability Coordinator Jenna Barbary-Glovsky, who, in addition to teaching biology, serves on the Town of Southborough's Conservation Commission. Through her work with the commission, she noticed that the town's website needed updated resources that could help educate the public about the local ecosystem and the importance of environmental laws such as the Wetlands Protection Act. Seeing a perfect opportunity for civic engagement, Jenna designed a project that would give her students a real-world lesson in the importance of biodiversity while

providing an important service to the local community.

To lay the foundation, Jenna introduced core ecological concepts like population growth, invasive species, and environmental carrying capacity, helping students understand the vital role biodiversity plays in our lives. Her goal was to help students see why biodiversity is so important and that it has a tangible value. "The wetlands essentially do billions of dollars of ecosystem management for us," points out Jenna. "They're filtering our water, buffering floods, providing habitats, and doing all this work that we can attribute

an actual monetary value to. It's a way for us to better understand how important they are to us as humans."

Next, the class conducted biodiversity sampling both on campus and at nearby Chestnut Hill Farm. Working in teams, students staked off a one-yard by one-yard site to study. They combed through the area, using the iNaturalist app to identify the plants, animals, and fungi they observed. To get as close to an accurate analysis as possible, the teams dug into the dirt to count every species present, while remaining mindful of the ecosystem's invisible occupants. "There are insects



and fungi that live in the soil that we're not seeing," Jenna explains, "So we tried to really be thorough while also understanding that we weren't seeing the whole picture."

Students then turned their focus to localized research, spending two weeks investigating how biodiversity and invasive species impact Southborough specifically. Working in collaborative teams, they developed projects on a variety of topics, including removal tips for local invasive species, guidelines for sustainable fishing in the Sudbury Reservoir, the local impact of the destructive spotted lanternfly, the effect of campus construction on common

area birds, and an analysis of biodiversity at Chestnut Hill Farm. As a final step, students compiled their research and created brochures or posters, using the skills they learned in their Advanced Design Portfolio or Creators classes to present their findings in a clear and compelling manner that would be easily understood by the average citizen. The Conservation Commission and Town of Southborough are developing these materials for broader distribution on the town website.

Looking ahead, Jenna hopes to expand this into a multi-year project that continues giving students valuable experience in field research and data

collection. "We focus a lot on how to design an experiment in this class, gather samples, and analyze data in a way that yields information that you can't just look up online," Jenna says. "The long-term goal is to track the spread of invasive species over time on campus and across town properties. By comparing our campus data with sites that aren't as actively managed, future classes can build on this research, making it possible for the school and the town to build a better plan for managing invasive species."

Fay Welcomes New Trustees



This spring, Fay was thrilled to welcome an alumnus and the parent of a graduating ninth grader to the Board of Trustees. Diego Poo Alvarez '12 will serve as a Young Alumni Trustee, representing our international alumni community, and Michael Wirtz, father of Charlie '26, is currently Head of School at St. George's School. We are deeply grateful for their continued commitment to Fay and look forward to the wisdom and vision they will bring to the Board.

MICHAEL WIRTZ P '26 *Middletown, RI*

Michael Wirtz is the Head of St. George's School in Middletown, Rhode Island. Before joining St. George's in 2023, he served as Head of Hackley School from 2016 to 2023. Earlier in his career, Michael spent six years at St. Mark's School as Assistant Head of School and Dean of Faculty. He also taught for nine years at Concord Academy, where he chaired the Science Department and served as an advisor, coach, and dorm parent. Michael currently serves on the Membership Committee for AISNE and on the Board of Directors of the National Network of Schools in Partnership. He is also a member of the 1911 Group, a professional learning community of heads of all genders who gather to share challenges and aspirations, and to learn, inspire, and engage with one another in a spirit of collegiality and a commitment to promoting and sustaining women's leadership.



DIEGO POO ALVAREZ '12 *Mexico City, Mexico*

Diego arrived at Fay in 2010 as an eighth grade student and credits the Fay community with helping him stay on track and find success personally and academically. Diego resides in Mexico City with his husband, Javier, and he has been an active member of Fay's alumni community since his graduation. After Fay, Diego attended Alexander Bain IB School in Mexico City and the Universidad Iberoamericana. He is a Commercial Director for Vittec in Mexico City, which manufactures hardware technology for architectural tempered glass installations. Diego is committed to the continued success of Fay. He has remained in close contact with classmates and is eager to continue to grow Fay's admission and alumni network in Mexico City.



Fay Launches New Academic Schedule



After a year of data collection, analysis, and collaboration, Fay unveils a new academic schedule for the 2026-2027 school year.

Over the past year, Fay partnered with Independent School Management (ISM) to conduct a comprehensive review of the student schedule. This collaborative effort was driven by direct feedback from faculty, students, and families, and it focused on optimizing the school day to align with best practices for student learning, cognition, and growth. As a result, students will benefit from several schedule refinements in the 2026-27 school year.

A Predictable Rhythm: The academic day will end at 2:50 p.m. each day. The school is also transitioning from a six-day rotation to a ten-day rotation that aligns with the days of the week, making it easier for students to anticipate their workload and plan ahead.

Space for Deep Learning: The new schedule reduces transitions and introduces one-hour morning class blocks, creating the time students need to dive deeper into concepts and maintain focus without interruption.

Prioritizing Well-Being: The new schedule incorporates more unstructured time for students to play and reset by expanding recess for Lower School and adding a longer morning break for Upper School. Additionally, a new 8:30 a.m. late start on Thursdays will offer students a much-needed mid-week reset to recharge for a strong finish, as well as provide built-in weekly meeting times for faculty. Fay's Extended Day program will continue to be available to families who need an early drop-off at no additional charge.

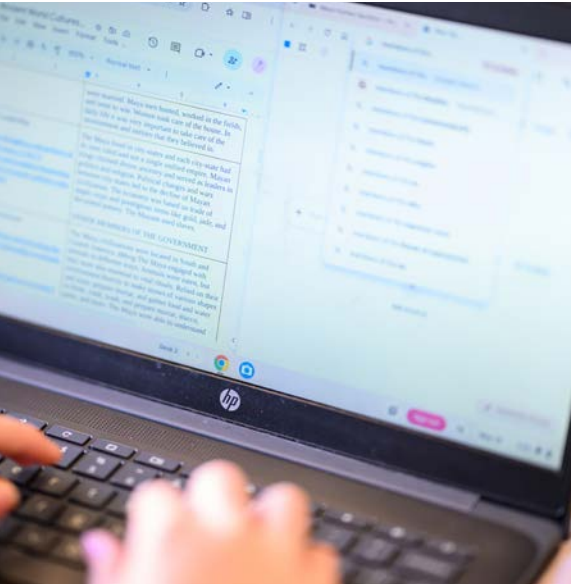
Dedicated Support: The new schedule carves out intentional, protected time for advisory and extra help, ensuring that every student has direct and consistent access to the academic support they need.

The updated schedule strikes a purposeful balance between essential transition time for students to reset and extended academic blocks designed for deep, uninterrupted focus. "The fact that we can align ourselves with what's known about student learning and cognition in 2026 and best practices in scheduling is a win for our students and families," notes Associate Head of School Beth Whitney.



Learning to Lead in the Digital Age

In a world dominated by screens, Fay's Upper School community is prioritizing digital citizenship with a new advisory curriculum.



Through a new partnership with The Social Institute, Upper School students are learning to navigate social media with a focus on integrity, character, and mental health. Through games and lessons, students have been spending time in advisory focusing on topics such as maintaining a positive presence online, the long-term impact of online behavior, A.I. ethics, biases and misinformation, disagreements without drama, and learning from mistakes.

In addition to the student curriculum, The Social Institute program also includes faculty professional development and resources for families as they try to guide students through the ever-changing digital landscape.

One of the program's strengths is that, instead of alienating students by focusing on the "don'ts" of digital citizenship, it takes a positive, proactive approach that empowers students to use the digital tools at their disposal to enrich their well-being. "In the Upper School, we want to ensure that students don't just survive the evolving digital age but have the ability to lead through it with empathy, purpose, and actions that align with our Core Values," notes Head of Upper School Jake Sumner. "We hope to transform digital platforms into meaningful connections and educational tools that power student success."



Cool To Be Kind

This spring, the Lower School launched a new initiative with a simple but powerful mission: spreading joy.

The Kindness Crew, a dedicated group of fifth and sixth graders, is on a mission to build deeper community connections across Fay's Primary and Lower Schools. Led by School Counselor Skylar Seligman and Lower School Dean Kara Mertz, the initiative kicked off with a call for student applications, asking applicants why they wanted to join and to pitch their own ideas for community building. The Crew hit the ground running, helping with a Mental Health assembly and leading

a morning meeting on the theme of wellness of mind, body, and spirit. Moving forward, the hope is that each year's crew will forge their own path, discovering unique ways to lift up the community. "It's a nice way for kids to give back in a way that's intentional and meaningful, and for them to see their ideas come to fruition," says Kara. "I don't think any person is too young to have that experience, and I think providing those opportunities is one of the many things Fay does well."



Never Too Young to Make a Difference: Primary School Service Learning in Action



Service learning has the deepest impact when students get actively involved, connecting the dots between their own efforts and the tangible difference it makes. This year, Primary School students had many opportunities to learn that you are never too young to show up for others.

In December, Primary School students partnered with Upper School helpers to hand-knot cozy blankets for Project Linus, which were delivered to local hospitals to comfort children facing illness or trauma. In January, they turned their focus to community-building, creating handmade Valentine's Day cards to spread joy to the seniors at the nearby Southborough Senior Center and New Horizons Assisted Living. Finally, after learning about animal shelters and pet adoption, students put their compassion into action by crafting custom toys for the cats at Buddy Dog Humane Society.

Together with perennial traditions like the Treats for Troops Halloween candy drive and the second grade trip to Cradles to Crayons, these projects

proved that when students drive the mission, the impact is even greater. "I want students to see themselves as philanthropists in the true sense of the word, giving their time, talent, and treasure," says Service Learning Coordinator Christina Berthelsen. While their "treasure" at this age might be mostly leftover Halloween candy, their time and talent are equally as valuable to both the recipients and themselves. "It's such a gift for the students to do service—because they get that sense of accomplishment, see that it can be fun, and experience how good it feels to help others," Christina adds. "When children experience that positive reinforcement at a young age, they just carry it with them."



Vox Inventum & The Future of Learning



Head of School Susanna Waters is featured on the Inspiring Schools Podcast.

This spring, Head of School Susanna Waters joined the Inspiring Schools Podcast for a deep dive into the future of education with host Simon Noakes, Founder and CEO of Interactive Schools. In the podcast, Susanna shares insights from her own leadership journey and discusses how Fay's Vox Inventum program equips Fay students with the essential skills to lead and innovate in an ever-changing world. Tune in to the full episode at <https://www.interactiveschools.com/inspiring-schools-podcast> to hear more about Susanna's vision for the future of education and the Fay experience.



Fresh Perspectives

Fay welcomed several special visitors to campus during the spring term to share their talents and unique experiences with our students.



Monet Izabeth
Solo Adventurer

How do you prepare to ski 700 miles alone across the harshest continent on Earth? On March 26, Fay students found out firsthand from Monet Izabeth, the first American woman to ski solo to the South Pole. Fresh off her historic 57-day trek this past January, Monet shared the gritty details of her Antarctic expedition and urged students to dream big, regardless of how daunting their goals may seem at first.



Judge Richard Gergel
Author

On March 30, Judge Richard Gergel spoke at Upper School Morning Meeting about his powerful book, *Unexampled Courage: The Blinding of Sgt. Isaac Woodard and the Awakening of America*. He shed light on this pivotal case that sparked the desegregation of the U.S. military and helped ignite the Civil Rights Movement. Afterward, Judge Gergel met with students in ninth grade English and Topics in Modern America. Our students had the unique opportunity to ask questions and hear his firsthand insights on this crucial chapter in civil rights history.



Gwendolyn Wallace
Historian, Storyteller, and Author

Fay's Primary School welcomed author Gwendolyn Wallace on April 30 for an inspiring day of storytelling and creativity. After reading from her book *Joy Takes Root* and sharing how she overcame her early nerves about sharing her work, Gwendolyn challenged the students to embrace their own inner writers. She led a hands-on writers workshop in each grade where students crafted their own mini-books from a single sheet of paper, bringing original characters and sidekicks to life.



Ready, Set, Grow

Fay's campus greenhouse is set for a renovation this summer.

Big things are blooming in the Root Building this summer! Thanks to Fay Grandparents and Special Friends, the campus greenhouse is being completely renovated. While last year's gifts funded the physical construction taking place this summer, donations from the 2025–2026 school year will outfit the interior with heating systems, climate monitors, and tools to ensure year-round, hands-on learning. The project is expected to be completed in mid-summer and ready for our students to roll up their sleeves and get their hands dirty this fall!

To be a part of this exciting project, visit fayschool.org/greenhouse or scan the QR code below. We are so grateful for the continued support of our amazing grandparent and special friend community!

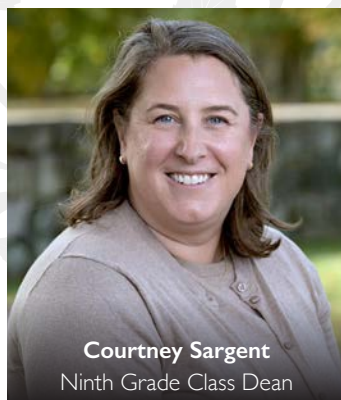
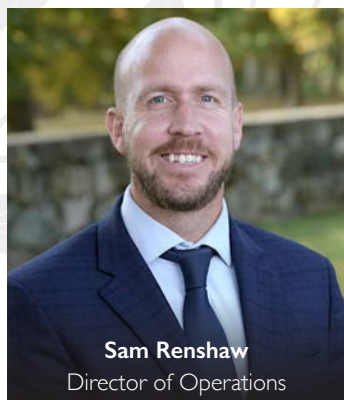
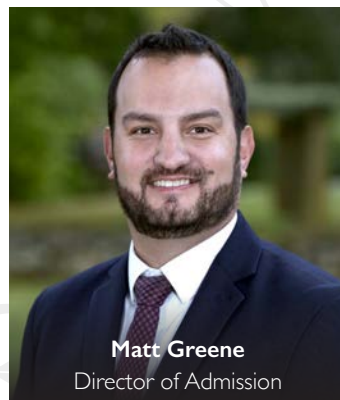


Fay Welcomes Grandparents and Special Friends

There is nothing quite like the energy on campus when our Grandparents and Special Friends visit! From morning classes to musical performances, it remains one of our absolute favorite traditions of the spring season.



On the Move



Several familiar faces across Fay will assume new roles and responsibilities for the 2026–2027 school year. One of our community’s greatest strengths is our desire to grow, and we look forward to supporting our talented faculty and staff as they take on these exciting new professional challenges in the upcoming school year.

Cultivating Change: Meet Pratyusha Akunuri



When Pratyusha Akunuri stepped into the newly created role of Facilities and Environmental Sustainability Manager this past February, she hit the ground running. Dedicated to promoting a safe, vibrant, and sustainable environment at Fay, she is working closely with both our Facilities team and the Sustainability Core Team to bring green ideas to life. We recently caught up with Pratyusha to chat about her first few months on the job, the positive changes already underway on campus, and what's next on her sustainability roadmap.

Where did you decide to focus first at Fay?

At the moment, I'm focusing on recycling and food waste. I went over to E.L. Harvey's waste facility, got a good understanding of what goes where, and then I worked with the Eco-Alliance to make posters on what to put in the recycling and what not to. Those signs went up around campus on Earth Day. I also want to make sure there is always a recycling bin at every location with a trash bin, so recycling is more accessible.

Managing recycling and food waste is often less about logistics and more about changing human behavior. What has proved effective so far?

We ran a "Weigh the Waste" campaign in the Dining Room, and we found that the students are really good about only taking what they're going to eat and finishing what's on their plate. But when they go back to the kitchen for seconds, they're usually given enough for a whole table, even if only a couple of kids want more. So then that whole bowl gets wasted. We've educated the students who serve as waiters to tell the kitchen exactly how many students want more, so that the portions are smaller, or to ask other tables for their leftovers before going to the kitchen. Recently, there was also a competition between the dorms to see which could use the least energy. I would love to create a display showing the average weekly energy usage for the dorms and challenge the students to beat that number.

What are your longer-term plans for changes on campus?

Once the greenhouse is up and running, I'd love to use it to supplement some of our food in the Dining Room. Of course, it won't be enough to replace it, but if we were able to occasionally say that today's salad was all homegrown, and to have the students involved in that process, that could be a learning and sustainability opportunity.



Art Unscripted

Celebrating the capstone projects of the ninth grade Advanced Studio Art (ASA) elective



The capstone of the ninth grade Advanced Studio Art (ASA) elective is the end-of-year “passion project,” an open-ended opportunity to create a piece of art in any medium. With minimal boundaries, students are challenged to create a unique piece of art that reflects their personal ideas, values, and identity as artists. This year’s ASA students ran with the opportunity, producing everything from intricate pencil drawings to vibrant paintings and fashion statements. Christine C. ’26 sculpted a dress made entirely from trash that was inspired by the feeling that hardship is something you have to “wear” in life.

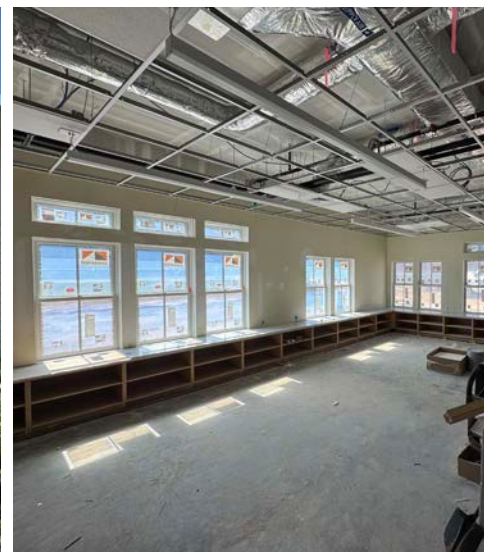
Each project is paired with an artist’s statement, allowing students to reflect on their final piece and their creative growth throughout the year as they showcase their portfolio to the Fay community at the end-of-year Advanced Studio Art Show. “I hope the students realize the power of their own artistic voices,” says Arts Department Chair Chris Kimball. “They have the talent to execute any assignment given to them, but I want them to know they can create art without guidelines or structure. They can tap into what they believe in, combine it with their technical skills, and say something interesting.”

Fay’s Newest Footprint

Preparing for the fall opening of the Primary School expansion

Excitement is building for the fall opening of Fay’s Primary School Expansion! In May, faculty and staff got a sneak preview tour of the nearly completed space. This summer, crews will be focused on the finishing touches of painting, furnishing, and prepping the building for a celebratory ribbon-cutting ceremony in September.

The completed 9,300-square-foot space will offer exciting new additions to the Early Learning Center (ELC) and Primary School programs. The expansion houses four brand-new classrooms, effectively doubling the capacity of Fay’s popular pre-school program; a large studio space featuring professional sprung flooring for dance; dedicated custom spaces for Primary School music and art; small-group workspaces; and essential elements like additional bathrooms, cubbies, and storage. We can’t wait to welcome Fay’s youngest learners into this beautiful new space in September!



Overheard

FOURTH GRADE SPEECH EDITION



This spring, the fourth graders' speeches chronicled the legacies of notable figures from the past and present. But there was a catch to keep the audience on the edge of their seats: each speech was written as a mystery, concealing the subject's identity until the very end. Now it's your turn to play along! Can you guess the famous figures behind the clues below?

"I set up camp on the shores of Lake Tanzania, and I studied the chimps in their natural setting. It took months for me to earn the chimps' trust... Through my observations, I changed many thoughts and ideas about chimpanzees. Scientists had believed that only humans were tool makers until my discovery."

—JAZZ D. '31

"One time I was watching TV, and I saw people throwing pies at each other. Everyone was laughing, but I thought it was a waste of great technology. Soon after, I made my own TV show for kids. It was very successful and was on air for more than 30 years, making it one of the longest-running TV shows in history."

—OWEN M. '31

"My dream was to go to space, so I applied to NASA and became the first African American woman to travel in space on board the Space Shuttle Endeavor. I served as a science mission specialist. I orbited the earth 127 times, and that took 190 hours, 30 minutes and 23 seconds in space during the Endeavor mission."

—FAVOR M. '31

"In 1824, I conducted the first performance of my ninth symphony, despite being deaf and unable to hear my own music. I have many things I'm proud of, and my music is widely known across the world. I've created nine symphonies, five piano concertos, one violin concerto, one opera, 32 piano sonatas, and more."

—ALICE H. '31

"I went to five years of school from first to fifth grade, and at 10 years old, I worked at my brother's print shop. I worked there until I was 18, and then I moved to Philadelphia, Pennsylvania. I found a job at the *Pennsylvania Gazette* and became a writer and publisher. I went on to write a book called *Poor Richard's Almanack*."

—HENRY V. '31

The 2025-2026 Highlight Reel



From the first whistle of the fall to the final out of the spring season, Fay athletes made us proud with their determination, sportsmanship, and unselfish dedication to their teams this year. During the spring season, girls varsity tennis, girls varsity lacrosse, and track & field turned in particularly impressive performances, notching strong records and even bringing home some hardware to present to Head of School Susanna Waters! We have so much to be proud of as we look back on this year's achievements. Cue the highlight reel! Here are some of the standout performances that defined our year in athletics.

FAY SCHOOL

FALL

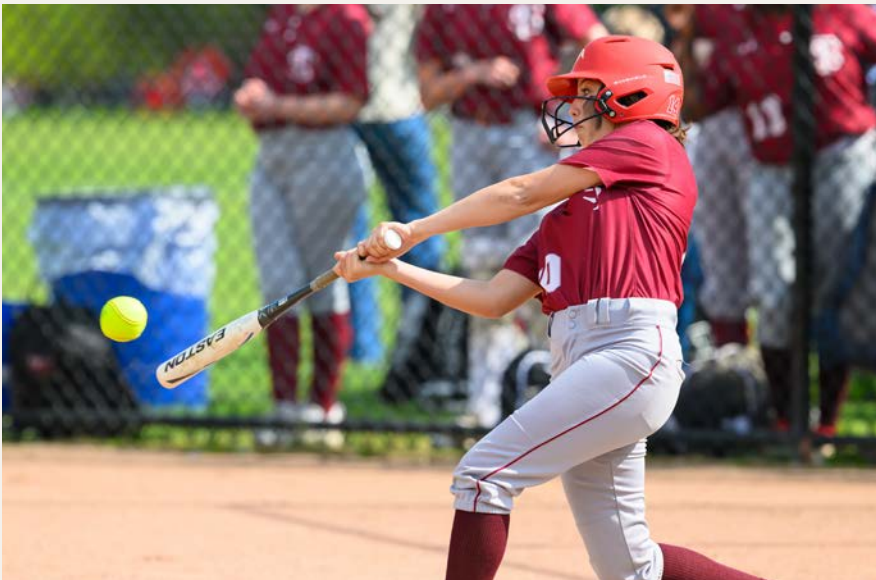
- Girls varsity soccer: Indian Mountain Tournament Champions for the 2nd year in a row
- Boys varsity soccer: Eaglebrook Tournament runner-up
- 5-6 girls soccer: Undefeated season at 9-0
- Volleyball: 12-1 record

WINTER

- Girls varsity basketball: Newton Country Day Tournament Champions
- Boys varsity basketball: 11-2 record
- Boys 5/6 basketball: Meadowbrook Tournament Champions
- Girls 5/6 basketball: Meadowbrook Tournament runner-up
- Wrestling: 2nd in the Belmont Hill Tournament

SPRING

- Girls varsity lacrosse: Record of 9-2 and Battle of the Bay Tournament Champions
- Girls varsity tennis: Undefeated season at 9-0
- 5-6 baseball: Record of 8-1
- Track and field: Boys took 2nd place, and the girls took 1st place in the Hillside Jamboree



FRIDAY NIGHT LAX

Fueled by local food trucks, Parkerville Fields came alive this spring for Fay's inaugural Friday Night Lax. Spearheaded by the Fay Athletic Council, this brand-new tradition brought the entire community together as the girls and boys varsity lacrosse teams went head-to-head against Noble & Greenough. The sidelines were packed with cheering fans, creating an electric atmosphere that extended far beyond the game itself. "There was great community turnout, and that's really where we want to put our efforts - using athletics to build community," says Director of Athletics Rob Feingold.





Passing the Torch

In celebration of Women's History Month, Lower School students had the privilege of hearing from nine alumni who once wore the Fay jersey.

Five of these young women returned to campus to participate in a live panel to share their athletic journeys. The panel featured Fay Admission Officer Anikka Fredericksen '15, who coaches varsity volleyball and basketball at Fay; Lauren Glaser '20, who plays ice hockey for Boston College; and Carina Liberatore '20, who plays soccer for Holy Cross. Rounding out the group were Parker Friedman '23, who will play soccer at Hobart and William Smith next year; and Ali Feingold '24, a multi-sport athlete playing field hockey and lacrosse, and racing on the ski team at Algonquin Regional High School. Together, they took turns sharing memories, reflecting on how they overcame athletic struggles, and discussing some of the experiences they have enjoyed throughout their sports careers.

Several other alumni shared their perspectives via video, reflecting on how they learned to compete, accept coaching, and handle constructive feedback at Fay. This group included Meg Fearey '14,

who played field hockey for Middlebury College and won the NESCAC and NCAA National Championships all four years of her career; and India Shay '15, who ran track for three years and played field hockey for four years at Trinity College before starting her current career in communications for the NHL's Vegas Golden Knights. Video messages also came from Sophie Student '16, who played lacrosse for Virginia Tech and UNC Chapel Hill, earning a 2025 National Championship alongside All-American and All-ACC Honor Roll accolades, and Alicia Guo '20, who is currently playing volleyball at Harvard University after beginning her volleyball career right here at Fay.

The panel originated from an idea by Primary School P.E. teacher Jack Wong to showcase some of Fay's female athletes for the Primary School students. Ninth grade captains spoke to the Primary School students, and that led to the alumni panel for Lower School students.

"Welcoming these athletes back to Fay wasn't just a celebration of our athletic history; it was a view of the legacy our current students are stepping into," says Director of Alumni Relations Willie Waters. "It was inspiring to watch our young athletes see themselves reflected in the stories, the earnest effort, and the triumphs of the alumni who wore a Fay jersey before them."



Color Competition 2026



This year's Color Competition got a high-energy makeover! A revamped afternoon schedule, followed by an All-School Picnic, brought a fresh spark to the annual showdown between the Red and White teams. From Kindergarten to ninth grade, every student brought their "A" game to a lineup of classic events, including the potato sack race, the obstacle course, and a bean bag toss. As always, the excitement reached a fever pitch during the tug-of-war finale, with teams pulling for glory as the whole school cheered them on. Win or lose, the day ended on a high note, with the entire community gathered on the Quad for an All-School Picnic. It was the perfect way to celebrate an afternoon of hard-fought effort and fun!



SPIRIT WEEK

This year, Color Competition was the culmination of Spirit Week, a five-day celebration of school pride where students and faculty traded their everyday attire for sartorial flair, guided by a daily dress theme. From the imaginative to the outright hilarious, our community let their school spirit shine!

Mood Monday



Twinning Tuesday



Wavy Wednesday



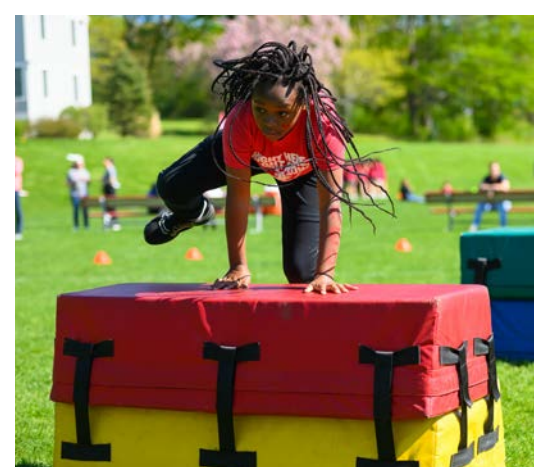
Color Competition!



Fancy Friday



FAY SCHOOL





On Earth Day, Fay students participated in a day of hands-on environmental learning to deepen their understanding of sustainability and stewardship. Through skills-based workshops, students explored real-world challenges, built practical knowledge, and transformed their ideas into action. The campus was humming with activity as students rolled up their sleeves for beautification and planting projects, cooked with sustainable ingredients, upcycled donated clothing, crafted eco-friendly beauty products, and constructed bat boxes to support local biodiversity.

Meanwhile, the learning also extended into the surrounding community. Off-campus, students practiced nature photography, volunteered at the Southborough Senior Center, and experienced the intersection of sustainable agriculture and food security by working at a community garden that grows fresh produce for local food banks.

The day was even more impactful thanks to the many alumni, parents, and friends of Fay who served as co-educators and mentors, offering insights into industry-level sustainability, conservation strategies, and environmental leadership.



1 Mike Bruny P '29: Pocket Squares and Sustainable Fashion

Mike led a sustainable fashion workshop where students learned how to repurpose leftover fabric into functional items such as pocket squares, while reinforcing principles of reuse and resourcefulness.

2 Mary Flathers '16: Honey Nut Farms

Mary shared a hands-on lesson in the work behind local farming at Honey Nut Farms in Hopkinton. The students planted peas, green beans, and potatoes, and they prepared the beds for summer by clearing weeds. Students received a pot, soil, and herb seeds to start their own plants to take with them back to campus.

3 Miranda Kotidis Titus '10: Environmental Design Theory

Miranda brought environmental design to life, sharing her career path and how thoughtful design can shape a more sustainable future.

4 Shilpy Singh P '28: Climate Change Simulations En-ROADS Ambassador

After discussing the impacts of global warming, Shilpy, who is President of New Bedford Maritime Innovation, guided students through a simulation using the En-ROADS climate simulator to develop a climate policy that would limit global warming to 1.5 degrees centigrade.

5 St. Mark's Students 4 Sustainability, featuring Lucky K. '25 and Reet D. '26: Learning about Microplastics

Fay alumni Lucky and Reet, along with other St. Mark's students, taught Primary students about microplastics through an activity where they filtered particles from sand.

6 University of Maine Master Gardener Susan Coyne: Earthworm Discovery

Susan (mom of Head of Upper School Jake Sumner) brought the wonders of the underground to life for Primary students with a hands-on workshop all about the mighty earthworm. Students discovered the hidden power of these soil superheroes, learning how they aerate soil and transform it into a nutrient-rich foundation for everything we grow.

7 Emily Harvey P '33: Family Farming at Harvey's Farm in Westborough, MA

Students explored sustainable agriculture at nearby Harvey's Farm by touring fields and advanced greenhouses equipped with automated climate controls and water-saving drip irrigation. The tour highlighted real-world farming challenges and innovations, from deer fencing and honeybee pollination to generating solar energy and utilizing the space beneath the panels to grow crops.

8 Rachel Kenny: The Power of Design for Conservation

Rachel (sister-in-law of faculty member Tony Bator) shared a presentation that drew on her rich background as a graphic designer for *National Geographic Kids*, as a wildlife conservationist at Irvine Ranch Conservancy in CA, and as a data scientist at the World Resources Institute. After learning about the core principles of effective graphic design, students created their own sustainability-focused infographics.

9 John Walters P '35: Young Voices for the Planet

John introduced Lower School students to Young Voices for the Planet, a series of films featuring student-driven environmental action where young people have advocated for simple changes, such as implementing reusable straws.

10 Ben Gleason: Let's Play!

Activitas Inc. planners Olivia Messenger and Ben Gleason (brother-in-law to faculty member Lara Gleason) hosted a dynamic workshop for Lower School students. After explaining the eco-friendly principles behind their firm's planning, landscape architecture, and civil engineering work, they challenged students to design their own sustainable outdoor sites.

A portrait of Lara Gleason, a woman with long brown hair, smiling. She is wearing a blue and pink patterned top, a green beaded necklace, and blue and green earrings. The background is a blurred outdoor setting with trees and leaves.

FACULTY PROFILE

Lara Gleason

Fifteen years ago, Lara found a welcoming home at Fay, beginning her journey as an Upper School English teacher and Director of Residential Life, living in the dorms with her husband, Mike. Lara and Mike eventually moved into a campus house, where their family grew to include their son, Myles, and later, their daughter, Maisie. While her roots were in the Upper School, Lara quickly found her calling guiding Fay's sixth graders. Today, whether she is teaching reading and writing in her classroom or coaching 5-6 girls lacrosse and soccer, Lara makes it her mission to pay forward the warm welcome she found at Fay. As a teacher and coach, she intentionally builds tight-knit, supportive environments where students feel encouraged to take risks and grow. We chatted with Lara recently about what she loves about teaching sixth grade, her empathy for reluctant readers, and growing alongside her students at Fay.

What is unique about teaching sixth graders?

It's such a year of change; their bodies and minds are changing, they're learning more about the world and themselves, and they're starting to think more abstractly. It's this magical time of, wow, things are coming together! Like all of us, sixth graders make lots of mistakes, and I love helping students through that because it's part of learning, and it makes us better, stronger, and more flexible. We can have epic fails, and they can be really beautiful learning opportunities. The other amazing aspect of sixth graders is that they are natural leaders. There's a strong sense of justice to this age group. They care about the world, they care about other people, and they want to do the right thing—even if they don't always do it! They want to do it.

How do you build a classroom environment that supports students' growth as writers, readers, and public speakers?

We spend a considerable amount of time in the fall establishing classroom routines because, regardless of what's happening in the outside world, we can control how we treat and support each other. If we're going to grow in different ways and test out new ideas, this needs to be a safe place to do that.

What might your students be surprised to learn about you?

As a kid, I loved making, writing, and listening to stories, but I wasn't a great reader. It took me a while to find out who I was as a reader and discover different genres. Now, we have such incredible Young Adult (YA) books that can tap into any interest, but there weren't always books that grabbed me at that age. I obviously love reading now and strive to share that passion with my students!

Do you have a favorite book or curricular project for this age group?

The book that I stick with the most is *Wolf Hollow* by Lauren Wolk. It feels like the perfect way to culminate the year, because it's about empowerment, finding your voice, and recognizing that your actions—what you say and what you do—really matter. It's the right book for the students at this moment in their lives. I think that's also why the interdisciplinary Transforming Our World unit is one of my favorites. I love reading and writing because they're a way for me to help students feel they can move into the world and be empowered, active citizens. I want them to have a tool set that allows them to speak up about the issues they care about and be articulate.



Does your teaching approach carry over to how you coach players in the same age group for 5/6 soccer and lacrosse?

Absolutely! I believe in goal setting and building community, and I think a team is the perfect place to do both. Each player is working on their individual skills, supporting their teammates' development, and then helping us grow as a team. Additionally, building those relationships is important. If I coach students in fifth grade and then teach them in sixth

grade, that starts a relationship that continues. The reverse is also true. Sometimes, developing that relationship in the classroom can really help when I coach them on the field.

Do you have a favorite Fay tradition?

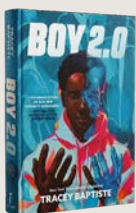
The hype for the Lower School Dodgeball Tournament brings palpable joy to the division. Each year, the team names are hilarious and showcase our creativity. Connecting with my colleagues playfully also strengthens our relationships, giving us opportunities to show our competitive sides while modeling teamwork, good sportsmanship, and mutual respect for our students. Whenever we can all have fun together, it's just the best.

How have you continued to grow as an educator at Fay?

Something I love about teaching is that I'm always learning. For example, this is probably the seventh or eighth year I've taught *Wolf Hollow*, and every time I do,

a student says something I hadn't thought about before. I cherish those moments and intentionally pause to acknowledge them to the students, so they can see me learning as well. It's a reminder that learning is a lifelong journey.

Lara Gleason's YA Book Edit



From gripping thrillers to heart-wrenching contemporary tales, young adult fiction is home to some of today's best storytelling. Looking for your next great read? Here is Lara's ultimate YA lineup:

Boy 2.0 by Tracy Baptiste

Refugee by Alan Gratz

A Thousand Questions by Saadia Faruqi

Tumble by Celia C. Pérez

Shouting at the Rain by Lynda Mullaly Hunt

FAY SCHOOL'S



CLASS OF 2026



THE CLASS OF 2026

Andrea Aarún Aguilera	Scarlett Elizabeth Kane*	Campbell Kathryn Ryan
Babatobiloba David Benson	Oliver Dae-Hyun Kim*	Taehoo Raymond Ryu
Sabrina Alba-Anna Bianco	Jenny Kim	Melody Tahirih Saadi
Paa-Kwesi Adjei Boakye	Janna Oforiwaa Kissi	Avery Petersen Sargent*
Deyang Ryan Cai	Yerim Jessica Ko	Shanth Shankar Saxena
Tomas Casas	Madison Seoyeon Lee	Luke Anthony Seariac
GunWoo Spencer Cho	David Jemin Lee	Sarah Caldwell Sepúlveda
Chinemelum Christine	Yuri Lee	Julian HJ Song
Chukwuanu	Emily Leiser	Yeonju Claire Suh
Justin Chung	Tingyou Asher Li	Elizabeth Tan
Aine Reilly Cummings	Zhaosen Lim	Allan Tao
Karla Racquel Davis	Yinran Oscar Liu	Alexander Thiagarajah
Blaise Eli Davis	Athena Luo	Namon Traisorat
Jimena Díaz Morello	Jayton Shu Mansour	Tuong An Andela Truong
Justin Fabre	Ethan George McKay	Nana Tsuji
Ian Marcos Flores Fondeur	Suri Meng	James McLaurin Twombly
Haruki Fujii	Shiloh P. Mensah	Elizabeth Wijaya
Adriana Garcia Acevedo	Subramaniam Moorthy*	Richard Charles Wirtz
Ellie Goh	Parker Murphy	Olivia Wu
Felista Shoni Halvorsen	Osuke Nabeshima	Jarry Xie
Peter G. Haseotes*	Ryan Nam	Alex Yoon
Sidney Isaiah Holtzman	Ashley Shili Nie	Anyi Angie Yuan
Yu Millie Huang	Andrés Rivas Matiella	Eleanor Nashe Zawaira
Diego Jing	Zifeng Ruan	Ryan Zheng

**Niners, students who have attended Fay since Pre-Kindergarten*

Members of the Class of 2026 will attend the following schools:

American School Foundation of Monterrey	Lawrence Academy	Phillips Exeter Academy
Blair Academy	Lawrenceville School	St. George's School
Boston University Academy	Loomis Chaffee School	St. Mark's School
Brewster Academy	Mercersburg Academy	St. Paul's School
Brookline High School	Middlesex School	St. Sebastian's School
Brooks School	Milton Academy	Tabor Academy
Choate Rosemary Hall	Miss Porter's School	Tilton School
Deerfield Academy	Noble & Greenough School	Westminster School
Eton School Mexico	Northfield Mount Hermon School	Williston Northampton School
Hotchkiss School	Pennington School	Worcester Academy
Kent School	Phillips Academy	



.....

“When I was a student at Fay, I never imagined I would one day be standing on stage, teaching in classrooms, leading organizations, speaking across the country, or having the privilege to address a graduating class of Fay School. But my teachers showed me something powerful. My voice did not have to be perfect to matter. My voice could become part of a stronger song. You all sing together in that song. **You already possess everything you need to begin: the discipline to learn, the courage to try, the resilience to endure, and the character to lead.**

As you leave this campus, carry your dreams with you. Don't let anyone tell you they're not possible. It takes work. Be mindful. Embrace adversity and never stop getting back up.”

—George Foreman IV '03,
Commencement speaker





DEPARTING MEMBERS OF
THE CLASS OF 2027

Zayan Samir Anand	Evelyn Kim	Navin Sidharth Patel
Elizabeth Rose Anderson	Sophie Charlotte Kotarski	Isabella Perez Saleh
John Evan George	Tai Ming Kuo	Tymon Pogorzelski
Antonopoulos	Tabor Ladas	Ines Rasso Paoli
Aksorn Kat Asvanund	Lea Le Dret	Sophie Hamdam Saadi
Isabella Catherine Cassetta*	Jaime Lorenzi Palanca	Vicky Li Shi
Kornsuda Suda Charoensiddhi	Alessandra Elle Lotuff	William Alexander Sullivan*
Yun Han Anna Chen	Aneesa Nduta Macaria	Jiayi Hannah Sun
Paige Ann Collymore	Jimena Martín Regúlez	Elise Elizabeth Svec
Beltrán De Las Heras Sabater	Rory Matlock*	Xinchen Della Wang
Harrison George Estwanik	Kendall Ann McClements	Jenna Marie Williams
Nicolas Garcia	William Edward Meany	Blair Li Wu
Max Goodwin	Alvaro Medina Onieva	Jiahe Yang
Victoria Joyce Haseotes	Benjamin Nathaniel Mehr*	Alexis Aili Yannakopoulos
Tristan Ihinose Ighedosa	Joshua Trevor Morin	Brian Yao
Luke James Irving	Reya Nehra	Daniel Maxwell Zdorovtsov
Tomoka Iwai	Ramazan Nurumkhan	Kevin Zhang
Anjali Karthik	Elle Nicole Paquette	

**Octavi, students who have attended Fay since Pre-Kindergarten*

Departing members of the Class of 2027 will attend the following schools:

Boston College High School	Hotchkiss School	Noble and Greenough School
Buckingham Browne & Nichols School	Keio Academy	Phillips Academy
Cambridge School of Weston	Lawrence Academy	Phillips Exeter Academy
Commonwealth School	Lincoln-Sudbury Regional High School	Rivers School
Concord Academy	Loomis Chaffee School	Roxbury Latin School
Cushing Academy	Middlesex School	St. George's School
Deerfield Academy	Milton Academy	St. Mark's School
Framingham High School	New Hampton School	

“ This year has been a journey of growth... we’ve learned so much about ourselves, about working together, and about supporting each other through challenges and successes. When the year first started, the new, nervous, but eager 8th grade student body was completely different. Look at how far we’ve come: now we are confident leaders, ready for whatever’s next. ”

—Eveyln Kim, 8th Grade Student Council Representative



“ I loved every moment of sports, of color competitions, of morning meetings, and most frequently, the time I spent with my friends. Walking to and from school, to and from the dorms, to and from the dining hall, I would have never thought that all this would come to an end. I know that although some of us are departing, we will come together as one, through alumni events and reunions. ”

—Tym Pogorzelski, 8th Grade Student Council Representative

THE CLASS OF 2023

COLLEGE DESTINATIONS

Lucas Araujo
Boston University

Sean Atkins
Fordham University

Andy Baeck
University of Chicago

Georgieanna Blanchard
Lafayette College

Ryan Bois
Fairfield University School of Engineering

Piper Chauncey
Stonehill College

Katherine Crawford
Middlebury College

Sebastian De Bonet
Villanova University

Rachel Ding
Duke University

Joe Doyle
Yale University

Danel Esprit
The Pennsylvania State University

Parker Friedman
Hobart and William Smith Colleges

Norina Gakpey-Graham
University of Pennsylvania

Isabel Goddard
Williams College

Owen He
University of Pennsylvania

Maya Hindawi
College of the Holy Cross

Alexander Hodi
Boston College

Stephen Hodi
Boston College

Kathy Jiang
Boston College

Nicole Kalu
Boston University

Dexter Koffel
Tufts University

Olivia Laaper
University of Vermont

Ellis Lennon
Skidmore College

Lucas Lu
Duke University

Leo Lyra
Worcester Polytechnic Institute

Madi Macdonald
Georgetown University

Mariana McCarthy
New York University

Katie McCoy
Suffolk University

Aidan Oare
University of Alabama

Anna Percuoco
Bentley University

Grace Pilkington
University of Richmond

Brady Prefontaine
University of Miami

Zack Rodgers
Middlebury College

Gabriel Rucando
Rochester Institute of Technology

Sami Sciacca
Colby College

Samantha Seitz
Clemson University

Keren (Hwapyung) Song
Massachusetts Institute of Technology

Sofia Tati
University of Rochester

Javier Tejado Hajj
Northeastern University

Ray Tie
Boston College

Kiley Whelan
Providence College

Tomás Woelper
Lesley University

Yanzhen (Annabelle) Wu
Harvard University

Julie Yan
Tufts University

Alex Yeomans
University of Massachusetts Amherst

Ashley Yu
Harvard University

Annabel Zaterka
Wake Forest University

Graduating in 2027

Kristin Borella

Yuri “Renna” Hwang

Katie Kim

Ethan Li-Kato

Benjamin Morse

Yubo “Bob” Zhao



Top row, left to right: Sarah Sepulveda, winner of the Windeler Improvement Award; Head of School Susanna Waters with Aaron Valentine, Fay's Network and Systems Administrator and winner of the Laura Ducey Dedicated Service Award.

Second row, left to right: David Lee, winner of the Founders' Medal; Christine Chukwuana, winner of the Seaver R. Gilcreast English Award.

Third row, left to right: Susanna Waters with Tobi Benson, winner of the A. Brooks Harlow, Jr. Flag Award; Angela Kim, winner of the Morrell Award for History; Parker Murphy, winner of the M.J. LaFoley Poteris Modo Velis Award.

Fourth row, left to right: Oliver Kim, winner of the Award for Creativity and Design; Susanna Waters with Ellie Kane, winner of the Edwards Award for Citizenship; and 2025-2026 Red Color Team President Sidney Holtzman holds the Redmond Cup aloft while 2026-2027 Red Color Team President Coeli Mwangi looks on.



AWARDS

NINTH GRADE SPECIAL AWARDS PRESENTED AT COMMENCEMENT

Windeler Improvement Award
Sarah Sepulveda

A Brooks Harlow, Jr. Flag Award
Babatobiloba David Benson

M.J. LaFoley Poteris Modo Velis Award
Parker Murphy

Jopling Thoughtfulness Award
Ian Marcos Flores Fondeur

Head of School Awards
Paa-Kwesi Adjei Boakye
Zifeng Ruan

Edwards Award for Citizenship
Scarlett Elizabeth Kane

Founders' Medal
David Jemin Lee

UPPER SCHOOL AWARDS PRESENTED AT PRIZE DAY

ATHLETIC AWARDS

Whitehouse Award for Earnest Effort in Boys Athletics
Peter G. Haseotes

Crump-Moody Award for Earnest Effort in Girls Athletics
Shiloh P. Mensah

The Annie Papadellis Award for Excellence in Girls Athletics
Avery Petersen Sargent

Morris Award for Excellence in Boys Athletics
Ian Marcos Flores Fondeur

ACADEMIC AWARDS

Drama Award
Olivia Wu

Art Award
Ethan George McKay

The Arion Foundation Award
Alex Yoon

Award for Creativity and Design
Oliver Dae-Hyun Kim

Scul Award for Composition
Siwoo Roy Hyun
for his essay, "Between Fairways"

Seaver R. Gilcrest English Award
Chinemelum Christine Chukwuana

English Language Program Award
Elham N.

Choate Public Speaking Award
Jiabo Albert Jiang
for his speech, "Beyond the Measuring Tape"

Morrell Award for History
Eunseo Angela Kim

Arline and Harvey Steinberg History Award
Campbell Kathryn Ryan

Mathematics Department Award
Angie Yuan

Annie Leavitt Memorial Award
Elise Elizabeth Svec

Philip G. Stevens Science Award
Ashley Shili Nie

Wellness Department Award
Peter G. Haseotes

World Languages Department Award
Olivia Wu

TOP SCHOLAR AWARDS

Grade 7 Top Scholar
Angela Kim

Grade 8 Top Scholar
Luke Irving

Grade 9 Top Scholar
Angie Yuan

SCHOOL COMMUNITY AWARDS

Francis H. Tomes Memorial Award
Andrea Aarún Aguilera

Bruce Higbee Storkerson Memorial Award
Kyzabela Grace Valdeavilla Richards

Waldo B. Fay Memorial Award
Anran Annie Tan

Harvard Club Book Award
Luke James Irving

Robert J. Gustavson, Jr. Community Award
Katherine Ullman

Henry U. Harris Award
Jaejoon Jayden Lee

Elizabeth Reinke Service Award
Jenny Kim

DORM CITIZENSHIP AWARDS

Babatobiloba David Benson
Elizabeth Riley Goh
Felista Shoni Halvorsen
Eunseo Angela Kim
Layla Malik-Smith
Shiloh P. Mensah
Kevin Patrick Moriarty
Ines Rasso Paoli
Jarry Xie

FAY SCHOOL!

Primary School Moving Up Ceremony

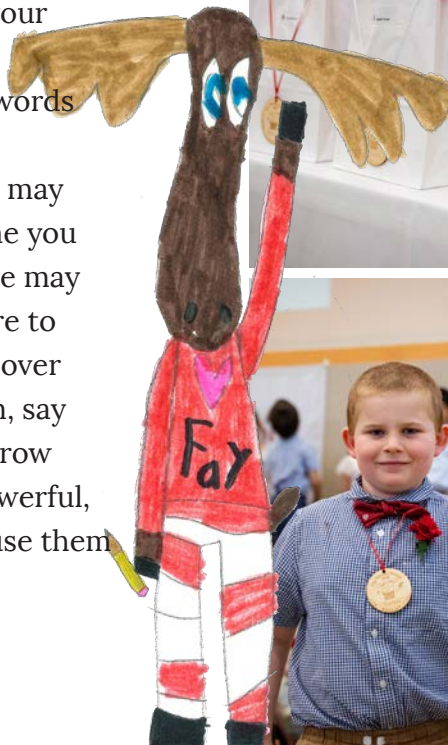
.....

“ I have seen and heard you use words in the most wonderful ways this year.

You have written letters, told your origin stories, described your mathematical thinking, discovered the history of your names, read books, crafted numerous odes and stories, performed readers' theater, identified rocks and minerals, sang songs, acted in plays, made friends, created connections, and expressed your feelings, your goals, and your hopes and dreams.

I have collected some words for you. Some may fit you perfectly right now, some may fit your friend better, some you might grow into, and some may just be something to aspire to someday. Read them, discover their meaning, write them, say them, try them out, and grow into them... Words are powerful, and I am trusting you to use them wisely and well. ”

—Katie Knuppel,
Head of Primary School





“ Here are my words for you.

May you be...
steadfast
thoughtful
effervescent
resilient
perceptive
and
noble.

May you be...
considerate
inventive
conscientious
dependable
and
diplomatic.



May you be...
an enthusiast
a collaborator
an innovator
an orator
a visionary.

May you be...
appreciative
radiant
gracious
and
sincere.

May you be...
meticulous
intuitive
patient
persistent
optimistic
and
inquisitive.

May you be...
insightful
magnanimous
amiable
courageous
diligent
and
empathetic. ”





CELEBRATING THE CLASS OF 2029

Lower School Moving Up Ceremony



CITIZENSHIP AWARDS

Grade Three

Layla Casey
Jackson Wardwell

Grade Four

Namami Sharma
Jaxon Tessicini

Grade Five

Charlotte Hayes
Brendan Curran

Grade Six

Amara Obeyesekere
Kabir Kalsi
Jacob Zhuang

EFFORT AWARDS

Grade Three

Skylar McIllduff
Zara Daniel
Callen Benson
Zachary Mehr

Grade Four

Henry Vieira
Emma Kalsi
Kristen Adjei
Lauren Munkenbeck

Grade Five

Weston Murphy
Alexia Karegeye

Grade Six

Irene Lu
Aiden Hall
Blake Lohwater
Lukas Alderman

THE EUGENE KIM O'DONNELL MEMORIAL PRIZE

An endowed gift by the family of Eugene Kim O'Donnell, Fay Class of 1968, given to a student in fifth grade who best exemplifies the qualities of scholarship, cooperation, and strength of character possessed by their son.

Vyom Krubai

GRADE 6 CLASS SPEAKERS

Sadie Rose Kane
Emerson Bruny

GRADE 6 ACADEMIC EXCELLENCE AWARDS

Colin Thacker
Colin Svec

THE ELIZABETH H. SCATTERGOOD MEMORIAL PRIZE

Named for former Head of Lower School Elizabeth H. Scattergood, this award is given to a member of the sixth grade who demonstrates determination, kindness, and grace.

Cindy Yao



“ While we’ve all been here for different lengths of time...we’re lucky to have been a part of the Lower School. While it’s sad that we are ending this part of our journey today, we are excited that most of us will continue together in Upper School. ”

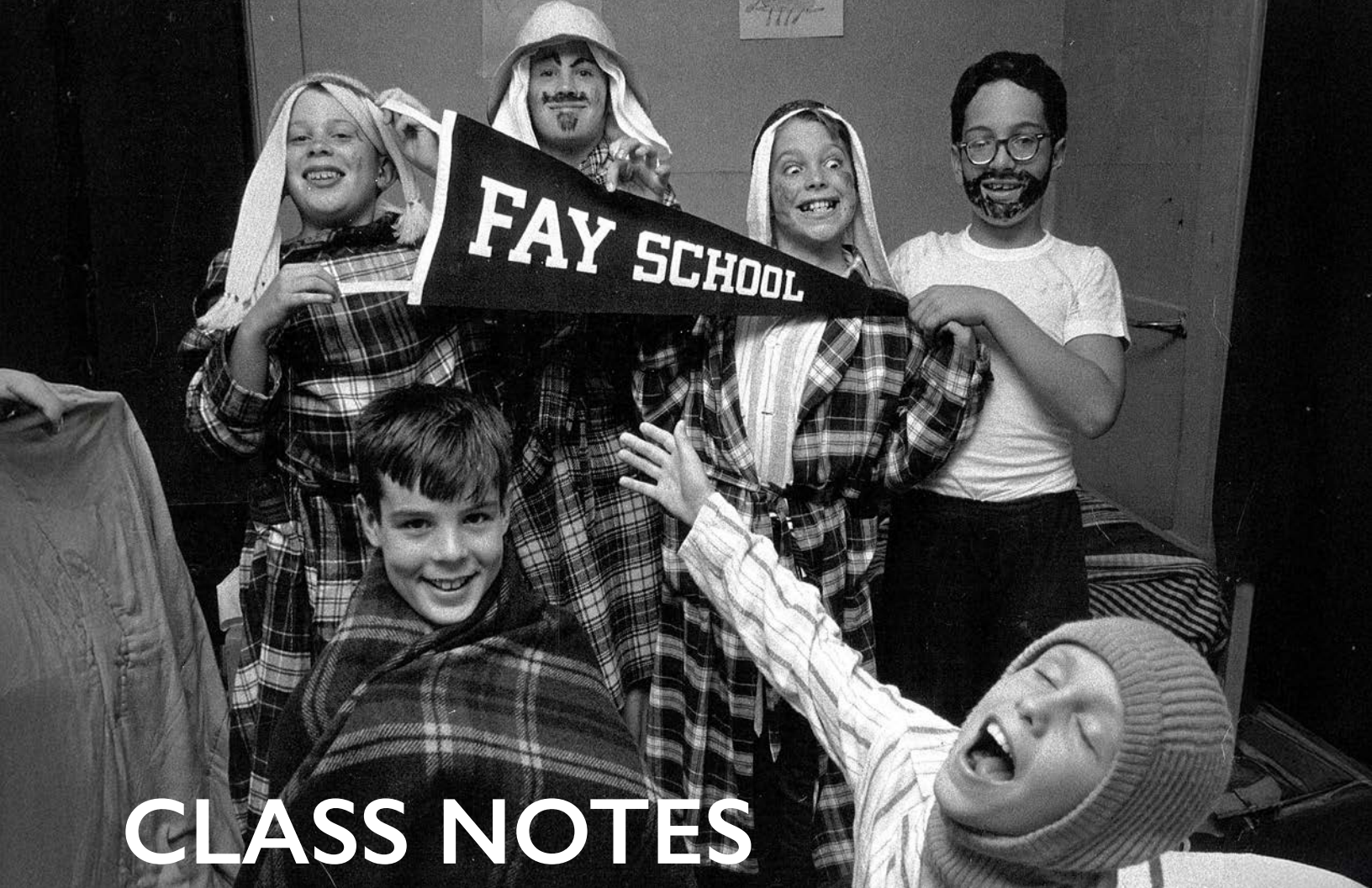
—Emerson Bruny, Grade 6 Class Speaker



“ In sixth grade, the responsibility falls to you, and you suddenly find yourself stepping into a role others look up to. It was a huge learning curve, but the lessons about leadership we took away from Merrowvista made all the difference. ”

—Sadie Rose Kane, Grade 6 Class Speaker





CLASS NOTES

High spirits in the dorm, in a 1961 photo taken by longtime Fay photographer Dick Gilcreast. Dick passed away this past spring at the age of 93; see pages 70-71 for a reflection on his life and more of his photos of Fay.

1955

BRUCE LAWRENCE writes, “Easter 2026 saw a welcome visit from my brother Larry Lawrence ‘56, with his family, to our home in North Carolina.”

And we have news from **DAVID DICICCO**! “I’m retired and living in my home in Del Mar, California. After a lengthy career as a clinical psychologist, my wife and I continue to play golf, ski, and be active with our many friends on the East and West Coasts. I think back fondly of my days at Fay School. I came from a marginal public school, and it was a culture shock to arrive at Fay with few academic skills and habits; however, I fought through it and did well academically. I loved the sports program

and participated fully in football, hockey, and baseball. I was very well prepared for St. Mark’s School after my two years at Fay. I have fond memories of my fellow students and the faculty members who were very helpful to me.”

1962

MARC NATHANSON shared this update with us: “I retired from the United States Air Force in 1991 as tactical fighter pilot and Operational Test and Evaluation test pilot flying the F-4 Phantom in Europe, Asia, and the United States. I then flew around the world for FedEx, retiring from there, and was selected as a Federal Aviation Administration Designated Pilot Examiner testing pilots to become private

pilots and airline pilots in multiengine aircraft. I since retired from testing in Asia and the United States and am now the Director of Training and Standards for the largest flight school in New England. My wife Terri and I lived in many places and settled in Massachusetts, and she loves it here. Terri is from North Carolina, and our love story is a beautiful one. I send my best wishes to all I attended Fay with and especially my football teammates for the year we were undefeated under the coaching of Mr. Reinke’s son.”

1964

We were delighted to hear from **GREG VAN ZANDT**, who shared these reflections of his time at Fay: “Sixty-two

years ago I graduated from Fay School. Last fall, my wife Anne and I stopped by Fay and met up with Director of Alumni Relations Willie Waters, who showed us today's Fay. Wow, what 62 years have brought to Fay: a wonderful campus, programs, teachers and staff. All very helpful and friendly! The years that I remember are far in the past and replaced with the modern creative and exploratory subjects that today's students are exposed to. When I was there, there were mostly boarding students, but today there are many day students. The dining room has remained exactly the same but seemed smaller!

On our tour, we visited a great multipurpose gym and saw what I would call a "wall of fame" of sports team pictures. There are new sports fields, a building to blow off steam, well-equipped music and art rooms, and a wonderful tribute plaque to our old great teacher Dick Upjohn. I had wonderful flashbacks to my years at Fay: Capture the Flag in

the snow over at St. Mark's, chapel, trap shooting, cross country runs through the countryside and reservoirs, learning how to ski at Mt. Sunapee, Mr. Reinke's meal announcements with xylophone preludes—the only thing missing was a WWI Prussian helmet. What a cool school Fay was then and is continuing to be today! When I graduated, I was ready for prep school at Trinity Pawling School. Fay helped me grow up by being responsible and focused as well as building moral values, table manners, and a thoughtful cadre of friends. I often wonder where my Fay School buddies ended up. If you're reading this, we should plan a reunion sometime at Fay—reminisce on all the good times and share pictures of our families! Should you be in the area, you need to contact the school and plan a visit. You'll see how far the school has progressed and where it's going. My very best to all at Fay and of course to the Class of '64."

1970

From **TONY MILLINGTON**: "My wife Abby and I are founders of the non-profit Oak Tree Family Fund. We support underserved communities with food, housing, mental health and health insecurity issues throughout the country. Please explore our web site at oaktreefamilyfund.org."

1973

JEFFREY JAY '73 recently had dinner with Sting and Sting's wife Trudie Styler to discuss the goals for Sting's Rain Forest Foundation.

2001

From **ALISSA BROZ**: "I've loved reconnecting with fellow alumni—whether it's a quick hello at soccer practice with **STEPHEN PINEDA** (we

*Top: Bruce Lawrence '55 far right, with brother Larry Lawrence '56, third from right, along with members of the Lawrence family
Bottom left: David DiCicco '55
Bottom right: Jeffrey Jay '73 with Sting and Sting's wife Trudie Styler as they discussed the goals for Sting's Rain Forest Foundation*



were niners together) or watching a new generation begin their own friendships. My son, Theo Broz Walters, now brings home stories from Fay just as I once did. In Kindergarten, he's alongside other alumni children—the son of **EMILY SMITH FIORINI '03** and the son of **ADAM BENSON '98**. There's something special about seeing traditions continue, weaving old memories into new ones. I've also cherished connecting with current Fay parents who once walked these same halls, including **EMILY RUBY HALPERN '98**, **ANDREW PFAFF '00**, and **KINSLEY PERRY '97**.

What feels most magical, though, is how much remains the same. My son looks forward to Founders' Day with the same excitement I once did. He now has Mr. Montgomery for music—just as I did—and somehow, Mr. Montgomery hasn't seemed to age a day. Walking and reminiscing with my former teachers Deb Smith and Alina Argueta, I'm reminded that there is a kind of quiet magic here—one that holds time gently, even as everything else moves forward."

2007

JAKE KIM is a dad! "My daughter Clover arrived on January 19, so things have been a bit of a blur. I'm loving every minute of it though and excited to share the news with the rest of the Fay community."

2012

TARUN BANGALORE—chef, entrepreneur, and co-founder of the pop-up eatery Indiehen—writes, "We bought a food truck and will be rolling out events starting this spring through the fall. We will be at Uhlman's for Food Truck Fridays on August 28 and September 25! For more updates people can follow us on Instagram @indiehen_boston."

2013

News from **MADISON REED**: "I will be graduating from Iowa State University in May 2026 with a Doctor of Veterinary Medicine (DVM) and an MBA.

Following graduation, I will be relocating to Cedar Rapids, Iowa, where I will begin my career as an emergency veterinarian."

JOEY LYONS was married to Itunu Alao on April 10—check out his photo in the alumni photos on the facing page!

2019

BEN BOCHICCHIO checked in to let us know that he is in his senior season playing basketball at Lake Forest College.

LORENZA ENRIQUEZ writes, "I currently work at a law firm in Mexico named Galicia, and I am getting married to Pablo Gonzalez Gutierrez in October. I miss Fay every day."

2020

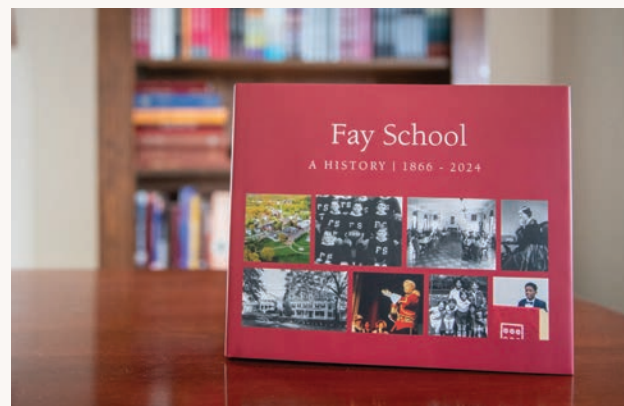
In February **LAUREN GLASER** caught up with Joe Buteau, Fay's Director of Student Life and hockey coach, after a Boston College hockey game! After playing hockey for Fay, Lauren went on to skate for Shattuck St. Mary's, where she accumulated 136 points with 56 goals and 80 assists and was part of the national champion team in back-to-back seasons. She has since gone on to make her mark with the BC Eagles. Last year as a freshman, she finished the season with 17 points with six goals and 11 assists, firing off 43 shots on goal and being named to the Hockey East All-Rookie Team.

2023

LEO LYRA writes, "I just graduated from Vermont Academy, and the robotics team I was on (the Wired Cats) competed in the First Tech Challenge, a worldwide robotics competition. We placed first place in the state of Vermont and qualified for the world championship taking place in Houston."

Have you bought your copy of the Fay History yet?

Don't forget to order your copy of *Fay School: A History*. This beautiful, full-color edition includes archival photos that tell Fay's story from its founding in 1866 to the present. Visit fayschool.org/schoolstore for more information, or call the School Store at 508-490-8275.





Top row, left to right: Lorenza Enriquez '19 with her fiancé, Pablo Gonzalez Gutierrez; Mariah Hayes '07 and Jillian Baumbach '07 enjoying time together at Disney; Clover, the daughter of Jake Kim '07

Middle row, left to right: Celebrating the marriage of Joey Lyons '13 to Itunu Alao, left to right, Aidan Baxter '13, Jeff MacArthur '13, Lydia Masri '13, Itunu, Joey Lyons '13, Elise Bergmann '13, Natalie Novak, '13 Will Lyons '11, and Louis Lyons '16; Nell Buteau '32, daughter of Joe Buteau, Fay's Director of Student Life and hockey coach, with Lauren Glaser '20 after a Boston College hockey game

Bottom row, left to right: Chloe Lewis '19 representing Fay as she caffeinates; Leo Lyra '23 (center) with Vermont Academy classmates at the First Tech Challenge World Championships in Houston

Past as Prologue: America at 250

In his new book, Ambassador David McKean '72 looks at American progress through the lens of its jubilee years.

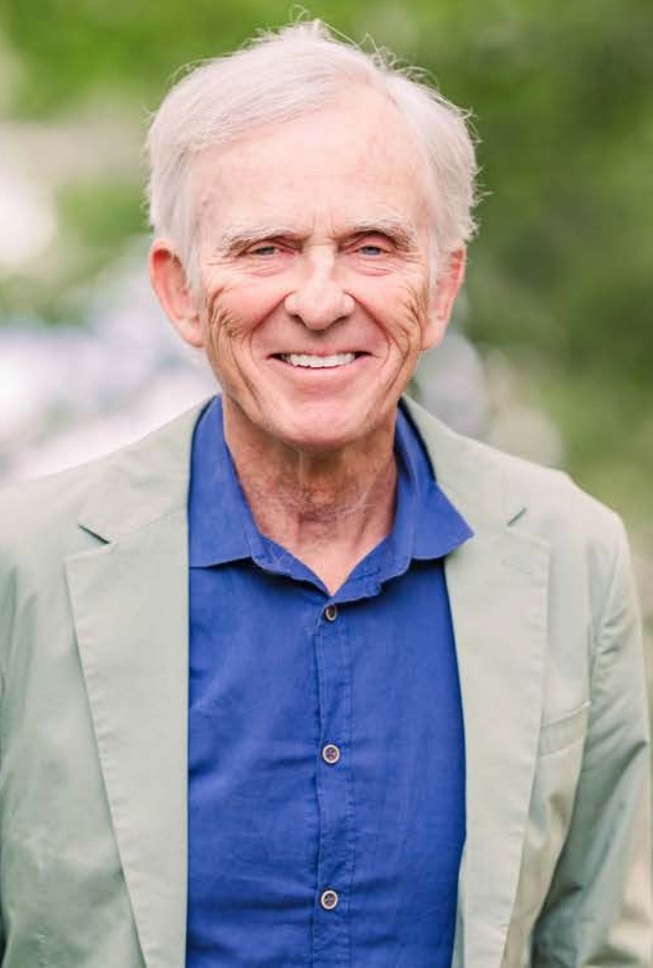


Photo: Meghan Rogers

As America marks its 250th anniversary,

Ambassador David McKean '72 is offering a timely perspective on the “American experiment” in a new book co-written with historian M. Todd Bennett. *The Flag Was Still There: A History of the American Experiment in Five Anniversaries* (May 2026) traces the evolving themes of innovation, presidential politics, and the pursuit of rights and equality through the lens of each of America’s jubilee celebrations, from the country’s birth in 1776 through 1826, 1876, 1926, and 1976. As hinted in the book’s title, McKean and Bennett’s analysis reveals a country that, despite challenges and missteps, is still earnestly striving to live up to the aspirations of its founders. We recently spoke with Ambassador McKean to discover what he gleaned from researching and writing his new book, and what it suggests for America at 250.

It’s fashionable to say that we’re living in unprecedented times. However, the 1926 sesquicentennial came on the heels of a global pandemic and a rise in nationalism and anti-immigration sentiment. Sounds familiar. Were you surprised by how cyclical certain debates and fears in American life turned out to be?

There is an old saying that history doesn’t repeat itself, but it rhymes. It’s true that there are some striking similarities between 1926 and today. One of the most interesting and, I guess surprising things in researching the book was how certain themes were present in some, or all, of the fifty-year celebrations.

I’ll give you an example; people today think our politics are too crass, but presidential elections, in particular, have been controversial from the very beginning. If you go back to 1826, during John Quincy Adams’s presidency, he was deeply unpopular because many people believed that two years earlier he had engaged in a “corrupt bargain” to steal the election from Andrew Jackson. Then you move ahead to 1876 and the contest between Samuel Tilden and Rutherford B. Hayes; again you have a disputed election— many claimed Hayes’s ultimate victory stemmed from a “corrupt bargain” to roll back Reconstruction in exchange for Democratic votes.

Fast forward to 1976, and the election comes right after the Watergate scandal. Many Americans believed that Gerald Ford had pardoned Richard Nixon in exchange for his resignation, another kind of “corrupt bargain.” Ford, of course, ultimately lost to Jimmy Carter that year. Incidentally, the 2020 and 2024 elections were probably the freest and fairest election in our nation’s history. So, presidential politics is a good example of how history can appear to move in cycles—or at least how it rhymes.

Did researching the book change your understanding of what progress means in American culture?

Progress can obviously be defined in all kinds of ways—there is economic progress, political progress, and there is cultural progress. Economic progress, specifically innovation, has played a huge role in this country throughout its history. For instance, you see the canal system celebrated in 1826, and this year everyone is talking about artificial intelligence.

And while there are currently strong headwinds, our politics today are so much more inclusive. Remember that it wasn't until 1870 and passage of the 15th Amendment to the Constitution that African Americans had the right to vote. And women were not permitted to vote until 1920 when the 19th amendment was ratified. Our nation has always been culturally diverse, but it has taken decades to celebrate that diversity. So, researching the book made me appreciate even more the progress our country has made as well as the need to preserve those gains.

Is the fact that we're still debating the meaning of democracy 250 years later a sign of the failure or the strength of the idea?

Our democracy is rooted in the Declaration of Independence, which is an aspirational document. The notion that "all men are created equal and endowed with certain unalienable rights" is something that no other country had articulated as the foundation for its government. That's why historians refer to "the American experiment." We have achieved so much in this country, on every level and in every way imaginable. But the work is ongoing.

Ken Burns, who recently produced the marvelous PBS series *The American Revolution*, was asked a similar

question, and he said that while he is very worried about the immediate future, he is optimistic in the long run. I agree. Our country is very divided at the moment, and we face enormous challenges. But I feel confident that in the long run we will move forward in important and constructive ways.

After writing six books on American history and politics, what historical event or character really captured your imagination this time around?

I've always been interested in the relationship between John Adams and Thomas Jefferson. It's an extraordinary story of collaboration, alienation, and ultimately, respect and friendship. Jefferson writes the Declaration of Independence, but Adams is the one who gets it passed in the Congress. The Declaration would not have happened without both of them being as committed as they were. They were good friends in 1776, but at a certain point, around 1800, they became bitter antagonists.

For nearly two decades, they didn't even speak to one another, and then suddenly, in 1815, they began this extraordinary correspondence. And then on July 4, 1826, they both died within hours of each other. They were the last of their generation, and it's really a watershed moment. A new generation—most of whom were not even born

in 1776—was now responsible for this nation.

Every 50 years, we have this moment where the American people reflect on our past, on what it means to be an American, and on what we hope for the future. I'm hopeful that in 2026, our book can be a helpful catalyst for that moment.



1976 Unsealed

Alex Suárez '81 shares the letter he wrote to himself as a Fay fourth grader.



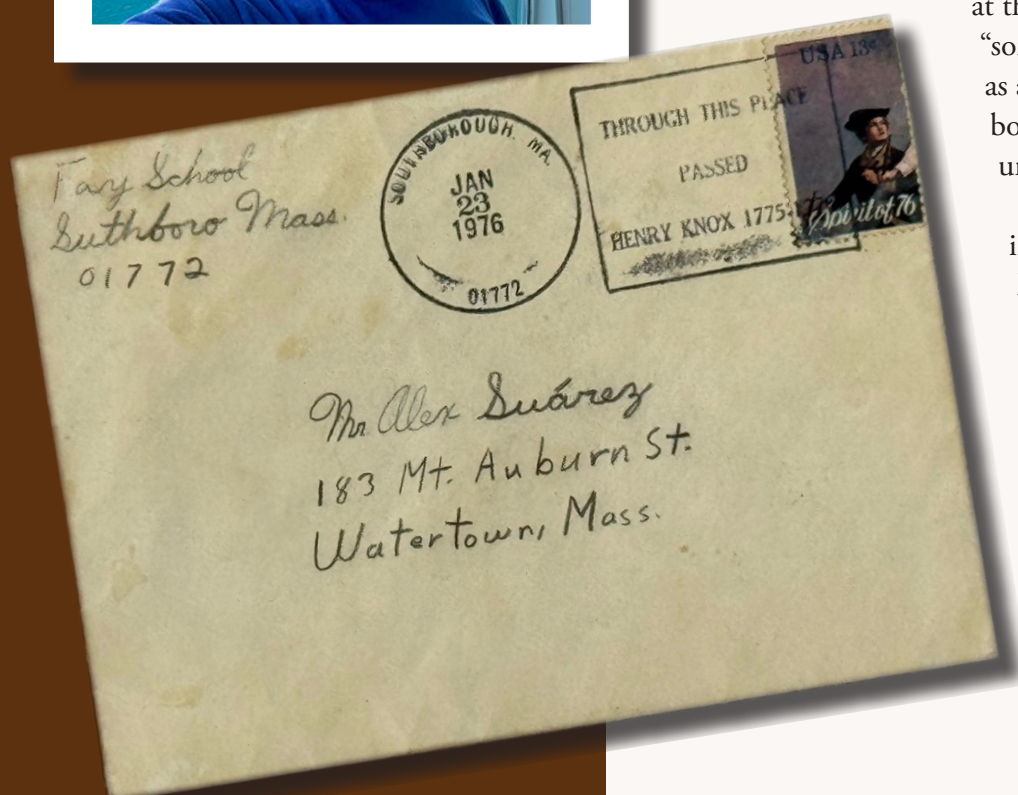
The envelope was yellowed, and the pencil marks were fading, but the message inside remained clear: a half-century-old dispatch written in the careful hand of a Fay fourth grader.

On January 23, Alex Suárez '81 finally read the letter he had mailed to himself in 1976. In it, his nine-year-old self commemorated the 200th anniversary of General Henry Knox's 1776 trek through Southborough, a mission to deliver the captured British artillery that eventually liberated Boston.

The letter started as a classroom assignment from fourth grade teacher Sara Stockwell. To bring the history of General Henry Knox's march through Southborough to life, she asked her students to write letters to their future selves about the event. The finishing touch? A trip to the post office to secure a special commemorative stamp cancellation, ensuring their letters would be officially marked by history.

At the time, Alex was the only fourth grade boarding student at Fay. He recalls that his mother was in medical residency at the time and had convinced "someone at Fay" to take him as a boarder, even though the boarding program didn't start until fifth grade.

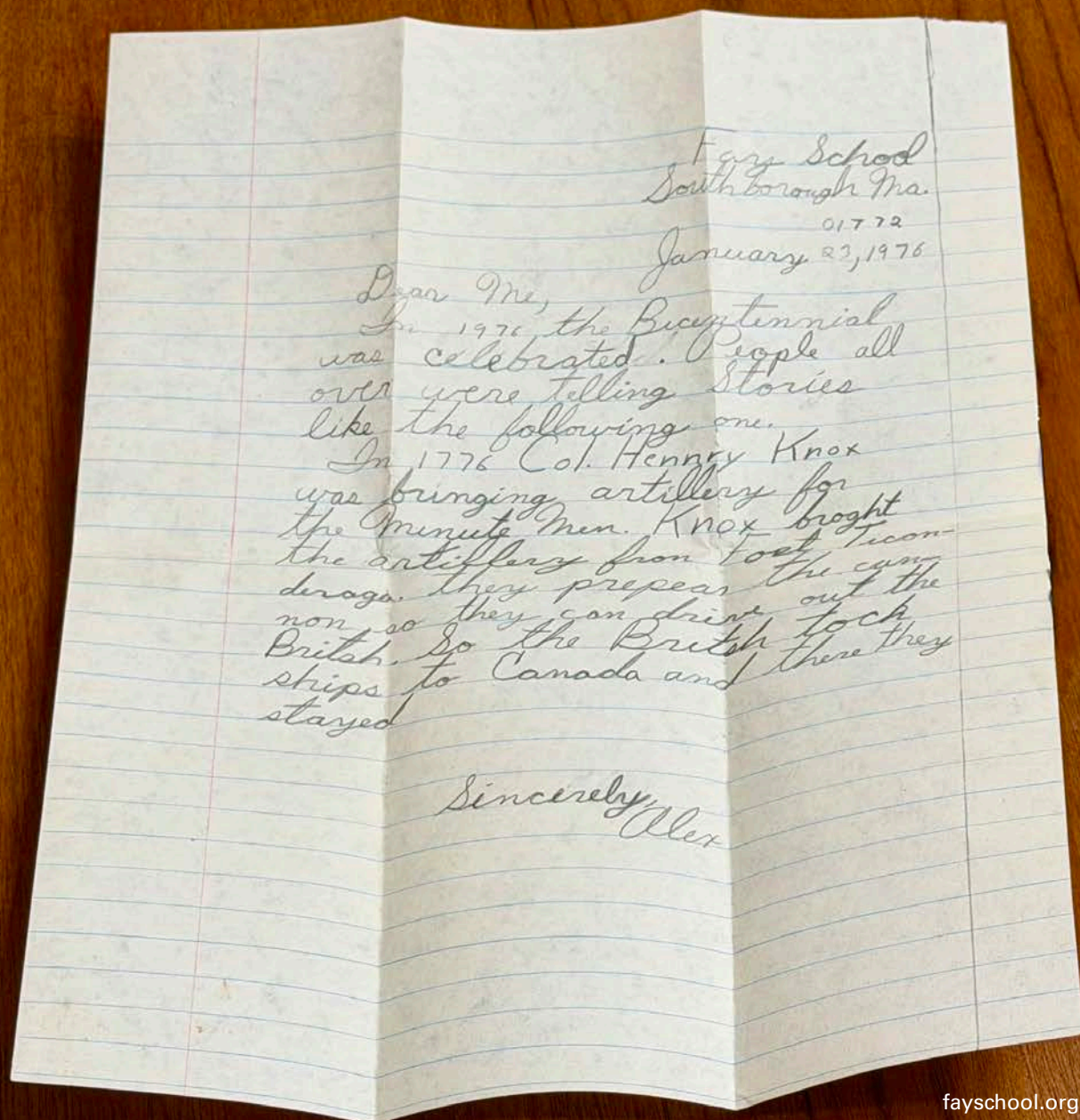
Now retired and living in Texas, Alex came across his unopened letter from Fay several years ago, in a collection of childhood memorabilia that had survived multiple moves. He decided that if it had survived thus far, he would wait until the 50th anniversary of its mailing to open it.



What he found inside felt like a time capsule. "I found my spelling and grammar errors to be quaint," Alex noted, also marveling at the 13-cent first-class stamp. He was most surprised, however, by the tenacity of the U.S. Postal Service. "I'm impressed the letter ever made it to my mother's apartment," he said. "It wasn't addressed to her last name, which is different from mine, and it lacked both an apartment number and a zip code!"

Alex's time at Fay was an experiment that lasted only a year, and his mother ultimately

decided he was too young to board after all. However, he still has vivid memories of his alcove dorm room in Old Main, eating meals in the Dining Room, weekend Jeep trips through the dunes of Cape Cod, and the kindness of his dorm parents, Mr. and Mrs. Parsons, the latter of whom would bake fresh bread for the boys to make boarding life feel a little bit more like home. It turns out that Alex's letter delivered more than just an artifact of history: it reunited him with a version of himself he hadn't heard from in fifty years!



Fay on the Road

From local hubs to international destinations, Fay's advancement team is on the move! Head of School Susanna Waters, along with Director of Alumni Relations Willie Waters, Chief Advancement Officer Marissa Finer, Senior Director of Philanthropic Partnerships Rob Crawford, and Director of Admission Matt Greene, continued their global journeys, bridging the miles to connect with our community of parents, past parents, and alumni.

BANGKOK



In December, Head of School Susanna Waters traveled to Thailand to reconnect with our incredible international community at Nobu on the roof of The Empire in Bangkok.

BEIJING



MADRID



SEATTLE



Left: In December, Fay community members welcomed Head of School Susanna Waters to Beijing, where they coordinated an amazing experience that included a trip through the Hutong neighborhoods, a stop at the Bird's Nest, amazing views of the city, and a visit to the International School of Beijing! Middle: Director of Admission Matt Greene caught up with Silvia P.N. '25, Antonio C.C. '26, and Jon L.Q. '26 in Madrid. Right: Trustee Joann Huang P'26 hosted a Seattle gathering in February for Fay alumni and current parents.

NEW YORK CITY



In April, alumni flocked to the National Arts Club in New York City to connect with Fay and each other!

FRAMINGHAM



The week after the New York event, we had another great turnout of alumni and past parents at the Boston-area alumni gathering at Jack's Abby Beer Hall & Kitchen in Framingham, MA.



In Memoriam

George Butler '51

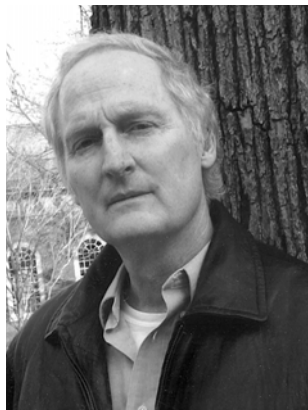
March 20, 2026

George Stark Butler passed away at the age of 90 on March 20, 2026. He was born in 1935 in Worcester, Massachusetts, the son of Gordon S. and Barbara (Stark) Butler. After Fay, he graduated from Worcester Academy and Nichols College. After completing military service in the U.S. Army, he joined the family business, Butler-Dearden Paper Inc. He was the third generation to be involved with the firm and eventually became President and Chairman of the Board.

George was actively involved with the First Baptist Church, where he served on many committees and especially enjoyed the men's bowling league. He served as a board member on several community organizations, including the Better Business Bureau, Worcester Fresh Air Fund, the Worcester Animal Rescue League, and the Youth Committee of the Greendale YMCA. He was also a member of the Worcester County Craftsmen's Club and the National Paper Trade Association. An outgoing person, George enjoyed the camaraderie of his friends in the Worcester Rotary Club and the Bohemians.

George and his wife traveled to many parts of the world, but he felt the best place to be was sitting on the front porch at the family's summer home in Sagamore Beach overlooking Cape Cod Bay. He particularly delighted in teaching his children how to fish.

George was the beloved husband of Alta-Mae "Tammy" (Ide) Butler, with whom he shared 64 years of marriage. He is also survived by his two children, David S. (Lynn) Butler and Deborah (John) Buscema. He also leaves four grandchildren who brought him much joy, Samuel (Danielle) Butler, Mackenzie Butler and Pamela and Brandon Buscema. He was predeceased by his sister, Joyce Butler McAdams.



Ted Green '59

November 5, 2025

Medical anthropologist Dr. Edward Crocker "Ted" Green passed away on November 5, 2025. Born in 1944, he is survived by his wife of nearly 50 years, Susan "Suzie" Green, his son, Timothy Green, and a brother, Mark Green.

After his time at Fay, Ted attended Groton School and Seoul American High School. He was educated at George Washington University, Northwestern University, and the Catholic University of America.

Ted worked for more than 40 years in global health and international development. He was a pioneer in anthropological research on indigenous healers, and he was one of the first to develop public health programs based on collaboration between African indigenous healers and Western-style biomedical personnel. Much of his work since the latter 1980s related to AIDS and sexually transmitted diseases, primarily in Africa. He also served as a public health adviser to the governments of both Mozambique and Eswatini (Swaziland.)

Ted was a senior research scientist at the Harvard School of Public Health and served as senior research scientist at the Harvard Center for Population and Development Studies for eight years, the last three years as director of the AIDS Prevention Project. He was later affiliated with the Department of Population and Reproductive Health at Johns Hopkins University and the George Washington University as research professor. He was appointed to serve as a member of the Presidential Advisory Council on HIV/AIDS and

served on the Office of AIDS Research Advisory Council for the National Institutes of Health. Ted also served on the boards of such organizations as AIDS.org and the Bonobo Conservation Initiative.

Green established the New Paradigm Fund to identify, develop, and share models for addressing the problems associated with AIDS, addiction, rain forest and primate conservation, and aspects of poverty associated with stateless and minority peoples.

Ted was the author of 10 books and over 500 scientific articles, book chapters, and commissioned reports. His most recent book, published in 2023, was a memoir entitled *On the Fringe: Confessions of a Maverick Anthropologist*. As part of his legacy, he leaves the Edward C. Green Postdoctoral Fellowship Fund at George Washington University. The fund will provide postdoctoral fellowships for scholars from Africa who want to put their academic knowledge to work to address contemporary social problems.

Charles McGraw '63

May 12, 2026

Charles Evans McGraw died on May 12, 2026, at the age of 77 in Radnor, Pennsylvania, after a brief illness.

Charles was born on November 20, 1948, in Pittsburgh, PA to Mary and Durban McGraw. After Fay, he graduated from Avon Old Farms School and Emerson College, where he was on the Dean's List.

A longtime resident of both Southern and Northern California, Charles relocated to the Philadelphia area in 2014 to be closer to family and continue his career in sales.

Charles was known to all as a prolific emailer. You could always count on a thoughtful and instant response from him, if not a friend for life. He was a great lover of family and delighted in tracking down long-lost (and occasionally startled) friends and relatives and welcoming them into the fold. He will be remembered fondly by the friends and extended family members far and wide with whom he maintained contact.

He was an enthusiastic reader and movie watcher who was never so happy as when he could recommend a film, book, or weird gadget. He was a snappy dresser with a dry sense of humor who enjoyed discussing his love of wine, his enthusiasm for the many flavors of Trader Joe's, and his encyclopedic knowledge of current events. He held strong political opinions that he was eager to share, whatever your own political persuasions might be.

Charles is survived by sisters Marban Sparkman and Constance McGraw; half-sister Sarah McGraw Bouchard; and many nieces, nephews, and cousins. He was pre-deceased by his parents, his brother Sandy McGraw, and his half-brother Christopher McGraw.

Jillian Hensley, former staff

February 10, 2026

Jillian Hensley passed away on February 10, 2026, at the age of 93. Born in Pretoria, South Africa and the eldest of four, Jillian (née Barker) studied English literature, French, Afrikaans and Social Anthropology at the University of Natal, South Africa. In 1960, she married the love of her life, Peter Hensley, and settled in Johannesburg, South Africa, where they raised four children. In 1979, they emigrated to Westborough, Massachusetts, where Jillian worked in the legal department at New England Power and eventually retired from Fay as Director of Publications and Public Relations. While raising four teenagers, Jillian tutored Vietnamese refugees and others in English literacy and delivered Meals on Wheels. She was an early supporter of the Westborough Music Parents Association and remained an active member of the Historical Society and The Hundredth Town Chorus.

In 2014, Jillian and Peter moved to Northampton, Massachusetts, to be closer to their granddaughters, and at age 84 Jillian became an author, publishing *In This Strange Soil*, which was inspired by 18th century events involving the Rice boys of Westborough and the Mohawk.

Jillian loved people and the arts. To the end she retained her sparkling humor, ability to listen, and compassion for others. She delighted in role-playing scenes from *The Tempest*, dropping a gerund phrase then pointing out that she'd done so, and singing music hall ditties and big band classics from her youth. She also loved her birds, scaring the greedy doves from her feeder to make way for the cardinal, the black capped chickadee, and the tufted titmouse.

Jillian was predeceased by her husband Peter Hensley and brother Roger Barker. She is survived by her sons, Kenton, Lester, and Mark; her daughter, Julia; her sisters Marian and Alison; and her grandchildren.



We have also been notified of the passing of:

Gabriel Tiphaine '74
John Kristensen '91
Thos Kuffour '15

Remembering Dick Gilcreast

Readers of this magazine over the years may recall seeing gorgeous black-and-white photos of Fay from late 20th century—images of students in classrooms, on the fields, and in the dorms. Nearly all of these images were captured by Seaver R. “Dick” Gilcreast, a photographer whose ties to Fay ran deep.

Dick Gilcreast passed away on March 31, 2026, just two months after his 93rd birthday. The son of legendary English teacher Seaver Gilcreast and brother-in-law of beloved faculty member Dick Upjohn, Dick Gilcreast’s connection to Fay began in 1953 when his father began teaching at Fay. Newly graduated from Williams College, Dick actively pursued photography until he was drafted in 1955; after a stint in the Navy that included two years of photographing the Blue Angels down in Pensacola, Dick found himself back up in New England. He joined Fay’s faculty in 1959 and for the next twelve years taught a range of courses that included English, history, and science. In 1972, Dick left Fay to pursue a successful freelance photography career, and his photos appeared in publications including *U.S. News and World Report* and *Yankee Magazine*.

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

Our archives here at Fay are full of Dick’s photographs, and the *History of Fay School*, published in 2024, features many of his images. Dick’s photos captured Fay at a time that in some ways feels long gone—but the energy, thoughtfulness, and humor that infuse his photos of students across the decades speaks to a spirit and joy that is common to all Fay students regardless of the era.

In 2018, Dick stopped by Fay for a visit and dropped off a treasure trove of archival images. As he reflected on his work, he noted, “It was always fun to shoot at Fay. When I was around, the students just went ahead and did what they were doing without paying attention. That made it easy to capture the moments that were real.”

Portions of this remembrance are excerpted from a 2019 Fay Magazine feature on Dick Gilcreast.







1866 SOCIETY HONOR ROLL

The 1866 Society honors those individuals who have helped ensure the continued vitality of Fay by providing a legacy gift to the School in their estate plans. For information about the Society or legacy gift options, please contact Rob Crawford at rcrawford@fayschool.org or 508-490-8217.

Anonymous	George A. Forman, Jr. '25 +	Charles P. Pieper, Jr. '61, P '88, G '21, '22, '26
Anthony S. Abbott '49 +	William B. Gannett, P '64, '66, '67 +	Robert A. Pinkerton '17 +
George E. Adams '46 +	W. Bristow Gannett, Jr. '64	Glenn A. Prichett '92
Charles W. D. Bassett '48 +	Peter R. Garrison '68	Reid B. Prichett '87
Whitney A. Beals '60 +	Robert Gilmer '21 +	Trevor P. Prichett '89
Michael G. Berolzheimer, G '16	Daniel Gould and Catherine Hunter-Gould, P '19	J. Peter Putze '72
Joyce Barton Bertschmann, P '07	Leonard A. Grace '57	Joseph H. Pyne '62
Melissa and Chuck Bois, P, '19, '20, '22, '23	Burton C. Gray, Jr. '85	Robert K. Raeburn '69
Jane Bourette, P '03, '05	Stephen V. Gray	Alan G. Redden '69
Lawrence J. Braman '57 +	Judith P. Grey, P '03	James C. Rhoades '77
Tony Brock-Fisher '68	Rob and Carol Gustavson, P '12, '17	Alexander and Ann Robinson, Jr., P '83 +
Alan F. Brooks '51 +	Edward T. Hall +	Mark and Lee-Anne Saccone, P '09, '12
Daniel C. Burnes '60	David W. Harris '58	Jason Saghir, P '13, '16
Robert M. Burnett '30, P '69 +	Mary Henderson, P '87	David and Cathryn Schubert, P '13
Kenley A. Busteed '98	John and Marcia Hettrick, P '70 +	Maria and Rich Sebastian, P '03, '07
Herbert L. Camp '53 +	Dennis and Mary Hoffman, P '13, '14, '18, '18	Richard S. Sellett '58
John R. Camp '16, P '52, '53, '55 +	Philip Hogan and Kathryn Burke, P '11	Jim '78 and Monica Shay, P '15, '17
Dena Caradimitropoulos	Michael H. Holden '59	Thomas C. Sheffield, Jr. '50
and Vicky Robinson, P '13, '17	Ed and Deborah Kenealy, P '08, '10	Claire V. Skrzypczak, P '76, '78, '81 +
Jim and Paula Carafotes, P '17	Beverly LaFoley, P '92	Philip G. Stevens '14, P '54 +
Lise W. Carter, P '93, '94, '00	Ann Laquerre and David Franklin, P '16	Malcolm A. Stevenson '39 +
Charles E. Cerf '59	Bruce B. Lawrence '55	Campbell Steward '48, P '78
David Cheever, III '54 +	Savile C. deM. Lord Johnson '91	Charles D. Stone '94
A. Watson Cocroft '28 +	Douglass N. Loud '56	Stephen and Lisa Stone, P '94
Michael D. Coe '41 +	Stephen P. Malasky '81	Sheeba Thomas '89
Eileen Currie, P '02	Forrest E. Mars, Jr. '45 +	Al and Kathy Tournas, P '09, '12
James F. Curtis, III '57	John Mars '49	Susan and Vincent Trunfio, P '71, '75 +
Lawrence G. Davis '74	Sarah R. Mars '83	John Turner '87
Harold A. Davis '73	Kenneth A. Marshall '52, P '90 +	Laurie Vance and David Lyons, P '11, '13, '16, '19
David R. Donovan '29 +	Sara (Sally) McBride '00	Paul R. Vogel '73
Peter and Hinda Drotch,	David and Millie McCoy, P '90	Shelby K. Wagner '87
P '83, '86, '89, G '26, '28	Jim McDaniel, P '98, '00	Susanna and Willie Waters, P '28, '32, ELC
Jason G. Duncan '88	Victor J. Melfa, Jr. '74	Robert and Raye Werner, P '69, '72 +
Peter G. DuPuy '62 +	James F. Millea, Jr. '64	William D. Werner '69
Anne Marie Durkot, P '04	Jessica and Hussain Mooraj, P '21, '23	David '53 and Mary Whittemore, P '83, '84, G '23
Ford A. Edwards '68	Daniel M. Morgan '63	Barbara S. Wilson, P '81, '82
William F. Elliott '56	Philip R. Morgan '62	Charles E. Wood '53, G '25
and Catherine M. Downey +	James O. Murdock, III '68	Henry F. Wood, Jr. '45 +
Carolyn K. Enders, P '51 +	David L. Nelson, P '99, '01	John M. Wood, III '63, P '97
Charles M. Fair, Jr. '30 +	Roger L. Offen, III '61	Efrem Zimbalist, Jr. '31 +
Sharon M. Ferguson, P '04, '07	Larry O'Rourke, P '83	
Frank V. Fleming '81	Edith B. Perkins, P '86	

+ denotes deceased



WHY I GIVE: Christian Papadellis '10

When Christian Papadellis first cracked open *The Odyssey* as a Fay ninth grader, he was just a teenager enjoying the monsters and mythology of Homer's epic. Now, as an English teacher at Rumsey Hall, Christian is teaching *The Odyssey* to the next generation, his own ninth grade students. "I definitely brought *The Odyssey* here because I read it at Fay, and it's one of my all-time favorites." It's a full-circle moment, and just one of the ways that Christian's Fay experience continues to echo through his life today.

Christian looks back on his nine years at Fay as a time of discovery, where every facet of his identity was nurtured. In the Root Library, he first discovered a love for books. "It was my favorite place to go, where I always felt like I could fully be myself." That sense of belonging extended beyond the library as well. Christian stepped into the spotlight in theater and the performing arts, but he also flourished athletically in the Color Competition and on the cross country team.

Ultimately, it was the mentors who guided him through these years that left the deepest impression. Through them, Christian began to see the profound impact an educator can have. He remembers how his study skills teacher, Kelly Porter, would talk to him about theater, making him feel truly seen as a unique individual, and how Stephen Buck and Katie Long encouraged his love for music. He credits former Head of Lower School Lanie Schuster with teaching him about hard work and always ensuring that no student

slipped through the cracks, and his cross-country coach, Michael Cassin, who served as a steady, positive role model. Christian's Fay teachers showed him the kind of teacher he wanted to become. "Fay is a huge part of why I do what I do. How I interact with my students is modeled after the adults who were there for me when I was that age."

After Fay, Christian attended Middlesex School and then Colby College, where he studied English literature and was on the crew team. In 2019, he earned his master's degree in English and American Literature

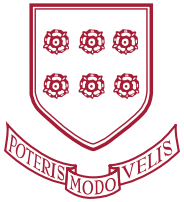
from Boston University. Christian spent several years working in journalism and publishing in New York and Boston.

Three years ago, after gaining teaching and coaching experience at Groton, St. Mark's, and Fay, he joined Rumsey Hall, where he teaches English and coaches

football and crew. As Christian prepares to get married this summer, he is looking forward to celebrating alongside a core group of his Fay friends, a testament to the lasting relationships he built here.

Christian chooses to support the Fay Fund out of gratitude for the opportunities that he had here, as well as an appreciation for the school's enduring mission. "Fay gave me such a great foundation to explore all of the things that I love to do," he recalls. "I had access to a great library, a great performing arts department, and a great athletic department at a school that really encourages the growth of all of the above. A large part of who I am today is because of the nine years I spent at Fay."

**"FAY IS A HUGE PART OF
WHY I DO WHAT I DO."**



FAY SCHOOL
48 Main Street
Southborough, MA
01772