

spring–summer 2017

# BULLIS

MAGAZINE



COMMENCEMENT 2017

WHEN STUDENTS BECOME THE TEACHERS

TEACHING THE ARTS IN A TECHNOLOGICAL WORLD





spring-summer 2017

# BULLIS

MAGAZINE

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Participants in the Bullis Gives Back 5K race on April 30 take their places at the starting line. More than 700 people participated, raising \$35,000 for local organizations.





**ON THE COVER:** Commencement 2017—Lifers celebrate the beginning of graduation festivities. For more, see page 4.



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## NEW BEGINNINGS AND TRANSITIONS

**M**“My high school friends would be rolling in laughter if you told them I would be up here someday. So, graduates, my primary message is that there is hope for all of you!”

This opening remark from our Commencement speaker (and Bullis parent) Mark Weinberger made everyone in The Music Center at Strathmore laugh. Clearly, this global chairman and CEO of Ernst & Young has earned his spot as a distinguished speaker to many audiences. Yet his modesty and self-deprecation provided the perfect anecdote to begin his talk.

His message tied in meaningfully with Bullis’ own mission and values. We do not aim to produce straight-A students and Ivy League graduates. Instead, we strive to create educational experiences that connect academics with the real world, through such programs as our STEM and Entrepreneurship Signature Programs and the American Humanities class that teaches literature through the lens of history. We also focus on building community, valuing differences, encouraging resourcefulness, enhancing student confidence and cultivating creativity.

Grades and goals are important—and we are indeed very proud of those students who achieve academic success. But the true benefit of academic accomplishments are the doors they open and the means they provide to students for direction-setting. How we get where we go is as important as getting there...or as Mr. Weinberger said, we must pay attention to the journey itself, because that’s where amazing events and experiences occur. And with the skills that we teach and value here at Bullis, students learn to recognize and appreciate life’s twists and turns, remember to pivot with them rather than fight against them, and have the ability to make the most of them.

As we bid farewell to our latest class of graduates, I am eager to see what awaits them. They may be nervous and their parents sad to see them leave home, but I am eternally optimistic about the greatness that is in store and the impact they will make upon our world. The future is in the hands of our children. Our planet will be better for it and they will be ready to enjoy the thrill and maximize the opportunity of whatever comes.



## DISCOVERY CENTER: CONSTRUCTION UPDATE

The Bullis community has seen the new Discovery Center rise from mounds of earth, bricks, beams and glass over the past eighteen months—and now the building is nearly finished. Exterior and interior construction is being completed along with the surrounding landscape and walkways. By summer's end the doors will open and be ready to welcome students on the first day of school.

Furniture will arrive in mid-July, and the quad area between Founders' Hall and the new building will be done in August. A sense of expansive space, light and elegance as well as farsighted practicality is evident in every element of its design and execution. "We are being very particular about the details so that everything is the best it can possibly be," Head of School Dr. Gerald Boarman says. "This beautiful building will be an outstanding resource for our campus."

An official dedication ceremony open to the Bullis community and all donors will be held the evening of Tuesday, September 12. With its state-of-the-art labs, classes, maker and technological spaces as well as offices, media center, café and school store, the building will be an extraordinary new hub of activity. Yet, says Dr. Boarman, "this building is only as good as the people in it. That's what will count most in our Discovery Center."

Look for a full photographic tour of the Discovery Center on the Bullis website in September and in the fall/winter issue of *Bullis Magazine*.

All Lower School students have work published in the first edition of *Paw Prints* literary and art magazine. A new initiative this spring, 19 representatives from each grade and homeroom addressed every editorial detail to bring the publication to life.



## PAW PRINTS



Congratulations to 24 7<sup>th</sup> graders who were inducted into the National Junior Honor Society!

## 24 NJHS Inductees

To read more about these stories and other news, check out our Newsroom at [bullis.org](http://bullis.org)!

## SUPPORTING BULLIS, ROARING 20s STYLE

At this year's Gala, flappers, gangsters and Gatsby-inspired guests filled the Athletic Center to have fun while raising \$324,829 in support of financial aid and professional development programs for Bullis. The annual event also generated more than \$80,000 in this year's Raise the Paddle campaign to support building a new all-purpose picnic pavilion next to Kline Alumni Stadium.

With great appreciation, we thank our Gala Co-Chairs Runaka Anderson, P '22, '25 and Connie Caulfield P '14, '20 for their creativity, enthusiasm and leadership; Total Wine & More and David and June Trone, P '12, '14 for their generous support and sponsorships; Charo and Larry Abrams, P '18 for helping to underwrite RSVP Catering; and the many parent volunteers who donated countless hours to ensure the success of the Gala.

Thanks to everyone who attended and generously bid on auction items, resulting in a memorable fundraising and "friendraising" event for our close community.



Gala Co-Chairs Runaka Anderson P'22, '25 and Connie Caulfield, P'14, '20 with husbands Kevin (far left) and Pat (far right).





Jebreel Joseph Adonis  
 Ibilola Abiodun Akiwowo  
 Alexander Fitzgerald Halaby Alagia  
 Cole Joseph Andreadis  
 Elizabeth Baldi  
 Thomas J. Baltimore III  
 Olivia Camryn Bartholomew  
 Allison Hannah Bass  
 Sarah Louise Blair  
 Ryan Chesterman Braun  
 Katura Osaria Britt  
 Aiden Christopher Brown  
 Aryemis Christian Brown  
 Joseph Edward Bullis  
 Aliyah Allison Pearl Butler  
 Colin Bennett Campbell  
 Jodi Alexis Caplan  
 Briana Kate Cheng  
 Qiguo Cheng  
 Michael Reza Chiaramonte  
 Lauren Rose Chmara  
 Brendan M. Cogdell

Morgan Samantha Cohen  
 Emmanuel Joseph Conrad  
 Nthabiseng Eugenia Cooper  
 Victoria Marie Crawford  
 Daphne Lihuan Daniels  
 Devin D. Darrington  
 Camryn Michelle Deanes  
 Christopher Nathaniel Del Rosario  
 Sarah Rose DeLeonibus  
 Jacob Simon Denison  
 Shariah Dunwell  
 Grace Corinne Edson  
 Ana Catalina Elhom  
 Digmel Yael Espinoza  
 Henry Mitchell Feigen  
 Max Jonathan Finkel  
 Katie Rose Fragoyannis  
 Jacob Kevin Friedlander  
 Sydney Danielle Geifman  
 Sophie Seftel Glassman  
 Thomas Robert Greenawalt II  
 Emily Rinde Gross

Benjamin James Halle  
 Camille Beatrice Helmig  
 Jalen Lamar Hill  
 Winston Cole Hoch  
 Camryn Lynette Honesty  
 Jonas Ryan Hosmer  
 Naya Alexis Hutchinson  
 Petr Janda  
 Lee Eugene Jarmon Jr.  
 Gabriella Teresa Johnson  
 Malana Courtney Johnson  
 Devan Michael Jones  
 Patrick Flood Leasure  
 Christopher Daniel Lemus-Beltran  
 Lindsay Alexis Lewis  
 Jiawei Lin  
 Matthew James Meer Linehan  
 Yuchen Liu  
 Brenden Padraig Lloyd  
 Andres E. Lopez  
 Julia Lowenthal  
 Maximillian M. Maurach Theo

*Class  
 of  
 2017*





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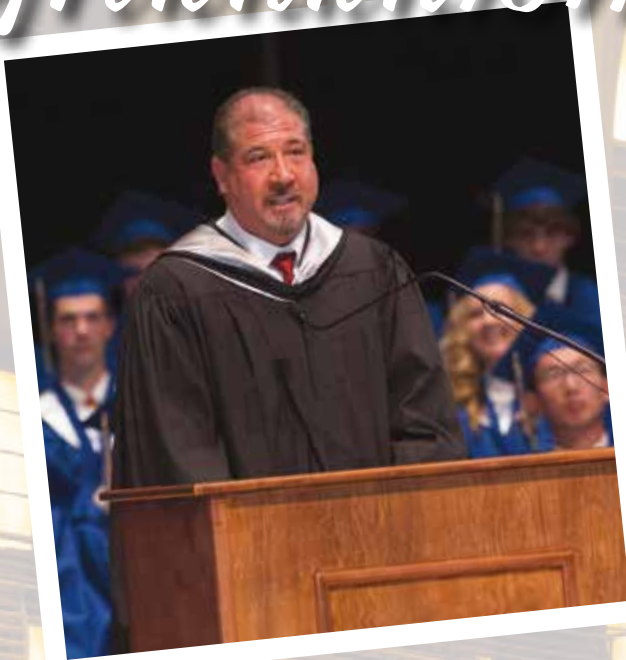
Christopher Dixon Mavrikes  
 Owen McCready  
 Mason Taff Melnick  
 Kyle Harris Mendelson  
 Kathryn Grace Miles  
 Samuel Adam Mininberg  
 Spencer Pierrepunt Moffat  
 Armon Alan Mohebbi  
 Meghane Alexandra Mombouli  
 Valerie Danique Monincx  
 Leilani Noelana Chrysh Moten  
 Marcelo Armani Motta  
 Damani Oshea Neal  
 Pearl Newman  
 Meredith Ramsey Nulsen  
 Kristin Leigh Palmer  
 Jacqueline Beatrice Peacock  
 James Lemon Pitzer  
 Sarah Elizabeth Poling  
 Alexis Dion Postell  
 Avery Christian Prince  
 George Philip Psacharopoulos

Brionne Tanía Pyles  
 Daniel Francisco Ramos  
 Daniel Joseph Ramos  
 Haley Marisa Reiner  
 Sarah Elizabeth Patricia Renkey  
 Nora Kinkead Ribera  
 Anna Rosen-Birch  
 Gavin Eugene Rudman  
 Wyce Sahady  
 Jordan Layn Saint-Louis  
 Cydney Paige Saltzman  
 Alec Thomas Samuels  
 Avva Nicole Sarkarzadeh  
 Skylar Morgan Schultz  
 Ahmed A. Seray-Wurie Jr.  
 Jennifer Nicole Shorb  
 Dayna Lovett Siegel  
 Anna Gayatri Singh  
 Maxim Keith Slaten  
 Christian William Snell  
 Ryan Maxwell Sotnick  
 Andrew Leland Sprinkle

Andrew Bruce Steele  
 Langston Tyler Stephens  
 Joy Alexandra Stewart  
 Derrick Shungu Tangelo  
 Alana Rose Tauber  
 Evan Michael Thompson  
 Darby Gabriel Trimble  
 Alexander George Trippi  
 Jalen Wade  
 Gregory Wagner Wakeman  
 Chyree Raynell Walker  
 Zhuoyang Wang  
 Austin Graham Warner  
 Merrill Hayward Baxter Wheeler  
 Gabrielle Tournay Whittleton  
 Wyatt James Wisnosky  
 Zixin Wuren  
 Ryan Lindsey Yeatman  
 Lucia Alexandra Zelaya  
 Nina Djifa Zigah  
 Mackenzie Paige Zimbrick  
 Joseph Victor Zimmerman  
 Nicole Alexandra Zuckerman



# Graduation Moments



Commencement speaker: Mark Weinberger, P'14, '16, '18



Jordan Saint-Louis and Briana Cheng have fun before the ceremony.



Head of School Dr. Gerald Boorman with Camille Helmig and Dayna Siegel.



Joy Stewart holds her new Bullis medallion.





From left: Aliyah Butler, Lola Akiwowo, Thabi Cooper and Nina Zigah take a moment before the processional begins.



Matt Zimmer shares a fun moment with students from his advisory prior to commencement. Back row, from left: Emily Gross, Andres Lopez, Andrew Steele, Jacob Denison, Cole Hoch; front row: Avery Prince, Meghane Mombouli, Mr. Matt Zimmer, Grace Edson and Haley Reiner.



Morgan Cohen receives her alumni pin from Middle School Assistant Principal Kira Orr '93.



Digmel Espinoza, Chris Lemus and AJ Seray Wurie arrive for graduation.



# Class of 2017 College Matriculations

American University (3)  
Bates College  
Boston University  
Champlain College  
College of Charleston (2)  
Clemson University  
Coastal Carolina University  
University of Colorado at  
Boulder  
Colorado College  
Colorado State University  
Cornell University (2)  
Davidson College  
University of Dayton (2)  
University of Delaware  
Drexel University  
Duke University (2)  
Eastern Kentucky University  
Fordham University  
Franklin & Marshall College (2)  
Georgetown University  
Harvard University  
High Point University (2)  
Hobart and William Smith  
Colleges  
College of the Holy Cross  
Indiana University at  
Bloomington  
Instituto de Empresa Business  
School  
Ithaca College

James Madison University (2)  
Loyola Marymount University  
Loyola University Maryland (2)  
Miami University, Oxford  
Montgomery College  
Muhlenberg College  
New York University (2)  
North Carolina A&T State  
University  
North Carolina State University  
Northwestern University  
University of Notre Dame  
Occidental College  
Ohio Wesleyan University  
Pennsylvania State University  
Pennsylvania State University,  
Harrisburg  
Rice University  
Robert Morris University (PA)  
Southern Methodist University  
Spelman College  
St. Olaf College  
Stevens Institute of Technology  
Syracuse University (6)  
The George Washington  
University (4)  
The Ohio State University  
The University of Edinburgh  
The University of Georgia  
The University of North Carolina  
at Chapel Hill

Towson University  
Tufts University  
Tulane University (3)  
United States Air Force  
Academy  
United States Naval Academy  
Utah State University  
University of Maryland,  
Baltimore County  
University of Maryland, College  
Park (17)  
University of Miami (5)  
University of Michigan  
University of Mississippi  
University of Notre Dame  
University of Pennsylvania (3)  
University of Pittsburgh  
University of South Carolina (2)  
University of Southern  
California  
University of Virginia  
University of Wisconsin,  
Madison (3)  
Vanderbilt University  
Virginia Military Institute  
Virginia Tech (3)  
Wake Forest University (2)  
Washington College (2)  
Washington University in St.  
Louis (2)  
Wofford College

# Class of 2017 Lifers

2017 Bullis Lifers, back row from  
left: Patrick Leasure, Samuel  
Mininberg, Mason Melnick,  
Jonas Hosmer, Joseph Bullis,  
Chris Mavrikes, Brenden Lloyd,  
Ryan Braun; middle row: Alec  
Samuels, Joseph Zimmerman,  
Julia Lowenthal, Kristin Palmer,  
Nthabiseng Cooper, Benjamin  
Halle, Matthew Linehan,  
Maximillian Maurach Theo; front  
row: Lucia Zelaya, Jacqueline  
Peacock, Katie Fragoyannis, Avva  
Sarkazadeh, Nicole Zuckerman  
and Allison Bass.





# Awards for Members of the Class of 2017

Award	Recipient
The Founders' Award.....	Aryemis Brown
The William H. Price, Jr. Citizenship Award .....	Julia Lowenthal
The Manuel José Baca, Jr. Joy of Living Award .....	Lucia Zelaya
The Michael Ivey Achievement Award .....	Joseph Zimmerman
The Community Service Award .....	Haley Reiner
The Alumni Award for Outstanding Achievement in Athletics .....	Alexis Postell Alexander Trippi
The David P. Hellekjaer Award.....	Allison Bass Langston Stephens
The Douglas London Award for Excellence in English .....	Julia Lowenthal
The Barbara Marks Award for Excellence in Foreign Language .....	Anna Singh
The John H. Dillon Memorial Award for Excellence in Science .....	Ana Elhom
The John W. Spencer Award for Excellence in Mathematics.....	Samuel Mininberg
The Irene Ford Smith Memorial Award for Excellence in Social Studies .....	Nthabiseng Cooper
The Award for Excellence in Humanities .....	Merrill Wheeler
The Award for Excellence in STEM .....	Zhuoyang Wang
The Award for Excellence in Entrepreneurship.....	Christopher Mavrikes
The Award for Excellence in Technology and Engineering ....	Owen McCready
The Award for Excellence in Theatre.....	Sarah DeLeonibus
The Award for Excellence in Visual Arts .....	Lindsay Lewis
The Award for Excellence in Dance .....	Naya Hutchinson
The Award for Excellence in Music .....	Andrew Sprinkle
The Outstanding Scholar Award.....	Samuel Mininberg

*Awards for members of the Class of 2017 were presented  
at the Senior Awards Reception, June 2, 2017.*



Former  
Headmaster  
Lawrence Bullis  
'54 presents the  
Founders' Award to  
Aryemis Brown '17.



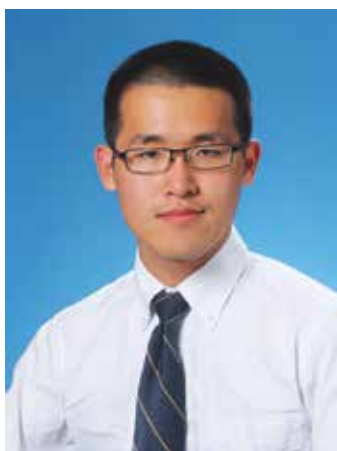
Upper School Vice  
Principal Brandon  
Bailey presents  
Julia Lowenthal '17  
with the Citizenship  
Award.



# Bullis Memories

*Graduating seniors reflect on their time at Bullis*

## Zhuoyang (Thomas) Wang



### **Favorite teachers:**

Ms. Dorothy Yen and Mr. Rich Green have greatly influenced

my learning. Ms. Yen's rigorous teaching style inspired me to embrace precision in my study of natural sciences, and her encouragement always instilled confidence in me to make changes. I am indebted to Mr. Green for the numerous enjoyable conversations we had after class that motivated me to dive deeper into various humanities subjects.

### **Future plans:**

I will attend University of Pennsylvania's College of Arts and Sciences, where I plan to

double major in biology and chemistry.

### **Advice for future seniors:**

Start your college applications early; take your standardized tests during junior year so you can focus on essays as a senior. Present your essays to your teachers and seek their advice. After all the work, enjoy the rest of your senior year.

### **What I'll miss:**

The close-knit Bullis community has always been very caring and supportive of me, which

I appreciated. I will certainly miss being a part of the Bullis community.

### **Favorite Bullis memory:**

My favorite Bullis memory is my time as a member of the "It's Academic" team. I enjoyed all the fun that I had with Mr. Hanson and other academically motivated students on our team in the past three years, as we learned not only the hard knowledge but also to work together as a team.

## Anna Singh



### **Favorite teachers:**

Ms. Lisa Vardi gave me the confidence to challenge myself both inside and outside the

classroom. She was a pivotal figure in my intellectual and personal growth and she is an incredible person who is amazing to talk with. Mr. Eric Metee always made French class engaging and his ability to connect what we were learning to little life lessons, like reminding us to "step outside the box," will always remain with me.

### **Future plans:**

Next year I will attend the University of Edinburgh in Scotland, where I plan to major

in sustainable development.

### **Advice for future seniors:**

Embrace every part of your senior year and make it as memorable as possible. Appreciate seeing your friends and familiar faces every day because soon you'll be miles apart from each other. Have fun and just try not to get senioritis too early in the year.

### **What I'll miss:**

I will miss the overwhelming amount of support that I have received from this community

over the past four years and the relationships I have built with my teachers and classmates. Bullis' nurturing environment allowed me to thrive and become a more outspoken individual who is willing to take risks.

### **Favorite Bullis memory:**

Painting our class year on the stadium steps on the first day of school was quite memorable for me because we came together as a whole class and it was a great way to kick off our senior year.



## Alec Samuels



### **Favorite teachers:**

Mr. Andy Marusak brought a new light to academia for me, as he showed me how learning can be humorous and fun. Mr.

Glenn Hunter taught me how to become a great student, whether it be about note formatting or organizational skills. To this day, his ancient history course is my favorite Bullis class. Mr. Michael Chellman, my freshman year human geography teacher, was a combination of the two. He brought a structured, yet light-hearted approach to the classroom that all students enjoyed. Dr. Aimee Narcisenfeld, Ms. Dorothy Yen, and Mr. Bryan Whitford are also favorites.

### **Future plans:**

I will be going to Vanderbilt University and majoring in

human and organizational development and minoring in business

### **Advice for future seniors:**

Enjoy every moment. Before you know it, you will be nearing the end of your Bullis career. While this is bittersweet, take advantage of all the great opportunities seniors have. Be role models to your younger peers and continue to lead the Bullis Way.

### **What I'll miss:**

I will miss the caring and challenging community that has bettered me throughout my ten years at Bullis. The people at

Bullis are unique and change the lives of others daily. The friendships I made are irreplaceable and I will miss the community dearly.

### **Favorite Bullis memory:**

As a lifer, it is hard to just choose one favorite memory. However, I would say that winning Bullis' annual Shark Tank competition was transformational. The Entrepreneurship Signature program has provided me with the skills to impact the lives of others and I look forward to doing so with the help of the prize money.

## Naya Hutchinson



### **Favorite teachers:**

All of my teachers have been so influential during my time at Bullis and each has done a great job of preparing me for the next chapter in my life. While it was hard to choose a few, Mr. Matthew Zimmer,

Ms. Boloye Gomero, Ms. Alana Hill and Ms. Lynn Kittel have been particularly impactful. Mr. Zimmer always greeted me with a smile and recognized the effort I put into learning math content and Ms. Gomero took time to meet with me daily to review pre-calculus concepts and always made sure I understood the information in class. Ms. Hill always pushed me to be my best with dance and she always believed in my abilities and in me. Ms. Kittel was the one who showed me I could pursue dance as a college major by opening my eyes to the many options of schools and guiding me through the process.

### **Future plans:**

I have loved dancing since I

was about three years old and am very excited about pursuing dance as a major at Fordham University. I can't wait to see what the college experience will have in store for me!

### **Advice for future seniors:**

My advice to future seniors is keep working hard because senior year matters to colleges. The difference between an A and a B can potentially effect you getting into your top college choice. Work hard and get as much sleep as you can.

### **What I'll miss:**

I will miss the sense of companionship that I have with so many people at Bullis. I feel that I have become much closer

with many people, particularly during my senior year, and I never want to lose those friendships.

### **Favorite Bullis memory:**

Two of my favorite Bullis memories were watching my friends who were graduating in 2015 perform their senior dance. I recall feeling particularly emotional as they were performing because we had formed such a strong bond. Another favorite memory was my senior class Experiential Education trip which set the tone for a great final year at Bullis. Our class really joined together and we all became much closer.



# Generation to Generation

## Legacy Family Portraits

*Each graduation we capture photos of families with multiple graduate connections, including siblings, parents, aunts, uncles, cousins and grandparents who previously graduated from Bullis.*



Margaret and Cole '17 Andreadis; not pictured: Blaine '16



Jeffrey '12, Allison '17 and Carly '14 Bass



Andrew '86 and Sarah '17 Blair



Alexander '16, Aryemis '17 and Austin '20 Brown





Kevin Vasco '84 (uncle), Cyndi Bullis Vasco '83 (aunt), Joey '17, Ed '86 and Larry '54 Bullis



Dana '13 and Daphne '17 Daniels



Sarah '17 and Ashley '14 DeLeonibus



Joey '20, Audrey (Greenhouse) '86, Jacob '17, Jon '82, Justin '15 Friedlander; not pictured: Jordan '12



Nikki (Harris) '89 and Sydney '17 Geifman



Jon '88, Ben '17 and Lauren '15 Halle





Charlotte '20, Tim, Camille '17, Claudia (Landres) '88 and Billy '22 Helmig



Cole '17 and Justin '14 Hoch



Allison '14 (cousin), Marisa (Marr) '84, Patrick '17, Ted '84 and Jack '16 (cousin) Leasure



Nate '15 and Lindsay '17 Lewis



Jiawei (Eric) Lin '17 and Rui (Ace) '14 Huang (cousin)



Nick '15 and Julia '17 Lowenthal





Oriana '14 and Maximillian '17 Maurach Theo



Jason Bannister '98 (cousin), Chris '17 and Paul '14 Mavrikes



Kyle '17 and Brad '84 Mendelson



Armon Mohebbi '17 with Dr. Boarman; not pictured: Aurash '08



Lawrencencia '16 and Leilani '17 Moten



Kristin '17 and Melissa '14 Palmer





Julia '15 and Jacqueline '17 Peacock



Emily '15 and Sarah '17 Renkey



Brian '16 and Nora '17 Ribera



Kamar '11, Jordan '17 and Kia '13 Saint-Louis



Connor '15, Skylar '17 and Kristen (Gillam) '85 Schultz



Chase '12, Dayna '17 and Ryan '14 Siegel



Joy '17 and Naomi '15 Stewart



Ethan '15 and Alana '17 Tauber



Evan '17 and Lauren '15 Thompson



Berry and Darby '17 Trimble; not pictured:  
Ware '10 and Cassie '13



Sami '16 and Joey '17 Zimmerman



Monica '15 and Nicole '17 Zuckerman



# WHEN STUDENTS BECOME THE TEACHERS

*“To teach is to learn twice.”*

—Joseph Joubert

"Students must truly own the material to be able to teach others."

–Faith Darling  
STEM Signature Program Director

Think back to a typical class from your high school years—your teacher is at the board, jotting down concepts while lecturing on the topic of the day. Perhaps some questions are asked by students as they take notes. Occasionally during the trimester, the routine is broken up by special projects, speakers or other activities.

Now picture a typical Bullis classroom today: students are working in groups on problems or team projects as teachers move around the room to work with them. Students help each other using a variety of technologies—iPads, laptops, video displays, web-based programs—sharing what they know and asking questions. A hum of activity fills the room.

The teaching formula is shifting as teachers empower students to take the lead in their own learning and in helping each other. "To teach is to learn twice," wrote Joseph Joubert in the 19<sup>th</sup> century, and it is more relevant than ever.

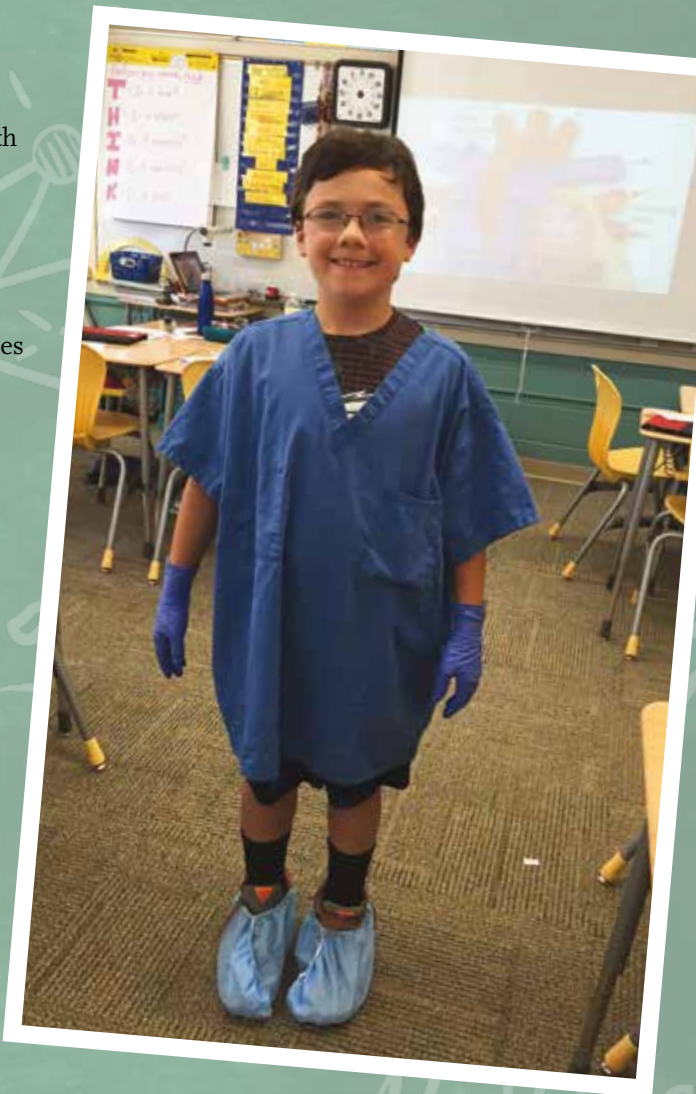
"Students must truly own the material to be able to teach others," says Faith Darling, director of the STEM Signature Program. "Researching, synthesizing and curating the material takes deep understanding, and gives them a sense of responsibility and leadership, instilling confidence and challenging students to understand a concept from multiple angles."

Every day at Bullis, students may lead a program during assembly, showcase a project on History Night, help a friend with a calculus problem or be a student tutor. Often this leads to "passion about topics, especially when they have ownership and authentic audiences," says Humanities & Global Studies (HGS) Director Dr. Sara Romeyn. "Sharing your topic publicly raises the stakes in a good way."

Dr. Romeyn speaks both as a teacher and a parent (her children are in the Classes of 2018 and 2022). "Content that is 'told to them' is quickly forgotten, but information that they own and share is much more meaningful and has long term resonance."

Lower School teachers in recent years more consciously model learning behaviors for their students, and the effort is paying off. "I've noticed students becoming quite skilled at helping each other," observes Learning Specialist Carolyn Hasfurter. "In the past, if a student asked a peer for help they may have just copied their paper. Now I hear things like, 'Where did you get stuck?' or 'Try it like this,' or 'Let's start over and do it together.' They are becoming masterful coaches!"

Lower School Principal Margaret Andreadis agrees. "Students are more invested in their



Hudson Brown '24 dressed up as a doctor to teach his classmates about the dangers of drug use for his "I Search" project.



# "Putting students in the driver's seat is such

own learning when teaching others. They also have a different perspective. The language and examples tend to be more 'kid-fied.'"

Third grade teacher Carolyn Cohen appreciates how this approach can help shy or less confident students. In math, for example, "having to explain their thinking to the class builds social and emotional skills." Asking a student to explain a concept to another student can benefit both. "The child teaching becomes more self-assured and the student learning can access the information on an even plane, find camaraderie and access new strategies."

Jason Eist, coordinator of learning support services, supervises the student-directed Student Tutors organization, which has expanded in recent years to include more than 80 tutors. He notes the value of the peer-to-peer connection as students help teach their friends. "It feels good to know things and be able to share them with others," he says. "It's empowering and gives our students a voice. They want to help others and are hungry for an authentic opportunity to do so."

Stacey Roshan's AP Calculus syllabus specifies that the student participation grade includes a willingness to help classmates, post solutions online and create video tutorials.

"Putting students in the driver's seat is such an important component in learning," she says. She uses technology to facilitate the process and helps other teachers do the same through software like Flipgrid, which gives students a forum for posting and watching video responses. "It's like contributing to a discussion forum, but in video clips."



Ana Elhom '17 demonstrates the solar-powered bionic hand she created for her STEM Capstone project.

Explaining and modeling facts, skills and solutions "requires the student teacher to retrieve previously learned information from memory, and the repetition effect boosts memory," says Mr. Eist.

Long-term projects provide opportunities for students to delve further into a topic of interest. The 5<sup>th</sup> grade's final project, "I Search," asks students to demonstrate their

curiosity by choosing a personal interest and learning as much as possible about it through independent research. Later, each student is allotted a few minutes to teach the topic to the class.

"The students get so much out of it," says 5<sup>th</sup> Grade Teacher Jennifer Houston. "They realize that more than content knowledge is involved in teaching another person. They



# an important component in learning."

–Stacey Roshan  
AP Calculus Teacher

need to consider how to keep classmates engaged and submit a plan for that." Students lead the lesson and take questions from classmates. "They were genuinely curious, asked thought-provoking questions, and expected their peer teachers to know the answer. Even better, the student as teacher always answered questions self-assuredly, even if they said 'I'll have to check on that and get back to you.'"

Glenn Hunter's 7<sup>th</sup> grade Ancient History Wonders of the World project has been a Middle School standard for 20 years. Each student researches their topic and must distill it down to a five-minute oral presentation with a visual. "They must be wise about selecting reliable and interesting information to share," he says. "These choices translate often into genuine enthusiasm for the topic."

In Upper School, a variety of projects require presentations and students sharing what they learn. The most substantive of those are the Signature Programs capstone classes, in which senior students study a topic for a full school year. For example, HGS students recently examined suicide prevention and mental health, the fate of health care during the Puerto Rican debt crisis, and how school culture has and must change to support an LGBTQ student community.

"They become experts in their respective chosen fields," says Dr. Romeyn. "Through their work they made significant connections with non-profits and professionals devoted to each student's area of interest."

Similarly, Faith Darling's STEM capstone students took on highly sophisticated projects that included creating a solar-powered bionic hand, building a micro-

hydropower system that operates with rainwater, and establishing long-term oyster population. While the benefits of the student-teacher model are clear, Darling has also faced challenges—and developed solutions—to helping the students succeed.

"Becoming an 'expert' is a lot of work! The pressure can be motivating but it's a long process, so we work on building their stamina." She created opportunities for students to periodically share what they are learning. "It builds their confidence and convinces them that they are indeed becoming experts."

Ms. Darling encourages students to discuss ideas with field experts for feedback and to recognize that being an expert is not a finite goal. "That's a challenging concept, but it helps them to



Top: Muyang (Lydia) Hong '18 presents her National History Day project highlighting the accomplishments of artist Maya Lin. Above: Summer Bernstein '24 demonstrates slime as part of her "I Search" project investigating the popular kid toy craze.



"When students grapple with challenge and teach others as well as themselves, the process ignites the growth of the independent, self-motivated learner."

– Jason Eist  
Coordinator of Learning Support Services

talk to those who have been studying a topic for a long time."

Other challenges to the student-teacher model include finding ways to recognize the various levels of expertise and approaches students have to explaining solutions to the class. Ms. Cohen reminds that while students learn from mistakes, it is important to monitor information sharing to ensure accuracy. "We don't want to have to reteach something."

Finally, Mr. Eist explains that "students can like the social and relationship component to the learning process, or find it distracting. Ultimately it requires student buy-in and commitment."

Achieving that level of commitment creates a global learning community. Competition decreases and student empathy and connection are enhanced. "When students grapple with challenge and teach others as well as themselves, the process ignites the growth of the independent, self-motivated learner," says Mr. Eist. "That is our ultimate goal at Bullis."

Humanities & Global Studies  
Capstone Student Julia Lowenthal '17 explored how the Bullis school culture has changed and should continue to change to be supportive and accepting of an LGBTQ community. She interviewed alumni students, conducted training and discussion programs with students, organized National Day of Silence and worked to reactivate the Gay Straight Alliance club.

“Teaching other people about what I was learning made the year's work so much more rewarding. No matter the measurable outcome of my project, I could leave an impact after I graduated.

This experience also opened my eyes about the way in which I learn. I had to figure out ways in which I could educate people who didn't want to listen, which is definitely a challenge that teachers face all the time.

Teachers often say that the students teach them as well, and I now understand that statement in my own way. Though I didn't have any 'students,' I learned from the people I was trying to educate: how I could be better, things that I was missing, and what my project meant to the people around me.”



At the Signature Programs Symposium Julia Lowenthal '17 presents her capstone project on supporting an LGBTQ-friendly school environment.

# TEACHING THE ARTS IN A TECHNOLOGICAL WORLD

Today we are accustomed to digital screens and devices carrying a constant stream of images and information, the immediacy of social media, an abundance of television choices and more. Technology is fully integrated into our lives in homes, businesses—and schools. As children grow increasingly familiar and adept even in early grades with computers, devices, games, apps, programs and websites, their ease can be an advantage as well as a disadvantage in a school setting. Arts education is one area that is balancing the benefits of technological advances with the value of established, often simpler, approaches.

“The arts teach children to make good judgments about qualitative relationships,” states the National Art Education Association on the NAEA website. Aligning art education goals with overall educational trends is also key. “Aesthetics and creativity are as important as technical knowledge” the NAEA stresses, even as educational institutions prepare students for a technologically sophisticated future.

What happens, then, when tech-savvy students enter Bullis classrooms dedicated to visual and performing arts, areas traditionally hands-on, expressive and qualitative? In The Blair Family Center for the Arts, technology is sometimes embraced—and sometimes set aside. A group of Bullis arts teachers, including visual, music and theater instructors, recently discussed the pros and cons of technology in teaching the arts and helping young artists and performers develop.

“Years ago we did not have the technological tools that we have today in teaching,” says Upper School Visual Arts Chair Kathleen Adams. “Now we can utilize technology to expand the scope of our lessons, and students have more resources to enhance their learning,” adds Director of Visual and Performing Arts Cheryl Terwilliger. “It’s a definite advantage.”

Kelsey Donegan, visual arts and photography teacher, agrees. “For example, cell phones are as good as digital cameras now, with real advantages not just for photography but in other classes



Stephanie Mayer-Sattin leads Upper School strings students in a sight reading exercise.

too, for recording performances or collecting images.”

“Students are better able to use editing, recording and tech tools now,” says Stephanie Mayer-Sattin, who teaches Middle and Upper School instrumental music. One of the tools the Bullis Music Department utilizes is SmartMusic, a web-based music education platform that gives teachers and students access to a vast music library as well as other capabilities. Students can practice assigned

music in context and get immediate feedback; the program also sends their best practice pieces to teachers for grading. “Students can have a more meaningful practice, and the SmartMusic program helps us teach them and move them forward,” Terwilliger says. “Hearing individual students perform regularly allows for more differentiated instruction.”

Another positive aspect of using technology in arts classes is the access the internet provides



to the dynamic and expansive world of the arts. “Kids used to come into a class in art or music, theater or dance and never realize that what they were learning and doing had a wider context outside their classroom,” Mayer-Sattin points out. “Now students can see that others around the world are doing interesting things in the same art forms,” adds Kathleen



Adams. “They have a broader understanding of artistic culture years before the college and university level.”

Information about the arts, such as technique and materials or examples of artworks from the past or today, is readily accessible now. In art history classes, for example, Bullis subscribes to Artstor, an extensive digital library of art images available for teaching and study, and museums often post high quality images of their collections online. These invaluable resources far surpass outdated slides and limited image collections.

In technical theater and stage crew, Technical Director of Theater Arts Anthony Brooks notes, “our students have access to very good technical tools, including the same equipment that students will encounter in colleges and universities, a real advantage.” Bullis utilizes some of the same equipment, such as LED lighting, used in The Kennedy Center and other professional venues.

With so many benefits to employing technological tools in teaching the arts, there are drawbacks too. Lindy Russell-Heymann, Lower School visual art teacher, sees the effect on younger students of technology use at home. “We see Lower School students who are spending less time at home



Fifth grade food sculptures: From left, Evan Price, Logan Fruewirth, Darryn McLinton and Alana Gordon

drawing, playing with ideas and imagination on paper or in other media. That could be the effect of video games and other screen-related activities.”

“Students are very good at figuring out the technology,” Mayer-Sattin observes, “but sometimes they want to be told the steps instead of working through processes. We want them to problem-solve on their own and learn to think critically.” Social media exposure seems to play a role as well. “With social media a big part of their group setting now, some kids seem more reticent to present material and ideas in classroom groups. They set expectations so high, expecting perfection from themselves. That’s not a true reality for a

developing young person.”

“We need to remind young kids that things sometimes go wrong and then help them discover ways to deal with that,” says Adams. “Experiences in the visual and performing arts encourage experimentation.” Setting aside technological tools and assists to work through learning processes and involve imagination is beneficial to the development of cognitive thinking in the arts and every area of study. “I would much rather have students moving around and playing in music class than sitting in front of computers,” says Lower and Middle School Music Teacher Michelle Kelly. “They are getting something important out of basic play.”

# STUDENT GALLERY

When Russell-Heymann assigned her 5<sup>th</sup> grade art students to create their favorite foods in clay, she did not allow them to go online to work from photos and images. “They had to work from their own memories, the images in their heads. There was some anxiety over it at first, as they wanted their artwork to be perfect, exact. But as they explored with their imagination and manipulated the clay, the results were amazing.”

The strong trend in STEM education has become STEAM in many schools as the arts are acknowledged as equally valuable for fostering creative thinking and resourceful problem solving. Bullis is finding ways to merge art and sciences as well. The new Discovery Center will include a studio theater and other features that encourage creative as well as technical growth in our students. Also, a 2016 grant from the Bullis Parents Association allowed the Upper School to host renowned sculptor Rebecca Kamen, who worked with 11<sup>th</sup> grade biology students to create artistic visualizations of biology concepts; students learned directly how art and creativity can enhance scientific innovation and understanding.

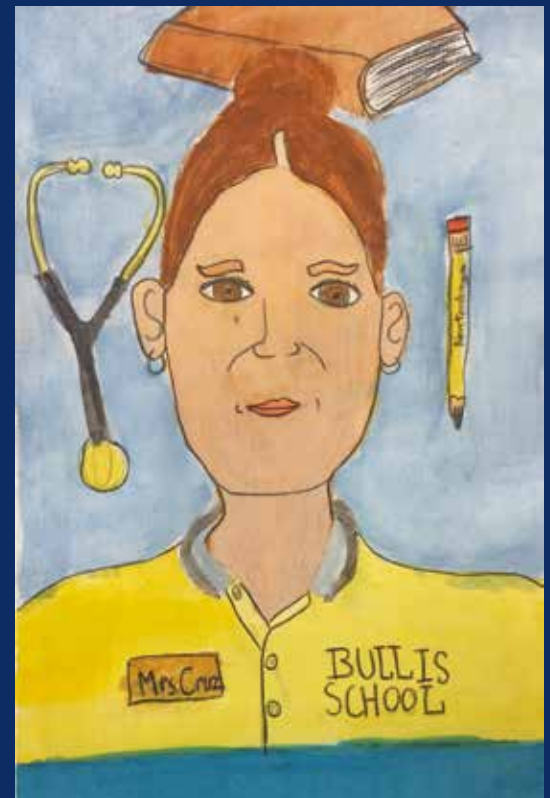
Bullis teachers focusing on all the arts are teaching their students to better discover their “poetic capacities,” as the NAEA terms it, helping them go beyond numbers, language and devices to discover their best abilities in any field of knowledge.



Arianna Khoshkou '20

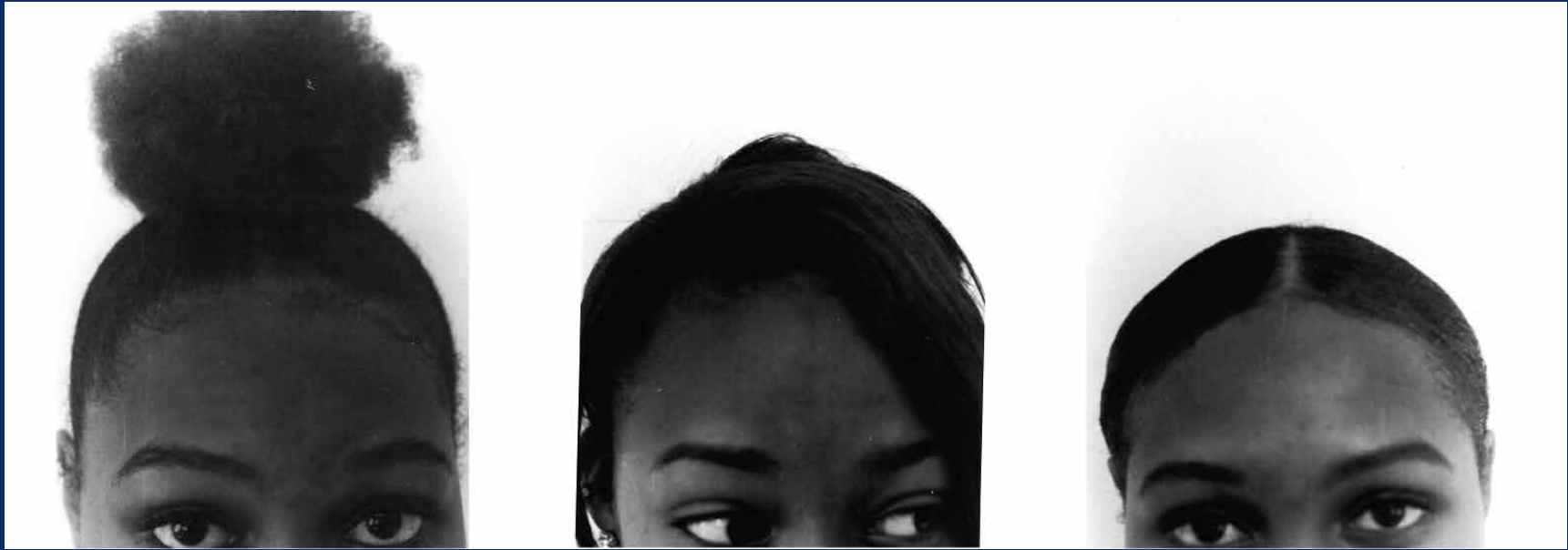


Fiona Caulfield '20

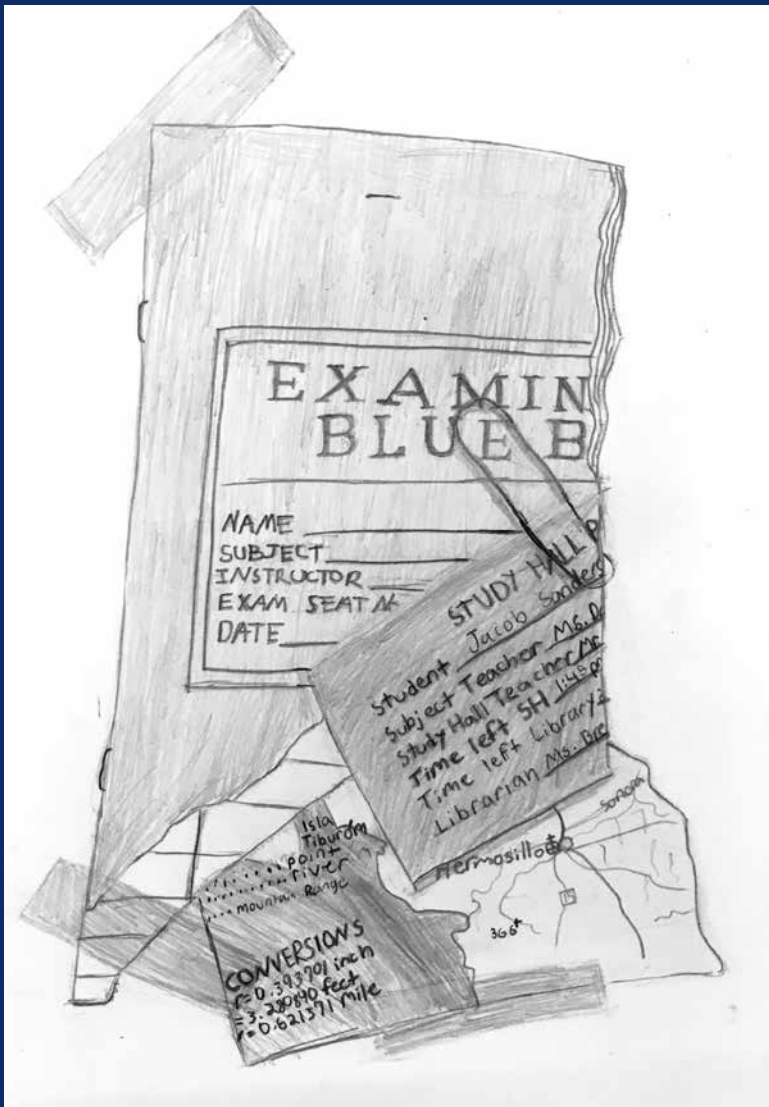


Maddie Fulmer '25





Arianna Richards '18



Jacob Sanders '21



Hannah Hoverman '21

# Student Experiment Shoots for the Sky

Four hundred students... 209 proposals... 35 semi-finalists... 3 finalists... And then there was one team: Skylar Jordan '18 and Amanda Kay '18, whose experiment "*Shewanella oneidensis* and Iron Ions in Microgravity" was selected to go to the International Space Station (ISS) through the Student Spaceflight Experiments Program (SSEP).

The competition occurred in Fall 2015 and included students from Bullis Middle and Upper School science classes. Working in small teams, all the students developed experiments that fit an exacting set of guidelines and specifications for conducting the experiments in the microgravity of the ISS. The winning proposal by Amanda Kay and Skylar Jordan focused on the challenge of obtaining and recycling water that is pure and free from large amounts of harmful heavy metal ions such as lead, chromium and iron. Their experiment explored whether using the bacteria *shewanella oneidensis*—known to remove heavy metal ions when the bacterium is added to water on Earth—could work successfully in space.

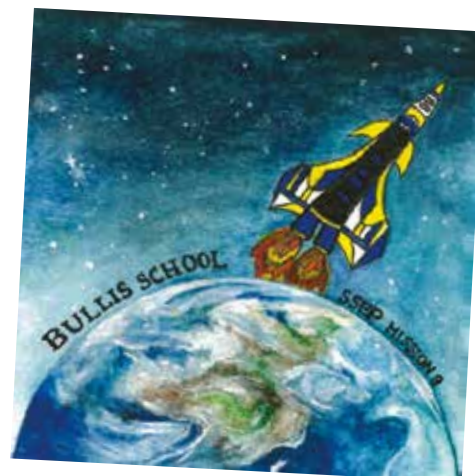
Their experiment was included as part of a payload in the Mission 9 Endeavor launch to the ISS, along with 20 other SSEP experiments from around the country chosen for ISS astronauts to conduct in space. Scheduled to depart in the summer of 2016, the mission encountered delays and technical difficulties that pushed back the eventual launch to February 2017.

Amanda and Skylar's experiment appeared quite simple: astronauts were asked to mix bacteria with water inside a small, enclosed test tube and shake a few times. Yet the results could have real and lasting implications for our world and beyond. "Knowing if the bacteria would work just as well in microgravity as it does on Earth,"

explained Amanda, "might be helpful for future space colonies."

The girls conducted their "ground truth" experiment in project advisor Dr. Daniel TerBush's science lab at the same time that astronauts in the ISS carried it out in space. The girls then awaited the return of the payload to Earth and the delivery of their completed experiment specimen back to Bullis. "We hope that the bacteria itself survives," said Skylar during the ground truth phase. "It's been in the experiment tube for much, much longer than we anticipated."

When the tube arrived back at Bullis weeks later, the students knew immediately that the bacteria had not survived. "The substance was supposed to be foggy to indicate the growth of the cells," explained Amanda, "but when we examined the contents, the sample was clear." Because Dr. TerBush had warned them to expect that possibility, they were disappointed but not surprised. "That's science," said Amanda. "We had an amazing experience, even if it did not work out perfectly."



SSEP is undertaken by the National Center for Earth and Space Science Education in partnership with Nanoracks, LLC. This on-orbit educational research opportunity is enabled through NanoRacks, LLC, working in partnership with NASA under a Space Act Agreement as part of the utilization of the International Space Station as a National Laboratory.

Bullis students participated thanks to the generous support of the Bullis Parents Association, the Maryland Space Grant Consortium, SSEP national partners Subaru of America and the Center for the Advancement of Science in Space and members of the Bullis community.



Juniors Amanda Kay and Skylar Jordan consult with Dr. Daniel TerBush in his lab. At top: Bullis' SSEP mission patch designed by Princess Ke '18.

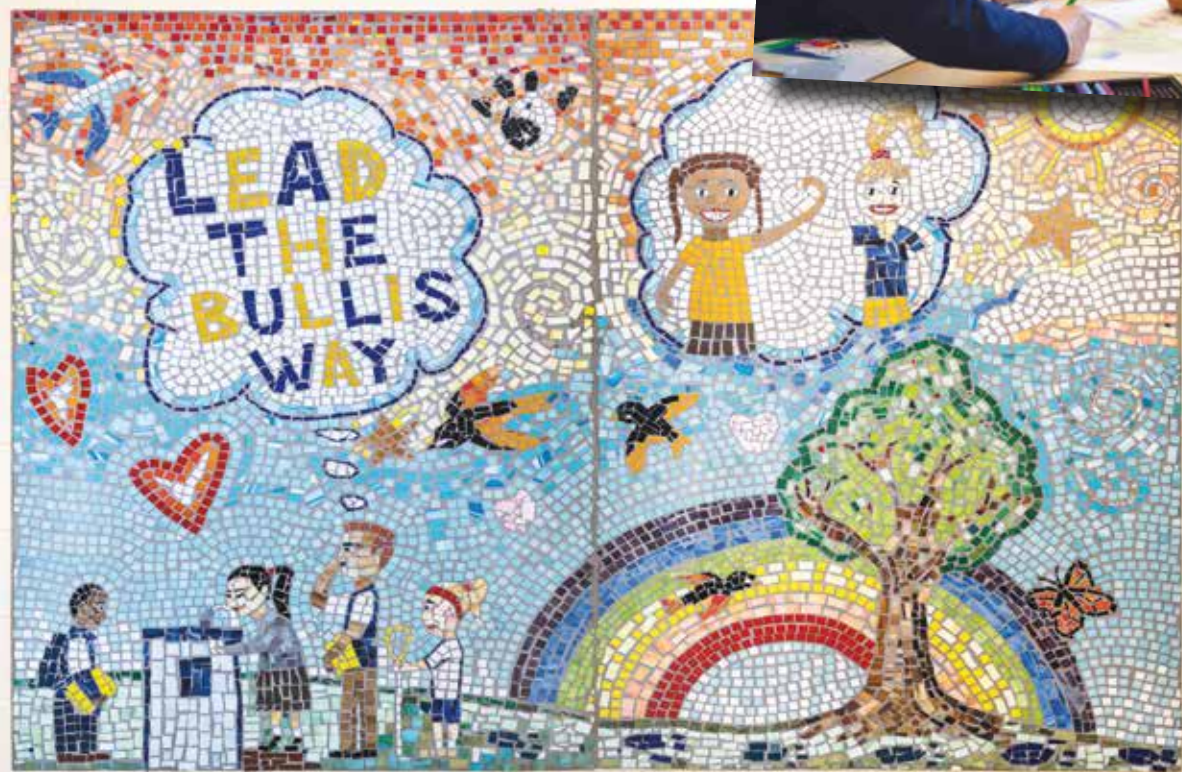


# MOSAIC UNVEILED IN SOUTH HALL

How do you “Lead the Bullis Way”? Lower School students answered this question through artwork, and in doing so created a lasting legacy for generations to come in the form of a mosaic in South Hall which was unveiled in January.

The piece originated from an idea by art teacher Lindy Russell-Heymann and a generous grant from the Bullis Parents Association. Led by mural artist Arturo Ho, the students spent eight weeks in November and December creating the piece. They began with individual sketches by each student depicting what “Lead the Bullis Way” meant to them. Mr. Ho then worked with a representative team of students to bring all the drawings together into a collaborative design to which the students added color. Finally the design was transferred to a mosaic board on which every Lower School student glued tiles.

At the unveiling of the piece—attended by students, teachers and parents—Head of School Dr. Gerald L. Boarman and Associate Head Dr. Michael Reidy congratulated the students on their hard work, creativity and vision. “You all did more than lead the Bullis way,” said Dr. Reidy. “You have left a lasting legacy here to help future students understand what it means so they can all be good community citizens.”



Top: Students explore concepts for the mosaic. Middle: Arturo Ho sketches with students to create their final design. At left: Newly installed mosaic in South Hall stairway.



## TRACK & FIELD ENJOYS RECORD-BREAKING SEASON

The Bullis boys and girls track and field teams ended their successful Spring 2017 season with impressive conference and national titles.

The girls' ISL Championship marks their fourth consecutive ISL Championship, this year winning 11 out of 13 total events with 16 students named to the All-ISL team. The boys rebounded strongly after a tough one-point loss in the IAC Championship last year to St. Albans, gaining this year's IAC title by a margin of 130 points.

Eric Allen Jr. '18 was named IAC Athlete of the Year and was joined by seven other team members named to the All-IAC Track & Field team, while 16 girls were voted onto the All-ISL team. Girls and boys each posted wins in many of the championship events, with the girls breaking eight Bullis

records and the boys four records.

Both teams achieved additional success at indoor and outdoor national meets. The girls 4x400 team clocked the country's fastest indoor time by more than four seconds to win at the New Balance Nationals Indoor. Both the boys and the girls posted the second ranked national team for 4x200. *The Washington Post* called the team "a sprint-relay powerhouse."

At the New Balance Nationals Outdoor competition in June, the girls dominated with first place in the 4x100, 4x200 and 4x400 relays. They took second place in the 800m sprint medley, with other Bullis teams also placing fourth (4x100) and fifth (4x200).

Given all the national success, "our league title always remains

one of our top priorities," said Coach Joe Lee, who marked his fifth and sixth conference titles at Bullis this year. "I am extremely proud of both teams. The girls wanted to complete the 4-peat and send the seniors off never having lost an ISL Championship. The boys responded after last year with

a performance that exceeded my expectations. Most of all, I'm proud of the humility and character they showed on and off the track. We constantly say 'character over championships' at Bullis, and that was definitely on display en route to both titles."



Girls varsity track team, back row, from left: Coach Joe Lee, Sierra Leonard '19, Alexis Postell '17, Arianna Richards '18, Alexandra Jones '18, Lindsay Lewis '17, Brionne Pyles '17, Shaniya Hall '20, Coach Dave Winner. Second row: Jon Glass '18, Lauryn Harris '19, Sarah Walbrook '19, Langley Allen '18 and Nia Frederick '20. Front: Coach Phyllis Lewis, Danielle Dyer '20, Jordyn Jeffers '19, Ashley Seymour '18, Gabriella Johnson '17 and Coach Clarence Franklin.



Boys varsity track team, back row, from left: Coach Joe Lee, Coach Phyllis Lewis, Coach Antoinette Allen, Ryan Braun '17, Austin Allen '19, Ashton Allen '20, Jalen Hill '17, Brendan Cogdell '17, Eric Allen Jr. '18, Ben Jones '19, Dylan Foster '20, Coach Dave Winner, Coach Eric Allen Sr., Coach Steven Zorc and Coach Clarence Franklin. Second row: Coach Derrick Johnson, Damani Neal '17, Hudson Primus '19, Devin Darrington '17, Olandis Gary Jr. '18, Scott Albertini '19, Tony Patrinos '19, Bryce Watson '18, Brendan Grimes '18 and Coach Stephen Baldi. Front: Derrick Tangelo '17 and Langston Stephens '17.



# REMEMBERING



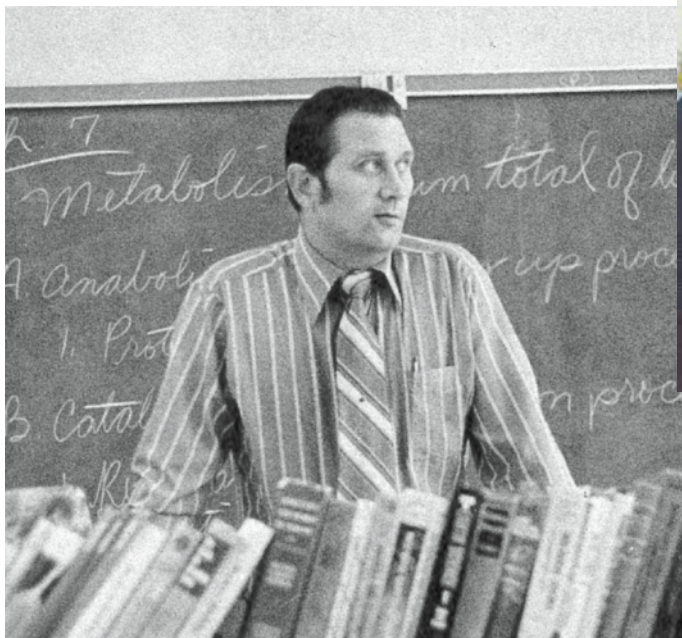
Jerry May, Bullis coach, teacher, administrator and parent. Oil portrait displayed in Founders' Hall.

Some remember Coach Jerry May from Bullis playing fields and classrooms at the old Silver Spring or Potomac campuses. They remember his Texas drawl, his quick wit, tidbits of wisdom and an unerring sense of fairness. Others might recognize his name from the annual Jerry May Alumni Golf Tournament, and know that he was a respected coach, teacher, Middle School principal, administrator—and a legend at Bullis.

On January 17, Jerry May passed away at the age of 83. Born in Texas in 1933, a high school football star, Army vet (1953-55) and 1960 graduate of Northwestern State University of Louisiana, Jerry May began teaching and coaching at Bullis that year and remained until 1997.

He arrived on crutches to interview with Commander Bullis and Assistant Principal Al Grossman in 1960, when Bullis was located on four-and-a-half acres in Silver Spring. A tall, amiable, athletically gifted Texan and football all-star transplanted to Virginia, Mr. May had a serious leg fracture that sidelined his pro football plans. He responded to a help wanted ad for a coach and teacher at Bullis—and got the job before the interview ended. Teaching math and science and coaching football, baseball

# JERRY MAY



Above: Jerry May, left, and then-Headmaster Larry Bullis '54, right, present a Hall of Fame award to Andy Marusak '66 in 1988. Left: Jerry May teaching a biology class in 1983.

and basketball, he became Middle School athletic director when Bullis moved to the Potomac campus in 1963. Over the years he served as Middle School principal while continuing to teach and coach. While his sons Brian May '92 and Kevin May '95 attended Bullis, he became alumni director and also worked in the development office, believing fully in supporting the School in every way. When he retired in 1997, the annual alumni golf tournament that he had first organized was renamed in his honor.

Whether he taught math, guided pitching or catching skills, caught boys escaping out a dorm window at 3:00 a.m. or quietly slipped someone a few dollars for a haircut to avoid detention, May cared about every student. Staff and students alike enjoyed the tales he told in that unhurried drawl along with his humor and insights. "Jerry May was a great storyteller," recalls Bullis History Teacher Glenn Hunter. "You would hang on every word—he just had that gift. He didn't take himself too seriously and had a lot of empathy for the kids."

Glenn Hunter met Jerry May when they were opposing basketball coaches watching their teams play a tepid match. "Two teams playin' scared," Hunter remembers May declaring. Soon after, a teaching opportunity arose at Bullis in 1981 and Hunter applied. May hired him and gave him the South Hall classroom where he still teaches today. "Jerry May always had the kids' best interests at heart," Hunter says. "He had a tough love side, but he also believed strongly in second chances."

"His first thought in any situation, whether it was a playing field, classroom, dorm or disciplinary matter, was always how to make a positive difference for the student," remembers Middle School English Teacher Andy Marusak '66.

Marusak was one of May's students in the mid-1960s, respecting him greatly as coach, teacher, dorm master and mentor. Years later, Marusak had become a teacher, inspired by his Bullis instructors. May invited him to be inducted in the 1988

Athletic Hall of Fame—and soon asked him to join the faculty. "It's time you came home," he told him.

What would Jerry May think of Bullis today? "He loved seeing the growth in this school," Marusak says. "The changes and improvements in the athletics program especially would have been very meaningful to him," Hunter adds.

"Jerry May was the epitome of Bullis in its middle decades," Hunter continues, "in his love for the School and the way he cared about and challenged his students to do their best and be their best. He set a standard that we still adhere to." Marusak agrees. "Jerry was very visible on campus and always approachable. Even as a principal he still taught classes and coached. He had a tremendous impact on Bullis."

"A finer human being has never walked the halls of this school," Hunter adds.





Joanne Szadkowski, left, with Blizzard and Sedona Cohen '24.

*“Each member finds various roles to play, contributing to the whole.”*

## THE ROLES WE PLAY

Recently I brought my dog, Blizzard, to visit the Lower School during their “Read-In Day.” More than just a sweet, lovable Boxer mix, she is also a certified therapy dog, trained to offer a friendly, calm and comforting presence to residents in nursing homes and patients in hospitals—and to children in schools. The students were delighted to welcome Blizzard into the classroom during their reading time. As they settled down with their books, Blizzard sat with them, eager to share her quiet, calm nature and a little happy encouragement. And I realized in that moment that she was doing what everyone here at Bullis does, giving all that she could to those children, offering what she does best, enthusiastically playing her part.

Every year our Bullis community grows larger, stronger and more unified as each member finds various roles to play, contributing to the whole. So many people get involved in multiple ways—our parents are also volunteers, philanthropists, PA members, room parents and more, and our faculty and staff volunteer to serve on numerous committees and task forces, help at school events and support Bullis programs throughout the School. Our students are perhaps the best example of this as we witness the “athlete as musician,” or the “science whiz as poet,” “dancer as robotics champ”—the list of parts they play are seemingly endless as our students experience all the roles available to them on campus.

It is through the various roles we play at Bullis that we give generously to our students, to one another and to the entire community. Thank you for the various parts you and your family have played this year—your giving in so many ways unites and strengthens us and enriches the Bullis experience for all.

Sincerely,

# ALUMNI

## NEWS AND NOTES



Alumni parents celebrate their graduating seniors! Back row, from left: Brad Mendelson '84, Audrey (Greenhouse) Friedlander '86, Kristen (Gillam) Schultz '85, Claudia (Landres) Helmig '88, Andrew Blair '86, Nicki (Harris) Geifman '89, Jon Halle '88, Marisa (Marr) Leasure '84, Ted Leasure '84. Front row: Joey Bullis, Kyle Mendelson, Jacob Friedlander, Skylar Schultz, Camille Helmig, Sarah Blair, Sydney Geifman, Ben Halle and Patrick Leasure. Missing: Ed Bullis '86 and Jon Friedlander '82.



# THE BULLIS FAMILY LEGACY CONTINUES



CMDR William F. Bullis



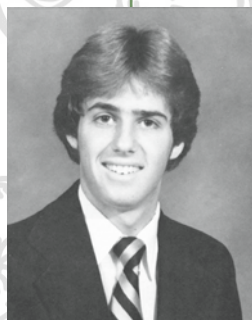
Lois Hoover Bullis



Lawrence Bullis '54  
(Left: senior portrait)



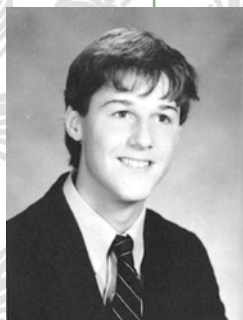
Judith Taggart Bullis



John Bullis '79



Cyndi Bullis Vasco '83



Edward Bullis '86

Lucia Vasco '20  
Julia Vasco '21



Joseph Bullis '17

*This year a third generation of Bullises graduates. Lawrence Bullis, second head of school, his son Edward '86 and grandson Joseph '17 reflect on their time at the School.*

**Larry:** "I am incredibly proud of our family's presence at the School, historically and today. When I think about my parents in their late 20s, opening a school during the Great Depression for 13 students seeking entrance to the service academies, and see where Bullis is today, I am just amazed. The School has grown tremendously in 87 years and I know my parents would marvel at its progress. I still believe this is the best college preparatory school in the Washington, D.C. area!"

**Joey:** "It's not lost on me how fortunate I am to be part of such a special legacy here at Bullis. The chance to go to school here gave me motivation that perhaps I wouldn't otherwise have had, to be successful academically and personally. I feel that I owe it to my legacy to show (especially my family) that Bullis School will have a profound impact on the rest of my life."

## Seeing the School in their children/grandchildren:

**Larry:** "To me, the School has always challenged students to tackle doing what's perceived as being beyond one's comfort zone. This is something which creates an attitude of willingness to accept challenges, venture into new endeavors and build confidence, which I see in my children and my grandchildren as well." (Joey Bullis '17, Lucia Vasco '20 and Julia Vasco '21)

**Ed:** "Bullis has helped Joey grow into the best version of himself—inclusive, kind, caring and giving—and these traits have undoubtedly been nurtured and cultivated in his 10 years at the School."

## What Bullis means to me:

**Larry:** "Bullis simply means everything to me—it has absolutely been a huge part of my personal and professional life for 80 years. My tenure at Bullis represents significant progress for the School, from relocating from Silver Spring to Potomac, becoming a day school, adding Advanced Placement courses and of course becoming co-educational. I have always had the best interests of the School at heart."

**Ed:** "In essence, I really grew up at Bullis. Very few of my childhood memories don't include spending time playing on the Silver Spring campus, where my mother was the business manager, well before I was a student at the School. I remember pacing the sidelines with my father during the football games and bonding with him and my grandfather over a love of the game. Bullis means a great deal to me and is the source of many fond memories as a child, student and adult."

**Joey:** "I am very proud to have attended and graduated from Bullis—it was like completing a chapter in my family's story. I'm confident that Bullis will always guide me and give me my next steps in life, just like it did for my father and grandfather."



# YOUNG ALUMNI DAY

It's always great welcoming alumni back to campus. This year's Young Alumni Day drew former students from the classes of 2009-2016 for lunch, a tour of the under-construction Discovery Center and, new for this year, panel discussions with Upper School students in each of the four signature programs—Entrepreneurship, STEM, Visual and Performing Arts and Humanities and Global Studies as well as diversity, focusing on LGBTQ topics. The panel discussions offered an opportunity for alumni to share their college experiences in each of these areas and answer questions from current students.

Jessica Mays '15 said she loved returning to Bullis to speak to students and share how she is utilizing many of the STEM-related principles she learned at Bullis to guide her through her studies at Emory University. Director of Visual and Performing Arts Cheryl Terwilliger thanked the alumni panelists, saying "they were engaging, well-spoken and offered excellent advice that current students and teachers alike learned from."

Classes of 2013-2017: Save the date for next year's Young Alumni Day—Thursday, January 4, 2018—and let us know if you'd like to speak on a panel.



Top photo: Jack Copeland '15 (right) and Andrew Goldberg '16 (left) speak to students from Mr. Steren's Entrepreneurship Capstone class. Middle photo: Jack Copeland '15, Brian Ribera '16, Easton Furman '16, Kevin Myers '16 and Sian Titmuss '16 enjoy a preview of the Discovery Center. Bottom photo: Alumni from the classes of 2009-2016 smile in the Commons during their return to campus for Young Alumni Day. Back row, from left: Sarah Bair '15, Brooke Gutschick '13, Teddy Sullivan '15, Donald Moran '16, Monique Muse '16, James Haidak '09 and Easton Furman '16; Front row: Tali Champney '15, Stephen Clement '15, Jessica Mays '15 and Fallon McKnight '15.



# ALUMNI KICK OFF SUMMER WITH CRAB FEAST

Alumni and members of the Bullis community kicked off the start of summer with gorgeous weather and delicious food at the annual Alumni Crab Feast on June 9. Included in those attending were nearly a dozen former Bullis wrestlers who reminisced about their days at the “Big B” while catching up with their former wrestling coach, Justin Golden, and current coach Chris Brown. Alumni also enjoyed a sneak peek at the Gerald L. Boarman Discovery Center which is set to open this fall. Save the date for next year’s alumni crab feast—Friday, June 8, 2018.



From left: Margot McKelvie '12, Rachel Weinberger '14, Taylor Jenkins '12, Lynee Belton '14 and Kyla Lewis '15 catching up with each other on the Penny Bunting Terrace.



Former Bullis wrestlers return to their alma mater for the evening, including back row, from left: Andrew Kelley '88, Mike Wittenberg '84, Current wrestling coach Chris Brown, Carl Martin '89 and Greg Welch '89. Front row: Michael Lavin '88, Scott Alban '88, Lenny Bernstein '84, former Bullis wrestling coach Justin Golden, Rick Glasby '85, Alexander Brown '16 and Aryemis Brown '17.



# ANNUAL GOLF EVENT CELEBRATES 30 YEARS

It was another successful outing for the many alumni, Bullis staff, parents and friends who participated in the 30<sup>th</sup> annual Jerry May Alumni Golf Tournament in May. Players participated in a scramble tournament and enjoyed the morning of golf at Falls Road Golf Course.

The team including Paul Mavrikes '14 and his father George Mavrikes P '14, '17 won first low gross and Head of School Dr. Boarman's team won second low gross. A particular highlight was catching up with esteemed alumni Bill Lerch '58, Bill Hessick '58, Rodney Judd '58 and Hessick's son, alumnus Bill

Hessick '87. Lerch, Hessick and Judd have been friends for 60 years and still keep in regular contact with each other!

Following the round of golf, players returned to the clubhouse to enjoy lunch and awards were given to the various winners. Thank you to all of our players and sponsors, particularly our awards sponsor, Finmarc Management Inc. We look forward to seeing you at next year's tournament: Friday, May 11, 2018.

For photos and a list of winners please visit [www.bullis.org/golf](http://www.bullis.org/golf)



Assistant Head of School and Director of Admission Tim Simpson (right) and his brother John Simpson '98 are all smiles before they tee off.



Alumni golfers at the tournament included, back row, from left: Bill Lerch '58, Rodney Judd '58, Bill Hessick '87, Shawn Kane '94, Bill Hessick '58, Ross Bender '09, Tom Cowles '00, Sean Kirby-Smith '09, Ryan Aschenbach '09, Drew Prescott '00, Jake Sentz '09, Josh Weiner '06, Svetlin Tintchev '06, Hunter Gosnell '06, Zack Harwood '06, Keith Cohen '06, Josh Ein '06, Paul Mavrikes '14, Matthew Peel '14 and Carl Tugberk '98; front row: Brian Kelley '14, Daniel Ayre '14, Alec Fink '14 and Blake Priddy '14.



## ALUMNAE RETURN TO THE COURT

Over winter break, alumnae from the classes of 1991-2016 played a great basketball game against this year's Bullis girls varsity team. The alumnae also enjoyed having former Bullis girls basketball coach and Hall of Fame inductee Wayne Ferrell in attendance with his family to cheer on daughter Erin (Ferrell) Harper '01 and many of her former teammates. "It was just like old times," one alumna remarked. "Even though we haven't played together in years, I found myself calling some of the same plays we used in high school—it was surreal!"

While the alumnae lost by one point, the energy, laughter and camaraderie among the group filled the athletic center and brought back many fond memories for everyone. Special thank you to girls varsity basketball coach Amy Heinzelmann for organizing a fun night!



Above: Alumnae congratulate the varsity team on their one point win. Below, teams and coaches included, back row, from left: Former girls basketball coach Wayne Ferrell, Shememe Williams '93, Brie Jackson '99, Amy (Friedman) Naoum '02, Erin (Ferrell) Harper '01, Revée Walters '04, Alyssa McCoy '02, Krystalyn Ellerbe '01, Radiance (Walters) Harris '02, Tara (Haag) Parra '01, Safi Mojidi '04, Taylor Jenkins '12, Christina Lee '91, Kharessa Kelley '93, Brooke Gutschick '13, current girls basketball coach Amy Heinzelmann; third row: Ariana McKenzie '16, Tori Crawford '17; second row: Starr Howard '18, Ariana Hurtado-Day '19, Naia Saddler '19, Danielle Willing '20, Danielle Dyer '20, Joelle Moore '20, Macarena Carrillo '18; front row: Rayniah Walker '19 and assistant coach Shaina Chafin.

# WRESTLERS RETURN FOR SENIOR NIGHT



Former Bulldog wrestlers Aaron Green '11, Carl Martin '89, George Figueroa '12, Andrew Stone '12, Ryan Garey '11, Tim Almany '86, John Wilmot '84 and Chester Wagstaff '79 returned to the Bullis mats in February to celebrate the wrestling team's Senior Night, recognizing graduating seniors Aryemis Brown '17, Marcelo Motta '17 and Joey Zimmerman '17. Some alumni had not seen each other in nearly 25 years and remarked about how good it felt to be back at Bullis.

## New Name and New Location! **BULLDOG STORE**

**GRAND OPENING**

**AUGUST 28, 2017**

New Gerald L. Boarman Discovery Center



[www.bullisstore.org](http://www.bullisstore.org)  
Open Monday thru Friday  
7:45am-4:00pm

## BULLIS ALUMNI HOMECOMING WEEKEND

**Friday, October 6 and Saturday, October 7**

### FRIDAY, OCTOBER 6—HOMECOMING

- 4:30 – 6:30 PM Alumni Family Tailgate  
Dining Hall (Founders' Hall)
- 7:00 PM Homecoming football game  
Bullis vs. St. Mary's Ryken  
\*Join us on the alumni patio during the game

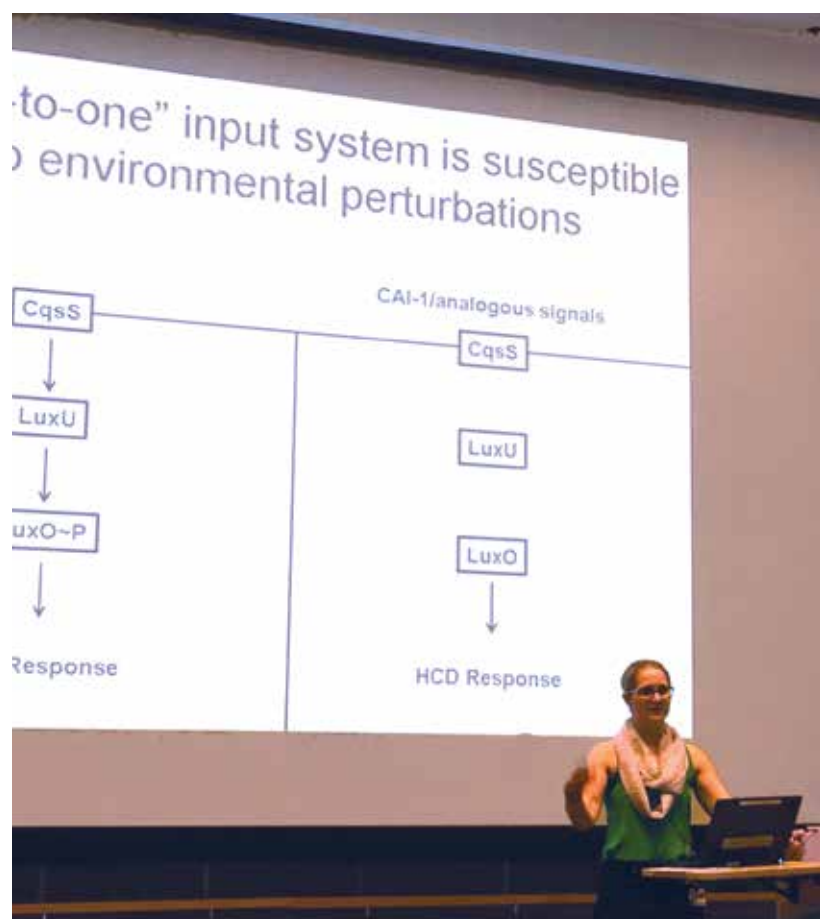
### SATURDAY, OCTOBER 7—CELEBRATE OPENING OF THE NEW DR. GERALD L. BOARMAN DISCOVERY CENTER

- 12:00 PM Alumni Luncheon  
Discovery Center Lobby
- 1:15 PM Discovery Center building tours

Please visit [www.bullis.org/alumni](http://www.bullis.org/alumni) for further details.







**DR. SARAH JUNG '04**

## MAKING STRIDES IN SCIENCE— FROM BULLIS TO THE MAYO CLINIC

Sarah Jung '04, Ph.D. is fascinated by the study of disease. As a scientist, she wants to know why and how diseases and conditions can cause such harm, and determine new ways to prevent disease and improve human health. Sarah's education—an undergraduate degree in chemistry, a master's degree in biology and a Ph.D. in microbiology—has helped her to forge a path toward discovering answers.

As a Bullis student for nine years, Sarah always loved math and numbers and credits former

mathematics teacher Mr. Victor Dvorsky with encouraging her interest. In Upper School, Sarah applied herself to her science courses. "Dr. Melissa (Ravenscroft) Chang introduced me to science in a way that was organized and incorporated math and everyday applications of chemistry and life." For a student as precise and methodical as Sarah, it was a natural fit.

Sarah attended the University of Maryland intending to study medicine, but opted for science because, just as at Bullis, she felt

very drawn to science courses—chemistry in particular. After graduating in 2008 with a Bachelor's degree in chemistry, she worked as a chemist at a small biotech company in Columbia, Maryland, conducting research to gain a better understanding of the individual components of the various samples being studied. Wanting to further her education to focus on more research-based lab work, Sarah applied to graduate school. During her graduate program at American University, she had unique opportunities to conduct research at the National

Institutes of Health in Bethesda, attending lab meetings and gaining more exposure to laboratory research settings. Her own research focused on skin cancer as she tested the responses of primary cells in various body systems. Thriving in the laboratory atmosphere, Sarah sought a more in-depth look at infectious diseases. Following her graduation from American in 2012, she began a Ph.D. program in microbiology at Tufts University.

While her program began with different rotations focusing

“I WILL ALWAYS RECOGNIZE [MY BULLIS EDUCATION] AS INSPIRING AND IMPERATIVE TO HELPING ME ACHIEVE MY GOALS.”

—SARAH JUNG

on various lab diseases, she soon specialized in the study of cholera—a harmful bacterium and major public health concern, particularly in countries with water contamination. Her extensive research examined how cholera affects humans by observing how the bacterium communicates with itself. The *Tufts Medical Center Newsletter*, summer 2015 issue, stated that “Sarah’s research provides new insights into how bacterial pathogens integrate multiple sensory signals to elicit robust and coordinated quorum-sensing responses.” Sarah graduated from Tufts in May.

This summer, Sarah is poised to begin a two-year clinical microbiology fellowship at the prestigious Mayo Clinic in Minnesota, where she will train to become a lab director and work directly with patients who have infectious diseases. As she prepares to embark on this venture, Sarah reflects on her educational experiences thus far and says that “having really good, strong mentors with each phase has helped guide me. People who have encouraged me and offered different paths when necessary have opened my eyes and given me a broader perspective.”

She encourages Bullis students to study what they love and what most interests them, while staying open to trying new

things, especially in fields they might not otherwise consider. Sarah fondly remembers an art history class at Bullis with Mr. John Sandoval—something outside her wheelhouse of science and math—which ended up becoming just as important to her as her core classes. She learned to appreciate and understand art and the organized thought processes behind it. To this day, “whenever I visit a large city, I try to visit museums. I appreciated being able to expand my horizons outside of just what was of interest to me.”

Sarah enjoys being active outdoors and following her graduation from Tufts, she hiked the Bavarian Alps during an exciting trip to Germany. “That experience was such a thrill, from the breathtaking sights to the challenging physical aspect, and certainly a trip I will always remember,” she says. In addition, Sarah has volunteered at the Boston Marathon for the past three years, an activity special for her that she will miss with her move to Minnesota.

“Bullis has incredible teachers and leaders. My time at the School served as the beginning of a long academic journey, and I will always recognize that part of my education as inspiring and imperative to helping me achieve my goals. For this and so much more, I am truly grateful.”



**Opposite page, left:** Sarah presenting her thesis at the culmination of her Ph.D. program at Tufts University in May; at right, a recent headshot.

**Top left:** Sarah’s senior portrait in the 2004 edition of *Roll Call*.

**Top right:** Sarah and her boyfriend Pete Meintjes on their hike in the Bavarian Alps.

**Above:** Sarah is joined by her proud parents, former Bullis Headmaster Dr. Richard Jung and Dr. Jan Anderson as well as her Tufts adviser Wai-Leung Ng, following her thesis presentation.



# ALUMNAE ENTREPRENEURS MAKE THEIR MARK

## *Passion is the Key Ingredient*

### YASAMAN VOJDANI '08



Mixing granola with career might seem unlikely, but for Yasaman Vojdani '08, it's the perfect blend. Yasaman is the co-founder with her mother, Shohreh

Vojdani, of "Oat My Goodness" craft granola ([www.omgcraftgranola.com](http://www.omgcraftgranola.com)).

When Yasaman was a sophomore at George Washington University, her mother started making granola and brought batches to Yasaman's sorority house for the girls to enjoy. The response, Yasaman recalls, was always "Oh my goodness, it's delicious, you have to sell this!" While studying abroad in Barcelona, Yasaman's entrepreneurship class inspired her to develop Oat My Goodness (OMG) into a genuine business and after she returned she began selling to friends locally. Graduating from GW in 2012 with a business degree, Yasaman relocated to New York City for a jewelry sales position at Marc Jacobs. Unwavering in her commitment to launch OMG, she worked on the side, developing marketing, product packaging and working with a graphic designer. While apprehensive to leave her job's security, Yasaman says her

father encouraged her to focus on Oat My Goodness full time. A year later, she did just that.

Securing a booth for Oat My Goodness at the Fancy Food Show, a major specialty food and beverage show, in January 2014 was a pivotal step—and OMG has gone full steam ahead since. Now the product sells in over 40 Whole Foods, through specialty grocers, the OMG website and on Amazon.

What distinguishes OMG from other granola companies? "Our products are made with olive oil, without butter and we don't add salt—my mom is adamant about this! Additionally, our flavors are unique, including batches with cardamom and orange blossom among others."

Yasaman's seven years at Bullis influenced her life in many ways, particularly because of positive relationships with teachers whose lessons still guide her today. "Mr. Glenn Hunter was a tremendous teacher—I grew as a student and became extremely organized.

His note-taking methods carried me through college and remain part of my daily routine."

Though she attended Bullis before the Entrepreneurship program was established, she felt supported and encouraged to try new ventures. Ms. Faith Darling mentored Yasaman when she started the N.I.H. (Nurturing in our Hearts) club for the Children's Inn at the National Institutes of Health focusing on creating art projects and holiday parties for children who needed a little joy in their lives. "It was a great experience to start something from scratch and see it come to fruition," recalls Yasaman.

"I gained confidence, learned to make decisions and realized that I aspired to become an entrepreneur. Ms. Darling's guidance was extremely supportive."

Yasaman manages the business aspects of OMG from her home in New York City, including sales, marketing and distribution. Her mother runs production and still makes every batch of granola in Maryland. "We're a great team because our roles are as different as our backgrounds and strengths, but together we share a passion for Oat My Goodness, which continues to drive us."



Top left: Yasaman's senior portrait from the 2008 edition of *Roll Call*; a sampling of Oat My Goodness flavors; Yasaman and her mother, Shohreh Vojdani, testing new Oat My Goodness recipes.

# S IN THE FOOD INDUSTRY

## JACKIE (ROSENBLATT) BLANKEN '98

"I had never seen a teacher with as much passion for writing or a particular book as Mr. Mike Hibbs, my Upper School English teacher at Bullis," recalls Jackie (Rosenblatt) Blanken '98. "The passion he exuded was almost palpable and so inspiring—I found myself on the edge of my seat each day in class, and aspired to find a career that I was just as passionate about. I was an English major in college largely because of Mr. Hibbs' class," she says. Following graduation from Indiana University in 2002, Jackie began writing grants for a nonprofit organization, but soon enough realized that it was not the right fit. She could not have imagined then that her eventual career would stem from a childhood love of cooking and baking.

Jackie had fond memories of making such things as steak au poivre, fresh challah and donuts as a young child with her father and other family members, so she decided to make a career shift and attend culinary school at L'Academie de Cuisine. She graduated with honors from the one year program in 2005 and completed her externship at Black Market Bistro in Garrett Park, Maryland. "That was particularly inspiring because the kitchen staff was predominantly female, which is unusual. My female colleagues were calm but strong

forces, always helpful and supportive of each other." This positive experience clarified Jackie's decision to become a professional chef and eventually have her own business.

In 2006, Jackie helped open Bezu, a French-Asian-inspired fine dining restaurant in Potomac Village, as both the sous chef and the pastry chef. "It was a huge challenge for me," she says, "wearing two significant hats, changing my mindset and my food from 'bistro' to more 'fine dining' and learning to work as part of a different team. Working in a kitchen is a lot like a symphony, where every instrument and person needs to work together, otherwise the whole order crashes. You need to be able to communicate, focus, and rely on the other cooks in your kitchen." Grateful for her experience and growth at Bezu both personally and professionally, Jackie knew her best fit would ultimately be on her own terms.

Jackie's entrepreneurial spirit led her to open her own catering business in 2008. Catering by Jackie focuses on parties, platter service, desserts and confectionaries and allows her to tackle all aspects of the business from food to financials. Her kitchen is constantly bustling with fondant for a specialty



birthday cake or the smell of a savory dish for a holiday dinner with her family. While she now pursues her professional goals on her own, it's still like working with a symphony. "There is a great deal of planning that goes into everything I make; the order and timing of everything is crucial. I have to be diligently organized with each item that's created, but because I love what I do, I am always happy to put in the extra effort," Jackie says. If you are interested in learning more or placing an order, please contact Jackie at [jackieblanken@gmail.com](mailto:jackieblanken@gmail.com).



At top, Jackie's senior portrait from the 1998 edition of *Roll Call*; Jackie proudly displays a cake she created for a recent crab feast party; above, a colorful three-tier cake Jackie constructed for an art-themed birthday party.



# Building Support for BULLIS— One **BRICK** at a Time

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GRACE GOLDMAN  
CLASS OF 2017

**PURCHASE A  
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**Your purchase shows your  
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*Thank you!*

KELLY KLEIFGES  
JOSEPH STEIN

IN HONOR OF  
JOHN W.  
SPENCER

# Mystery Alumni Photos



Can you identify the people in these photos? Email your answers by August 15 to:

Jennifer (Hayman) Okun '99  
at [jennifer\\_okun@bullis.org](mailto:jennifer_okun@bullis.org)

The first person to answer correctly will win a prize from the Alumni Office!

## Answers to Mystery Photos from Fall/Winter 2016-2017 Magazine

No one has yet identified the alumni in either photo at the right, so if you know who they are, please submit your answers to the Alumni Office to win a prize.

To view all mystery alumni photos, visit [www.bullis.org/alumni](http://www.bullis.org/alumni)





'88

In early June, **REZA RISMANI** returned to the Washington, D.C. area for a weekend with his son for a lacrosse tournament. While in town, Reza gathered with his friends and classmates **Lee Keshishian '88**, **Aaron Stopak '88** and **David Schwartzberg '88** for a night out.

'92

Best wishes to **BRIAN MAY** and his wife Shannon who announced the arrival of their son, Caleb Gerald May, born on February 15 and named for his paternal grandfather and beloved member of the Bullis staff for 37 years, **Jerry May**. Brian and his family live in Rockville, Maryland where Brian is a marketing executive at The Meltzer Group.

'93

This fall, **KIRA ORR** will assume a new role at Bullis as an assistant principal in the Upper School. During her tenure at Bullis, Kira has previously served as a coach, teacher and administrator—most recently as assistant principal in the Middle School for the past six years.

'95

In January, **MONIKA (BIEGLER) EYERS** was announced as east coast editor for home design at *Better Homes & Gardens* magazine, to which she has been contributing since January 2016. As an editor, Monika seeks out beautiful houses to feature in the

magazine, along with writing entertaining stories, profiles and shopping features. "I am thrilled to join the home design team at *Better Homes & Gardens* and I look forward to creating content that inspires our audience to make their homes the best they can be." She is happy to receive submissions at [monika.eyers@meredith.com](mailto:monika.eyers@meredith.com). Monika lives with her husband and their two children in Mendham, New Jersey.

'99

**BRIE JACKSON** moved back to the Washington, D.C. area to work as a D.C. correspondent for Nexstar Broadcasting where she will cover news stories on Capitol Hill. Prior, Brie was a news anchor at WSLR in Roanoke, Virginia where she enjoyed being out in the field reporting as well as working at the anchor desk. Additionally, Brie was featured on the cover of *The Roanoker* magazine's March/April women's issue for her work professionally and personally in the community.

**RACHEL (GARFF) KIRKHAM** and her husband Jay have settled in Cherry Hill, New Jersey with their three children: Chloe, 8, Lucy, 6, and Gabriel, 3. Rachel spends her time "doing lots of laundry and maintaining side-hustles as a candle maker and event designer." Rachel's candles raise awareness for suicide prevention and can be purchased at [wickdbyjoliefete.com](http://wickdbyjoliefete.com).

Congratulations to **DR. JONATHAN SCHWADRON**, an

emergency medicine specialist, who was nominated as one of the 2017 Physicians of the Year at Oak Hill Hospital in Brooksville, Florida.

'00

**JESSICA MUNAKER** has been living in Chicago for the past seven years and recently joined the sales division at SAP Fieldglass which provides the cloud technology for services procurement and external workforce management. Jessica sells software to executives at some of the country's largest organizations. In her spare time ("when it's not freezing in Chicago!"), Jessica enjoys taking advantage of "all that the city has to offer, from golfing and boating to the great restaurant scene." When her schedule allows, Jessica also loves to travel and returns to Bethesda often for family visits.

'03

**JARED ROBINS** is relocating to Minnesota as the chief operations officer for NoSweat—a disposable performance liner that sticks on the inside of any hat, helmet or hard hat and absorbs sweat. Their patented SweatLock technology is engineered to instantly absorb sweat and lock it inside the product to help prevent dripping sweat, fogging, sweat stains, acne and odor. NoSweat's goal is to continue to develop unique and innovative products that help people and athletes bring their game to a whole new level.

'04

Best wishes to **CLAUDIA (BAHAR) LAY** and **Travis Lay '04** who celebrated the arrival of their first child, daughter Violet Elizabeth Lay on May 13, just in time for Mother's Day.

'05

**KEVIN TIGHE** is a co-founder of the Manhattan Beach-based startup, Surf Shop Box ([www.surfshopbox.com](http://www.surfshopbox.com)), a monthly subscription box that introduces customers to new and relevant products for surfers and water sport enthusiasts. Intrigued by the subscription model he had seen with other companies and recognizing there was nothing similar in the surf industry, Kevin and his co-founder launched their company in August 2016. "Surf Shop Box isn't just for the core surfer," says Kevin. "It's also for someone who is aspiring to live the lifestyle." Kevin has lived in Los Angeles since 2005 where he attended the University of Southern California. He is a regular speaker at USC's Greif Center for Entrepreneurial Studies.

'06

Congratulations to **SVETLIN TINTCHEV** who graduated with his MBA from Georgetown University's McDonough School of Business and will relocate to New York City this summer to begin a job in investment banking for Royal Bank of Canada. Additionally, Svetlin and his girlfriend Luisa recently became engaged.



'95



'99



'99



'00



'04

'95 Monika (Biegler) Evers in a recent headshot

'99 Brie Jackson in a recent headshot outside of The White House

'99 Rachel (Garff) Kirkham embraces her husband Jay along with their children: Chloe, Lucy and Gabriel

'00 Jessica Munaker and her boyfriend enjoy a night out in Chicago

'04 Claudia (Bahar) and Travis Lay proudly show off their first child, daughter Violet



Alumni assistant boys basketball coaches Jeremy Myers '06 (second from left) and Shawn Kane '94 (third from left) celebrate the team's IAC Championship win this past winter. The team beat Georgetown Prep 62-60.



## '07

In February, Major League Soccer player **RODNEY WALLACE** signed with the New York City Football Club (NYCFC) after four years with the Portland Timbers. He had a banner season in Portland in 2015, scoring the final goal to win the MLS Cup that year. "It's a great honor to be an NYCFC player," Rodney says. "It's a dream come true to be with such a great organization and team."

## '09

**JAMES HAIDAK** is a professional musician and deejay in New Amsterdam, Netherlands, where he is signed with the label Audiophile Deep in Amsterdam and also runs their podcast and organizes shows. Recently, James released his EP "Ancient Being." In January, James returned for a visit to Bullis to speak with students in Computer Music II and the Visual and Performing Arts Computer Music Capstone during Young Alumni Day to share his journey in his field.

## '10

**SHAHARA ANDERSON-DAVIS** recently began a new position as the communications and event manager at The Airport Minority Advisory Council (AMAC), a non-profit trade association dedicated to promoting the participation of minority-owned, women-owned and disadvantaged business enterprises in airport contracting. In this role, Shahara coordinates AMAC's external

relations with nearby residents, donors, and national press through community outreach, marketing and press relations and provides leadership and project management support for staff and clients.

This spring, **CAROLINE QUEEN** took on a new role within The Ritz-Carlton Leadership Center, a team based in Chevy Chase, Maryland that provides presentations and consulting within the company based on best practices, including employee and customer engagement and company culture of The Ritz-Carlton. Previously, Caroline was an event/project coordinator and says she is "excited to work on key special projects pertaining to our content as well as our customer engagement in the digital space." Caroline currently lives in Washington, D.C.

## '12

Following her May 2016 graduation from Roanoke College, **CARLEY STURGES** has spent the past year teaching elementary-aged special needs students in the Roanoke area. This spring, Carley was recruited to coach varsity girls lacrosse at Hidden Valley High School, where she led the team to win their division and was named American Conference Coach of the Year. In June, Carley began a master's program in kinesiology with a specialty in working with people with disabilities at the University of Virginia.

## '13

**BROOKE GUTSCHICK**

begins a master's degree program this fall in higher education administration at Vanderbilt University's Peabody College of Education. In May, Brooke graduated from Gettysburg College with a degree in organization and management studies. At graduation, Brooke received the Student Leadership Award for her work as president of the Class of 2017, secretary of the Student Senate and leadership mentor at the Garthwait Leadership Center.

During Bullis' Foreign Language Week in February, **DAVID HARRISON** shared with students via video how his experience studying Spanish at Bullis led to a trip to Paraguay in high school and later to spending a semester abroad in Argentina in college. "Learning a foreign language really opens up many opportunities for adventure, enables you to expand your horizons academically, and allows you to interact with all kinds of different people," said David. He graduated from Occidental College in May with a double major in politics and Spanish literary studies.

**GA YEONG (ESTHER)**

**KIM** graduated in May with an architectural design degree from the Maryland Institute College of Art. Esther is now interning at an architecture firm and applying to graduate school for architecture.

In May, **YANBING (AMI) YANG** graduated from Gettysburg College with a double major in mathematics and philosophy. Ami intends to

spend one year studying for the GRE and applying to graduate school.

## '14

This fall, **STEVEN ATTAH** will start his senior year at Stevenson University as a double major in psychology and business. Steven is very involved with Active Minds—a club at Stevenson that helps destroy the stigma of mental illness on college campuses through peer mentoring. Additionally, Steven is in the pre-production stage of starting an athletic casual clothing company called Prince Lawrence.

**DANIEL AYRE** is interning this summer at an investment management firm in Virginia before returning for his senior year at the University of Alabama, where he is double-majoring in finance and management. Daniel writes that he misses his teachers at Bullis and wanted to give special recognition to his former honors biology teacher Ms. Dorothy Yen. He is applying what he learned in her class about the theories of evolution to how he analyzes companies for possible investments.

**JAMES BARLIA** is a rising senior at Tulane University in the A.B. Freeman School of Business, where he is majoring in entrepreneurial management and minoring in finance. He is active in the Green Bull investment club and Tulane Venture Capital club on campus, and is also president of his fraternity, Sigma Alpha Epsilon. This summer, James is interning at Blu Venture



'09



'13



'13



'13



'14

'09 James Haidak '09 (far right) with (from left) Lily Cantral '15, Monique Muse '16 and Dexter Warren '13 talking with students during Young Alumni Day.

'13 Brooke Gutschick is joined by her family, including her brother Christopher '18, at Gettysburg College's commencement.

'13 Ga Yeong (Esther) Kim '13 displays her diploma from the Maryland Institute College of Art.

'13 Yanbing (Ami) Yang celebrates her graduation from Gettysburg College with Ga Yeong (Esther) Kim '13.

'14 Daniel Ayre '14, Alec Fink '14, Blake Priddy '14 and Matthew Peel '14 enjoyed a round of golf at the Alumni Golf Tournament in May.



Investors in Vienna, Virginia as a summer analyst and hopes to work in venture capital after college. Additionally, James plays as much golf as he can and also plays on various basketball, soccer and football intramural teams.

**ALEC FINK** is thoroughly enjoying his college experience at New York University where he just completed his junior year as a real estate and finance major and member of the Economics Honors Society and Alpha Epsilon Pi fraternity. Alec is interning this summer at Imperium Capital, a New York City-based real estate investment and development company.

**MELANIE FRIEDLANDER** will be a senior at the University of Maryland where she is pursuing an early childhood dual degree in general education and special education. During the school year, Melanie has been student teaching at four different schools throughout Montgomery and Prince George's counties and will continue this work while she completes her undergraduate degree.

Congratulations to **JUSTIN HERRON** who was named to the first team Atlantic Coast Conference All-Academic Team for football. Justin is an offensive lineman for Wake Forest University.

**BRIAN KELLEY** finished his

junior year at Babson College, where he is a guard/forward for the men's basketball team which won the NCAA Division III men's basketball championship in March. Brian will graduate from Babson in May 2018 with a degree in business.

For **MATTHEW PEEL**, there were two influential things about his time at Bullis that helped prepare him for college at the University of Alabama—his relationships with his teachers which helped him generate relationships with his college professors, as well as his experience in Bullis' Entrepreneurship program, which he says "helped me identify my major of business management with a focus in professional selling, since I recognized this was a strength of mine." This summer, Matthew is interning at Red Coats, Inc., a commercial cleaning company based in Bethesda, Maryland.

**BLAKE PRIDDY** is a rising senior at the University of Tennessee and is studying supply chain management.

**RUSSELL SANGSTER** had a standout junior year at Le Moyne College, where he was named Defensive Player of the Year and second team All-Conference in the Southwest 10 Division II conference for basketball.

**JOE STUCKY** is a senior at Boston University, a midfielder on the men's lacrosse team and

was named Boston University's Male Breakout Athlete of the Year 2017.

'15

**QINXUAN (JANE) JIN**

is enjoying life in the south as a junior at Vanderbilt University where she studies economics and accounting and has joined an equestrian club. Jane says she reflects on how much she evolved while at Bullis, becoming more open to learning new things and better understanding study techniques that work for her. "Bullis really prepared me for college," she says, "which certainly contributed to my success in the economics classes."

'16

**ALEXANDER BROWN**

completed a rigorous freshman year at the United States Air Force Academy, where he is among the top of his class of 1200 in academics, military performance and athletics. Alex was one of 75 cadets who competed to join the Academy's intercollegiate precision flying team and ultimately one of eight students selected after a six-month process. Alex will fly most of the summer with the team as well as complete three weeks of survival training. This fall, Alex's brother **Aryemis Brown '17** will join him at the Academy. Alex is majoring in

aeronautical engineering.

**CHRIS LANE** signed to the men's golf team at the University of Maryland for which he will begin playing this fall. At Bullis, Chris earned All-IAC honors in 2015 and 2016 and individually, he finished third in the IAC golf championship.

**JIAYI (DORIS) LU** enjoyed her freshman year at New York University where she is majoring in psychology and economics and minoring in public policy. At NYU, Doris is a staffer for the Model UN club and also volunteers in the gift shop at the World Federation of United Nations Associations, where she is interning this summer.

**NICKY PETKEVICH** had a strong freshman year as an attackman on the men's lacrosse team at Colgate University where he was named Corvias Patriot League Rookie of the Week in the first Patriot League game of the season in February.

## IN MEMORIAM

Howard H. Harrigan '53

Mark Binker '91

### FORMER BULLIS STAFF

Jerry W. May (1960-1997)

John McDugald (1990-2009)

Captain Alban (Tom) McIsaac (1977-1995)

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## SHARE YOUR NEWS

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**YOUR CLASSMATES AND FRIENDS WANT TO HEAR FROM YOU!**

To include your news in the next *Bullis Magazine* Class Notes, send information to Assistant Director of Alumni and Events Jennifer Hayman Okun '99 at: [jennifer\\_okun@bullis.org](mailto:jennifer_okun@bullis.org).

High resolution photos (JPEG format) are welcome.

Deadline is **September 1, 2017** for the fall-winter magazine.

'14 Brian Kelley (far left) celebrates Babson College's NCAA Division III basketball championship with teammates.

'14 Joe Stucky with Al Lattell, Director of Lacrosse Operations at Boston University.

'16 Alexander Brown (right) visits with his brother Aryemis Brown '17 at the United States Air Force Academy.

## UPCOMING EVENTS

**OCTOBER 6** | Homecoming/Alumni Family Tailgate | 4:30-6:30 p.m.  
Football Game | 7:00 p.m.

**OCTOBER 7** | Alumni Reunion Luncheon | 12:00 p.m.  
Discovery Center Tours | 1:15 p.m.

**JANUARY 4, 2018** | Young Alumni Day | 12:00-3:00 p.m.

Check [bullis.org/alumni](http://bullis.org/alumni) for additional events.



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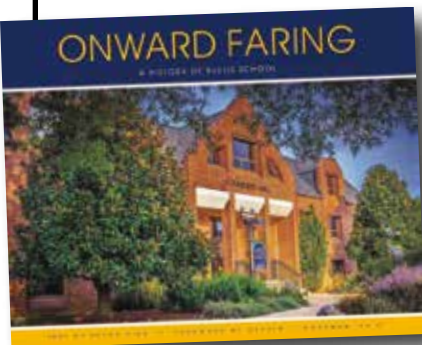
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Nela Sahady '23  
Acrylic on brown craft paper