

SPRING 2023

# MARJET

## From Motorcycles to Masked Singers / p. 4

Faculty Fun Assemblies surprise  
and delight.

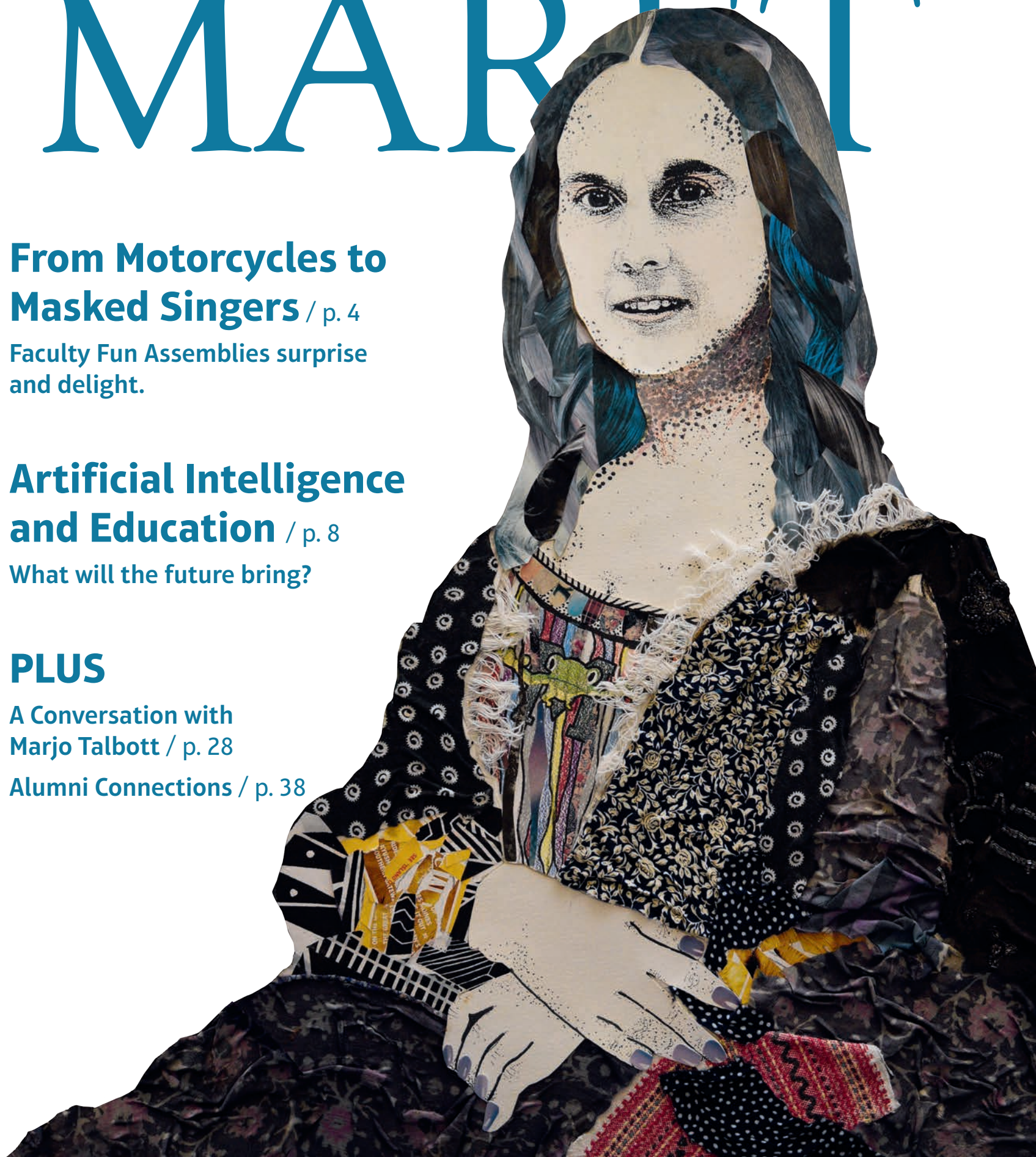
## Artificial Intelligence and Education / p. 8

What will the future bring?

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# MARET

Marjo Talbott, *Head of School*  
 Carolyn Law, *Director of Communications*  
 Zaw Lyn, *Associate Director of Communications*  
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**PLANET WORD MUSEUM.** Fifth graders explored the Planet Word Museum to learn more about words, literacy, and language development. They had a fantastic time with the hands-on exhibits and interactive aspects of the museum, especially the karaoke!



**ON THE COVER.** Collage portrait of Marjo Talbott from the 1990s. A class project with visual art teacher Stephanie Jones.

Maret School stands firmly behind the principle that the admission of students, the employment of faculty, the orientation of programs, and the governance of the School be open to all who are qualified regardless of race, ethnicity, color, national origin, gender identity or expression, sexual orientation, or creed. We believe that this principle is both firmly grounded in the spirit of American democracy and in keeping with the civil responsibilities of an independent school.

What a wonderful year this has been for me and for Maret. Bolstered by the overarching theme of *Generosity of Spirit*, we restored beloved traditions put on hold by the pandemic and celebrated our community based at 3000 Cathedral Avenue. The stands were packed for Homecoming, the Faculty Fun Assembly once again surprised and delighted the students, and the Fête returned with great fanfare to the front lawn. Having dubbed this my “Senior Year” at Maret, the offer from students to dive into the shaving cream fight on the Back Field was one I could not refuse!

The Maret Parents Association was a tireless, generous collaborator in helping families to make deeper connections. Alumni showed their school spirit, too. They joined us at regional gatherings and returned to campus for a number of events, including the spring career panels, which featured more than 80 graduates relating their professional paths to students in Grades 9–12. The faculty was all in, as well, delivering Maret’s outstanding program, supporting each student in their school journey, and ensuring that the School runs effectively.

Over the years, I have noted three key qualities of Maret faculty members: 1) generosity of spirit, 2) insight and intelligence, and 3) a lack of arrogance. Assistant to the Head Sheila Davidson embodies all of these qualities. During her 30 years at the School, she has been the stalwart of the Main Office, supporting every single department at Maret (including a stint as the school nurse) and an invaluable partner throughout my tenure as Head. Sheila retires this year, and everyone wonders how the School will function without her wisdom and steady hand. Happily, Sheila—like me—will always stay connected with the school as a PAL (Parent of Alumni).

Even with a few of us retiring, incoming Head Dennis Bisgaard will join an incredible group of educators and administrators—nine of whom have been at Maret for three decades. These phenomenal leaders are ready to support him and each other as Maret enters its next, exciting chapter. I am grateful to have had the opportunity to lead this amazing community and look forward to following Maret’s story in the years to come.



*Marjo Talbott*

# Daily Maret / *Catch Us Online*

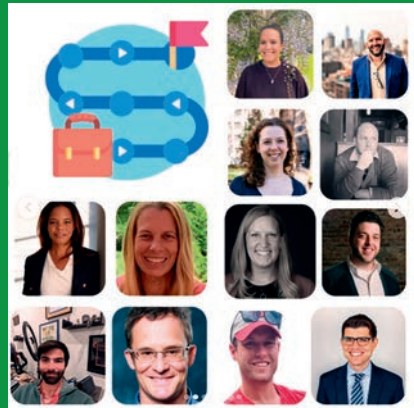


MARCH 2. It was a perfect combination in Lower School—not just Pajama Day, but also Read Across America Day!



MARCH 16. The Girls Lacrosse team had a fantastic spring season, making it all the way to the DCSAA championships (as did Boys Lacrosse, Softball, and Girls Tennis). Along the way they celebrated teammates for their hard work and spirit! Check them out @Maret\_GirlsLacrosse

APRIL 26. Thank you to the many alums who participated in career panels for our Upper School students on Monday! Our panelists shared their stories, offered advice, and answered questions from students eager to learn about certain career paths.



APRIL 27. Middle School students took to the stage this spring with a spirited performance of *Madagascar—A Musical Adventure Jr.*!

Visit us on social media to get a glimpse of what's happening in our community—both on and off campus!



## FEATURES

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Academic Technologist Erika Eason reflects on recent trends and the impact on education.

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Seventh-grade students complete a decade-long mosaic mural project.

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Teachers implement new strategies to encourage students to actively collaborate, deepen their problem-solving skills, and take ownership of their learning.

## JUST FOR FUN

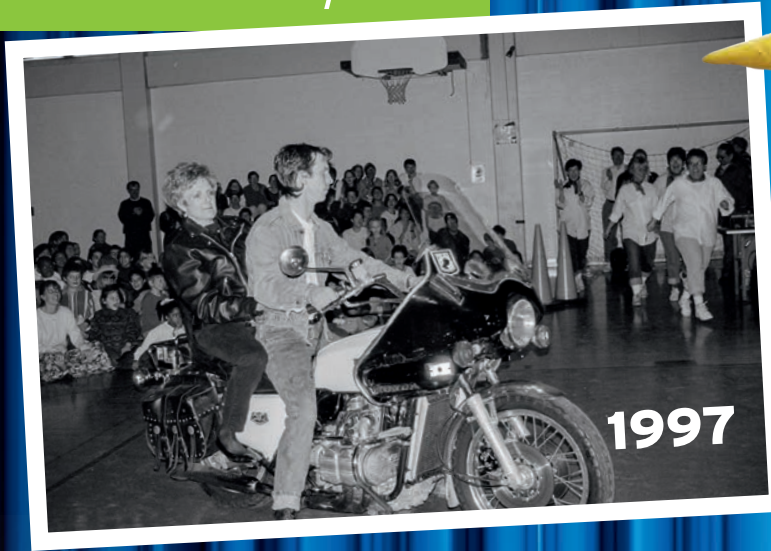
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1997

**IT'S TRADITION.** Every so often, faculty come together to plan—in secret—a blockbuster assembly. The draw isn't a famous speaker; it's the faculty themselves. They are the stars of a hilarious lineup of silly skits, songs, and dance routines designed to surprise students and spread joy. From motorcycles to Masked Singers, faculty go all out.

by Linda Johnson  
Former Maret Faculty



2023

FROM  
**Motorcycles** TO  
**MASKED**   
**Singers** 

**A SHORT HISTORY OF SURPRISE ASSEMBLIES**

Imagine that it's 1997, a typical morning at Maret. You're sitting in class and your teacher tells you that there will be an all-school assembly that afternoon. *That's unexpected.* At the appointed time, you and the rest of the school dutifully file into the gym. From the podium, Head of School Marjo Talbott begins a discussion on fire safety. Your mind wanders. Now she's introducing Washington DC's Fire Marshal, and he takes the stage. Wait a minute . . . it's your science teacher, Mr. Walker, in full firefighting gear! Never breaking from character, he soon has everyone in stitches as he describes the enormous perils he faced saving the life of a squirrel.

"I bet you think they call me the Washington Fire Marshal because I put out fires. Well,

they don't," he confesses. "They call me the Washington Fire Marshal because I ignite them! Maret School, we're going to ignite a party for you right now!"

**A BIG REVEAL**

Suddenly, you hear an engine blast outside, and the doors fly open! What's this? Your College Counselor Shelley Brody and Director of Buildings and Grounds Jon Young decked out in their finest black leather cruise across the gym astride a roaring motorcycle. Ms. Brody dismounts, joins her doo wop quintet in front of the mic, and they belt out a phenomenal rendition of the old rock-and-roll tune "Leader of the Pack."

And so it begins . . . the amazing quarter-century tradition of the Faculty Fun Assembly!



1997



2019

Marjo Poppins slowly descends from the ether, spinning and kicking in an unscripted and hilarious attempt to face the audience.

**SHHHHH . . . IT'S A SECRET!**

David Walker, former Assistant Director of Upper School and science teacher, and Al Kilborne, former humanities teacher, were instrumental in the creation of the first Faculty Fun Assembly. In fact, Mr. Kilborne wrote the Fire Marshal skit. Mr. Walker remembers that in the mid-1990s he and a couple of other teachers performed some goofy skits for an appreciative audience of their colleagues. From there, he says, the Faculty Fun Assembly "grew organically out of teachers' natural desires to entertain the students."

And entertain they have—every few years or so. After the huge success of the motorcycle skit, it became crucial to always start the event with a big surprise.

According to Mr. Walker, the hardest part—even harder than keeping the assembly a secret—was finding time for faculty to rehearse and work out their routines without being discovered.

Mathematics teacher Nigel Cosh and





2005

Ghoulish science teachers come alive and zombie dance to "Monster Mash" under the eerie spell of their department chair John Peterson.



ROLANDA HALL



RUBEUS HEILMAN

2013

Who knew Maret's very own Liz Hall and Eric Heilman were such Harry Potter superfans?



2009

This wild and crazy band in full rockstar finery brings down the house during the Faculty Fun Assembly in 2009.



2017

Humanities teachers Donté Tate and Roger Schlegel entertain students by stepping out in 2017.



2000

Walker, who interrupted the proceedings by pulling Mr. Mordecai from the podium and into an energetic dance accompanied by the Beach Boys' "Surfin' USA."

WE INTERRUPT THIS BROADCAST . . .

Take Faculty Fun 2000, for example. Once again, students piled into the gym bracing for then Assistant Head of Administration and Finance Don Mordecai's presentation about Phase Two of the Master Facilities Plan. Gratefully, only a minute into the less-than-scintillating update, they were rescued by Mr.

humanities teacher Rob Achtmeyer, who led the charge for this year's Faculty Fun Assembly, agree wholeheartedly. When asked how they hid it from students, Mr. Achtmeyer quotes Chuck Palahniuk: "The first rule of Fight Club is: you do not talk about Fight Club. The second rule of Fight Club is: you do not talk about Fight Club!"

"Getting students to the gym was relatively easy by comparison," Mr. Walker says. "We invented many fake reasons for the all-school assemblies since the kids got better and better at figuring it out."



Kathleen Glines on the wrecking ball

2017

"I'll never forget the teachers putting on ridiculous skits and choreographed dances. They put so much effort into it and always executed it hilariously," says Maya Sapsford '19. Motivated by the students' delight, teachers reached higher and higher. Each assembly featured new feats of imagination and daring.

In 2017 with Miley Cyrus's music playing in the background, Math Department Chair Kathleen Glines swung into the gym on a wrecking ball. Ethan Peltier '18 remembers her entrance vividly: "It was so iconic it actually went locally viral, and I ended up seeing videos of it from other people's accounts that weren't even affiliated with Maret." At the next assembly,

Ms. Talbott flew in as Marjo Poppins, and the crowd of students went wild.

QUINTESENTIALLY MARET

Stealing the show this year was the Masked Singer Competition between the Green Dragon (Seventh Grade Dean and science teacher Jua Fluellen), Oscar the Grouch (Math Department Chair Berook Alemayehu), and Mr. Incredible (Head Nurse Alison Goradia). The resounding success of Faculty Fun 2023 was particularly uplifting given the additional hurdles that had to be overcome. "We had less time to prepare this year," Mr. Cosh says, "and since it was Marjo's last one, we wanted to include her in as many ways as possible."

Ms Talbott has been a mainstay of Faculty Fun, always game to take part in a silly skit or routine. According to Mr. Walker, Ms. Talbott "was instrumental in pushing the show to continue every four years, knowing how hard it was to pull off, but also how much fun it was."

"I love this about Maret," says Ms. Talbott. "Ever since I started in 1994, I have been captivated by the way faculty would always take their work seriously, while never taking themselves too seriously. That has created a deep sense of joy throughout our school community."

Faculty Fun is quintessentially Maret. An idea bubbles up, others join in to nurture it, and eventually, it is transformed into the exhilarating fabric of school life.



2019

In this spoof, faculty break the news that Maret has decided to change its mascot from the Frog to the Shark and celebrate by bopping along to "Baby Shark."



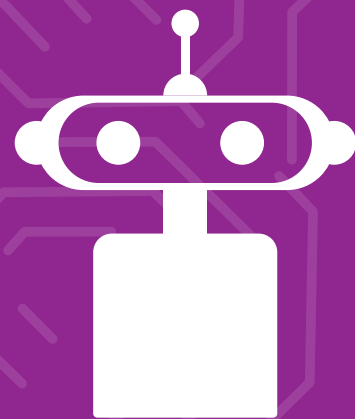
2000

Teachers Charlene Butterfield and Christine Vallenga, along with their team captain, Mr. Wiggles, perform at the historic *It's Academic* studio, posing as challengers to the Maret team.



# Artificial Intelligence and Education: What will the future bring?

Director of Academic Technology Erika Eason Shares Insights About the Opportunities and Limitations of AI's Use in Schools



by Lesley Younge, Humanities Teacher

**W**hen ChatGPT emerged last fall, I was immediately curious about a bot that could synthesize long text, craft perfect five-paragraph essays, and tell stories in various languages. Online—in blogs, webinars, and chat forums—I saw educators respond with a flurry of dire warnings, skepticism, and excitement.

I had many questions: How can teachers establish equitable and ethical boundaries for students in using AI? How might teachers authentically incorporate AI tools into a sequence of learning activities? Will AI change what we expect students to do independently? What do students actually need to do independently and why?

AI will inevitably create shifts, potentially seismic ones, in teaching and learning. As we learned during the pandemic and the pivot to online learning, comfort with a changing technological landscape and a growth mindset will be essential for faculty and students.

On hand to help guide Maret through these changes is Director of Academic Technology Erika Eason. Prior to Winter Break, she proactively began sending out faculty emails, hosting lunchtime talks, and creating a Padlet where resources could be collected and shared. Here, she answers a few questions about AI and its potential impacts on education.

## How would you describe the current landscape of AI in education?

The landscape is ever-changing—shifting week by week, if not day by day. Many AI tools already have a foothold in education, even though we may not realize it. Writing supports like spell-check and Grammarly are widely used in schools, and the foundations of those tools rely on some version of artificial intelligence.

The release of ChatGPT to the public late last year really ramped up the conversation around AI, since for most people that was their first time encountering a chatbot that worked so well and seemed to know so much. ChatGPT goes far beyond the discrete set of skills needed to cancel an airline reservation or correct grammar. It's a generative AI tool trained on an amazing amount of data that it can pull from when it crafts a response to a prompt. So, for example, you might ask, "Write a story about getting up and ready for the day from the point of view of an 11-year-old," and it could do that. DALL-E is a similar tool that generates original images from a prompt such as, "Draw me a Maine Coon cat having a conversation with a pig in the style of Andy Warhol."

Schools all over the country are trying to determine what the appropriate response is to tools like ChatGPT: should it be embraced or restricted? Should students have access to it or not? What benefits can it bring and what challenges does it pose? And whatever decisions schools are making today, those could be upended by a development tomorrow as new tools are made available and as our lawmakers start to play catch up with how (and if) they want to regulate this.

## What are some of the opportunities that AI technology creates for schools?

For faculty, there could be some time- and labor-saving benefits for more mundane tasks like composing correspondence and creating job postings. The AI tool could create a draft for you, and then you modify it from there. AI like ChatGPT could also serve as idea-generators for things like lesson plans, discussion prompts, assessment creators, and so on.



Director of Academic Technology Erika Eason and Humanities Teacher Lesley Younge talk about AI and its potential impact on education.

For students, some of these tools are useful for producing summaries of content and as a way of checking for understanding. One of the debates is around whether or not AI will actually change what students learn. If AI tools can help students reliably complete lower-level tasks, that could free up time to focus on more advanced skills, and it might change when students learn certain things.

If we could feel confident that an AI tool could accurately provide information—for example, define what a limit is in calculus and explain it to students in more than one way—then it could be a very effective teaching and learning tool. And, if it remained relatively low cost or bundled into a tool that's already being used, then that could really help equalize things for students who don't have the means to afford a tutor.

## What do you see as the most significant limitations of AI right now?

Any AI tool will be limited depending on whatever comprises its training data, so if the information in its training data is not recent enough or from diverse enough sources, that will increase the likelihood that the output you get from the tool is insufficient or skewed in some way.

It also doesn't know everything, but often times can give results as if it does, which can also lead to erroneous output. We still need to evaluate the responses and content that AI provides and not just trust that everything is true and accurate.

Schools all over the country are trying to determine what the appropriate response is to tools like ChatGPT: should it be embraced or restricted? Should students have access to it or not? What benefits can it bring and what challenges does it pose? And whatever decisions schools are making today, those could be upended by a development tomorrow as new tools are made available and as our lawmakers start to play catch up with how (and if) they want to regulate this.

# Experiment in AI



## LESLEY YOUNGE EXPERIMENTS WITH AI TO CREATE AN ASSIGNMENT FOR HER ENGLISH CLASS.

This spring, I took one of my seventh-grade classes to view the All-School Art Show and interact with the art through a form of poetry called ekphrastic verse. Time was short to create the assignment, so I turned to ChatGPT for support. I carefully engineered my prompt to get a high quality result:

*You are a middle school teacher making a worksheet on ekphrastic poetry. Write a description of ekphrastic poetry and name three famous poems as examples. Write five questions guiding students through a piece of artwork so that they can brainstorm ideas for an ekphrastic poem.*

ChatGPT came back with an accurate definition, titles of three iconic poems (the full versions of which I located on the Poetry Foundation website), and five solid questions. For variety, I regenerated the response and received one new poem suggestion and five reworded questions.

I combined the best suggestions from both responses, editing as I went. I also added in a few questions from writing exercises I have used before. Voilà! The tool I needed to help my students have a meaningful experience with the art now existed, and a timely idea took flight.

## Writing Ekphrastic Poetry

Ekphrastic Poetry is a form of literary response that uses vivid language and descriptive imagery to capture and convey the essence of a visual work of art. By carefully observing and contemplating a piece of artwork, poets can delve into its themes, colors, shapes, and textures to inspire their own imaginative response.

### Examples of Ekphrastic Poems:

1. "The Starry Night" by Anne Sexton: Sexton vividly portrays Vincent van Gogh's iconic painting, describing the swirling skies, the village, and the artist's tormented mind to evoke a sense of mystery, beauty, and anguish.
2. "Landscape with the Fall of Icarus" by William Carlos Williams: Based on the painting by Pieter Bruegel the Elder, this poem explores the theme of human indifference through the depiction of a seemingly unimportant event amidst the vastness of nature.
3. "Free Dollar Remix" by Lesley Younge: Based on artwork by DC based artist Rozeal, Younge contemplates new visions of the Statue of Liberty and what she stands for in a contemporary America.

Name of the Artwork:	Artist:
What do you see? Describe the artwork in detail, including its subject, colors, shapes, and anything that catches your eye.	
What do you think? What emotions or feelings does the artwork evoke in you? How can you capture and express these emotions through words?	
What story or narrative do you see within the artwork? Can you imagine the events that led up to this moment or what might happen next?	

Consider the artist's intentions or message behind the artwork. How are you responding? What does the art mean to you?

What do you wonder? What questions are you asking about this artwork? About yourself? About the world?

Remember, an ekphrastic poem is your personal interpretation of the artwork. Feel free to be imaginative and creative while exploring the emotions, themes, and ideas that the artwork inspires in you.

Start drafting your poem in this space. Use the ideas you brainstormed above to get started.

## How do you respond to people's concerns about emerging AI technology, particularly its use in schools?

There are many doomsday scenarios that spring up around the topic of artificial intelligence. I don't believe that the outcome has to be domination-of-humans-by-machines to warrant being concerned about the emergence and development of AI technologies. I think it is important to question and critique the resources we use, regardless of what those are, and so with regard to AI, I believe we should also be paying attention and should be concerned.

Who is developing it? What are their goals? What do and don't they understand? Who is responsible if these tools are used poorly, or have truly negative consequences, however unintended those consequences may have been? These are technologies that already touch many facets of our lives and have the potential to touch even more, so we should endeavor to understand what we can.

## What are the most interesting or urgent questions people are asking about the use of AI in schools?

The focus is often around whether or not some of these tools are allowing students to create work and claim it as their own, which raises questions of academic integrity, but that question often arises when a new technology makes it possible to automate some aspect of schoolwork. The main debate at this time, which is still pretty early in the game, is whether to ban these tools (or some of them) or whether to use them deliberately and intentionally and teach students to use them effectively.

I don't think it's unreasonable to place some restrictions on access when something new arises, if only to take the time to try to understand how it works, what kind of information it collects in order to function, and whether its use poses any privacy or security issues. Another big question to consider is: where is the information that is provided coming from? This is important both in terms of providing appropriate attribution for someone else's ideas/work, but also in terms of being able to determine whether that information is actually accurate.

## What kinds of skills will be needed to use AI effectively?

In the example of AI tools like ChatGPT and DALL-E, being able to craft good prompts is an important skill, since the way you phrase the prompt, the question, or the follow-ups will get you much better results. In a similar way that some people are adept at doing online searches because they use unique keywords that help them get to their results faster, being able to engage clearly with an AI tool will be helpful. Of course, this brings up the question of how the AI was trained, because if your manner of communicating doesn't match how it was trained, you may struggle to use it.

How do you create something of your own using an AI tool? How do you evaluate something that was created purely by AI? These are also important questions to be able to answer.

## What was the last big technology disrupter in education? What have schools learned from that?

Besides the pandemic? The proliferation of smart phones, probably—they were the first thing to really bring the power of the internet into people's pockets. Their spread allowed for explosive growth of other areas of tech, particularly social media, and those areas have transformed the way that many industries and institutions function, including education. Using their phones, students can quickly and easily look up information, take photos and incorporate them into their work, use the microphone to record the teacher, and share information. There are benefits for learning and also more distractions available to divide students' attention.

## Anything else that recent advances in AI technology have prompted you to think more deeply about?

Because AI tools are used in so many facets of people's lives, I have found myself thinking more deeply about who the creators and engineers of these AI tools are and what's important to them. AI tools are used for seemingly mundane tasks like GPS navigation, plant identification, and

generating your music playlists, but it is also used for tasks that can have larger impact on a person's life, like college admissions decisions, sentencing lengths for people convicted of a crime, résumé reviewing, and allocation of law enforcement resources in different areas of a city or town. I wonder if the creators of the tools know what's in the training data they used, if they are taking steps to make sure the data is as free from different biases as it can be, and if they are creating something that they believe will benefit society and help people.

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**LOCAL CONSERVATION**

Upper School biology students join first graders on the banks of the Anacostia River to release shad fry hatched at Maret. The goal is to help restore the population of native shad—an integral link in the local food web.

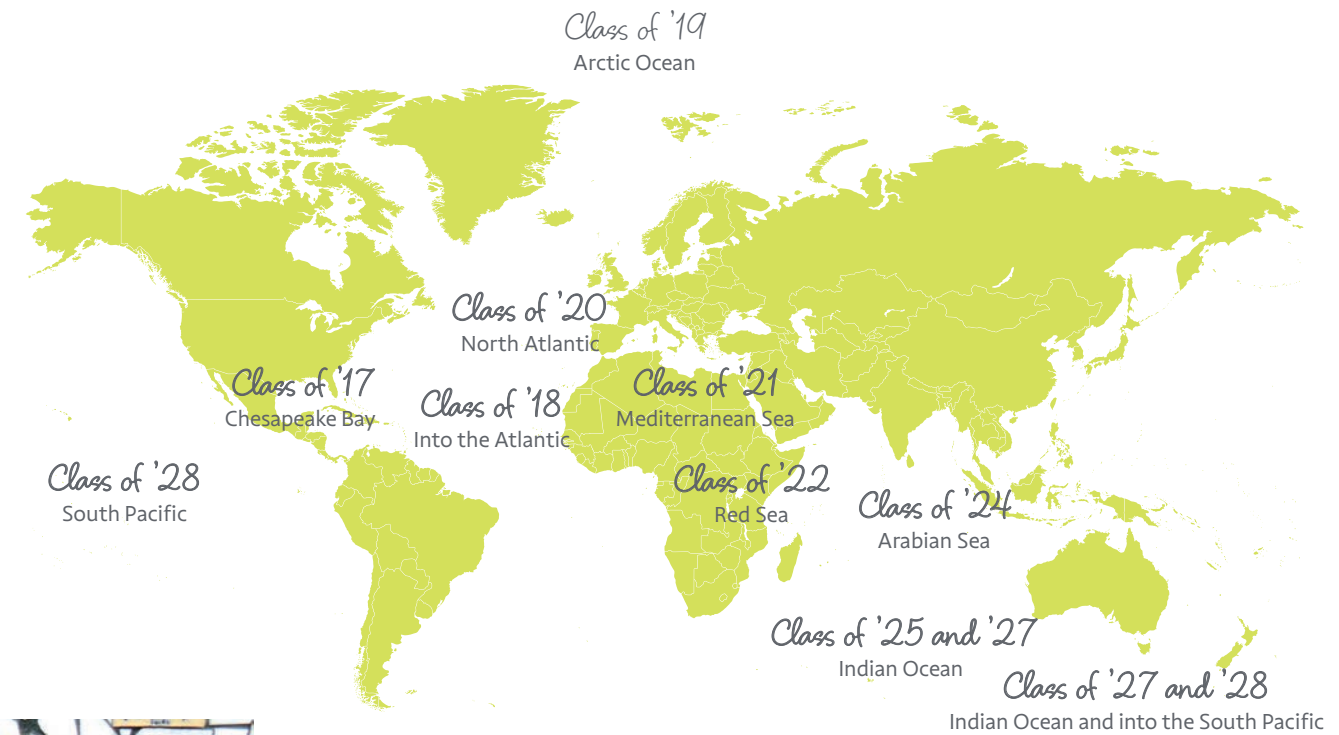


# Mosaic Art on a

# GRAND SCALE

## 7th Graders Explore Waterways of the World

By Sarah Valente P'05, '10



Each year, students chose which waterways of the world they wanted to explore, eventually circumnavigating the globe through four of the five oceanic regions.



### Point of Departure

The first year of the mural, students were raising money for the Chesapeake Bay Oyster Restoration program, so the mural started close to home with the Bay.

When visual art teacher Carlotta Hester '86 formulated the idea for a massive, multiyear project for her seventh-grade classes, neither she nor Maret were new to the concept of public art at 3000 Cathedral Avenue. Under the direction of then Visual Art Department Chair Cindy Hutnyan, and with the enthusiastic support of Head of School Marjo Talbott, large-scale works by Middle School students had graced areas not typically considered exhibition space for more than a decade. In fact, the mosaic murals already installed on campus had been inspired by visual art teacher Dierdre Saunder, whose public art installations are well-known in DC and Maryland.

“The first large-scale painting project was done during an ISW in the stairwell leading from the atrium to the cafeteria,” Ms. Hester remembers. “Rendering it on the cinderblock wall was a bit chaotic with ladders, art supplies, and hordes of students racing up and down the stairs.” Like several of the early public art projects at Maret, that mural—a favorite stop for families on admission tours—didn’t stand the test of time. Construction, normal wear, even a fire, spelled the demise of some of the School’s signature painted and tiled murals.

“By 2011, we were running out of interior spaces for large scale artwork,” explains Ms. Hester. “At the same time, I was looking at ways for students to have a grand, collaborative, hands-on public art experience without my having to launch new projects from scratch every year.” As she was heading home one afternoon, her attention was drawn to the massive stone wall separating Maret from the neighboring Swiss Embassy: epiphany!

The long, curvilinear structure would provide a host of advantages. It was large enough to accommodate many years’ worth of creativity. It was solid and would stand up to the weight of

Over the project’s twelve-year span, 20 sections of seventh-grade students invested 60 trimesters working in various capacities on the mosaic. “I would guess that nearly 600 young artists worked on the project and can claim this mural as theirs.”

–MARIBETH EGAN  
ART TEACHER



Each year, students were inspired by historical and current events. While students were working on the Mediterranean Sea panel, the plight of Syrian refugees dominated the news. Students also included the sinking of the Titanic and the eruption of Hunga-Tongo-Hunga-Ha’apai Volcano.

### World Events

a massive mosaic. And it was truly public, the first of the students’ large-scale works to appear outdoors.

be more connecting than water? Water connects everything! We were excited to have come up with an idea that could be approached from an infinite number of ways,” says Ms. Hester.

The collaborative nature of the project, with multiple sections of students participating throughout the past decade has fostered a sense of connectedness as well. Over the project’s twelve-year span, 20 sections of seventh-grade students invested 60 trimesters working in various capacities on the mosaic. “I would guess that nearly 600 young artists worked on the project and can claim this mural as theirs,” estimates art teacher Maribeth Egan, who is currently shepherding the final phase of this ambitious masterpiece.

Says Eli Hoffenberg ’24, “Working on the mural was an incredibly valuable experience. Not only did I get to express my creativity and work with my hands, but I also learned the importance of attention to detail and perseverance. The spotted whale shark I worked on was a labor of love, and I am proud of the final product. Passing by the mural is a great reminder that the hard work and dedication of my whole class led to something truly beautiful.”

### 600 Students, 12 Years, and 50 Meters of Tile

Popular in the ancient world in both residential and public spaces, mosaic murals were developed in various civilizations to depict victories, tell stories, and overawe the viewer. According to Visual Art Chair Cindy Santos Bravo, “The history is important because through the art form we were given access to a method in which multiple stories come together through one visual language. The scale is powerful and mesmerizing.”

Given the length (more than 150 feet) and height (up to 10 feet) of the blank wall, it was apparent that several years’ worth of seventh graders would be involved in creating the colossal mosaic. It was important to the Visual Art Department to find a unifying premise that was compelling, colorful, and topical—but not so topical that it would grow passé before the project was completed. The team took their inspiration from the School’s 2011–12 theme: connectedness. “What could

### Human Exploration



Throughout, the mural depicts humans’ fascination with the vast expanses of water on Earth. In addition to a scuba diver and a surfer, students included a yellow submarine, which was a reference not only to the Beatles’ song but also to the yellow submarine used by oceanographer Jacques Cousteau on his underwater odysseys.

### Charting the Course

Work on the mural has varied by trimester. Students in a particular section of the art class in any given year may have spent their time conducting research, working on design ideas, or gluing tiles onto panels for installation. “It wasn’t unusual to have first trimester students completing the tile work that the previous year left to finish. The work rotated every year, based on the progress we made,” Ms. Egan explains.

The first step for any round-the-world voyage is charting the course you plan to take. Each year students launched work on a new section of the mural by deciding which waterway they wanted to explore. Ms. Hester recalls, “During the first year, the seventh grade was raising money for the Chesapeake Bay Oyster Restoration Program as part of their service learning class, so the Bay was the logical port of departure.”

Referring to the outsized map that graces the art studio wall, students have chartered travels through the world’s seas, oceans, and primary canals. During this research phase, students studied the sea

life, birds, ecology, commerce, even the mythology of that year’s body of water.

Next came the design phase. Working in teams, students chose what images they would like to depict and how they wanted to depict them. The widest possible range of aquatic creatures share each year’s panel with sea flora, waterfowl, and a variety of vessels. Throughout the design phase, students built upon their knowledge of scale, dimension, and balance. Eventually their work was drawn to size on massive sheets of paper to serve as the template for the next important step.

The final team of students to work on the mural were the “tilers.” After examination and discussion of the rendered design, their task was to smash large porcelain squares into smaller pieces, then nip them into specific shapes to fit the design. With the paper pattern fixed onto mesh, the students then traced the images in heavy marker and began the exacting task of bringing the images to life by fitting and securing the tiles into place. Exactitude and patience were as necessary as craftsmanship and artistic vision as each panel came to life.

### Water and the Human Imagination



In addition to flora and fauna native to each body of water, students included elements from fictional stories inspired by the watery depths. The Loch Ness Monster, Atlantis, a mermaid, Spongebob Squarepants, Nemo, and a mythic roc all appear in the mural.



### Environmental Impacts

When students planning the Chesapeake Bay panel heard about ghost crab pots—abandoned traps that unnecessarily kill crabs, fish, birds, and turtles—they launched into a debate. Should the mural discuss issues or should it just be beautiful? In the end, they decided it could do both. An oil rig, plastic debris, and the destruction of coral reefs were other topics discussed and ultimately incorporated into the mosaic.

“The history is important because through the art form we were given access to a method in which multiple stories come together through one visual language. The scale is powerful and mesmerizing.”

–CINDY SANTOS BRAVO  
VISUAL ART DEPARTMENT CHAIR



## Research and Planning

Members of the Class of 2025 research the Indian Ocean and plan the panels to be installed. Each animal, plant, boat, building, and figure was carefully selected and researched by the seventh graders so that the mural would be an accurate reflection of the location and also the collective artistic vision of the class.

## Art with a Point of View

Every great journey must conclude, and so it is for Maret's decade-long public art project. The last leg of this voyage around the globe took the classes from Australia back to home port on the sunny west coast of the USA. A soaring albatross begins the mural's final section, signaling vast stretches of ocean ahead, but also reminding the observer of the repercussions of plastic pollution depicted on the final panel. "The students have been discussing evolution and human impact on the environment throughout the life of this project," says Ms. Hester.

As it happened, the final leg of the journey met with an unexpected turn of events. "While we were designing this section, the Hunga-Tonga-Hunga-Ha'apai volcano tragically erupted on January 15, 2022. Our focal point needed to shift," Ms. Egan recalls. "Suddenly, we now had an actual landmark and live event." It was another chance to study science while creating art.

Whether the topic is science, social justice, or immigration, public art is often most effective when it takes a stand on current events. Ms. Egan points out, "There is a big responsibility when sharing or inflicting art on a community. You've got to consider your audience, what you want to communicate . . . and why. I like public art best when it is sneaky . . . decorative,

elegant, funky, and beautiful, but with a little something to stick in your head and grapple with. The observer's opinions should have a chance to form and change."

## From Studio to Display

The massive mosaic water mural would not exist if it were not for the talent, time, and devotion of master craftsman Peter Tabri who has installed the project since its inception. Mr. Tabri, who carries on a more than century-long family tradition of mosaic artistry, was intrigued by the chance to apply his tiling skills in a new way.

When you look at the wall that bears the mosaic, you can easily identify one of the prime challenges of the work. Although much of the wall accommodated panels that were 15-feet wide by six-feet high, the end of the wall, where the final panels hang, required panels that were 18-feet wide by 10-feet high. Matching the skyline and the waterline put students, teachers, and Mr. Tabri to the test; they rose to the occasion. For his part, Mr. Tabri went the extra mile. "The landscape slopes so much that I had to build custom scaffolding to be able to reach our installation area." For him, it was well worth the effort. "The most rewarding thing to me is that the students get involved in something they can look back on long into the future."



## On the Horizon

Now that this multiyear project is winding down, it's natural to wonder what comes next. Will the tradition of public art at Maret continue . . . and if so, what form will it take? Ms. Santos Bravo looks ahead: "The seventh-grade art team and I are in the process of developing a new curriculum inspired by the skills that public art and storytelling embody: a sense of belonging, deepening compassion and understanding, cooperative action, and uplifting community through innovative designs and techniques."

Going forward, Maret's commitment to public art will continue to bring to life the ideas and styles that each year's students reveal. Just imagine the possibilities that lie ahead!



## The Final Panel

Mr. Tabri installed the final panel of the mural in early June. This picture shows the custom scaffolding he built to accommodate installation on the sloping site between the Activities Building and the Swiss Embassy.

## More to Discover!

Maret's campus features several other large-scale mosaics.

- Core Values  
Entrance to the Activities Building
- Rainforest Scene  
Middle School Elevator
- 100th Anniversary Tribute  
Theatre Entrance
- Multistory Abstract  
Talbot Hall Stairwell
- Life-Size Dancing Figures  
Cafeteria (Inside)
- Anything Goes: 232 1 ft x 1 ft Mosaics  
Cafeteria (Outside)

## Visit the Mural



Next time you are on campus, stop by the mural and explore its many hidden treasures. See if you can spot these: ■ oil rig ■ Titanic ■ mythic roc ■ Spongebob ■ spotted whale shark ■ Egyptian god Khnum ■ narwhal ■ yellow buoy ■ flags from many nations ■ Sydney Opera House You might also find the name of one or two students you know!



*PERSONALIZED  
TEACHING AND LEARNING*

# New Approaches in Upper School Science Classes

By Carolyn Law  
Director of Communications

**D**rawing on strategies commonly considered best practice and inspired by the Modern Classrooms Project (MCP) five-week professional development institute, three Upper School science teachers are implementing a personalized approach to instruction. What does this look like? More time for teachers to work one-on-one with their students, more active collaboration between students, and more students taking ownership of their own learning.

## *An Evolution of Ideas*

Jocelyn Rodgers teaches Maret's fast-paced, in-depth course, Advanced Chemistry. Five years ago, Dr. Rodgers taught this class using a traditional combination of lectures and labs with practice problems for homework. It was an efficient way to cover all of the material in this college-level course. Students nodded along and asked great questions. If they had trouble with a concept or skill, they were urged to seek out Dr. Rodgers after class.

But, if a student was absent, they missed a good chunk of information, which put them at a disadvantage. And, with a range of students in the class, some preparing for the AP and some not, Dr. Rodgers wanted to differentiate her instruction to better meet all her students' needs and goals. She also wanted to deepen their engagement in problem-solving strategies by working through challenges with each other.

# MODERN CLASSROOM BASICS

## LESSON-TRACKER

The lesson-trackers outline for students all of the videos, practice problems, proficiency check-ins, labs, and summative assessments included in the unit or topic. Students can move through the elements at their own pace and see how they are progressing. Because they can see where everyone else is as well, they know who they might collaborate with on problems.



## COLLABORATIVE PROBLEM-SOLVING

Teachers encourage students to work with one another informally. They also pose purposefully challenging problems for students to solve together in class. Students learn from each other and begin to realize that the teacher isn't the only person they can go to for help.



## SHORT LECTURE VIDEOS

Students can watch the 6–10 minute videos anytime—at home or during class. All of the videos are created by the teachers, and questions to check for understanding are embedded in the videos to spur intellectual engagement. If students are absent, they don't miss the direct instruction.



## PROFICIENCY CHECKS

Proficiency checks, which occur 4–10 times per unit/topic, give students detailed, incremental feedback about what they know or can do and what they still need to learn.



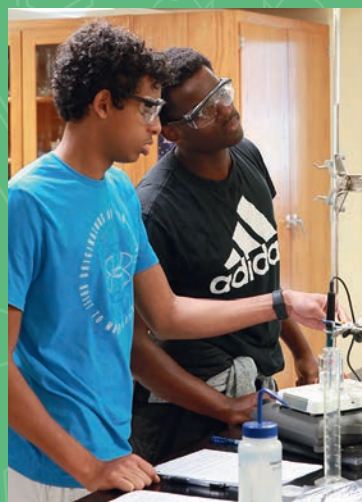
## PRACTICE PROBLEMS

Students can work on the problems at home or in class, individually or with classmates.



## ONE-ON-ONE FEEDBACK

During class, teachers support students by meeting with them one-on-one and in small groups. Conversations touch on content, skills, and how to modify or improve problem-solving or study habits.



## LABS AND ASSESSMENTS

Students do frequent hands-on science labs, working in small teams, and they have hard deadlines for lab reports. At the end of a unit or topic, students also complete summative assessments, which are graded according to clearly communicated concepts and skills.



Dr. Rodgers began trying several techniques that she would later discover were key to the MCP approach. Two of her colleagues were creating lecture videos for their advanced science and math classes; she borrowed the idea and began producing short lecture videos, which she assigned for homework. She could keep track of which students viewed the videos and also how they answered the questions that were embedded in the videos to check for understanding. This gave her more time in class to help students with practice problems.

Still, some students thought they were getting everything—right up until the test. Dr. Rodgers wanted her students to have a clearer understanding of what they knew and could do before the test. And, she didn't want her students to walk away simply saying, "I got an 85% on the equilibrium test"; rather, she wanted them to know which concepts and skills they had and had not mastered.

So, prior to the final assessment, she added periodic check-ins that were similar to ungraded pop quizzes. Dr. Rodgers asked students to solve problems and then gave them prompt feedback on how they approached the problems—rather than simply giving them a grade. It was a low-pressure way to help students see what skills needed improvement and what concepts they needed to better understand. This research-based strategy worked—but only as long as students were watching the lecture videos. Otherwise, the feedback simply indicated that a student wasn't prepared.

Taking this one step further, she implemented a system of grading based on rubrics that she had seen colleagues at Maret using. Instead of giving students one grade for a test covering all topics in a unit, she gave targeted feedback on specific skills and content knowledge. For example, a student might earn a 4 out of 5 score for creative problem-solving and a 5 out of 5 for being able to determine acid-base equilibrium or a 3 out of 5 for correctly applying Le Châtelier's Principle.

Dr. Rodgers was getting closer to her goal of helping every student in the class maximize their learning, but students mastered the material at different rates.

Moving everyone through the same material at exactly the same time wasn't ideal, and students didn't always do all of the practice work that they needed.

Then, she saw an article written by co-founder of the MCP, Kareem Farah. Dr. Rodgers recognized many of the ideas she was trying to implement and noticed that the MCP had a five-week summer institute for teachers. She spoke to Science Department Chair Reyna Pratt about attending.

Ms. Pratt had been interested in differentiating instruction in the classroom and saw how the MCP model could benefit students in Physics with Algebra (Grade 9), Optics and Modern Physics (Grades 11–12), and Electricity and Magnetism (Grades 11–12). She thought it would help her more effectively reach all of her students in these classes, no matter what their prior science classes had been, the effect that the pandemic had had on their learning, or their math proficiency. Soon, Meagan Buczek, her Physics with Algebra partner, was on board as well.

## Opening Up the Lesson Planner

The five-week MCP Summer Institute that the teachers attended was just the start of putting all the pieces together and building a meaningful progression of concepts, skills, activities, and assessments that would help students to work through challenging curriculum and gain a deeper understanding of themselves as learners.

Key to the success of MCP's instructional model is a flexible lesson-tracking tool that helps keep students on course and accountable. It is the equivalent of having teachers open up their lesson planners for the students to access. Students know the plan and goals for the whole unit: there are no surprises.

With this transparent approach, students can see how each topic is broken down into manageable chunks of information, practice problems, proficiency checks, labs, and summative assessments. The elements build on one another, and students know

With this transparent approach, students can see how each topic is broken down into manageable chunks of information, practice problems, proficiency checks, labs, and summative assessments.





## ROB BARNETT: FROM MARET TO MCP

Rob Barnett taught and coached at Maret before going on to law school and eventually becoming the co-founder of Modern Classrooms Project (MCP). He credits his experience as a long-term substitute at Maret with sparking his interest in teaching. “The opportunity to teach at Maret was my first opportunity to lead a classroom of my own, and I absolutely loved it. I loved working with young people, learning from my colleagues, and participating in the life of the school community.”

His favorite memories from Maret are the puzzles passed around in the Math Department. “My colleagues, my students, and I would think and laugh and enjoy problem-solving together. It was great to be part of a workplace where having fun solving problems was literally the job.”

As planned, Mr. Barnett headed to law school after teaching at Maret, but law would not become his career path. He reflects, “Teaching can be intensely stressful, but it is also full of moments of great joy—it’s often exhilarating, often exasperating, and always engaging. I found law interesting, but it did not inspire me the way that working with young people did. I went from Harvard Law School to DC Public Schools, and I have never looked back.”

Returning to the classroom, he saw capable students with the desire to learn and succeed. He also saw the ways that traditional methods of teaching fell short in meeting the needs of many learners. Working with students and other teachers, he explored models of blended learning. He then teamed up with colleague Kareem Farah, and they developed the strategies that became the MCP model.

Mr. Barnett and Mr. Farah started by establishing a non-profit and raising enough money to train eight of their colleagues at Eastern High School in 2018. The next year, they trained 25 teachers in DC and Virginia. Then, in 2020, “demand exploded” with COVID, and they trained more than 700 teachers. MCP has continued to grow, reaching 6,000+ educators in more than 200 schools and districts. Now, Mr. Barnett and Mr. Farah are helping educators from around the world remove barriers to learning and better meet their students’ needs every day.

Mr. Barnett is the brother of Eve Barnett ‘12 and Nora Barnett Lieberman ‘09.  
Learn more: [modernclassrooms.org](http://modernclassrooms.org)

the benchmarks that they must meet to stay on pace and be ready for summative assessments. This way, they can more easily take ownership of the learning process. Teachers can also modify the plan as needed.

This careful sequencing of lessons and assessments takes hours of preparation by teachers on the front end. It requires a clear sense of where the students need to be and the discrete steps needed to get there. Having the time in the summer to do this planning with the help of an MCP Summer Institute mentor was invaluable.

Crucially, the approach isn’t a one-size-fits-all dictate but rather a broad set of principles that allow teachers to use

materials that they have always used and build in a range of instructional approaches that work for their individual classes. If asked, “Can I do this?” the Summer Institute mentors regularly responded, “Sure!”

### Results So Far

This is the first year that the teachers have implemented the MCP approach, and they have already seen benefits. All three report that they spent significantly more time working individually with their students. Ms. Pratt says that she got to know her

students much more quickly and knew what kind of support each student needed just a few weeks—rather than months—into the school year.

According to Ms. Buczek, the ninth graders learned how to pace themselves with the help of the lesson-tracker and her regular check-ins with them. The one-on-one time was also critical in helping her students develop foundational skills in math and physics.

When Ms. Pratt compared this year’s assessment results in Physics with Algebra to last year’s results, she saw that this year’s class averaged a full percentage point above last year’s class, doing better on all topics except the first topic of the year. In



addition, every ninth grader completed every ungraded practice assignment, (the formative assessments) ensuring that they were better prepared for the graded (summative) assessments.

Dr. Rodgers saw her students develop self-motivation and more self-directed collaboration skills. They used each other as resources and worked on solving problems together, instead of looking to her for all the answers. “Students are also learning how to learn chemistry, which is so important for even more difficult classes,” she adds.

### Student Input Leads to Improvements

The three teachers sought feedback from their students throughout the year. In addition to conducting the biannual, anonymous course evaluations administered by Maret’s institutional researcher, they regularly asked their students to reflect more informally and share problems and ideas for improving their classes.

On the upside, many students in Ms.

Pratt’s Electricity and Magnetism class said they enjoyed the self-paced nature of the class. Knowing exactly what they needed to do to reach the benchmarks was a plus, and having all the videos online made it easy to review material. Being able to pace themselves, instead of following the pace of the rest of the class, also reduced stress for some students.

On the downside, some students in all of the classes initially pushed back on the idea of video lectures. It reminded them of Zoom school during the pandemic, and they missed spontaneous discussions with the opportunity to ask the teacher questions immediately. For other students, it didn’t feel natural to reach out to peers for help, and working by themselves felt like a grind.

Teachers responded to these early complaints by adding some structured whole-class and small-group activities to augment the labs and complement the self-paced flow of the class. Over time, students began to appreciate the value of working through problems together in small groups, rather than relying solely on the teacher.

Students who worked ahead of pace in Electricity and Magnetism experienced both pros and cons. Anna Smith ’23 sees

Crucially, the approach isn’t a one-size-fits-all dictate but rather a broad set of principles that allow teachers to use materials that they have always used and build in a range of instructional approaches that work for their individual classes.

it this way: “Part of what makes our class get ahead so often is everyone’s really interested in the material, and when you’re ahead you can also let yourself breathe and take a break to digest the new stuff and really enjoy it.”

If he had the chance to take the class again, Ari Ben-Ami ’23 wouldn’t speed ahead. He valued the time collaborating with classmates on problems: “If you’re too far ahead of everyone else, then you don’t really get to talk to other people about the problems. You’re struggling with them yourself.”

By midyear, some of Dr. Rodgers’ students in Advanced Chemistry who had had a tough time at the beginning of the year reflected that leaning into the challenges of more independent and collaborative learning helped them build important life skills.

While some students were still wishing for a more traditional, lecture-based class at the end of the year, teachers are committed to implementing course improvements that will combine the most effective strategies. After all, the willingness to build on what they have learned while focusing on the end goal of meeting the needs of every student is not unlike what they are asking their students to do.



**AIRBORNE!**

Spring Fling ushers in the final weeks of the school year with the promise of summer vacation right around the corner.



SPOTLIGHT ON

## The Individual and Connectedness /

# Looking Back / LOOKING AHEAD

MARJO TALBOTT SITS DOWN WITH DIRECTOR OF COMMUNICATIONS CAROLYN LAW

MS. TALBOTT would be the first to tell you that no one is an island, that every worthwhile accomplishment is the result of teamwork and our connections with each other. But Ms. Talbott, the individual, deserves special recognition for her decades of extraordinary leadership—a remarkable career that has yielded countless benefits for Maret.

**What drew you to Maret thirty years ago?**

When I came to Maret’s campus to interview, I knew Maret was the right place. Afterwards, when I got off the plane in Hartford, my husband, Mark, took one look at me and said, “Oh, you fell in love.”

What I fell in love with are things I still so value at the School. At my first meeting with the Faculty Search Committee, one of the teachers said, “Hold on one second, Marjo, we have to talk about this kid who’s in trouble.” They talked about the child so appropriately, asked if I had any opinion, and then began the interview. Maret always puts children at the center of the discussion.

I was also struck by the international feel of the School. People from all over the world had chosen to enroll their children here. And, there was a lack of arrogance among the faculty; the attitude was, “We’re good, but we can always do better.”

**How have you seen independent schools change since you began your career?**

When I came to Maret, we didn’t have nurses. We didn’t have an athletic trainer.

We had no counselors. We had no learning specialists. The same was true at many other schools. I became Director of College Counseling at [Buckingham, Browne, and Nichols School] without any background. I was thrilled to get that challenge, but I don’t think that I would be hired today.

There is a rising pressure to professionalize all aspects of school life. I don’t argue with this: teachers should really know pedagogy, and we should have trained professionals leading programs in our schools. But, this does add a huge cost to education, and sometimes taking a chance on someone who might have the right qualities or skills but not all the experience can open up a different way of looking at things.

There has also been a facilities race among schools. The Maret sisters started with very little and did a lot. It has been really important to upgrade Maret’s facilities in essential ways to support the School’s educational program, but we weren’t going to put a Starbucks in the student center.



**What are some of those upgrades you have shepherded at Maret?**

I remember my first years watching the musicals at Maret. They were magical, but I was in the front row. We needed a theatre where everyone in the audience would have a good view of the stage. That was an essential change. Our athletes needed a weight room, not just an empty classroom, where they could train to do their very best on the field. That was an essential change. Before we had our present art studios and elevators, teachers had to cart equipment and supplies up and down stairs. It put huge pressure on them. So that was another essential change.

**What local, national, or global trends have shaped the way you think about education and Maret's place in the educational landscape?**

The lack of civil discourse that we see nationally definitely has had an effect on education and schools. One reason this year's theme is *Generosity of Spirit* is to counterbalance that. As a school, when you bring people together from all sorts of different perspectives and backgrounds, you have to be open to opportunities to learn from one another. When I entered college, I was in the second class of women

at a previously all-male school. The college did not expect to have to change with the arrival of women. We would follow all the traditions, and the school would simply absorb us. In education now, we know we need to embrace people's differences along with our commonalities and allow a school community to evolve.

Technology is another force shaping education. What is the best use of technology in a school setting? The answer to that continues to change as we encounter new possibilities. We know from our involvement with MSON and our experiences during the COVID pandemic that video platforms like Zoom can be excellent resources, but human interaction remains the most important element of a Maret education. Now, artificial intelligence is raising a whole new set of questions for educators to tackle.

**You have mentioned some of the ways that Maret has changed, what do you think are Maret's most enduring qualities?**

Our Centennial was such a wonderful chance for me to dive into Maret's history. The Maret sisters were extraordinarily entrepreneurial. They came to Washington, DC, with very few resources and figured out how to build a school from an idea to

fruition. They started with a few kids in their living room. By the 1940s, they had the facilities at Kalorama Street and had theater, arts, and academic programs. Maret was considered a very high quality school.

The Maret sisters did not subscribe to a singular educational philosophy. Rather, they wanted to combine American democratic principles with the best ideas of the educational revolution that took place in Europe at the end of the nineteenth century. Throughout the years, they continued to search for new ideas to improve the School. Having that entrepreneurial spirit, always thinking about how to do things better, is foundational to Maret.

Carrying that forward, the capital campaign of Maret's Centennial included an endowment for the Case Institute for Curricular Innovation and Excellence. This was the brainchild of then Director of Academic Affairs Kathy Sweeney-Hammond, and it's based on the model at Park School in Baltimore. It gives faculty time and resources to rethink curriculum over the summer. Our teachers have always been lifelong learners, but this kind of professional development has brought many new ideas and positive changes to the curriculum.



**What are some of the biggest challenges that Maret has faced during your time as Head of School?**

Maret has faced many of the same challenges other independent schools have faced. When I first came, it was pretty clear that there were opportunities for Maret to grow and that we would be able to capitalize on the strengths of the School and increase our enrollment. In doing so, we needed to renovate and expand the campus, go through the BZA, and meet other kinds of growth challenges. Those were happy problems to solve.

Being in DC—in the national spotlight—during 9/11, the anthrax attacks, and the DC sniper spree was a different kind of challenge. It was hard because our kids, as well as our parents and faculty, were living in a period of fear and violence. And that has continued in other times of concern, more recently during the pandemic and the January 6 riots at the Capitol.

**Does it go without saying that the COVID pandemic was one of your most difficult challenges?**

Absolutely. A crisis that's really serious is usually not one thing. For Maret, the 2019–20 school year was extraordinarily difficult. After a fairly calm time, we had decided to do a thorough independent investigation into past misconduct, and that report

came out in the fall of 2019. At the same time, what we thought would be a simple extension of the Jelleff field agreement with the city became hugely contentious, and that was very hard for about six weeks.

Add to that the closing of school in March due to COVID, the death of George Floyd and a country struggling with hate crimes, a reckoning with racism in our own community, and then trying to maneuver through all that in the isolation of our homes. It was extraordinarily painful and difficult.

Managing not only everybody else's angst but my own sense of loss was also a huge challenge.

**Switching gears, what has helped you grow in your time as Head of School?**

Definitely my colleagues. The intellect, professionalism, and humanity of the people I have worked with have stretched me every day.

**What are some of the most important lessons you have learned during your time at Maret?**

One of the lessons I have learned has to do with receiving feedback. I try to sit back, truly hear it, pause, reflect, and not respond right away. When you hear critical feedback, your first instinct is to explain yourself. If you sit with it and analyze it, you're hearing

better what the other person said.

I've also learned to say "Yes, and...." to validate what somebody has said. If you add a "but," it takes away or minimizes the validation. If you can expand on what the other person is saying, it allows both perspectives to be seen as a part of the whole and creates common ground.

Another lesson that I've learned over many years is that people have different chapters in their lives. When I came to Maret, I understood that about children and adolescents, but I've come to recognize the many stages of adulthood, too—gaining a partner, having children, sending those children to college, losing a parent. Recognizing these stages and taking them into account is really important when working with faculty who stay a long time, which we hope that many faculty do.

**What has been your greatest joy on the job at Maret?**

I find great joy in being on this campus with these kids. In the cafeteria I saw one of our fourth graders go up to a member of our kitchen staff and ask, "What is your name?" Then she said, "Thank you, Mr. Holbrook. You make my day." What could be more Maret? I have loved the all-school assemblies—watching older kids who I've known since they were five performing with such skill and poise, and the little ones



singing “Count on Me” with enthusiastic encouragement from Upper School students. There are moments of joy every day at Maret.

**What are your hopes for Maret?**

My hope is that the community embraces Dennis as the new Head of School with its characteristic generosity of spirit. He’ll need some time to get to know everyone and Maret. I hope that Dennis, along with Maret’s exceptional faculty and dedicated Board of Trustees, will continue to do what Maret has always done well—commit to the Mission, plan strategically, and follow a thoughtful process of moving forward.

**What will happiness look like for you in retirement?**

I have been going 60 miles an hour ever since I was a little kid. So, happiness will be finding comfort in unplanned time. Certainly, happiness will also be spending time with my extended family without having to always negotiate between them and my job. I expect to be doing some kind of work, but not at the same pace!

**What memory or memories of Maret will you cherish most?**

I have loved being in the middle of a crowd at a basketball game at AU or on the sidelines of a football, soccer, or baseball championship and seeing the sea of green from Maret.

I will remember dealing with some really tough issues alongside leadership, the Board, and outside experts and having somebody crack a joke and us all laughing together. Even in the hardest situations, I’ve had a team that I really trust.

I will remember with both trepidation and great pride the first day that MSON went online, afraid that I’d be turning on the lights, but no lights would come on. Actually, there were 12 schools with 55 kids taking four or five courses across the country that day, and it was an experiment that absolutely did work.

**How would you like to be remembered?**

I would like to be remembered as someone who loved the School, absolutely made mistakes, tried to learn from those mistakes, and always had the best interest of the students at heart.



29 years of LEADERSHIP



**WHEN MARJO TALBOTT** arrived in 1994, Maret was considered a hidden gem. Bringing the School’s unique strengths to light was one of Ms. Talbott’s first goals, and it wasn’t long before Maret became a highly sought-after school with a national reputation for excellence and innovation.

Ms. Talbott nurtured academics, arts, athletics, and student-support programs as she strengthened community and built on the School’s traditions. She sustained Maret’s exceptional faculty by moving salaries into the top quartile of peer schools and increasing professional development opportunities.

She also cultivated an extraordinary Board of Trustees who helped her lead the School forward. During her tenure, the Maret Parents Association, Alumni Council, and volunteer involvement flourished, expanding the culture of participation and creating a more inclusive community.



1994 / Marjo Talbott becomes Maret’s tenth Head of School.

1997–2003 / Ms. Talbott and the Board of Trustees lead the community in strategic planning, resulting in *A Document of Leadership*, Maret’s second strategic plan.

1990s

Since 1994, Maret’s facilities have expanded by more than 50%, and nearly every space on campus has been renovated. The new fields will further expand the School’s facilities. And, the endowment has grown from \$379,343 to over \$37 million, increasing financial aid and faculty salaries and launching leading-edge programs.

Under Ms. Talbott’s leadership, Maret deepened its relationship with Washington, DC, the School’s home since 1911. She brought Horizons to Maret’s campus, ensured the School’s external community engagement program flourished, and forged partnerships with organizations around the city to upgrade and share much-needed athletic fields.

The going was not always easy, and unforeseeable events presented significant challenges. But, Ms. Talbott’s strong and steady hand helped Maret navigate the impacts of local, national, and international crises, as well as those closer to home like the Academic Center fire of 2003.

Her leadership has been transformative not only for the institution but also for generations of students, families, and faculty. Notes of encouragement on students’ report cards; mentoring of faculty; a commitment to diversity, equity, and community; an open door for parents; a true partnership with the Board; and tours across the country to stay connected with alumni are just a few of the ways she has woven our community together and moved the School forward with vision, care, and joy. For all she has done for Maret, we salute her!



1999 / Just five years into Ms. Talbott’s tenure, Phase One of the Master Facilities Plan is completed. Campus development includes a new Middle School; renovation of Woodley; moving the Cottage and playground closer to the Lower School; improvements to athletics, arts, and technology, as well as additional classroom and faculty spaces. Many features of green building/sustainability are part of the renovation, including the Middle School green roof.

ENROLLMENT THEN AND NOW		
STUDENT ENROLLMENT	1994	2023
No. Students Enrolled	500	650
Percent Students of Color	15%	52%
Financial Aid Budget	\$545,275	\$5,000,000+
Percent Students Receiving Financial Aid	11%	25%
Acceptance Rate	46%	12%
Accept to Yield Rate	47%	75%

**2000** / Maret becomes the first site in the now multi-school Horizons Greater Washington program, a tuition-free academic and enrichment program serving public and charter school students in families from underserved communities in Washington, DC, and Maryland.



**2003** / Maret receives an Educational Leadership Grant from the Edward E. Ford Foundation to launch a Service Learning Institute for independent school educators and continue to build Maret's own service learning program "into a national model for other schools."

**2006** / At summer meetings led by Ms. Talbott, Maret faculty begin to formulate the Essential Questions, which continue to guide our curriculum and teaching.

**2007** / Ms. Talbott and the Board of Trustees lead the community in the next planning exercise, resulting in *Framework for the Future*, Maret's third strategic plan



**2008** / With the help of a generous grant, Maret establishes the Case Institute for Curricular Innovation and Excellence, a professional development program and educational incubator that allows Maret teachers time to collaborate and integrate the best educational research and practices into their classrooms. In the inaugural year, 20 teachers tackle five different projects.

**2010** / Technology at Maret moves to the next level with the addition of an instructional technology coordinator, upgrades to the School's technology infrastructure, and the reconfiguration of the Fateh Library and Center for Inquiry.

## BEYOND MARET

### MARJO TALBOTT'S LEADERSHIP STRETCHES BEYOND MARET

- AIMS, *Former Trustee*
- AISGW, *Past President*
- AISGW Leadership Initiative, *Faculty*
- Green Acres School, *Former Trustee*
- Heads and Principals Association, *Past President*
- Heads Collegiate Forum, *Past President*
- Horizons Greater Washington, *Trustee*
- Hotchkiss School, *Former Trustee*
- MSON, *Steering Committee Chair*
- Norwood School, *Former Trustee*
- The School Participatory Action Research Collaborative (SPARC) at the University of Pennsylvania, *Former Trustee*
- The 1911 Group, *Past President*

**2012** / Annual boundary training begins for all faculty.

## 2000s

**2003** / Ms. Talbott and the Board of Trustees lead the School in the creation of Maret's Core Values.



**2003** / The Academic Center is destroyed by fire and rebuilt.

**2005** / Phase Two of the Master Facilities Plan is completed. Maret enjoys a new Lower School, a theatre, and an art wing; a science hub with physics and biology labs; expanded cafeteria, college counseling, and administrative spaces; enhanced music classroom spaces; and greater accessibility.

**2003** / Maret receives a \$2M endowment grant from the Malone Family Foundation in support of financial aid, creating the Malone Scholars Program.



## 2010s

**2010** / Maret enters into a 19-year partnership with the DC Department of Parks and Recreation to make multi-million-dollar improvements to the outdoor athletic facilities at Jelleff for use by Maret students and all DC residents.



**2010** / Seeing the success of Horizons@Maret, Ms. Talbott spearheads the effort to encourage other local schools to join the program. St. Patrick's and Norwood become host sites, and Horizons@Maret becomes Horizons Greater Washington.

**2009** / Ms. Talbott creates and leads the Diversity Task Force, which evolves into the Committee on Equity & Inclusion (CEI) in 2015 and then into the Office of Equity & Inclusion in 2022 led by the Director of Equity & Inclusion.

**2008** / Maret defines its goal of financial sustainability and commits to reducing the rate of tuition increases while advancing program excellence, financial aid, and competitive faculty compensation.



**2011** / Maret celebrates its 100th year anniversary with a yearlong Centennial Celebration.



**2012 /** The Davies Exposure and Enrichment Program (DEEP) is established to provide comprehensive support to Davies Scholars as they enter Upper School. The three-week summer program is so successful that it expands to include any new student who would like to attend.

**2012 /** Deepening the Discussion About Race, a four-day seminar, is offered as part of the Case Institute for Innovation & Excellence. By 2015, Deepening the Discussion About Race becomes standard training for all faculty members.

**2014 /** The Board and Faculty Equity Task Force is created, and a new mission statement is crafted that affirms Maret's commitment to equity and inclusion.



**2018 /** Creation of the Athletic and Wellness Center is completed. New weight rooms, a trainer's room, a movement studio, and banks of solar panels enhance the School's programs and environmental sustainability.

**2019 /** Ms. Talbott leads Maret in confronting reports of past adult misconduct and, with the Board of Trustees, initiates an outside investigation so that the School and community can heal and establish preventative systems and programs.

**2020 /** Maret launches a comprehensive, leading-edge K-12 Wellness program.

OPERATING BUDGET: FUNDRAISING INCOME THEN AND NOW		
	1993-94	2022-23
Endowment Income	\$17,370	\$2,135,866 <sup>2</sup>
% of Operating Budget	<1%	6%
Annual Fund	\$200,000	\$2,000,000 <sup>3</sup>
% of Operating Budget	3%	6%
Scholarship Gala	\$57,000 <sup>1</sup>	\$780,000
% of Operating Budget	1%	2%

Maret has lessened its dependence on tuition thanks to the community's generous support of the Annual Fund, the Scholarship Gala, and capital and endowment fundraising campaigns. In 1994, tuition and fees accounted for 92% of the operating budget, today that figure is 82%.

<sup>1</sup>Includes proceeds from the Fête

<sup>2</sup>Includes restricted income

<sup>3</sup>Reflects budgeted, not final, amount

## 2010s continued

**2013 /** Ms. Talbott supports the revamping of Closing Ceremony and establishes the Core Values Awards.



**2013 /** With colleagues from Stanford Online High School and Hopkins School, Ms. Talbott pioneers the development of the Malone Schools Online Network (MSON), which expands upper-level curricular offerings using leading-edge technology for synchronous online classes, bringing together students and expert teachers from across the country.

**2015 /** Maret completes the next Master Facilities Plan with renovations to the Development, Communications, and Alumni Offices, the Arts Building, Woodley, and the Lower School Playground. Additions include the AB Conference Room, the Alumni foyer, and the fourth floor of the Academic Center.

**2017 /** Ms. Talbott and the Board of Trustees lead the community in the next planning exercise, resulting in *Strategic Directions*, Maret's fourth strategic plan.

## 2020s

**2020 /** The Anti-Racism Task Force is established in the wake of George Floyd's death and @blackatmaret to honestly assess Maret's practices, policies, and protocols through a racialized lens. An equity report is issued in the spring of 2021 that recommends meaningful changes to help the School live up to its mission and core values.



**2020 /** The COVID pandemic closes schools and businesses. Maret classes go online, and the School reimagines how to continue programs and build community while keeping everyone as safe and healthy as possible.

**2021 /** Maret is awarded an Educational Leadership Grant from the Edward E. Ford Foundation to further the School's institutional research program and establish the Center for Institutional Research in Independent Schools (CIRIS).

**2021 /** Maret signs a 50-year lease with the Episcopal Center for Children in Chevy Chase DC to create a multisport athletic field and baseball diamond, completing Maret's decades-long search for additional, permanent playing fields to support the School's mission and student-athletes.

**2022 /** Maret modifies its mission, removing the word co-educational to affirm the School's commitment to serving students across the gender spectrum.

**2023 /** Ms. Talbott completes her remarkable 29-year headship of Maret.



# Alumni Connections / News and Notes



## ALUMNI OUT AND ABOUT IN THE DMV

### LEARNING FROM ABBY BONDER BLUESTONE '99 AT THE WELL AT OXON RUN

Abby Bonder Bluestone '99 hosted a group of Upper School students at The Well at Oxon Run, an intergenerational farm and community wellness space run by DC Greens. DC Greens is a nonprofit that works to advance health equity and improve food education, food access, and food policy in DC through transformational systemic change initiatives.

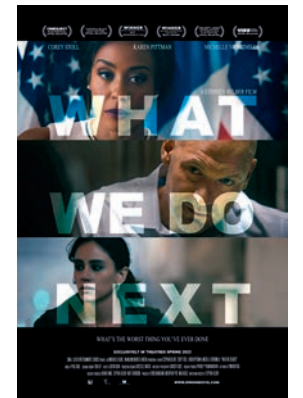


### YETUNDE SAPP '17 INSPIRES UPPER SCHOOL ART STUDENTS

In February Yetunde Sapp '17 returned to campus to speak with Upper School students about her art and activism. She shared stories about her creative journey, answered questions about her past and current work, and connected with students one-on-one. The mural she painted of Breonna Taylor in downtown DC in 2020 was part of The Utopia Project exhibit at the Smithsonian's Anacostia Community Museum November 1, 2022 through March 1, 2023.

### A NEW FILM BY STEPHEN BELBER '85 HITS THE BIG SCREEN

Steve Belber '85 wrote and directed *What We Do Next*, a film that Frank J. Avella of Edge Media Network describes as "riveting" and the "best early release indie of the year." Alumni had the chance to view the 77-minute politically charged thriller at the Regal Majestic Theater in downtown Silver Spring, MD, when it was released on March 3. The film stars Corey Stoll (*House of Cards*, *Billions*), Karen Pittman (*The Morning Show*, *Disgraced*), and Michelle Veintimilla (*Gotham*).



### THOMAS LOWE '21 PERFORMS IN DC

Thomas Lowe '21 returned to DC with Yale's underclassman capella group, The Spizzwinks. On January 12 at St. Patrick's Church, they brilliantly entertained the audience—which included numerous Maret alumni and past parents—with their unique brand of music and humor.



### COLIN McCLIMANS '07 HOSTS GREAT AMERICAN BAKE-OFF ISW

Middle School students in the Great American Bake-Off ISW had the opportunity to visit Colin McClimans '07 at his new restaurant, Opal, on Connecticut Avenue. Under Colin's expert direction, students learned how to make pita bread in Opal's kitchen. Math teacher Mike Hammond '03 led the popular ISW and helped arrange the special visit.

# Regional EVENTS



**NYC.** Rain could not keep a large, gregarious crowd of alumni, parents of alumni, former faculty, and friends from gathering on November 15 for the annual reception at longtime favorite Tavern on the Green in New York City. Amidst the reminiscing, Director of Lower School Chris Appleby '80 gave a tribute in honor of Head of School Marjo Talbott. Afterwards, Marco Santarasci '11 performed one of Ms. Talbott's favorite songs, Jeff Buckley's version of "Hallelujah." Thanks to Jim Caiola '81 for making it such a special night and to Yetunde Sapp '17 for photographing the event.



Jalen Ford '19, Chloe Kohlhoss '19, Ava Burka '19



Roderic David '10, Vita Amore '11



David Reiner '99, Sol Berkoff '94



Casey Hager '14, Drew Reid '13



1. Erica Walker Farhat '98, Mike Hammond '03
2. Diana Tignor-Hollman '34, Aria Tignor-Hollman '36
3. Miles Fawcett '88
4. Dylan Reffe '09
5. Former humanities teacher Vance Gage, Marty Strauss '12
6. Max Burka '21, Brian Ellis '21, Lucy Braddock '18, Lily Burka '17, Isaac Taylor '21



**LOS ANGELES.** Held on February 20 at the Beverly Hilton, more than 50 guests joined Ms. Talbott and Director of Alumni Giving and Programs Dana Tignor '99 for a fun and festive poolside evening. Former Board President Bruce Keiner P'98, '04, and Sandy Bainum P'10, '13 offered heartfelt toasts celebrating Ms. Talbott's impressive tenure and her last Maret in LA event as Head of School.



Former Board President Bruce Keiner P'98, '04; Sandy Bainum P'10, '13, Suellen Keiner P'98, '04



Jon Regardie '86, Marissa Román Griffith '86, and Peter Griffith



Karolyn Wallace and John Broder P'09



6

## FROGS FOREVER (Thanksgiving) FRIDAY

Taking advantage of travel to DC for the Thanksgiving holiday, Maret welcomed community members from near and far on Friday, November 25. Alumni, former faculty members, friends, and families gathered on campus for the traditional day-after-Thanksgiving alumni soccer and flag football games, as well as other family-friendly activities. This year, an alumni band jam session was added to the line-up—special thanks to Max Burka '21, Brian Ellis '21, and Isaac Taylor '21 for the idea!



Mark Vershbow P'08, '02; Kendra Mitchell '08; Rachel Andersson '02; Callie Bloem '02; Head of School Marjo Talbott



Milo Ferenczi '15, Matt Zientz '15, Noor Khleif '15, Meg Harrop '15



Matt Schattner '99 with wife, Yuka Schattner, and son, Kento

## ALUMNI DATA DASHBOARD NOW ONLINE

For the past five years Maret has surveyed seniors right before they graduate and alumni two and five years out. Surveys have asked graduates to rate their preparation for college in both discipline-specific and cross-disciplinary skills, and to give feedback about their broader experience at Maret. Graduates are also asked about their post-graduate experience including their college major, satisfaction with their college experience and, in the case of respondents who are five years out, their post-undergraduate career or study plans.

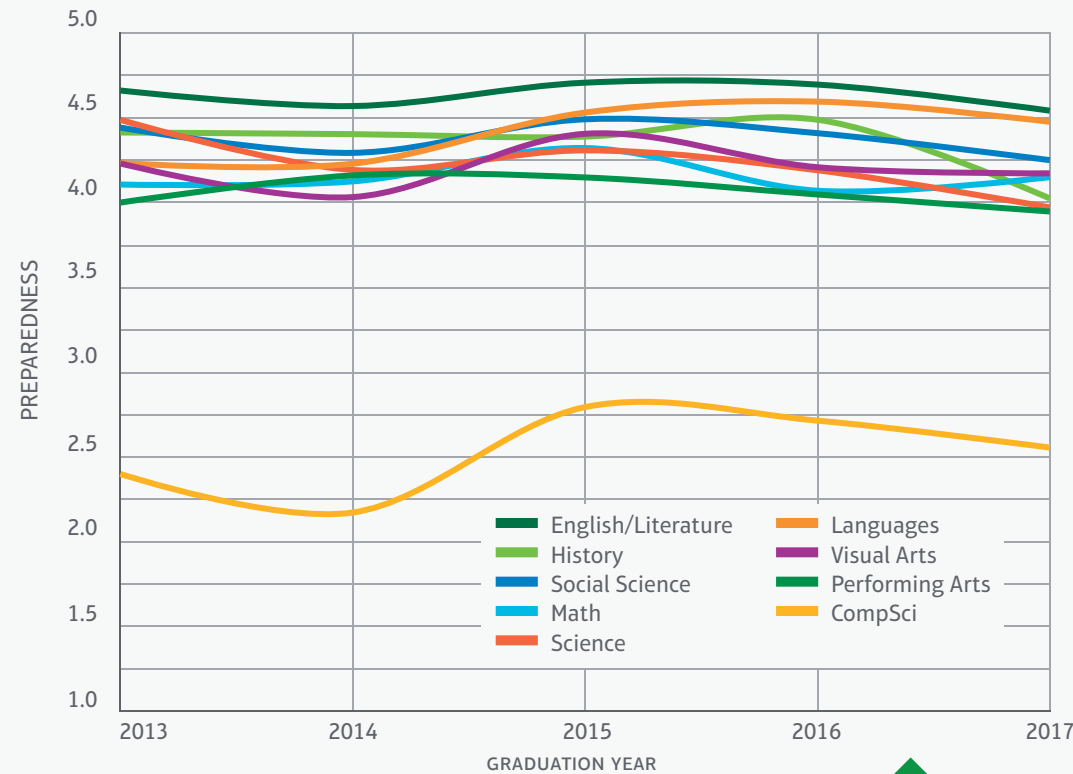
The results of these surveys are now available online through an easily accessible dashboard. In March, Director of Institutional Research Eric Heilman visited with the Alumni Council at its quarterly meeting to show them the new dashboard and give an update on how the School is using data collected from students, parents, faculty, and alumni, to enhance the student experience at Maret.

Mr. Heilman reported several highlights and opportunities indicated by the data and noted that alumni feedback led to increases in computer science offerings and helped shape the School's K-12 wellness program.

Maret has also been collecting data from surveys to current students, faculty, and parents. This data was made available to these community members last fall.

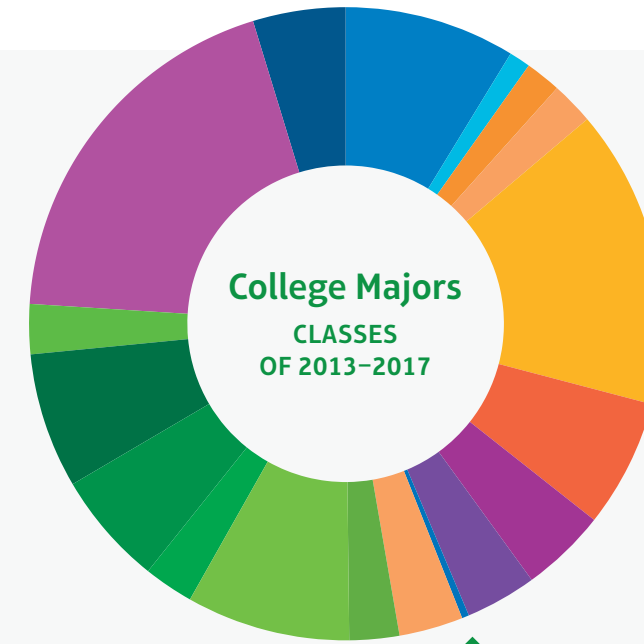
Alumni can access additional alumni survey results on the Maret website by using the QR code and passkey on the next page.

### Preparation for College in Discipline-Specific Skills: Five Years Post Graduation



**IN ALMOST EVERY DISCIPLINE**, alumni give very high ratings for their academic preparation for college. Their feedback regarding the development of writing skills is especially positive. Lower ratings in computer science preparation have inspired the creation of new opportunities in the curriculum. As a result, Maret now offers computer programming starting in Kindergarten and has adjusted graduation requirements to allow students to pursue more computer science electives. The School will track scores in these areas as students who have experienced the new curricula begin to graduate.

- Business . . . . . 8.7%
- Education . . . . . 1.1%
- English . . . . . 1.8%
- World Languages . . . . . 2.2%
- Government . . . . . 15.3%
- History . . . . . 6.5%
- Media . . . . . 4.4%
- Performing Arts . . . . . 3.6%
- Philosophy . . . . . 0.4%
- Regional Studies . . . . . 3.3%
- STEM: Math . . . . . 2.5%
- STEM: Biology . . . . . 8.4%
- STEM: Chemistry . . . . . 2.5%
- STEM: CompSci . . . . . 5.8%
- STEM: Engineering . . . . . 6.9%
- STEM: Env. Science . . . . . 2.5%
- Social Science . . . . . 19.3%
- Visual Art . . . . . 4.7%



**THE SCHOOL TRACKS THE COLLEGE MAJORS** that our graduates pursue and looks at our program in light of current trends. Data can be sorted on the new dashboard by gender, which reveals, for example, that the numbers of male and female alumni reporting that they majored in a STEM field are similar (41 male, 37 female).

### Other Highlights

- ▶ Alumni report having felt known by faculty and having had a trusted adult on campus while at Maret. Their ratings are consistently high, hovering around 4.5 out of 5.
- ▶ Overall, alumni report that Maret has helped them learn to understand and empathize with students who have different backgrounds from their own, with scores right around 4 out of 5.
- ▶ Ratings for preparation in cross-disciplinary skills such as time management, study skills, creative problem-solving, and self-advocacy are strong in almost every area.
- ▶ Alumni report high satisfaction ratings for their college experience, reflecting the good work that the college counseling team does in finding schools that are good matches for our graduating seniors.

Access the alumni data dashboard at [bit.ly/FrogsDashboard](https://bit.ly/FrogsDashboard) Passkey: FROGS21!



In 2017 *Strategic Directions* helped launch Maret's institutional research program with Eric Heilman at the helm. In recognition of the program's strong foundation and the School's interest in sharing its successes with other independent schools, the Edward E. Ford Foundation awarded Maret an Educational Leadership Grant to support its own research program and to establish the national Center for Institutional Research in Independent Schools (CIRIS). Maret continues to forge ahead, conducting actionable, mission-centered research program and developing quantitative literacy throughout the community.

## CONGRATULATIONS TO MARET'S 2023 DISTINGUISHED ALUMNI

### Travis Allen '93 and Mark Odom '83

With this award, Maret celebrates outstanding alumni leadership and accomplishments at local, national, and global levels. The Distinguished Alumni are honored annually at Reunion.



**TRAVIS A. ALLEN '93** is a Managing Director overseeing AB Bernstein's private wealth practice in DC, Maryland, Virginia, and North Carolina. He is based in the Washington, DC, office and is a 25-year veteran of the firm. Until recently moving to the Managing Director role in early 2023, Travis served as a Senior Investment Strategist

and National Director of Purpose Driven Strategies where he was a member of Bernstein's Investment Strategy Group (ISG), the investment decision-making body for the private client business.

Travis held several leadership roles in the ISG, which oversees strategic asset allocation for high-net-worth, nonprofit, and family office clients. He led the efforts to design and build the Private Wealth ESG, responsible, sustainable and impact investing platform from its inception to \$6.5B in assets. He also spent years overseeing the asset allocation advice for mission-driven foundations and endowments, as well as Cash Balance retirement plan clients. He joined the ISG in February 2012. Travis also spent 10 years as a member of Alliance Bernstein's global Responsibility Steering Committee and served on the firm's Controversial Investment Advisory Council from its inception to 2022. Previously, he was a member of the Wealth Strategies Group, serving as an analyst and a senior analyst before becoming a director in 2011.

Travis earned an MBA in finance at the University of Maryland and BA in organization, behavior, and management at Brown University. He is a former trustee and head of the Investment Committee of YouthBuild USA and the Kingman Boys and Girls Club.

Travis has been giving back to Maret in various volunteer roles as an alumnus and parent since his own graduation. Most notably, he served on Maret's Board of Trustees from 2007 to 2021 as Alumni Council Representative, Treasurer, and Secretary. He and his wife, Paloma Adams-Allen, live in his native Washington, DC, with their two daughters, Priya Allen '23 and Emilie Allen '27.



Brigadier General (retired) **MARK ODOM '83** is a Highly Qualified Expert-Senior Mentor for the Department of the Army. He provides experience-based coaching and advice to senior military officers and staffs and also serves as

an Adjunct Professor for the USAF Air War College where he instructs graduate-level courses in applied senior leadership to prepare students for senior positions in the military.

Mark served in the United States Army for over 32 years. Although he spent the majority of his career in special operations and airborne units, he held a range of staff and leadership positions. During his career in the Army, Odom commanded 1-40th Cavalry Squadron, 2nd Ranger Battalion, and the 75th Ranger Regiment, including on operational deployments to Iraq and Afghanistan.

Mark graduated from Middlebury College in 1987 and subsequently earned an MA in defense studies from King College London (2000) and an MS in national security and strategic studies from the National War College (2010). He was awarded an Honorary Doctorate of Laws from Middlebury College in 2009 and returns often to his alma mater as a guest speaker in the classroom. Since 2017, Mark has also been a member of The Council on Foreign Relations, a nonpartisan think tank dedicated to helping others understand the foreign policy choices facing the US and other countries.

As an alumnus and parent of Kate Odom '19, he has remained very close to his alma mater and has graciously returned to campus over the years to meet with current students. In his spare time, Mark enjoys running, reading, and spending time with his wife, Elizabeth; daughter, Kate; and two dogs, Gatsby and Zelda. A Washington, DC, resident, he looks forward to escaping with his family for several months of the year to their second home in the Green Mountains of Vermont.

## Alumni Connections / Class Notes

**Rebecca Kaiser Gibson '64** has turned to fiction for the first time with her debut novel, *The Promise of a Normal Life*.

**Damon McClure '90** bought the Hope General Store in the little town of Hope, ME, where he spends his days slinging pizza and making sandwiches for the locals.

**David Reiner '99** is a senior rabbi in Connecticut.

**Sharif Mitchell '02** launched his own real estate investment management firm, Northern Liberties, which is focused on acquiring and preserving workforce housing around the country.

**Rinad Beidas '99** became Chair and Ralph Seal Paffenbarger Professor of Medical Social Sciences at Northwestern's Feinberg School of Medicine.

**Paul Wasserman '10** is stationed in Shanghai, China, for the next two years with the US Department of State.

**Lynn Farquhar '17** "biyaked" 6,500 miles across 22 states and two Canadian provinces. The story of her family's adventure was recently published by the Chesapeake Bay Foundation.



# Class Notes

'61

## VINTON DOVE

I read of the passing of **Tony Heberton**. It is quite difficult to continue reading. Even at the tender age of 78, I don't expect my friends to be passing.

Several of my local Indiana friends have passed, and it becomes very difficult to accept the passing of lifelong friends like Tony. I think back to when we were young, and it seems like yesterday when I last saw him. He is not alone, since several of our Maret Class of 1961 have passed recently, and doubtless there will be more of us in the near future.

But on to happier news! My wife, Patricia, and I are lucky to have two boys, and one of them has three children. They are all the pride of our lives. Our grandchildren are out

of high school and working through college. I retired and sold my CPA practice back in 2013, and Pat retired in 2015 from the Park-Tudor School (Indianapolis's equivalent of Maret) where she was the librarian. My sister, **Donna Vinton '66**, left three little girls back in 1993, when she died, and they are fantastic! The oldest, Linda, is working as a translator and has a little girl named Temperance. Nicole is an officer and career soldier in the US Army, and Holly, who has a little girl named Giada, is a chiropractor with her own practice in Delaware. So all three of Donna's children are professionals and are doing very well.

My brother, **Richard Dove '66**, recently retired from teaching at McPherson College in Kansas and now lives about 100 miles from us in northern Indiana.

'64



Rebecca Kaiser Gibson '64 and her new book, *The Promise of a Normal Life*

'64

**Rebecca Kaiser Gibson** has turned to fiction for the first time with her debut novel, *The Promise of a Normal Life*, available now! The story begins in 1967 when the unnamed 18-year-old narrator travels to Israel. Her tentative awareness of her growing appeal and yearning for recognition as a woman, like those bold ones she's read about in books, are challenged by reality, including a sexual assault onboard ship and an upbringing that taught her not to offer her version of things out loud.

'66

## SHEILA MUNSON BARBARA ROWDYBUSH VAN DYKE

Greetings to all at Maret, both past and present, are sent by **Glynis Williams Ormsby**. She reports that golf, travel, art, guide-dog boarding, and a wonderful boyfriend are keeping her fit and well, and she shares her life philosophy: "be positive."

**Barney Connelly** says that life is good as he gets older and wiser. His children and grandchildren (10- and seven-year-old grandsons and a one-year-old granddaughter) are all in the Burlington, VT, area. He "is amazed that the older we get, the more basic things of/in life we see and enjoy. There are many wondrous things to ponder." We all tend to wax nostalgic as we look our mid-70s square in the face.

**Tom McCall** celebrated his most recent birthday with a full month in Florence, making a dent in sculpture, paintings, frescos, architecture, pasta, espresso, and lattes. Fellow Italophiles joined him to explore the city wall-to-wall. He assures us that, with restoration and preservation a priority,

Florence looks fantastic.

**Paul Paddock's** wife, Anne, and daughter, Laura Lee, hosted a surprise birthday celebration for him in their new hometown of Asheville. Tom and I attended for a wonderful weekend, meeting people from all parts of Paul's life as we represented the Maret piece.

**Roger Danchik**, after a long and varied career, published a book in November: *Viola and the Doomsday Affair*. He encourages everyone to purchase and read it.

**Stacy Merwin** continues career coaching and writing letters and resumes part time, as well as traveling when she can. Our thoughts and prayers are with her as she deals with her younger sister's entry into hospice for terminal cancer.

**Sheila Munson** and I, **Barbara Rowdybush Van Dyke**, relish being grandparents. Sheila just welcomed second grandson, Liam, who joins his loving elder brother, Benjamin. After 60 years of serious tennis, Sheila now awaits shoulder replacement surgery to get ready for the years ahead. Tom and I are heading to Colorado to ski with our seven-year-old grandson and his parents. We hope we can keep up.

Sheila and I represented our class at our 55th reunion. Look ahead to 2026, and let's try to get a good crowd for our 60th!

'67

**Carter Fleming Even** writes, "Greetings from sunny Lake Placid, Florida! My husband and best friend, Burke Even, and I met in 1984 in Key West where we both were living at the time. We are both self-employed: Burke is a real estate photographer and I a home organizer and pet sitter, both fun and rewarding jobs. Be well and enjoy life!"

'70



David Dunlap '70 (front, second from left) as a child arriving in Ghana with his family

'70

**David Dunlap** shares that with 30+ years of experience in finance and risk management of early-mid stage companies across industries, he has started a new company, eAirSystems. He also shares a fun photo of himself as a young lad growing up in Ghana, West Africa 1957-1960.

'80

## PTOLEMY TOMPKINS

"Here in Northern California," says **Greg Lyman**, "we are drying out. I regret that I did not let the community know my father passed last June. Many of you enjoyed talking to my parents when we had basement parties. My mother is doing exceptionally well and is 20 minutes away. Our grandson is now 30-months-old and emerging from a COVID cocoon of extremely limited interaction with people. Our daughter, son-in-law, and grandson are in Davis, an hour's drive, and

we see them monthly. I don't know about you, but ever since I turned 60, I seem to be asked about retirement weekly. Like getting old means we are done? Seriously, we are struggling to figure out how we will be able to make ends meet once I do retire. Our lifestyle is not compatible with our savings. If you find yourself in the San Francisco Bay Area, email me, and we will catch up over a glass of wine. Lord knows we have more than enough to share."

**Betsy Mueller** writes, "My family recently bought a very worn and dated cottage (with great bones), nestled in the woods of Washington, VA. Our weekends are spent rehabbing and bringing it back to life. Between building a large deck, gutting the kitchen, and clearing the grounds, we are loving the process and learning a lot! The older we get, the more we appreciate creating a sanctuary where friends and family can gather."

'84

## DANNY MEYER

**Patricia Quijano** writes, "After decades in Argentina and the US, we are finally settled back in the UK. We have moved to the seaside town of Eastbourne (near Brighton)

'84



Patricia Quijano '84 and her family

and are enjoying the beautiful English coast and countryside. I've started working at an independent marketing agency called (not kidding) Anything is Possible. I'm the old lady on the team, and I make a fab token when they have a client they want to impress with our 'Extensive Experience.' I am also quickly becoming the go-to person for personal advice (yes, 'Dear Patty') to all the millennials who don't know what to do with all their angst and dilemmas. Stephen is working on a novel about the underbelly of the crime scene in Salt Lake, and our daughters are doing great. Katy is studying law at Trinity Dublin, and Elli is finishing up a degree in marketing/Spanish in Wales. If any Frogs are in our neighborhood, we would love to welcome you to our home. Plenty of room, and, of course, a good Argentine asado awaits in the garden . . . if it's not raining."

'88

**Sarah Silbert** writes, "Hello Maret! I'm living in the Green Mountains of Vermont on a lot of wild land with bobcat, bear, etc. I'm raising my three kids here on a homestead that's forever evolving, as I try out new sources of heat, electrical power, etc. I'm a professor of writing at a community college only

'88



Sarah Silbert '88's home in the Green Mountains of Vermont in winter

a few miles away, so the commute is easy, even in winter, which can dump quite a few feet of snow on us over and over again. I teach creative writing, activism, and some business writing, too. I also publish my own writing here and there in places like the *Sun* and *Ploughshares* and do intend to have my voice get out into the world a bit more with a new series I'm just finishing up. I haven't made it to a reunion but really hope to SOON. Meanwhile, call if you are traveling nearby: there's always room for Maret guests and family!"

'90

## HILARY DEPUY

Life is good, and work is busy for **Erika Olson Tate**. She and her husband, Phil, were in London and Belgium at the end of 2022 and spent much of that time watching all of the World Cup games in the local pubs, eating curry and Belgian chocolate. Her parents' trip overlapped in London, so they got to see them for dinner in a different city. Erika writes, "Work rewarded my 15-year work anniversary with a trip (that happened during my 17th year because of COVID), so last summer we went to Copenhagen and Iceland (where we saw puffins!)"

**Tara Riley** and family are settling into their new home in Portland, ME. They loved their time in California but are enjoying the wildfire and drought-free climate of the Northeast. They played in the ocean as long as they could (and are considering real winter wetsuit purchases for next year) and have been cross-country and downhill skiing as much as they can. Tara is still working remotely for the Buck Institute, which is based in California. Her husband has started a company with a mission to use geography and spatial demography to improve access to data for public health practitioners and policymakers. Tara writes, "More to follow on that once I grasp the math at hand and can better

Damon McClure '90 and his wife, Simi Delevett, owners of the Hope General Store in Hope, ME, with Pete Jones '90 and his family



Rebecca Carmichael-Boudreaux '90 and her partner, Don, competing for Best Pie on Good Morning America

Erika Olson Tait '90 and her husband, Phil, visiting Denmark in 2022



Hillary DePuy '90 in front of a live volcano in Hawaii

describe it. Ha! I hope everyone is well out in this big, wide, wonderful (and tragic) world."

Speaking of Maine, **Damon McClure** bought the Hope General Store in Hope, ME, four years ago. He and his wife, Simi, love being in the center of this tiny town near Camden/Rockport (on the way to Acadia National Park). Damon spends his days slinging pizza and making sandwiches for the locals, and getting out hiking, biking, and fishing when he can. **Pete Jones** and his family visited this past summer. Damon encourages everyone to stop by and check them out in Hope if you head that way.

Fed up with the corporate mindset, **Erika Michels** started working for a nonprofit—ICAST—International Center for Appropriate Sustainable Technology—last year. Although the organization is in

Denver, she works from home in Las Vegas and finds herself traveling to DC on a regular basis. She is very happy and grateful to be part of a team that addresses climate change, delivers green solutions to preserve the affordability of low income, multifamily housing, and provides jobs for underserved populations.

**Maureen Foreman Donnelly** writes, "Year two of the empty nest finds my husband and I taking cool trips, going to concerts, and doing whatever we want, LOL! Our boys are in grad school and college, and our two doodles keep our house lively still." Maureen continues to love teaching pre-K and they come to DC often to see family.

**Jennifer Satlin-Fernandez** is still teaching at Jackson-Reed High School (formerly Woodrow Wilson, a long overdue change). Last year, she became certified to teach math

to English-language learners full-time. Jennifer writes, "I basically teach math en español—hope I'm making Mr. Trunzo and Señor Caudevilla proud!"

After a few years in the Colorado mountains, **Becca Carmichael-Boudreaux** and boyfriend, Don, moved to Colorado Springs. They bought a restaurant—literally the only type of business they said they would absolutely never buy—which was definitely a risk during COVID restrictions. They saved it from the brink of restaurant extinction and even ended up on *Good Morning America's* United States of Pie competition, winning best pie in Colorado and second place in the grand finale, which took place in NYC. Congrats! Becca writes, "We still own our dog training business in Florida and recently started running EVs and hybrids on Turo (basically AirBnb for cars). My

daughter, Sierra, graduated from CU Denver and landed a sweet job at a title company. She bought a house, got engaged, and adopted a puppy. I'm still running stupid long distances although a ruptured disc and eventual back surgery in 2021 had me sidelined for almost a full year. Aiming to complete a 100-miler this year. Life is definitely full of adventure, and I love it!"

**Tyler Treat** and his wife, Renee, will celebrate their 16th anniversary this June and continue to live in Silver Spring, MD, near Holy Cross Hospital. He's been with the same company coming up on 30 years in August, doing painting and remodeling work throughout DC. He writes, "My son, Cooper, is a freshman at St. John's College High School in DC. He's playing hockey there and for his travel club in Rockville; he's changing his spring/summer focus to golf. My daughter,

Sierra, graduated from CU Denver and landed a sweet job at a title company. She bought a house, got engaged, and adopted a puppy. I'm still running stupid long distances although a ruptured disc and eventual back surgery in 2021 had me sidelined for almost a full year. Aiming to complete a 100-miler this year. Life is definitely full of adventure, and I love it!"

Emily, is a seventh grader at Loiderman in Rockville where she's very active in the performing arts. She also plays travel hockey out of Rockville and is a complete Harry Potter fan."

As for me, **Hillary DePuy**, I always struggle with my-life-is-too-boring-for-Class Notes but hey, I'm living in New Zealand and having a grand ol' time. I celebrated my 50th by dragging my entire family to Queenstown so I could bungee jump from a bridge. I work for a branding/design agency and enjoy my book club and walking around all the parks in Auckland. I recently spent two weeks on holidays in Hawaii and was lucky enough to walk around an erupting volcano. #lifegoals

## '91

### JESSE PINES

**Sarah Oldham Villafranco '91** is still living in the mountains of Colorado with her phenomenal husband, John, their 15-year-old daughter, Nina, and their three border collies. Nina is on the brink of getting her driver's license, at which time her parents' usefulness in her life could be substantially reduced. She's a killer mountain biker and spent lots of time on the podium last season. Their 19-year-old daughter, Lola, is a freshman on the Nordic ski team at Colby College and loving every minute of college life in Maine. John is a senior partner at Kelley Drye & Warren, and still spends far too much time on an airplane. And Sarah continues as Founder and CEO of Osmia Skincare and "smells notably delicious most of the time. (This was not the case while working in the emergency department. Major upgrade.)" Two of her favorite regular customers are **Sarah Greenberg Bowman** and **Kathy Sweeney-Hammond!**

I, **Jesse Pines '91**, am still living in Arlington, VA, with my wife, Lori Uscher-Pines. Lori works as a researcher at Rand Corporation. We have three kids. Asher (14),

who loves rowing crew; Molly (12), who plays violin and performs aerial gymnastics (i.e. Circe de Soleil, sorta); and Oren (10), who plays saxophone and Fortnite, and makes YouTube videos. I just turned 50. Maret was represented at my birthday party by **Alan Adler '92** and **Noah Pines '89**. Recently, I moved back to working GW emergency medicine shifts alongside **Andrew Meltzer '92**. My day job is leading innovation for a large physician group, now across 500 sites in 30 states. Post-COVID, it is largely Zoom-based, thankfully. Finally, I am looking forward to seeing **Paul Lipson '92** at multiple spring bat mitzvahs: my daughter, Molly's, and Paul's daughter, Lulu's.

## '98

**Nathaniel Robbins** moved back to Los Angeles in April 2023 and writes, "Who is around? Let's grab a beer!"

## '99

### ABBY BONDER BLUESTONE

It's been a minute since the Class of '99 had robust class notes. My bad! But here are some updates from a few of our classmates.

**Kelley Hubbell Adams** reports, "it has been a busy year and a half! Chris and I tied the knot in October 2022, and were able to celebrate with friends and family and our sweet daughter, Maggie. I am working as a social-emotional instructional coach for Buncombe County Schools and live in Asheville, NC."

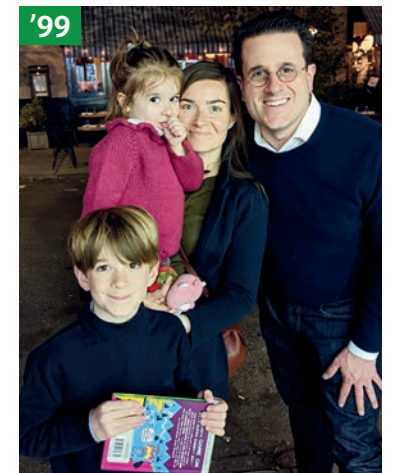
**Andy Dickinson** has moved to Bushwick, Brooklyn. He reports, "I haven't written a book, a play, or recorded an album during the lockdown like Taylor Swift, but I made LIFE—my sourdough starter which is going strong, as is my propagated ZZ plant! Looking forward to seeing you all soon at our 25th reunion." Which reminds me, get our 25th reunion on your calendars. It is only one year away!



Maureen Foreman Donnelly '90 and her family



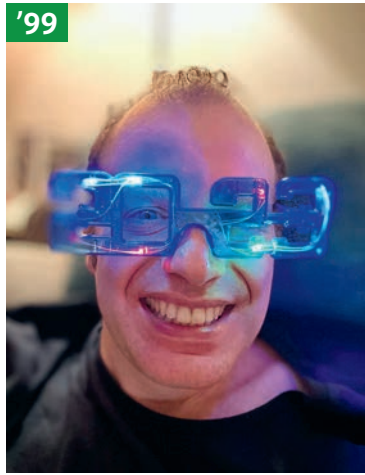
Sarah Oldham Villafranco '91 and her family



Erin Voorhies Mayo '99 with her husband and children



"Uncle Steve" Brown '99 with children of Shooter Starr '99, Ben Lazarus '99, Greta Bradlee Williams '99, and Rinad Beidas '99



Andy Dickinson '99 celebrating the New Year



Kelley Hubbell Adams '99 with her husband, Chris, and daughter, Maggie

**Pat Dildine** reports, "Nothing crazy new for me. In DC still working for Verizon . . . part of their BlueJeans group now, which is like Zoom."

**Erin Voorhies Mayo** is still enjoying life in New York City. She writes, "Colette, our now three-year-old, started 3-K this year, allowing me an opportunity to jump back into the photo styling work I was doing with Mickey prior to her arrival. We're very lucky to have my mom across the street! Our eight-year-old son, Alden, is a busy second grader, and the two of us spend a lot of time together at his soccer, chess, and swim activities. When there's a free moment, I still throw pottery at a local ceramic studio. Our home is currently overflowing with pieces I've made, and I hope to have the chance to have them shown one day. Hopefully next time I'll have news on that front!"

**David Reiner** reports, "Baby Boy Reiner #3 arrived on December 29, 2022. His name is Gabriel (we call him "Gavi"). Older brothers, Samson (8) and Asher (3.5), are adjusting well, as is baby and mother. It was also wonderful to see **Dana Tignor** at the annual event in NYC . . . hope to see other '99ers soon! I am now Senior Rabbi at Congregation Shir Shalom of Westchester and Fairfield Counties. In my spare time, I enjoy changing diapers, exploring the Connecticut Coastline and waterways, and visiting sites in NYC where Mr. Erwin had us sing during our choir trip many years ago!" Mazel Tov, Reiner family, on the newest addition!

As for me, **Abby Bonder Bluestone**, I have spent the last four-and-a-half years as the development director for a local nonprofit organization in DC called DC Greens, which works to improve health equity through the food system. It has been an amazing job, and while there are a lot of achievements to be proud of, I am most proud of the new farm and community wellness space we opened in 2022 called The Well at Oxon Run (see p. 38). Whether it's in person or online, I

hope everyone can check it out! I am, however, going to be taking a break from the paid working world for a bit. My daughters, Leena (10) and Violet (7.5), are doing well, but growing up so fast, so I am going to spend some time with them, my husband, and our dog, and recharge the juices. Could last a month, could last a year. We will see!

Living in DC, I have the great fortune of often getting to see people from our class (and other classes) and finding ways of staying connected to Maret. In the fall I hosted a group of Maret high school students at the farm and regaled them with stories about Maret in the 1990s, including stories about the go-go dances. Pretty sure there is now a petition to bring them back. Sorry about that, Marjo!

I also get to see **Dana Tignor** and her family a ton, which is the absolute best. Over the holidays, I had the chance to catch up with **Shooter Starr**, **Ben Lazarus**, and **Steve Brown**, along with their kiddos, and my family and I went down to South Carolina with **Cassie Meltzer Pergament '98**, **Adam Pergament '98**, **Eliza Meltzer Gottfried '03**, **Nora Meltzer Abularach '95**, and **Andrew Meltzer '93** along with our ever-growing extended family, which was a total blast. I also get to see my brother **Joe Bonder '02** quite a bit and his adorable three boys, **Andrew (6)**, **James (3.5)**, and **Oliver (3.5)**.

And because I have the floor, I want to take this opportunity to brag on my ladies (and '99 classmates)—**Greta Bradlee Williams** and **Rinad Beidas**—both of whom are paving extraordinary paths in their respective industries. At the beginning of 2022, Greta was named Partner in Charge of Gibson Dunn's DC office, and Rinad recently moved to Chicago with her family to become Chair and Ralph Seal Paffenbarger Professor of Medical Social Sciences at Northwestern's Feinberg School of Medicine. So proud!

I think that is all I have for now.

Keep sending in notes '99. I love hearing from you all!

'00

LIZ HAMMOND

**Nathan Berger** writes, "Joe and I got married, after almost seven years together, on July 23, 2022! It was a truly wonderful and unforgettable weekend, and we were fortunate to have so many family and friends with us. The Maret group was sizable, and we had alumni from six different graduating classes in attendance."

'01

MOLLY PALMER COWAN

**Carly Cloud** became Assistant Director of Communications &

Media Relations at WAMU 88.5 in January. Carly says that, like many of us, she listened to *Morning Edition* on her way to school and *All Things Considered* on her way home. She also moved to the Van Ness neighborhood, which is close to the station, a year-and-a-half ago. Van Ness is the neighborhood Carly grew up in, so she says it's been a very "full circle" time in her life.

Congrats to **Jessica Kleinman Friedson** who along with her husband, Matthew, welcomed a baby boy, Shai Alexander Friedson, last May. Big sister, Sylvie, will be five in June and starting kindergarten in the fall.

'02

LIZZIE OSIUS

Congratulations are in abundance this year for the Class of 2002.

Kicking it off with **Vladimir Barash**: Vlad is very pleased to share that after 10 years of meeting, site search, marketing, community formation, land acquisition, permit fights, and construction, he and his partner, Lorraine, have moved into their cohousing community. It's much like a condo community in which there are both individual housing units and large social rooms for residents to host events, make art, and spend time together. Vlad and Lorraine are very happy to be living in a place they have built with people who have become close friends over many trials and tribulations.

**Patrick Leibach** and his wife, Amy, are happily settled in Ojai, CA, after a small pandemic wedding on Martha's Vineyard, MA, in September 2020. The wedding was promptly followed by the next phase of adulthood—welcoming a black lab, Wrigley, into the family in



Persephone Smith, daughter of Dan Smith '02, born in May 2022



Finn Hannah, son of Kat Hannah '02



Sharif Mitchell '02 and his family on an outing in Brooklyn, NY



Friends from the class of '99 celebrating the holiday season: Shooter Starr, Greta Bradlee Williams, Steve Brown, Reinad Beidas, Abby Bonder Bluestone, and Ben Lazarus



David Reiner '99 and his growing family



Maret alumni gather at Nathan Berger '00's wedding: (back) Sam Levine '06, Chris McCloskey '04, Jenny McCloskey '98, Lara Pukatch '00, Joe Anderson '00, Randall Salisbury '00, Julie Lenard-Palmer '00, Lizzie Osius '02, Billy Maloni; (front) MiMi Levine '04, Meredith Kirschner '00, Susana Berger '04, Nathan, Juliette Prust '00, Joanna Hughes '00, Sofia Berger '97, Kate Cortesi '97



**'02**  
Friends from the class of 2002 reunite in Joshua Tree, CA: Colin Doyle, Kassandra Margetis, Mara Fox, Anna Greenberg, Stefanie Williams Christmas, Thea Stanford, Lizzie Osius, Becca Vershbow, Kathryn Hannah

December 2020 and a two-legged daughter, Blythe Keating Leibach, in December 2021. Blythe just turned one, is wildly cute in spite of inheriting Patrick's eyebrows, and tolerates being dragged in a backpack around the mountains near their home. Professionally, Patrick recently started as CEO at a solar development/finance company called Aspen Creek Power after an eight-year stint at another solar developer and is enjoying building out the business when not tussling with his toddler.

**Sharif Mitchell** and his wife, Alex, reside in downtown Brooklyn, NY, (10 years and counting!) with their daughter, Norah (3), and son, Oliver (1). Sharif recently launched his own real estate investment management firm, Northern Liberties, which is focused on acquiring and preserving workforce housing around the country. Through its social impact fund, it has acquired over 1,800 units in the Mid-Atlantic region totaling \$340M, and it will continue to increase its assets under management, as the new fund will allow the acquisition of another 2,500 units over the next few years.

**Kassandra Margetis** and her family, longtime residents of Brooklyn, made the plunge to move to the West Coast as part of her husband, Guido's, transition from HBO to Apple TV+. Now in year two of LA life, their kids, Lazz (fourth grade) and Phoebe (first grade), are thrilled about their new school (and their surfing lessons). Kassandra has established her private practice specializing in maternal mental health. Their precious new pup, Ellie, recently rounded out their LA family.

**Mara Fox** continues her work in San Francisco, catching babies and improving the quality of care surrounding obstetric emergencies—particularly postpartum hemorrhage and preeclampsia. In what she calls "spare time," she and her husband, Josh, are figuring out how to ski in the backcountry with a toddler.

**Dan Smith** and his wife, Yasmin, recently moved to DC for Dan's new

job in the Center for Water Security, Sanitation, and Hygiene at USAID. They welcomed their beautiful daughter, Persephone (Sephie, for short), in May 2022. Welcome back to DC, Dan!

In May 2022 **Stefanie Williams Christmas** missed out on the Class of 2022's 20th reunion, but had the best possible excuse—the birth of her beautiful son, Dawkins Nelson Christmas the month prior. Piper has loved becoming a big sister, and Stefanie and her husband, Pat, are learning how to thrive sleep-deprived.

**Kat Hannah** shares a lovely photo of her son, Finn, the family's newest addition.

Finally, after what felt like a long COVID-necessitated hiatus, a number of us were able to finally enjoy a Maret mini-reunion in the beautiful desert of Joshua Tree. **Colin Doyle, Kassandra Margetis, Mara Fox, Anna Greenberg, Stefanie Christmas, Thea Stanford, Becca Vershbow, Kathryn Hannah** and I (**Lizzie Osius**) were there. With partners and kids in tow, it was a stunning feat of logistics and gorgeous chaos.

**'03**  
**BECCA GINSBERG RUTKOFF**

So excited to reunite with many of you at our 20th reunion in May! Now, on to the news.

**Alex Yergin** and his wife welcomed their daughter, Natalie Jane Yergin, into the world in May. She is doing wonderfully, and they are so happy to be parents.

Also in baby news, **Hugh Livengood** shares, "In October 2022, my wife, Arielle, and I welcomed our first child to the world, Julian Henry Livengood. We enjoy taking him on long walks around our home in Forest Hills and look forward to seeing him play with the children of the Class of 2003 alumni!"

**Eliza Meltzer** reports, "Steve and I are still doing great in New Orleans with our one-year-old son, Monty, and our pup, Roxie. Steve is a nurse at Children's Hospital,



**'08**  
Marina Leith '08 and her husband celebrate their wedding day

and I am doing resentencing and civil rights work with the Orleans Public Defenders. Currently, we are building our floats and making our costumes in preparation for Mardi Gras!"

**Andrea Fishman** writes, "I'm not usually one for updates, but I suppose I had a big one with multigenerational Frogs, so figured I'd send it in! I got married in December in Kolkata, India (big five-day 800 person wedding!). Other Frogs there were my sister, **Miriam Fishman '98**, and her boys, **Jacob Goldsmith '29** and **Alex Goldsmith '32**.

And finally congratulations to **Victoria Eagles** who was named a 40 under 40 by the *Baltimore Business Journal*.

**'05**  
**CAM MALONI**

**Jenni Romanek** moved back to DC during the pandemic and is loving it! Her one-year-old, Ezra, is objectively the cutest. She continues to work remotely at Instagram, and her husband just published an article in *Slate* about how they flipped a coin for Ezra's last name.

**Ben Stone** is currently a business

banker and branch manager with PNC bank in Bowie, MD. He recently got married and bought a home in 2022. Buying a home, getting a promotion, and getting married in the same year was quite the rush.

**Heather Brown**, her husband, and two littles, Josiah (2) and Isaiah (1), recently moved to the very place where they honeymooned in 2019, which is a small island off the coast of Belize called Caye Caulker. There, Heather runs her private ESL tutoring firm, World English Tutor, LLC. She recently released her first self-published ebook, *Healing from Heartbreak*, and hosts an annual spiritual wellness retreat called The L.E.A.P. Retreat! Her husband runs his moving company, Komplete Trucking, LLC, from the island as well. There in this tight-knit island community with their two sons, they are proud to say that they have found true peace, freedom, and joy.

**David Leipziger** is still living in London with his husband, Trevor, working in sustainable urban development and traveling around Europe. He is in a book club with his first Maret girlfriend, **Molly Wilkof**, who, if you must know, is crushing it in East London. David writes that **Anastasia Harris** is still in Houston, where she works in insuretech.

My wife and I, **Cam Maloni**, continue to kill it in Burbank, CA, working in cartoons and tech respectively. Two lifelong indoor kids, we have spent our recent days exploring the outdoors on bikes, hosting rabbit adoption events, and

taking care of our recently adopted dog, Truck, a 75 lb. lap dog that the shelter promises won't get any larger.

**'08**  
**LANGLEY KING ELLMANN**

**Marina Leith** and her partner of six years, Tor, were married in 2022 in Missoula, MT. After meeting in medical school, the two of them were matched together in a family medicine residency in Tacoma, WA, where they have spent the past three years completing their specialty training. They graduate from residency in June 2023, with plans to start practice as rural family medicine physicians at a critical access hospital in Montana in the fall.

**'10**  
**NORA ECCLES**

**Alex Francisci** has been busy making improvements around his house, including refinishing his



**'98-'03**  
Miriam Fishman '98 and her boys, Jacob Goldsmith '29 and Alex Goldsmith '32, attending Andrea Fishman '03's wedding in Kolkata, India



**'03**  
Hugh Livengood '03 and his wife welcome their first child, Julian



**'03**  
Eliza Meltzer Gottfried '03 and her family



**'10**  
Members of the Class of 2010 celebrating with Nora Eccles '10 and her husband, Neil Kondamuri: Liza Pearce, Marissa Dearing, Sophie Mendelson, Anna Pietrantonio, Emma Mlyniec, Veronica Garcia, and Grace Timmeny

**Matt Houston '10** and friends celebrating at his wedding:  
 (back) Ted Echeverria '10, Zack Kreisberg '18, Sean Johnson '10, Alex Reede '10, Rachel Keitelman '12, Matt Houston '10, Brad Gelfand '10, Harrison Wallace '10, Walter Simmons '10, Josh Keitelman '18; (front) Lynn Levinson and Jake Genachowski '10



'11

**PILAR FITZGERALD**

**Channing Foster** recently finished her time doing White House advance and is happy to be off the road and back in DC. She began her new job last fall at the lobbying firm Invariant.

**Vita Esperança Amore** moved from Los Angeles to New York City in May 2022, and is now working as a brand experiential producer at Wasserman Media Group. She is also independently directing and producing visual content and short films that she hopes will reach international film festivals and beyond.

Also in the arts, **Michael Abbey** released his first solo album, *Gale En Gorge*, last October—you can listen to it on Bandcamp, Spotify,

and Apple Music. Michael keeps himself busy in Ann Arbor, MI, working at a vintage audio store, staying involved in local politics, and organizing with the Union of Musicians and Allied Workers.

**Zein Khleif** sends her love from sunny Los Angeles, where she recently started working for production and music publishing company Echobend. She is still pursuing a career in acting, and is currently co-producing a feature documentary and narrative short film. And if that wasn't enough good news, Zein just celebrated her engagement—congratulations, Zein!

Speaking of engagements, congratulations are also in order for **Ana Erwin**, who got engaged last spring shortly after receiving her Certified Public Accountant license. Big wins and many exclamation points all around!



Jamie Progebin '13 and Derek Foret '13 catch up in Austin, TX

basement. Between projects he continues to find time to travel—most recently to Death Valley and Arches National Parks.

Last March, **Paul Wasserman** and his fiancée, Mollie Saltskog, moved to Shanghai, China. Paul writes, “We will be stationed there for the next two years with the US Department of State. As China continues to open up, anyone that comes through, please let us know!”

**Matt Houston** married Charlotte Goldman on Kiawah Island, SC, on October 29, 2022. He is working as the senior designer for Underdog Fantasy.

I, **Nora Eccles**, married my husband, Neil Kondamuri, in Charlottesville, VA, in September. We had the best time celebrating with some beloved fellow Frogs!



Lynn Farquhar '17 on the Great Loop



Curtis Nixon '21, LT Brown '22, Masai Jenkins '22, Rece Allen '21

'12

**SOPHIE ARON**

**Marty Strauss** is moving to New Orleans in the fall to work at Orleans Public Defenders. He's excited to begin a career in indigent defense there.

**Nick Francisci** just returned to his home in Cambridge, MA, after a tour of Switzerland. Nick has been working in Cambridge as the first employee at a startup pet-pharmacy, Koala Health. Koala just went live in DC.

And **Jannette Alston** got married—congratulations, Jannette!

working for a federal judge in California for a year. He's thinking of the Class of 2013 as our 10-year reunion approaches, and would love to see folks if they're ever out in the Bay Area.

'17

The Chesapeake Bay Foundation published a wonderful article on a big adventure that **Lynn Farquhar** and her parents, Annie and Witt Farquhar, completed together while “biyaking” (a combination of biking and kayaking) 6,500 miles across 22 states and two Canadian provinces. Over the course of several summers, they circumnavigated much of eastern North America on the Great Loop, a continuous water passage across ocean barrier islands, bays, bayouts, rivers, swamps, and canals.

'13

**SASHA ZIENTS**

**Derek Foret** writes, “I'm happy to report that my girlfriend, Emily Davis, recently won the 2022 Andrew W. Marshall Paper Prize and was also named an America in the World Consortium Pre-Doctoral Fellow for 2023–24. My most recent honor of note is the gold star I received from my dentist, about which I happily bragged to another dentist, **Jamie Progebin**.”

**Julian Schneider** passed the California Bar this fall and is now

'22

**Masai Jenkins** was happy to meet up with fellow Frogs when **Curtis Nixon '21**, who plays varsity football for Old Dominion University, got tickets for his crew to see the team play Georgia State. Everyone showed up: **LT Brown '21** and **Rece Allen '21** and Masai from Morehouse College.

**IN MEMORIAM**

*The Maret community acknowledges the loss of alumni, parents of students and alumni, and faculty. (Please send notices to dtignor@maret.org.)*

**ALUMNI**

**Elizabeth Imirie '47**  
**Sylvia Rucker '61**

**Robert Spigler '13**

**PARENTS OF ALUMNI**

**John Korbel**, father of **Peter Korbel '00**  
**Alexander Lyman**, father of **Greg Lyman '80** and **Geoffrey Lyman '82**  
**Christopher Ogden**, father of **Margaret Ogden '95**  
**Joseph Santarlasci**, father of **Marco Santarlasci '11**  
**Earl Silbert**, father of **Leslie Silbert '92** and **Sarah Silbert '88**  
**Raymond Smart**, father of **Jesse Safir '02**, **Archie Smart P '24, '31**, and **Roland Smart '93**



## From the Archives

**MINI MARATHON 2013.** For many years, fifth- and sixth-grade students headed out to the back field on Marathon Monday—the same day that the Boston Marathon is run—for an early morning run/walk. Math and Science teacher Kiki Sweigart, a marathon runner herself, started the popular tradition. Coach Antoine Williams brought music out onto the field, Athletic Director Liz Hall supplied the chocolate milk and bananas, and students and faculty alike would run or walk, first in one direction and then the other, for an hour. Those who ran for the full hour received a small trophy, but for most, the fun was all about the camaraderie.



## BUILDING MARET'S FUTURE

The Campaign has reached new heights this year, raising \$21.5 million to date toward our \$25 million goal. Together, we are realizing Maret's vision for the new fields facility and expanded endowment for financial aid, faculty, and special programs.

Join us, as we complete the Together We Inspire Campaign for every student at Maret today and for generations to come!

Learn more at [maret.org/twi](http://maret.org/twi)

TOGETHER  
*We Inspire* 

# MARET

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