

# TABOR



# TABOR

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2023 – 2024

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**Front cover:** The cover art was generated by AI, then modified by our graphic designer. Read more about how the Tabor community is incorporating this technology into their daily work. Turn to p. 26.



# VIEW

FROM THE BRIDGE

## Reading, Writing, and 'Rithmetic.

The curriculum of Tabor Academy was pretty straightforward when the school was founded in 1876. The basic skills of literacy and numeracy were foremost, along with an understanding of civics critical to a Nation rebuilding after a devastating Civil War.

Today's curriculum requires a much wider and complex focus. Concepts such as Artificial Intelligence, changing environmental pressures, and growing challenges with mental and physical wellbeing are set against a background of a globe that is connected by communication and transportation like never before.

As we embrace our new strategic plan at Tabor, *Mapping our Journey*, we are thinking deeply about how students learn and grow in the context of a rapidly changing world. One area of inquiry upon which we have embarked is the crafting of a "Portrait of a Graduate," which will guide us as we think about the skills, knowledge, and habits of mind our students will need to thrive throughout their lives. To do this, we have looked far and wide into the world to determine what a well-prepared graduate means today.

At the same time, however, one element of a Tabor education that has not changed, and will not change, is our dedicated teachers and the devotion and care they show to our students. I have heard from so many alums about the faculty members who helped them reach where they are today through impactful and important relationships. At the core of the best teaching and learning, regardless of the scope and sequence of a curriculum, is the care of an adult.



## TONY JACCACI

Head of School

As you read this edition of *Tabor Today*, therefore, you will see both education as it is changing and the core elements that make this sacred calling one of the best professions in the world. Hanging out with young people and helping shape their lives? Nothing better than that! ✨



See Tabor from the Head of School's perspective!

INSTAGRAM: @TONYJACCACI

## LETTER FROM THE EDITOR

## TEACH

My mother was convinced I would be a teacher—English to be specific. I always loved to read and write, and as a child I would often pretend to be a teacher. My “classroom” was in the cellar, with stuffed animals and dolls set up around me. I taught lessons using a wooden pointer stick my dad gave me (likely just an old dowel he wasn’t using) and wrote on a giant slate chalkboard that he screwed to the wall. In addition to educating my toys, I also relished being able to share things I learned with my parents and sister, “teaching” them what I knew.

Thanks to the influential people in my life, including my parents, the value of education was instilled in me early on. I knew that college, and eventually a master’s degree, would be in my future but I didn’t expect to work in education. A typical young adult, I “rebelled” against my mother, insisting that I’d never be an English teacher. It wasn’t until I met with my former head of school one afternoon during my sophomore year of college that I realized I might want to work in education. He told me that he thought private schools, like the one I attended, would be where I might excel. One January-term internship later, which I spent with their communications office, I was hooked.

Now, here at Tabor after more than 20 years working in independent schools across the nation, I can say that I’ve spent time in two different administrative departments, lived in a dorm, and even taught middle and high school classes (digital art, public speaking, and journalism). While my time in the classroom was brief—and never as an English teacher like my mother predicted—I did find my niche in schools working in marketing and communications.

There’s something special about a career at a school. We get to watch students enter as adolescents, seeking experience and knowledge, and then we see them graduate as young adults, ready for whatever life brings them. After they head off to their next endeavors, my job allows me to stay connected as they celebrate milestones in their personal lives and advancements in their careers. It is rewarding to know that schools like Tabor make an impact on our students’ lives, shaping who they are today.

When we decided to do an issue dedicated to education, the possibilities were endless. There are so many incredible stories that we could tell about Tabor’s history, people, and programs. We have done our best to represent as much of Tabor as possible in this issue, but we couldn’t possibly cover all aspects of this stellar School by the Sea.

Sit back, relax, and enjoy these stories about Tabor’s past, the exciting advancements taking place now, and learn about our alums who have also found careers within the enriching field of education. ✦



## STACY JAGODOWSKI

Director of Strategic Marketing and Communications



# Chart Your Own Course

BY ELLIOTT GROVER '06

**The role of a secondary education was scrutinized during Tabor's earliest days; the school navigated the storm by giving students control of their learning.**

The situation facing the Marion School Committee was bleak. “Our schools are indeed in a wretched condition,” the committee lamented in 1860. “On the subject of their improvement, much can be said.”

Marion was not alone. The state of the town's schools was a microcosm of the challenges facing the nation's young education system. In 1852, Massachusetts became the first state to pass a compulsory education law. It was a weak law—children between ages eight and 14 were required to spend 12 weeks in school each year—but it was better than nothing. (It wasn't until 1918 that every state in the union required a minimum level of schooling.) Nevertheless, the officials tasked with overseeing Massachusetts' schools were frustrated by the chronic absenteeism and lack of public support that stifled progress.

During an 1876 visit to Marion's town schools, Superintendent John Allen was dismayed to see such low attendance. “In one school that registered twenty-three pupils only three were present,” he reported.

“Elizabeth Taber could not possibly have cast her charity upon waters more uncharted and rock-strewn than the unsettled sea of education in nineteenth century Marion,” wrote Joseph Smart in *The School and the Sea*, his 1964 account of Tabor history.

Some citizens opposed Tabor's opening on account of the modest tuition of \$8 per term. Others questioned why a secondary school was needed when so few of the country's youth attended college. In 1870, only about 3% of 17-year-olds graduated from a public or private high school. But Superintendent Allen viewed Tabor as a rising tide.

“That the Academy should be successful is a matter of so much importance to the whole town,” he wrote in 1877, noting how it could attract “pupils from abroad” and provide a much-needed boon to Marion's post-Civil War economy. Most importantly, Allen did not see Tabor's presence as detracting from the town schools, which only served lower grade levels. “He saw the new school as the highest step of the educational ladder in Marion, a ladder from which, however, several rungs had long been missing because of public indifference,” Smart wrote.

One of the chief problems Elizabeth Taber and Clark Howland, Tabor's first principal, had to solve was how to attract students beyond those who were interested in "fitting out" for college. This ties into a larger national debate that was swirling around the role of secondary education. Public high schools had risen in prominence throughout the second half of the nineteenth century, posing a threat to tuition-charging private academies. The latter survived by developing programs designed to help students prepare for college. But if Tabor poured all its energy into becoming a "prep school," its founder and principal reasoned, it could risk alienating the local families who were essential to its existence. Since the town of Marion did not yet have a public high school, Tabor charted a course that allowed it to fill that void while still courting students with college aspirations.

Throughout Howland's tenure as principal (1876-1893), Tabor offered specific degree tracks that students could pursue. The most popular choice was the English Course, which was essentially a general education program. The term "English" is deceptively narrow as students who selected this track also studied math, languages, history, civil government, and penmanship, among other subjects. The English Course was designed for students whose formal education would most likely end once they graduated.

Students who hoped to attend college enrolled in the Classical Course. This program featured many of the same classes as the English Course, with the addition of a rigorous Greek and Latin component. Its reading list included Homer, Virgil, and Cicero, along with a healthy dose of Shakespeare. The program was tailored to the college admissions standards of the time. Students who graduated with an average of 80 or higher received "The Principal's Certificate," which, according to Smart, "admitted the graduate to Amherst, Boston University, Dartmouth, Harvard, Smith, Wellesley, or Williams."

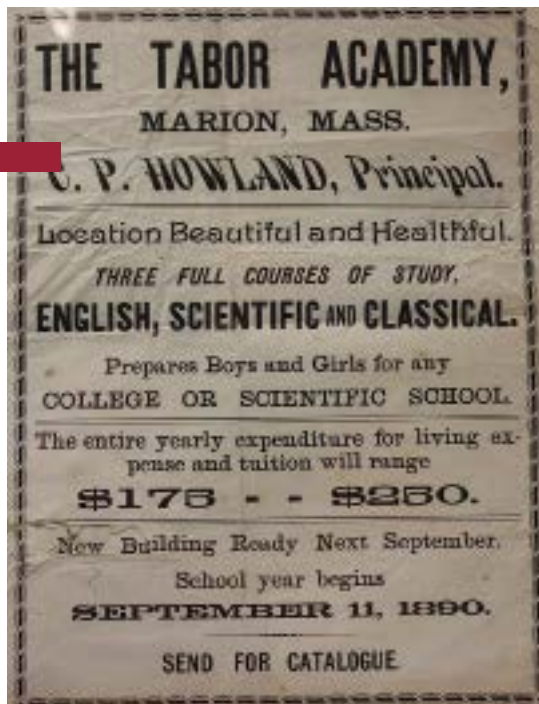
Tabor eventually offered a third degree track called the Scientific Course. It was designed for students who had serious interests in the natural sciences but did not wish to devote time to classical subjects. They took classes such as chemistry, physics, geology,



plane trigonometry, and botany. Because the program seemed "neither to prepare for college nor to educate generally," Smart wrote, it was the smallest of the three.

Around the turn of the century, Tabor's enrollment started to decline. The boarding population was hit particularly hard as more families kept their children home to attend public schools. In 1879, private secondary schools accounted for 73% of the country's total high school enrollment. By 1900, that figure dropped below 8%. Tabor's board of trustees, who assumed control of the school following Elizabeth Taber's death in 1888, warily observed this trend. "The increasing number of free high schools had become by 1900 a veritable torrent of free education which was to wash away more than one academy," Smart wrote.

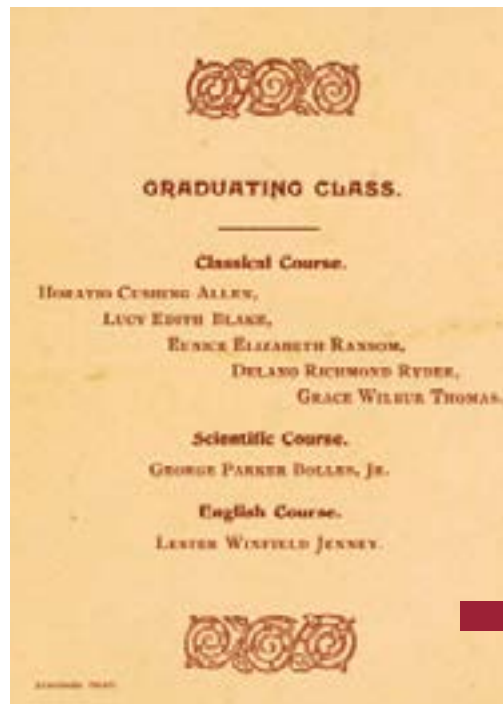
Tabor's second principal, Dana Dustan (1893-1901), pursued a more college prep-heavy curriculum in order to distinguish Tabor from the public high schools. Under his leadership, the Scientific Course was removed and students could choose from two degree tracks, Classical and General. These changes, however, did not yield the desired enrollment gains. In 1901, the trustees voted on "drastic changes in the curriculum and, above all, in the entire direction of the school," Smart wrote. Nathan Hamblin succeeded Dustan and took the helm with a mandate to steer Tabor closer to the public schools in terms of offering a more flexible curriculum.



To help articulate Tabor’s new academic philosophy, Paul Hanus, a professor of educational theory at Harvard University, was asked to deliver the 1901 commencement address. His talk, titled “A Modern School,” offered a pragmatic and socially conscious vision. “The education demanded by a democratic society today is an education that prepares a youth to overcome the inevitable difficulties that stand in the way of his material and spiritual advancement,” Hanus said. “The only real preparation for life’s duties, opportunities, and privileges is participation in them.”

The modern school, Hanus argued, should give students agency to discover and develop their own interests. “We require of secondary education a flexibility that deliberately cultivates the power of choice,” he said. “Flexibility in secondary education accordingly means that the pupil is free, under certain obvious restrictions, to choose his own studies in accordance with the gradual discovery of his dominant interests and consequent future needs.”

The course catalogs from the years after this speech reveal how Tabor sought to empower students through choice even after the different degree tracks were eliminated. “The school’s course of study was to be based not on what this or that college demanded of its applicants, but on what life itself demanded of



everyone,” Smart wrote. A greater variety of electives and vocational courses were offered in subjects such as bookkeeping, commercial arithmetic, sewing, agriculture, and typewriting.

In the fall of 1907, a stock market crash triggered a wave of financial panic that undermined Tabor’s progress. “The enrollment at the academy,” Smart wrote, “reflected the state of the national economy with rather remarkable speed.” By 1911, only nine out-of-town students joined 35 Marion residents to make up the student body. By 1915, the fiscal picture was so grim that the trustees agreed to transfer control of Tabor to the town to serve as a public high school. This prospect was so upsetting to three of the trustees that their fellow board members gave them latitude to search for a leader who might be able to right the ship.

At the eleventh hour, Walter Lillard came aboard. As Tabor’s fifth headmaster, Lillard oversaw a complete reorganization of the school. The sea became the beating heart of Tabor’s identity, and students were encouraged to pursue their individual interests in a setting that prioritized real-world experience. Specialized curricula developed over time, creating the rich offerings that empower today’s students to customize their Tabor experience. For a closer look at the birth of the nautical science department, turn to “Anchored in Tradition” on page 8. ✦





Chemistry science lab, circa 1941.



On a sunny June afternoon in 1918, a large crowd convened on the Marion waterfront for what was billed as a marquee event in Tabor history. Students in the boat building class, which was first offered in 1916 with the arrival of Headmaster Walter Lillard, were finally ready to sail the “batter boat” skiffs they had toiled all year to complete.

Lillard viewed this inaugural voyage as an important marker of Tabor’s new direction and identity. His plan for saving and transforming the academy, which had come within a last gasp of failing due to its dwindling enrollment, was to embrace its unique location as the key to its future.

“Lillard was the man who launched Tabor Academy onto the sea,” school historian Joseph Smart wrote in his 1964 book, *The School and the Sea*. “He realized at once that if the school was to be advertised nationally as a boys’ boarding school, about the only quality to distinguish it from other older, more successful preparatory schools was the advantage offered by the salt harbor lying unused before it.”

Starting in 1916, Tabor began creating programs that made the most of this advantage. The rowing and sailing teams took shape, and courses such as boat building, model boat building, mechanical drawing, and woodworking equipped students with a valuable combination of practical and theoretical knowledge.

The fact that they could then sail and race their own boats presented yet another unrivaled experience.

For this reason, Lillard and the school publicly celebrated the first student-made boat launch in 1918. It was scheduled after the morning’s Commencement exercises. Parents and local residents had all been invited. Captain John Carlson, physical director of the Tabor Summer Camp and a veteran sailor of the Swedish merchant marines, was tasked with leading the ceremony.

“Well,” Carlson recalled years later in Smart’s book, “It was awful, let me tell you.”

The four boats had been tied to the dock with their sails set. The students waited at the edge of the shore as anticipation mounted. Finally Carlson yelled, “Jump in!” The boys raced down the ramp, sprinted across the float, and leapt into their boats. “By God,” Carlson said, “All the boats turned



Student-built batter boats: *Buddie, Cootie, and Vamp*, circa 1920.



*“Lillard was the man who  
launched Tabor Academy  
onto the sea.”*

**Joseph Smart**

Walter Lillard in his World War 1 Army uniform.

right over at the dock, right in front of all those people.”

In the rush to finish building the boats by the end of the school year, the students had not received proper training on how to sail—let alone enter—their vessels. As Smart wryly observed, “No one had remembered to tell the early sailors (and swimmers) of Tabor Academy not to grab onto the mast on entering a small boat.”

Thankfully this episode was a comic footnote rather than an inauspicious sign of what lay ahead. The school’s nautical programming grew rapidly over the next decade. When the United States entered World War I in the spring of 1917, Lillard felt a call to action. He had previously served in the National Guard and re-enlisted as a Captain. While waiting for his orders to come through, he sought to make himself as useful as possible to the war effort. That summer, he started a naval training program on Tabor’s campus to prepare young men who planned to enter the armed forces.

Camp Cleveland, named for one of Marion’s most famous visitors, President Grover Cleveland, was a six-week session where cadets learned to sail and perform a range of military duties. To augment the training, Lillard borrowed two 31-foot cutters from the Navy. According to Smart, the camp brought Tabor “to the attention of hundreds of people who had never heard of the small, struggling school.”

One such individual was Alexander Forbes. Forbes had visited Camp Cleveland when he sailed *Black Duck*, his 68-foot schooner, into Sippican Harbor. The visit left such a strong impression that Forbes lent *Black Duck* to the camp the following summer. It would stay with the school, sailing mostly under Captain Carlson’s command, for several years.

Although Camp Cleveland only ran for three summers, it left a permanent imprint on Tabor’s approach to education. Elements of the camp’s curriculum were adapted into a full-year nautical training program that included courses such as seamanship, navigation, and naval communications. Today’s nautical science department descends directly from this chapter in school history. Much like current students, Tabor’s earliest nautical science pupils learned from hands-on experience. The seamanship class





**TOP:**  
Model boat building in Hoyt.

**BOTTOM:**  
Semaphore practice at Camp Cleveland.



DEPARTMENT OF THE NAVY  
OFFICE OF THE SECRETARY  
WASHINGTON

NOV 27 1941

Dr. Lillard:

In virtue of the authority vested in me by an act of Congress  
February 27, 1936, and amended June 8, 1941, I take pleasure  
in designating the Tabor Academy, Marion, Massachusetts, as an  
Naval School in the terms of this act, subject to the report  
thereon by a Naval officer, or board of Naval officials, as  
required for in the enclosed Requirements and Regulations Governing  
the Establishment of Honor Naval Schools.

This designation will remain in effect unless revoked for cause  
by the Navy Department.

Sincerely yours,

*Frank Knox*

Lieutenant Colonel W. H. Lillard,  
Headmaster, Tabor Academy,  
Marion, Massachusetts.

Schooner Tabor Boy 1 under sail to the 1933 World's Fair in Chicago.

drilled in the Navy cutters, navigation students honed their skills on *Black Duck*, and the communications class made frequent trips to a trans-Atlantic radio station where they cabled messages to Norway and France.

Underpinning Tabor’s early commitment to nautical science was Lillard’s belief that time spent in boats was time spent building



character. “A good sailor must be orderly, alert, quick to respond to an order... and intelligent in making accurate observations and in reaching independent decisions when unexpected situations arise,” the 1920-21 course catalog stated.

Extracurricular nautical opportunities expanded in the years after Camp Cleveland. Forbes allowed Tabor to continue using *Black Duck* as the school schooner. This enabled the start of a deep-water cruising program, which Smart called Tabor’s “most distinctive feature.” In 1925, the school returned *Black Duck* and purchased the first *Tabor Boy*, an 88-foot auxiliary schooner originally named *Robin*.

“It was this ship,” Smart wrote, “which was to carry the school’s name up and down the East coast on the many cruises to Maine or to Washington, D.C., as well as into the very heart of the nation by the long trip up the Hudson River and through the Great Lakes to the Chicago World’s Fair in 1933.”

Other cruising opportunities arose beyond participation in the budding *Tabor Boy* program. Through a partnership with the Merchant Marines, Tabor students could sail as cadets on international voyages during their spring and summer vacations.

Lillard accompanied students on the first trip to France in 1919. The following year, Lillard contacted the director of the Sea Scouts, an organization affiliated with the Boy Scouts, to learn more about their program.

In his letters that have been preserved in the Dartmouth College archives, Lillard described in colorful language his reaction to receiving a copy of the first *Sea Scout Manual*. “I was astonished to discover the absence of any real seagoing facts of life,” he wrote. “The manual had been written by some landlubber Scout official. Obviously they needed some real saltwater experience. I suggested by letter a national training camp at Tabor.”

After meeting with the Sea Scout leaders in New York, Lillard announced that they agreed to hold such a camp at Tabor during the summer of 1921. It was also agreed, he noted cheekily, “to bury the alleged manual and plan for a real salty one to be edited by a group of carefully chosen sea dogs, with me sitting in to contribute a little boy psychology.” There’s no doubt that Lillard’s confident tone stems from the early success Tabor achieved through Camp Cleveland and the school’s subsequent programs. Sea Scout training became a component of Tabor’s nautical curriculum into the 1940s.

The ultimate validation for Lillard came in 1941 when he received a letter from Frank Knox, the Secretary of the U.S. Navy. Knox informed Lillard that Tabor had been designated as a Naval Honor School, a status it maintains to this day.

There are many threads tying the school’s early nautical endeavors to today’s robust program where hands-on learning remains the backbone of a Tabor education. TaborX this year offers canoe construction, while boat restoration has been a perennial student choice for individual senior projects. Arguably no course is more hands-on than model boat building. Like their predecessors, today’s boat builders race their boats at the end of the term. It’s a fun and highly anticipated climax. And unlike the first launch in 1918, today’s students tend to stay dry. ✦





# Waves of Knowledge

BY ELLIOTT GROVER '06







Billy Wilson, creative commons license.

**The Weweantic River is an unassuming, 17-mile-long river in southeastern Massachusetts.**

**Its name, Wampanoag for “crooked,” is an apt description of its shape. The Weweantic begins in the wetlands of Carver, where its watershed touches many cranberry bogs, and weaves south through swampy birch and maple forests before draining into Buzzards Bay. On this unheralded little river, Tabor’s world-class marine science program flashed to life over half a century ago.**

Following the Second World War, government and private sector funds poured into ocean research. While progress came quickly, one problem was increasingly clear to the scientific community: they were running out of scientists. In 1960, the American Society of Limnology and Oceanography published a report that confirmed as much. The number of high-achieving students preparing for careers in oceanography, the report concluded, was insufficient to meet future demand for the field.

The Woods Hole Oceanographic Institute (WHOI), one of the most renowned laboratories in the world, proposed a solution. What if high school students could partner with WHOI scientists to conduct research, learn about oceanography, and, just maybe, be inspired to pursue it as a profession? The National Science Foundation thought this was a promising idea and funded the initiative with a grant. The resulting program, the Independent Secondary Schools’ Cooperative Effort in Oceanography (ISSCEO), was launched in 1961.

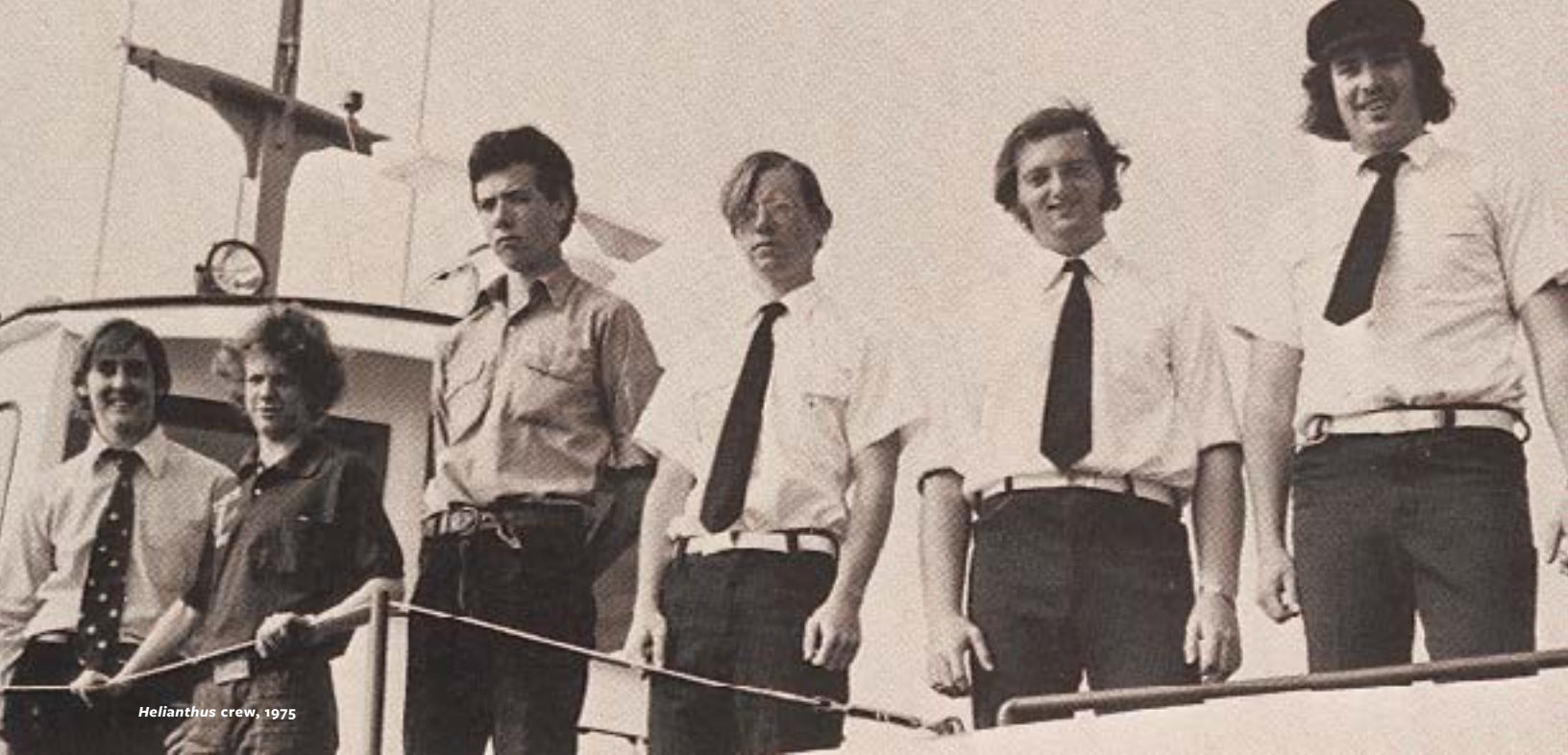


Tabor, along with St. George’s School and Moses Brown School, was one of three schools initially chosen for the partnership. Headmaster James Wickenden had studied biology in college. In the summer of 1929, he received a scholarship to conduct research at WHOI. Suffice to say, he was a strong supporter of the ISSCEO.

The program had two parts. The first was a monthly lecture series. Students from all of the schools would meet, usually at Tabor due to its central location, and marine biologists from WHOI would speak on a range of topics such as ocean floor volcanoes and cloud physics. The second



OPPOSITE: Marine science research in the marshes with former faculty Duane Minton, circa 1990, and outside the MANS Center, 2023.



Helianthus crew, 1975

component was a research project. Each school, in consultation with WHOI, designed its own study that required extensive fieldwork. At the end of the year, the students published a report and presented their findings at a conference in Woods Hole.

For their first project, Tabor's oceanographers surveyed the Weweantic River. "This river has many peculiar traits," a writer for *The Log* explained in 1962, citing the river's estuary ecosystems and microorganism populations. The students established seven observation posts along the river, from which they tracked salt content, light concentration, and other key metrics. They relished the time outdoors and gained valuable field experience while learning how to use lab-grade equipment. The program started small; there were only three students. As word spread about the fun and fascinating work they were doing, applications swelled for the following school year.

By 1964, the ISSCEO was "one of the most active and respected extra-curricular activities in the school," according to its yearbook page. As the size of the group increased, so did the scope of the research. Having completed a successful survey of the Weweantic, Tabor's researchers turned their attention to a body of water that was even closer to home.

Sippican Harbor is a natural laboratory for the budding oceanographer. Its diverse population of zooplankton and phytoplankton (small aquatic animals and plants, respectively) offers countless research opportunities. As part of their first survey of Sippican Harbor, the ISSCEO students recorded a number of readings—including oxygen, chlorophyll, and phosphate concentrations—in an effort to identify correlations between the chemical and physical properties of the water.



The continued growth of the oceanography program elicited more support from the local scientific community. In 1970, the Massachusetts Audubon Society lent Tabor a 40-foot lobster boat so the student-scientists could extend their research to the outer

harbor. "The loan of the boat has greatly enhanced the program," a *Log* writer stated, by allowing for the testing of benthic organisms in Buzzards Bay. Shortly thereafter, the program acquired its first dedicated boat, *Helianthus*, later renamed *Grand Turk*. In 1976, it underwent extensive alterations to convert the cabin into a laboratory.

Although oceanography was still considered an extracurricular club, there was no denying its academic momentum. As part of



Tabor Boy on a Caribbean Studies cruise

Tabor’s 1970 Master Plan, the trustees expressed a desire to build a laboratory “located at the water for field work.” By the end of the decade, oceanography was an official class. More courses were added and experienced faculty were recruited to grow the marine science program. An overview from the 1981 yearbook highlights how the subject tapped into the school’s early environmental consciousness: “Oceanography at Tabor is not only a study of the ocean, it is an appreciation for, and a willingness to solve, the man-made problems of this century.”

The construction of the Schaefer Oceanology Laboratory in 1995 achieved the goal from the 1970 Master Plan. Built to the south of Lillard Hall on the marshy shore of Sippican Harbor, the Schaefer Lab provided a dynamic research setting that created opportunities for new projects. In 1999, for example, students partnered with the Town of Marion to seed an oyster farm. “This fall, a dozen aquaculture cages containing tens of thousands of oysters were submerged between Hoyt dock and

the crew dock,” former Jaeger Chair in Marine Science Sue Nourse wrote in *Tabor Today*.

It was Nourse, building on the ecological work of her longtime science department colleague Duane Minton, who spearheaded an initiative that would further distinguish Tabor’s oceanography program. Marine biologists in the U.S. and British Virgin Islands had become increasingly alarmed by the decline of the coral reef population. Elkhorn, an important building coral, had been decimated by disease, storms, and human interaction. In 1998, Nourse received a Toyota Science Grant for a project to build artificial coral reefs. Collaborating with ceramics teacher **Bob Mogilnicki ’76**, Nourse worked with students to construct and submerge these reefs.

In the winter of 1999, Tabor students traveled to St. Thomas to help scientists from the National Park Service and United States Geological Survey explore and document the coral. Having

taken a special class on coral reef ecology the previous fall, they were well prepared to contribute to the research. Their base of operations was the SSV *Tabor Boy*. “Not only did the students learn marine science with real-life applications,” noted a subsequent article in *Tabor Today*, “but also each group had to learn how to sail the SSV *Tabor Boy* and be a part of a close-knit team.”

More than 20 years later, the Caribbean Studies Program, later known as the REEF Program, has evolved into a signature Tabor offering. The current program, called Coral Reef Restoration in the Bahamas, started in 2019 as a partnership with the Gerace Research Center. Thanks in part to the work of Tabor students, Elkhorn coral is now protected under the Endangered Species Act. The program’s enduring success demonstrates the value of fieldwork, a longstanding tenet of Tabor’s approach to science.

“When you’re in labs in school, you’re repeating experiments that other people have done before,” Jaeger Chair in Marine Science Dr. John Crosby told *The Log* in 2016. “In the Caribbean, students are able to participate in real, important scientific research that nobody has ever done.”

The Marine and Nautical Science (MANS) Center, completed in 2005, further enhanced the school’s commitment to providing students with real research experience. An unrivaled facility, it houses the Schaefer Wet Lab and features state-of-the-art technology like the ability to replicate harbor conditions by pumping, filtering, and storing seawater. Having a flagship building like the MANS Center has allowed Tabor to offer specialized courses such as ichthyology and aquaculture while empowering students who are interested in pursuing independent projects.

Ongoing partnerships with leading research centers like WHOI and the Marine Biological Laboratory (MBL) have led to novel opportunities. Tabor students have had summer internships at the MBL, coveted positions typically reserved for graduate students. During the school year, students have participated in the MBL’s High School Science Discovery Program, which is like

a modern iteration of the ISSCEO. In one recent project, Tabor students worked with world-class scientists on the genome editing of aquatic and marine organisms.

Tabor’s emergence as a leader in marine science education is a foundational part of its history. In 1916, Headmaster Walter Lillard arrived with a vision to transform the school by creating programs that embraced its proximity to the sea. By introducing marine science into the curriculum, Wickenden, Lillard’s successor, helped turn this vision into an inspired reality. As Tabor approaches its 150th anniversary, the intertwining of its seaside location with unparalleled marine and nautical science offerings has become a defining aspect of the school’s identity as the School by the Sea. ✦



**TOP:**  
Collecting samples in Sippican Harbor with former faculty member Sue Wieber Nourse, 1998.

**BOTTOM:**  
Marc Millette '19 participates in a research internship at the Marine Biological Laboratory.



*Then and now:*

The tradition of boat building continues at Tabor.

# ALONG FRONT STREET

Wondering what has been happening at Tabor? Check out our latest news online. Get these stories and more at [taboracademy.org/alongfrontstreet](https://taboracademy.org/alongfrontstreet).



## TABOR'S INAUGURAL INTERNATIONAL THESPIAN SOCIETY INDUCTION

Honoring Student Achievement in Theater! At All School Meeting on September 28, 2023, 15 Tabor students were inducted into the International Thespian Society for their demonstrated commitment and excellence in theater.



## TWELVE TABOR STUDENTS EARN NATIONAL MERIT SCHOLARSHIP RECOGNITION

Twelve seniors at Tabor Academy have been named Commended Students for their performance on a National Merit Scholarship Qualifying Test. At All School Meeting these students were recognized for this significant achievement.



## CELEBRATING FALL AT THE SCHOOL BY THE SEA

Dreary weather didn't dampen our Seawolf spirits! Thank you to our amazing families and alumni for brightening up campus, joining us for Fall Family Weekend and Tabor Day, and celebrating more heartwarming moments amidst the autumn rain.



## FROM CENTER-MID TO HEAD COACH: NICOLE FERNANDES '17 ANNOUNCED AS GIRLS SOCCER HEAD COACH

Girls Soccer did not have to look far for their new head coach—Tabor Academy is excited to announce **Nicole Fernandes '17** as the head coach of the program.



**SEAWOLVES SIGN NATIONAL LETTERS OF INTENT**

On November 14, 2023, Tabor Academy recognized college-bound scholar-athletes as they signed their National Letters of Intent.



**FALL DRAMA BROUGHT TO (AFTER) LIFE**

“If you could spend eternity with just one precious memory, what would it be?”—the question at the heart of this year’s Fall Drama performance, *After Life*.



**SEAWOLVES SHOW UP FOR THE 2023 INTERNATIONAL COASTAL CLEANUP®**

On Sunday, September 17, Seawolves traveled to Fort Phoenix State Park in New Bedford for the 2023 International Coastal Cleanup® (ICC).

**BUILDING BRIDGES BETWEEN BOARDING SCHOOLS AND HBCUs**

Building Bridges is a partnership that brings together representatives from independent schools and Historically Black Colleges and Universities (HBCUs). This year, founding members of the Partner School Network—Tabor Academy, Milton Academy, and St. George’s School—hosted their second annual Building Bridges Fall Career Exploration Program.



**SEASON’S GREETINGS**

2023 marked Tabor’s third-annual holiday card contest. This year, a painting by **Camryn Hartigan ’25** was chosen for the cover of the card and a digital design by **Long Tran ’26** was chosen for the envelope. Their artwork was shared around the globe with the entire Tabor community.



**TABOR COMMEMORATES MARTIN LUTHER KING JR. DAY**

On Monday, January 15, school-wide programming was held in honor of Martin Luther King Jr. Day. Alumni **Joby Branion ’81**, **Heather Huszar ’03**, and **Trinity Monteiro ’17**, and former faculty Harold Bost and Carl Lovejoy were honored at the inaugural Martin Luther King Jr. awards ceremony.

# Mapping Our Journey

## A Strategic Vision for Tabor

**At the heart of every thriving institution lies a well-crafted roadmap—a strategic plan that serves as a compass guiding each step toward a brighter future.**

Founded in the optimistic era of 1876, Tabor Academy emerged as a beacon of progress and potential. The institution that soon came to be known as the School by the Sea was founded by Mrs. Elizabeth Taber, a visionary who, after enduring personal tragedies, devoted her life to the betterment of her hometown of Marion, Massachusetts. Founded 100 years after the birth of our country, Tabor's journey is intertwined with innovations in American history, from the invention of the telephone and the dawn of electric light, to the civil rights movement, to the introduction of biometric technology, cloud computing, and AI.

Mrs. Taber's spirit of resilience and innovation continued under the guidance of Headmaster Walter Lillard in 1916. Faced with financial challenges, Lillard's bold decision to relocate Tabor Academy to the seaside not only saved it from closure but also redefined its identity and mission. His foresight distinguished Tabor as an institution with global perspective and a unique connection to the sea, laying the groundwork for the international community it fosters today.

As Tabor Academy stands at the threshold of its 150th anniversary, this new strategic plan, "Mapping Our Journey," reflects its storied past and a commitment to a future of continued excellence and global influence. The plan, while ambitious in its vision, is guided by four key priorities that speak to the heart of Tabor's legacy: student learning and empowerment, global education, holistic wellbeing, and sustainable growth.

These priorities reflect the school's historical foundation in resilience, innovation, and global engagement; and capitalize on Tabor's proximity to the sea, with a focus on place-based learning. Each strategic priority demonstrates Tabor's commitment to an education that is both rooted in tradition and forward-thinking, leading Tabor into a bold and bright future.

Head of School Tony Jaccaci highlights the significance of this strategic vision saying, "At the plan's core, our guiding statements draw inspiration from the school's long and storied history; our mission will guide us to empower students to connect, serve, and lead, much like thousands of Tabor students have done for generations."

Jaccaci's sentiments are echoed by Regina Shakin, Board Chair and a parent of Tabor graduates. She shares her personal experience with the school noting, "I have come to love this special school and community. I have witnessed myself the strength of the student experience here and how Tabor changes lives." Shakin expresses her enthusiasm for the plan: "As we prepare for the future, the board of trustees and I are excited about the direction of our school's growth and the promise of the strategic plan."

"Mapping Our Journey: A Strategic Vision for Tabor" is more than a plan; it's a commitment to preparing students well to handle the challenges of an uncertain future with competence and confidence. For a more in-depth exploration of the goals of our strategic vision, and updates on the achievements of our strategic planning as they emerge, visit [www.taboracademy.org/strategicplan](http://www.taboracademy.org/strategicplan).

“It is my will and desire that ... the character of the school itself shall also be gradually elevated and its scope enlarged, till ... it shall afford facilities for the acquisition of a liberal education to the youth of all portions of the country.”





# MISSION

**Tabor Academy educates and empowers students to connect, serve, and lead.**

# VISION

As the School by the Sea, Tabor Academy is both homeport and launching point for a globally connected education where students and educators build knowledge; identify opportunities; and explore innovative, ethical solutions to complex local and global challenges.



# VALUES

## Care

Care—for ourselves, one another, our communities, and the environment—advances a life of purpose and principle.

## Collaboration

Collaboration cultivates an inclusive community and enhances belonging, involving every voice to explore possibilities and improve outcomes.

## Courage

Courage enables us to take risks, to develop resilience and resolve, and to act with integrity.

## Curiosity

Curiosity sparks learning as an active and ongoing pursuit of understanding, inspiring genuine engagement, deep inquiry, and creative thinking.



## **PRIORITY 1**

### *Empower Students for Impact*

The Tabor Way of Learning (TWL) is our blueprint for shaping an engaging learning environment to equip students with leadership and service skills, both at Tabor and beyond. Our goal is to make education more enriching and relevant by merging cutting-edge technology, creative programs, diverse learning paths, and proven teaching strategies. In doing so, we combine cherished traditions with innovative approaches. TWL is all about nurturing visionary leaders and preparing students to be proactive contributors and positive changemakers, living purposeful lives in their communities and the wider world.

## **PRIORITY 2**

### *Cultivate a Globally Minded Community*

Tabor's vision is to broaden students' understanding of the world and their place in it. By nurturing connections with diverse cultures, we inspire our graduates to see boundless possibilities and learn from the beautiful tapestry of human differences. Our commitment to diversity, equity, and belonging (DEB) is essential to our progress and enriches the educational journey for all.



**LEARN MORE ABOUT THESE PRIORITIES**

[www.taboracadem](http://www.taboracadem)



## **PRIORITY 3**

### *Nuture Minds Through Wellbeing*

At Tabor, we understand that the foundation of effective learning lies in the physical and emotional wellbeing of both teachers and students. As a residential learning environment dedicated to nurturing the mind, body, and character, Tabor is unwavering in its commitment to fostering a climate and culture that champions balance and places the utmost emphasis on holistic physical and emotional wellbeing health and wellness.

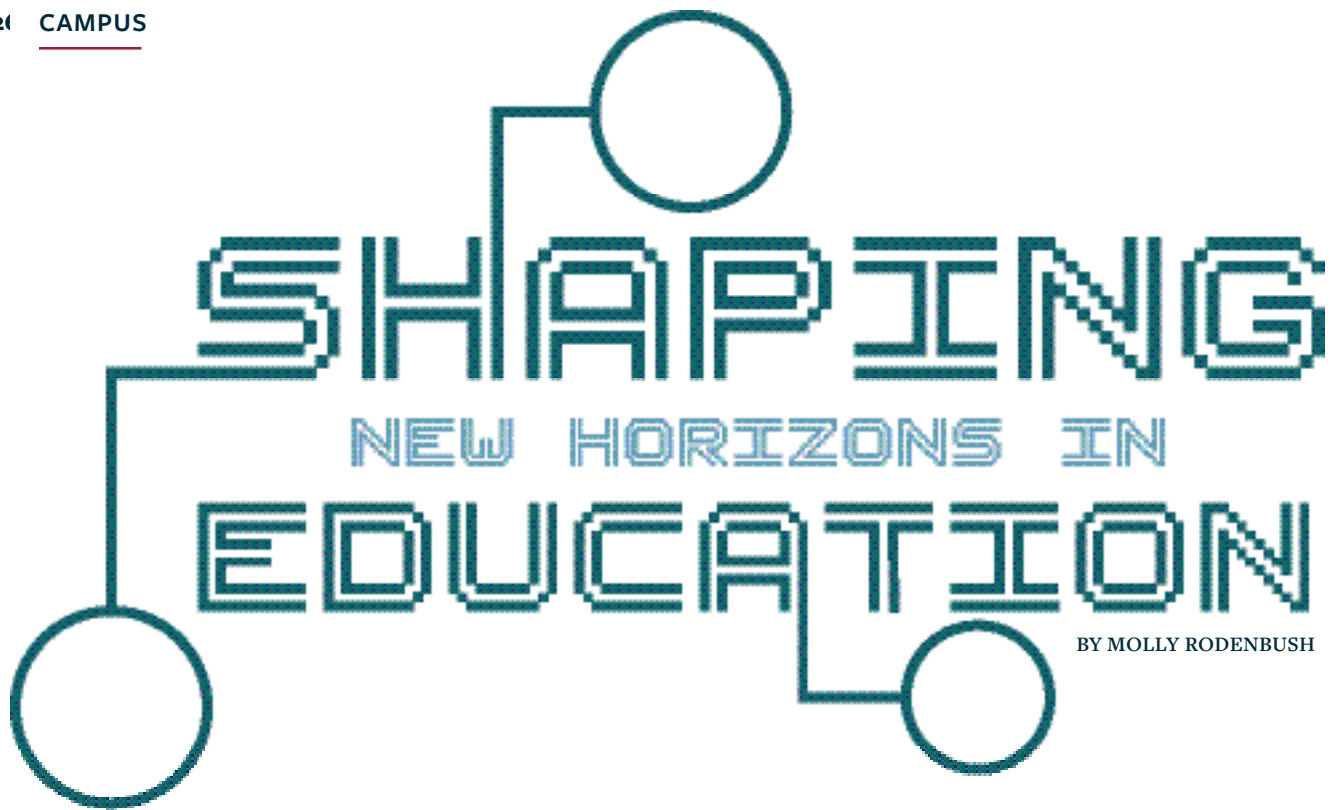
## **PRIORITY 4**

### *Secure Tabor's Success*

At Tabor, we are committed to strengthening our financial stability and organizational resilience, allowing us to meet and exceed the ever-changing needs of our students and the external forces we face. We acknowledge that financial resources, modern facilities, robust fundraising support, ongoing enrollment strength, and a dedicated faculty and staff are essential for delivering the best possible educational experience for years to come.



[y.org/strategicplan](https://www.tabor.edu/org/strategicplan)



# SHAPING NEW HORIZONS IN EDUCATION

BY MOLLY RODENBUSH

As handheld calculators entered classrooms in 1967, so did fears that students' independence would be replaced with a reliance on machines. However, as curriculums adapted and use policies were adopted, attitudes not only began to change but learning improved, as revealed by Dr. Aimee J. Ellington in the *Journal for Research in Mathematics Education*. In her research, Ellington reveals that calculators don't hinder skill development and, when combined with traditional pen-and-paper practices, advance students' general understanding of a lesson. Tabor hopes to apply the same philosophy—using technology as a tool alongside traditional teaching—to the newest advancement to enter education.

Generative artificial intelligence, or AI, uses computer systems to perform tasks that normally require human intelligence. The technology learns from large amounts of data it sources across the internet. University of Pittsburgh's Center for Teaching and Learning explains, "Unlike internet searches, generative AI tools do not use algorithms to locate and curate existing sources. Instead, they create new content by predicting what word, sound, or pixel would come next in a pattern."

Utilizing text, images, video, code, music, and more, generative AI recognizes patterns to answer a prompt and provide output that—almost—resembles work made by a human. This means

that in environments such as a school, AI challenges both a student's academic integrity and a teacher's ability to recognize plagiarism.

Tabor released its first statement regarding AI in April 2023, in response to the emergence of ChatGPT, a free generative AI software that writes text and creates images based on a user's prompts. Reiterating the importance of individual work and unique thought, Tabor's statement went on to prohibit the use of AI for idea and content generation in accordance with the school's academic integrity expectations. In this initial message, the Academic Council also expressed their dedication to investigating and attaining a nuanced understanding of AI as an emerging tool, and how it can be used to enhance learning and writing. They wrote, "Over the next several months, we will dive deeply into exploring our learning goals, how we measure learning, and the roles of AI in the academic experience."

Over summer break, Tabor faculty got to work. Many participated in an asynchronous online course called "Empowering Teachers: Generative AI in the Modern Classroom," created by Justin Cerenzia, Buckley Executive Director, Chair for Teaching and Learning at The Episcopal Academy. By August, the Academic Council developed an official AI policy to be implemented in fall 2023.

The policy states that, “Students are permitted to incorporate generative AI tools into their daily academic activities unless expressly instructed otherwise. However, it’s critical to approach the use of generative AI with a strong sense of responsibility. While we recognize generative AI’s potential to amplify the academic experience, it’s important to remember that generative AI should complement, not replace, the critical thinking and creativity central to a Tabor education.”

History teacher John Reydel played an active role in developing this policy and engaging in professional development opportunities surrounding AI. He says, “My responsibility as a teacher is to help students use AI as a tutor but write effectively and think properly on their own. I want to create a supportive environment in which students can explore and educate themselves independently and beyond Tabor.”

According to Ryan Farrington, Director of Library Services and Digital Learning, AI has the potential to supplement human capability and drive humanity forward in terms of efficiency in education, science, research, and in pretty much every aspect of our lives. To help bring awareness to generative AI and address related fears and concerns, he has organized a series of panel discussions for the Tabor community to converse candidly about the ways in which teachers and students are using AI both in and out of the classroom.

On September 15, 2023, Tabor held its first “Friday Lunch and Learn” meeting in the library. Students, faculty, and staff gathered and shared their experiences with generative AI, while also sharing sandwich wraps and sweet treats provided by Tabor’s dining team.

“Right now, none of us are good ‘AI teachers;’ we’re all learning this together. When **Natalie Konowicz ’24** shared that she was nervous about her future as a writer, it resonated with teachers who worried about their jobs during the initial chaos of ChatGPT being announced,” admits Farrington. “Now that the dust is beginning to settle, we can all breathe a sigh of relief and say, ‘Ok this isn’t the end of teaching,’ and, ‘It’s the human element that makes a good writer,’ and, ‘So no, Natalie, do not think you need to give up your dream of being a writer.’”



Looking ahead to the future and imagining how academic and professional lives will be influenced by AI was at the center of this student-teacher discussion. Art Department Chair Tricia Smith's students worried about artists being made obsolete by generative AI, so she had them use the program "Dall-E" to create artwork. As they received their results, they all agreed that AI lacked what made their own original artwork special—emotion and the human experience.

**“Some people think this is going to replace human work, but it’s not spinning anything new, rather a synthesis of what already exists. AI can’t yet determine what’s right versus wrong,” adds Alex Wang ’25.**

While Konowicz acknowledges there is a fear of the unknown that exists within this new and changing landscape, she also believes that technology only knows as much as we teach it. She says, “I take comfort in knowing that no one else has the same ideas as me.”

In the second hosting of “Lunch and Learn,” on October 13, Reydel and Language Teacher Zora Lynch shared their journeys to using AI in the classroom, presenting some of the activities and lessons they have tried so far. Their students in attendance also shared their experiences using Adobe’s new generative AI features, while responding to questions from those sitting at the table.

“We’re not in these classes to have the work done for us. It’s a critical thinking environment; we’re taking this class to learn, not have someone learn for us,” says Jenny Aikman ’24, on AI’s integration in Tabor’s classes. “Teachers emphasize that while there can be shortcuts, it is important to learn the thought-process behind the long solution first; whether its grammar with Mrs. [Helene] Sughrue or literature with Mr. [Ian] Patrick [’84]. Tabor can use AI in a really great way because we have a strong foundation for learning.”

When asked if anything about AI has been surprising, Aikman responded, “The standard of AI’s writing was lower than what I have come across when peer-editing Tabor student’s work.”



**Claire Keswick '24** added in agreement, “The level at which we analyze text is so much deeper than AI has shown us it can spit out.”

In Lynch’s Spanish class, students were asked to write a poem about a place and attach two images: one chosen or taken by the student, and one generated by AI based on the poem they wrote. “It was overwhelming and absurd to see how AI took my words and made its own combination,” laughs Keswick. “It was a lot of fun to play with, and you could find what you wanted to if you took the time to play around, but it lacks logic. For example, I asked for golden retrievers in the yard of my image, and it automatically included twelve in front of the house.”

In this assignment, Keswick and her classmates discovered that AI only focused on keywords from their poems, not grasping the full scope of imagery their words intended to create. “I think AI did a good job of using concrete words and incorporating as much as it could, but it did not complete the task fully. It missed small details,” offers Aikman. “This assignment did a good job of visually expressing the idea that AI can miss critical and creative thinking skills that a student uses when learning and completing an assignment.”

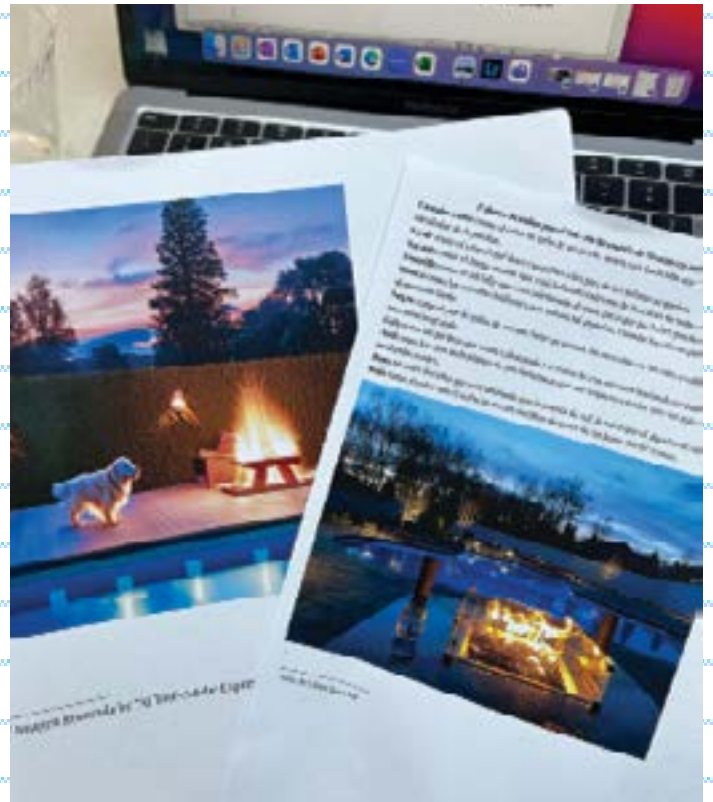
Technology parallels the progression and evolution of society. A once-controversial contraption, calculators now are on every “back-to-school list.” What does the future have in store for AI? While fear is an uncontrollable side effect of change, so too are excitement and curiosity. Tabor students adapting and embracing AI with open arms—and minds—are a great example of how new advancements in technology can broaden and shape new horizons in education.

“AI is scary for some, and exciting for others—it’s another ‘new normal’ for us. AI is going to help us complete tasks so quickly that we will have more time to go further than we ever have before,” says Farrington. ✦

## Reflection on AI by Claire Keswick '24

It was really interesting to use AI tools that generated art and photos that correlated with our poems. It was a little difficult at first because there are a couple of restricted words such as “fire” that made generating the “picture perfect” artificial intelligence, a little tricky.

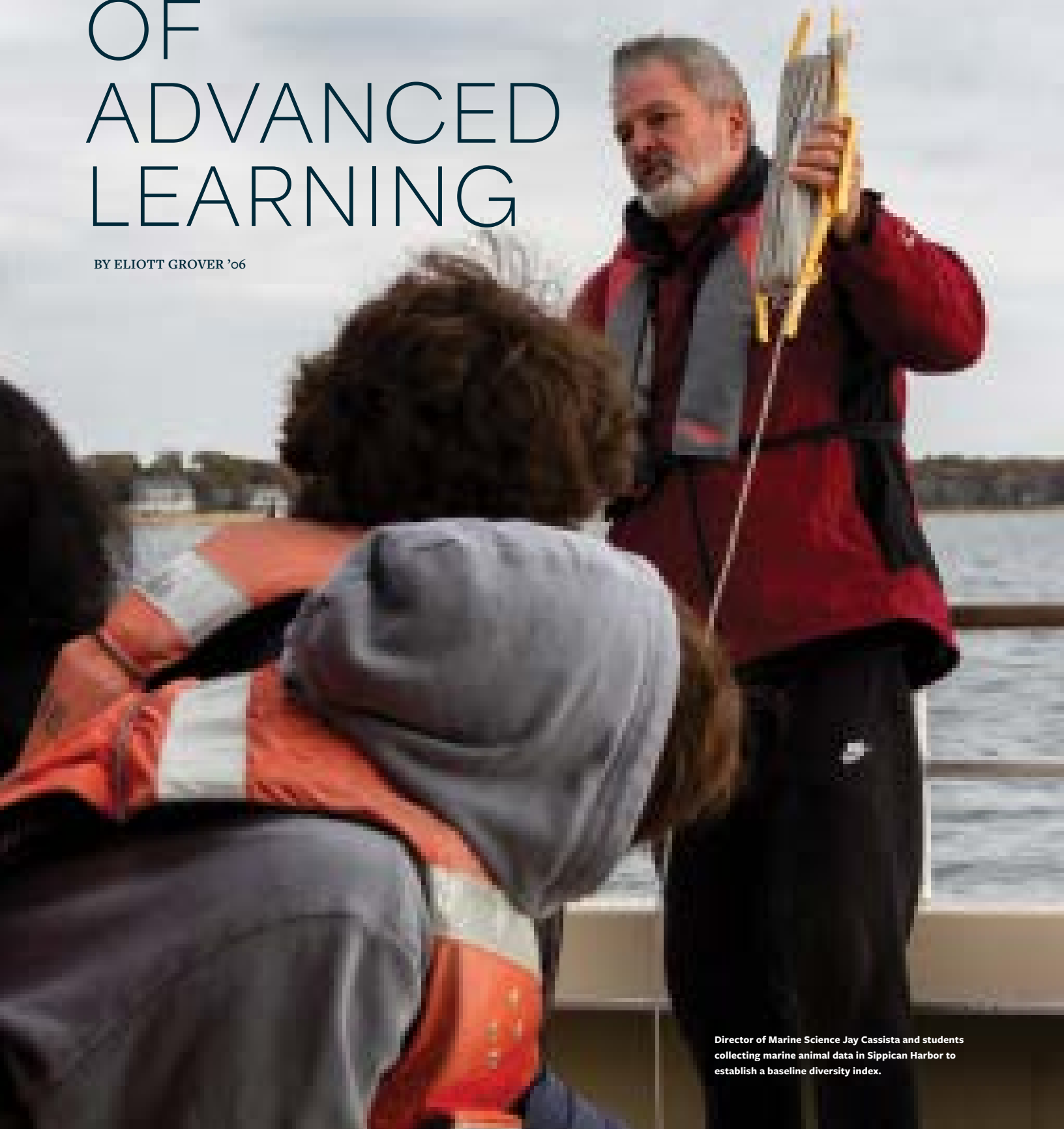
After understanding this restriction, I was able to better understand how the technology works, and change a couple of words to get a pretty great image. Some of the options were a little bit extreme (ex: faces and dogs looked warped), but due to the option to just keep spitting out new options, you can find the perfect fit. (I played around with this and also made my dream house!)



# The Changing Tide

## OF ADVANCED LEARNING

BY ELLIOTT GROVER '06



Director of Marine Science Jay Cassista and students collecting marine animal data in Sippican Harbor to establish a baseline diversity index.



In 1971, the College Examination Entrance Board, now known simply as the College Board, published a statement on the intent of its Advanced Placement (AP) program. The statement read, “It is based on the observed fact that many young people can complete, with profit and delight, college-level studies while they are still in secondary school.”

The “profit” referred to the college credit high school students could receive for scoring well on the AP exam in a particular subject. The “delight” stemmed from their ability to pursue a subject of interest at the highest level. Tabor students have taken AP courses since the program launched in the early 1950s. For generations of alumni, the College Board’s rigorous (and notoriously rigid) curriculum had been a staple of academic life.

Over the last decade, however, many independent schools have moved away from offering AP courses. Several factors have driven this trend. Fewer colleges are awarding credits for AP exam results, research related to adolescent learning has evolved, and schools are more sensitive to the toll that such pressurized classes take on the emotional health of their students.

Seven years ago, Tabor started replacing its AP courses with Advanced Topics (AT) courses. The change coincided with an overhaul of the daily academic schedule as the school moved to fewer classes with longer blocks.

“The focus on skills rather than marching through content was a really intentional shift,” says Christina Kennedy, Dean of Academics. “We believe that good learning happens with a variety of assessment methods. The best indicator of durable learning is application to a variety of novel scenarios. An AP examination is also only one method of measuring growth and achievement, which can limit the learning.”

The 2023-24 school year marks the first in which Tabor has shifted fully away from courses designated as AP courses. There are currently 29 AT offerings. The AT approach, which many independent schools have adopted, is designed to preserve the rigor of an AP class while creating more dynamic, relevant, and impactful learning experiences.

“The flexibility piece is really important because we’re not handcuffed by a certain curriculum or a certain end goal,” Kennedy says. “The AT approach is better for students as it harnesses the creativity of our teachers. And it allows Tabor students to experience distinct learning opportunities they wouldn’t have elsewhere.”

“It positively has been an advantage from a hiring standpoint,” adds Dean of Faculty Derek Krein. “Faculty who can teach at the highest level don’t want to be constrained by an AP curriculum. Our recent hires are delighted to co-create a curriculum more responsive, more relevant, more useful to students.”

As more schools dissolve their AP programs, questions have naturally risen about the rigor of their replacements. “It could be perceived as more challenging to uphold a standard of rigor when you don’t have an external source of assessment,” acknowledges Kennedy. But she’s quick to point out how Tabor’s AT classes place a heavier emphasis on critical thinking and student-led inquiry. “I would argue it’s a more rigorous experience because you’re starting to think of things in a more multi-layered way. It’s less about, ‘This is what the test is going to expect, so grind, grind, grind.’”

Students enrolled in AT classes can still elect to take the AP exam in a particular subject. Last year, 139 students sat for 302 AP exams. College representatives have not expressed any concerns with the broader industry move to AT courses, and Tabor’s senior college list has remained strong throughout this transition.



## AT U.S. HISTORY

Tabor's history department served as the guinea pig for transitioning to AT classes. For JJ Reydel, who started teaching AP U.S. History in 1991, the experiment has been a resounding success. "This course is the golden dream that I've been trying to teach my whole life but haven't been able to fully commit to because I've been bound by the AP curriculum," says Reydel.

Students now take U.S. History as sophomores, which means they're familiar with the content if they elect to take the AT course as juniors or seniors. For Reydel, this frees him from the burden of teaching a brisk survey course. "I only teach the good stuff," he says with a broad smile. While the scope of the class has changed, the skills and rigor that define it have not.

AP U.S. History was always a writing-intensive course. The switch to AT has allowed Reydel, who has a reputation as a demanding yet transformative writing teacher, to spend even more time on research papers. His students write three each term. The research process, which requires students to navigate academic databases while synthesizing primary and secondary sources

to build an original argument, is designed to replicate a college history course.

"That makes it pretty rigorous," says Reydel. "What we're doing is really complex because the goal is not just to learn the story, but to learn how everything fits together. That's the hard part, but it's also the fun part."

Because he is no longer beholden to the pace of the AP curriculum, Reydel can spend class time working with his students on their writing. The week a paper is due, he gives students three periods to write while he meets with them individually to answer questions and provide feedback. "What that means," he says, "is that the quality of the work I get at the end is outstanding."

The other core skill the class seeks to develop is the ability to present a cogent oral argument. "Some students are great writers, some are great speakers," says Reydel. "As we move along in our lives, it's really important to be able to do both."

For their final assessment, students design and teach a 30-minute class on a 21st century topic of their choice. "You never learn

anything better than when you have to actually teach it,” says Reydel. “Because it’s an AT course and not an AP course, we can do it that way, which is really cool.”

Role-playing exercises, which were a staple of the AP course, continue to feature prominently. Reydel often assigns students historical figures whom they have to research and speak as during staged events, like George Washington leading a press conference or Alexander Hamilton debating Thomas Jefferson. In a recent unit on the Compromise of 1850, Reydel turned the class into a newsroom. He assumed the role of the anchor and moderated a discussion where his students were reporters and famous politicians such as John C. Calhoun, Daniel Webster, and Stephen A. Douglas.

One twist to these exercises is that students are now using artificial intelligence (AI) like ChatGPT to enhance their preparation. As part of the Civil War unit, for example, students prompted the tool to assume the identity of Harriet Beecher Stowe, the author of *Uncle Tom’s Cabin*, and then interviewed the author about her life and her book. Before they shared their findings with their classmates, they had to verify the accuracy of the information. Reydel says, “I tell them all the time, ‘You are responsible for what [ChatGPT] gives you. You have to corroborate everything.’”

Beyond content-specific uses, bringing AI into the classroom has provided broader educational value. “If they’re going to use it anyway, let’s teach them how to use it responsibly,” says Reydel. “See where the benefits are, see where the guardrails are, and see where the mistakes are. Let’s make sure they do it properly and do it well because it’s going to be with us forever.” However, Reydel emphasizes that students are “never allowed to use AI to write their essays for them. That would defeat the purpose of the writing process and also constitute academic dishonesty.”

This is just one example of how the AT course has created new opportunities. “It’s this gift of time to be able to teach great classes without being bound to a curriculum, which might not be in the students’ best interest,” Reydel says. “They’re still getting the benefit of a college-level course without the drain of this tireless march towards an exam.”

Having said that, Reydel estimates that around 50 percent of his students take the AP test each spring. “The kids who take it do well,” he says. “Because they choose to take it, compared to being required, the scores generally are pretty high.” Most importantly, whether they take the exam or not, all of the students have sharpened the tools that will be vital to their success in college and beyond.



## AT MARINE SCIENCE

Because the College Board does not offer AP Marine Science, the move to AT has allowed Tabor to create a new upper-level course in an increasingly popular discipline. The fact that students work in a waterfront lab, in the state-of-the-art Marine and Nautical Science (MANS) Center, is a golden example of place-based learning.

To take the course, students must meet stringent prerequisites in addition to submitting a proposal for an independent project. If selected, they spend the entire year conducting their research in a rigorous environment. “I tell them that I’m going to teach them like grad students,” says Jay Cassista, Director of Marine Science. “They’re not studying for a test, they’re trying to solve problems.”

*“Imagine if you send your son or daughter to Tabor and before they even go to college, they have a published article in a scientific journal. That’s huge!”*

JAY CASSISTA

Cassista starts the school year covering foundational skills. “They come in and we immediately have content on the research method, scientific notation, and significant figures,” he says. After a unit on research ethics, students spend two weeks developing their project’s hypothesis and vetting it with members of the science department. “They see how difficult a hypothesis really is,” says Cassista. “How it’s not like an educated guess but more like a bold statement that either will be proven or disproven.”

From that point forward, 90 percent of class time is devoted to independent research. Students often work outside in the fall and spring and hunker down in the MANS Center tech room during the winter months. “It’s a mess,” says Cassista, waving to a maze of tanks and hoses. “But it’s a beautiful mess. It looks like what my professor’s lab looked like when I went to grad school.”

This year, students are working on projects that explore a range of marine science topics. One student, inspired by the underwater cameras that Mass Maritime Academy live-streams from the inlets of the Cape Cod Canal, has installed a camera in Sippican Harbor. His goal is to establish the migration patterns of vertebrates and invertebrates while also creating a campaign that encourages the Tabor community to visit the camera’s website and observe Sippican Harbor’s marine life year-round.

Another student built a 50-gallon tidal tank, which the school will be able to use for years to come. “He engineered the design using air pumps to make water come in and out as a tide would fluctuate in our area,” Cassista says. The student plans to turn the tank into an artificial environment to conduct behavioral research on fiddler crabs.

A striking aspect of these projects is how they offer genuine scientific value. One student is currently studying the effects of fertilizer runoff while exploring a less toxic alternative. “He’s culturing phytoplankton from our shores and growing them in masse,” says Cassista. “He dehydrates and rinses the phytoplankton so they’re not salty, and he’s trying to use it as fertilizer to grow terrestrial plants.” The student plans to enter the project in the Massachusetts Institute of Technology’s high school science fair.

Another student was inspired after learning about how the Navy is using slime secreted by hagfish to create ballistic-resistant gear. “She’s going to harvest this slime, harmlessly, and she’ll work to break it down to the macromolecule level and study the tensile strength of the strands of mucus,” says Cassista. He notes that the student plans to share her findings with the Navy.

Documenting and sharing their work is an important part of students’ experience in AT Marine Science. They present their projects to the entire school every spring, and Cassista says his goal is for students to submit their research to external publications. “Imagine if you send your son or daughter to Tabor and before they even go to college, they have a published article in a scientific journal,” he says. “That’s huge.” ✦



**Tabor Boy XO Cam Martin '24 explains how he is studying fish acoustics for his AT Marine Science project.**

# ALUMNI CONNECTIONS

In just two years at Tabor Academy, I've witnessed firsthand the enthusiasm and spirit radiating from our young alumni community. I've had the pleasure of engaging with Seawolves who married a fellow classmate and had peers in their wedding party, heading to a prestigious grad program, learning to navigate a new city, or started a business... just to name a few accomplishments made by this group of Seawolves. Every alum I've connected with has such gratitude for Tabor and how the lessons learned at the School by the Sea prepared them for the future. Each dialogue begins with love and pride for being a Seawolf and concludes with a touch of envy for today's Seawolves, wishing they could be at Chapel, cheering on their friends at Duffy Fields or enjoying the sunset on Sippican Harbor. It's clear that the Tabor pride is beaming, near and far and across all 15 class years.

Over the last few months, our young alums have shown up as Seawolves do and my favorite young alumni event so far was our Young Alumni Meetup in Boston, MA. Held at the Castle Island Brewery, this gathering brought together over 50 alumni, creating an atmosphere filled with "it's been so long" moments, heartfelt hugs, and promises to reconnect at a future event. We also had special guest appearances from Mrs. Kelly Walker, Mr. Noel Pardo, **Ms. Lydia Caputi '14** and Mr. Chris White, adding a touch that made the night special for our guests.

Beyond the Boston meetup, the ways in which our young alums have shown up for Tabor are both numerous and noteworthy:

- In November, we launched the "Young Alumni Challenge," rallying support from 55 passionate alums for the Fund for Tabor. This marked an impressive 129.17% increase in the number of donors compared to the previous year.
- Our 5th, 10th, and 15th Reunion Committees have formed

and are ready to celebrate Reunion Weekend with their peers (Classes 2009, 2014, & 2019, save the date for June 7th-9th—you're in for a fun and memorable weekend!).

- Through virtual and in-person events, many of our young alums have forged mentorship connections across various classes, fostering a sense of community.
- Can't visit campus? We're coming to you. We are exploring opportunities for gatherings in several U.S. cities. Stay tuned!
- From talking to alums there is a hunger for professional growth programming, so we've held virtual programs on Real Estate and How to Handle Difficult Conversations in the Workplace. Looking ahead, we're brainstorming additional ways to engage alumni through LinkedIn and other networking opportunities.

As we navigate this school year, the journey of getting to know our young alums has been incredibly rewarding and the catchphrase "Seawolves Show Up" extends far beyond Front Street. If you ever find yourself interested in connecting or sharing your Tabor experience with me, please reach out! ✦



## SARAH PLADSEN

### Tabor's Alumni and Parent Engagement Team

#### JESSIE NEWELL

Director of Alumni and Parent Engagement

#### NOEL PARDO

Associate Director of Constituent Engagement

#### SARAH PLADSEN

Young Alumni Engagement Officer

#### BECKY LOVE MACOMBER

Alumni and Parent Engagement Coordinator

# Leadership, Loyalty, & Legacy

Tabor's most loyal and generous donors were honored and celebrated at the annual Leadership, Loyalty, & Legacy reception on December 6 at the Isabella Stewart Gardner Museum in Boston. Board Chair Regina Shakin and Head of School Tony Jaccaci welcomed guests to the beautiful and historic new venue and thanked members of Tabor's donor societies for their generosity and commitment.



Former Board Chair **Carmine Martignetti '71**, received the special honor of the 1876 Founder's Society Award which recognizes his tremendous leadership, loyalty, and legacy support of Tabor. **Sadie Styles '24**, spoke about the impact the Martignetti Student Union in the new Travis Roy Campus Center is having on student life; and **Paul Murphy '75** spoke about Carmine's 15 years of service to Tabor as a trustee.

Tabor's Beacon Society, which recognizes donors who have given \$1 million or more in their lifetime, posthumously honored its newest members, **John Parks '48** and his wife, Betty, who together left a considerable portion of their estate to Tabor. The "John and Betty Parks Chair in Mathematics" will help to recognize and retain the strong faculty who are at the heart of our wonderful school. Members of John and Betty's family were present to accept the award in their memory. ✦

# Empowering Education

How alumni nonprofit leaders are addressing disparities and creating opportunities for students

BY ELLIOTT GROVER '06



As he approached the end of his undergraduate career at Emory University, **Craig Robinson '91** planned to apply to law school. He contacted his academic advisor, a political science professor with whom he had taken several courses, and asked if the advisor would write a recommendation.

“He told me no,” says Robinson. “He said, ‘Craig, after everything you’ve studied in my classes, if you understand how politics work and who has access to what opportunities, if you want to make a difference, no offense, but we don’t need another attorney. Make a difference in education.’”

This advice set Robinson down a path that would become his life’s work. After earning two master’s degrees from the University of Michigan, one in secondary education and another in educational administration, he spent five years working in boarding school admissions. It was a valuable experience that provided clarity of purpose. Robinson felt a call to drive systemic change, and he realized he could maximize his impact by working for educational nonprofits.

For the past two decades, Robinson has worked in leadership positions at several organizations dedicated to creating more equitable opportunities in education. Today, he is the president and CEO of Matriculate, a nonprofit whose mission is to increase access to the nation’s top colleges for high-achieving students from low-income backgrounds.

“The more I’ve been on this path,” Robinson says of his career, “I realize that it’s a calling. It’s not a choice. I cannot in any way say I

led, or designed, or did this in order to do that.”

Robinson’s journey may not have been premeditated, but it makes perfect sense in the context of his own story. Growing up in Brooklyn, he was raised in a family that prioritized education. “I always describe my mother as being unlettered but not unlearned,” says Robinson. “She did not have the opportunity to go to college and earn a degree, but she was my fiercest advocate.”

One morning during the fall of his eighth grade year, Robinson heard his name called over the loudspeaker. He feared he was in trouble as the guidance counselor summoned him to his office. His worries evaporated when he learned that he had been selected to participate in A Better Chance (ABC), a nonprofit that works with independent schools to create opportunities for students from underrepresented backgrounds.

Robinson discovered Tabor through ABC. Visiting campus for the first time, his eyes were opened to a world of possibilities he had never considered. “It triggered something in my 13-year-old mind,” says Robinson. “What else is out there that I don’t know about?”

MATRICULATE





The decision to attend was not a hard one. “Year after year, my mind continued to be blown by the offerings, the care, the teachers, the sports, the balance of it all,” says Robinson. “It helped me to mature. It put me in a different environment with kids I typically wasn’t around. Just like I’m sure there were kids who had never been around kids like me. But we all had to figure it out and figure out what community meant. It was a safe space to make a whole lot of mistakes, and it was a safe space to grow. I’m indebted to Tabor for that experience.”

Much of his gratitude is directed at the teachers and role models who helped him discover a future he never considered. “When it came time to apply to college, I had some incredible mentors,” says Robinson. “They just kept asking questions to peel back the onion to understand what was a good match for me.” In many ways, his current work is inspired by this experience.

At Matriculate, Robinson leads an organization that has helped close the gap between talent and opportunity in higher education. The program pairs high school students with undergraduate advisors who have been trained by Matriculate to coach them through the college search process. Since its inception, it has served roughly 15,000 students and has formed partnerships with elite universities such as Stanford, Princeton, and Yale. A recent study conducted through Bloomberg Philanthropies’ College Point initiative found that Matriculate has driven a 24% increase in the attendance of low and moderate-income students at top-tier colleges.

“Ultimately students are choosing to apply and enroll in colleges that are going to make a seismic difference for them and their families,” says Robinson. “That’s what happened for me, a first generation student from Brooklyn to go to college and subsequently see other family members go to college, and then begin to see the ripple effect in my family and my community.”

In 2022, Robinson joined Tabor’s Board of Trustees and co-chairs the Diversity, Equity, and Belonging committee. It’s a role that has

allowed him to merge his passion for his alma mater with his unwavering commitment to educational justice.



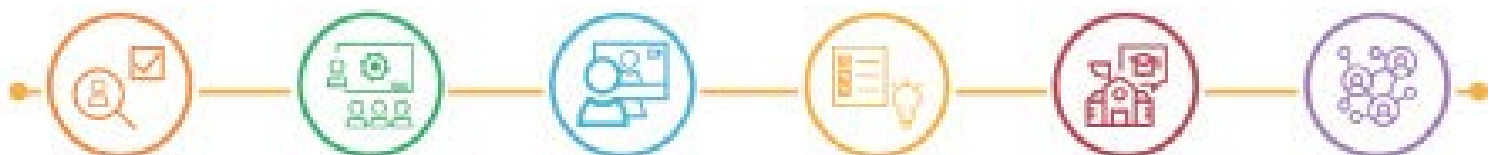
From the moment **Anaëlle Ndoye ’17** visited the Khonkhoma School in Senegal, she was determined to help its students. She stumbled upon the school by chance. In 2016 she was traveling with her parents, both of whom were born in Senegal, and they were driving to visit a different school. On the way there, they stopped and asked some locals for directions. The locals obliged and then asked the family for a ride.

In the car, the locals talked about the school in their village and invited Ndoye and her family to visit. “We got there and I was like, ‘Okay, we’re going to help this school,’” says Ndoye.

Khonkhoma was a two-room schoolhouse. “One classroom was in decent physical shape, but all of the desks were broken and falling apart,” says Ndoye. “The second classroom was smaller and not in the best condition. It wasn’t an ideal situation.”

Outside, a blackboard was nailed to the wall of the smaller classroom. A straw roof hung over a makeshift learning space. “The straw helped protect them from the sun, but whenever it rained they could never use that classroom,” says Ndoye. “The kids wouldn’t go to school when it rained.”

Since that 2016 trip, Ndoye has worked to provide resources to Khonkhoma. At first, the operation consisted of Ndoye and her parents sending school supplies and clothes that they collected from family and friends. Modest fundraising success allowed them to donate more impactful items such as new textbooks and desks. Eventually they raised enough money to build a new





Old classroom made of straw and branches and a blackboard secured to the outer wall of another classroom.

classroom. In 2019, Ndoye founded The Diamono Project, a 501(c)3 nonprofit.

“I realized that to enact the plans I wanted to enact, I would need more support,” she says. Diamono means “generation” in Wolof, one of Senegal’s two main languages. The name reflects Ndoye’s goal to create meaningful educational improvements for generations of Senegalese students.

Launching a nonprofit is hard work, but Ndoye met the challenges head-on. Navigating bureaucratic complexities and wading through paperwork required legal consultations and the assistance of Christie Marotta, a family friend and a CPA with nonprofit experience. “She told me which forms to file and what to look into,” says Ndoye, noting that Marotta currently serves as the organization’s treasurer.

She recently returned from a visit to Senegal, where she donated funds that will allow Khomakhoma to add electricity to the schoolhouse. For Ndoye, who works full time as an EMT and aspires to attend medical school, leading The Diamono Project is a labor of love rooted in a lifelong value. “My parents taught us that wherever you are, always try to help others,” she says.

At Tabor, Ndoye immersed herself in the performing arts. “It was definitely a place that fostered creativity,” she says. “That has

carried over into what I’m doing now. Sometimes you have to come up with a creative solution to a problem, especially when you’re trying to do things on a budget so that more money is going back to the students.”

In a short time, The Diamono Project has made a tangible impact. New classroom materials have created a more productive learning environment that has helped energize the students. “It seemed to really improve their motivation to want to go to school,” says Ndoye. The year after the new classroom was built, Khonkhoma students earned the highest scores in their region on a national exam.

Many Senegalese children leave school after eighth grade in order to help their families—girls typically care for younger siblings and boys often work alongside their fathers—but the school director at Khonkhoma has informed Ndoye that students are increasingly seeking opportunities to attend high school. While the fundraising and building projects have yielded impressive results, it is this trend that Ndoye is most proud of.

“The students want to do better. It’s not just being pushed on them. It’s coming from an internal motivation,” she says. “That’s what makes it worth it, for me at least. It’s almost like I can see where their future would have gone, and now they’re changing pathways and different doors have opened up for them.” ✦





"[Tabor] was definitely a place that fostered creativity. That has carried over into what I'm doing now."

ANAELLE NDOYE '17

Handing a student a pack of school supplies (notebook, pencils, colored pencils, and glue sticks).

# The Promise of EdTech

Digital learning tools have played a pivotal role in recouping pandemic-fueled learning losses while offering a democratizing vision for the future of education

BY ELLIOTT GROVER '06

The National Assessment of Educational Progress, colloquially known as “the nation’s report card,” is an annual test that tracks math and reading proficiency for fourth and eighth graders. When the 2022 report card was released, it painted a bleak picture of the state of education. Fourth grade math scores, after climbing 15 points from 2000 to 2019, dropped five points from 2019 to 2022. Reading scores fell four points over the same period.

These results, declared an article in The New York Times, “showed in stark terms the pandemic’s devastating effects on American schoolchildren.” While the move to remote learning affected all students, it was particularly disruptive for elementary and middle school learners.

“Those are some of the most formative years for learning math and reading,” says **Kat Mitchell '17**. “Having to deal with that transition to online and also having to understand those concepts by looking at a screen, where your attention may not be 100% and you’re not able to work with your peers or have one-on-one time with your teacher, it really created those learning gaps.”

Mitchell works at Curriculum Associates, an education technology (EdTech) company that has played a leading role in helping schools and students regain lost learning. Originally founded as a textbook publisher, Curriculum Associates moved into the EdTech space in 2011 with the introduction of i-Ready, a digital platform that supplements classroom learning with individualized lesson plans.

The i-Ready interface looks like an online game. “Students take an adaptive diagnostic assessment three times a year,” Mitchell explains. “Based on their results, the program generates personalized learning paths for each student. These lessons are targeted to bring students to and above grade level. Throughout

the year, i-Ready generates several reports for the teachers and parents to analyze.”

Buried under the various headline statistics documenting pandemic-fueled learning loss is the fact that not all learning was lost equally. Several studies have found that students of color and students from lower income households were disproportionately affected. Although tools like i-Ready are not without barriers—their use requires devices and internet access—they can help level the playing field.

“One way in which EdTech tools can create a more equitable learning environment is by providing personalized instruction,” says Mitchell. “If you’re in a class of 30 students and one teacher, it would be extremely hard for that teacher to go around each day and provide an individualized learning plan for all 30 students.” Digital tools, she adds, should not replace teachers or the individual attention they give their students. Instead, such tools



provide educators with data to optimize their one-on-one time with students.

Students who engage with i-Ready and use it regularly have achieved strong results. The tool has a feature called “Stretch Growth” that is designed to help students who have fallen behind their grade level accelerate their learning and get back on track. Because of i-Ready’s impressive record, it has become increasingly popular in schools across the country. According to Mitchell, roughly one-third of American k-8 students use the tool in one form or another.

Mitchell did not intend to pursue a career in EdTech, but she’s always been fascinated by learning. “Teaching sailing in the summers and volunteering with the Special Olympics at Tabor, really drew me to working with kids and learning more about how people learn,” she says.

At the University of Richmond, Mitchell majored in Leadership and picked up a minor in Education. She interned with the U.S. Department of Education the summer before her senior year. As graduation approached, she planned to go into teaching, but then a friend told her about Curriculum Associates.

“I’d never heard of EdTech,” she says. “But I did a little research and learned more about i-Ready and the individualized curriculum and how the product adapts to each student. I was just blown out of the water.”

Mitchell is currently in the middle of a three-year rotational program that has exposed her to a wide range of operations within the company. She worked directly with teachers during her time on the client support team, assisted with public relations efforts on the communications team, and is currently helping to develop new business as part of the regional marketing team. All of this experience has made her a firm believer in the power of EdTech.

“I think with the advancement of technology and the use of it in the classroom, it will allow for a more personalized and more tailored approach to education,” says Mitchell. “The ability to elevate those students that need extra support and really bring them up to their fullest potential is something I think EdTech tools have the ability to do.” ✦

## The Intersection of People and Platforms



**Njeri Semaj '95** has been teaching high school and middle school Spanish since 1999. She has worked in public and private schools up and down

the east coast in addition to running a summer immersion program in Spain. While the transition to remote learning during the pandemic was a new experience, the veteran teacher adapted with ease.

“I had a really good time on ‘Zoom school’ because my classes were like *The Muppet Show*,” she says. “It wasn’t very uncomfortable. I just changed the delivery of my material. You have to meet the needs of your audience on the other side of the screen.”

While the pandemic highlighted the burgeoning promise of EdTech, Semaj does not believe digital tools will supplant traditional teaching. “I love digital platforms and whatnot, but as far as I can tell, people like the combination of a person and a platform,” she says. “It’s not going to be exclusively one or the other.”

Since 2022, Semaj has had a front row seat to this intersection. In addition to her full-time teaching, she works as a curriculum developer for Mango Languages, a language learning app similar to Duolingo. The product was originally designed for adults to use in a non-academic setting, but the pandemic prompted the company to design a version that schools could use to augment classroom teaching.

“What I’m doing is creating lesson plans that function like a digital textbook for an actual teacher to be able to use to plug and play,” Semaj says. “It’s not very different from using the online version of a textbook. I’m writing lessons like I would write for my own classes. They’re the meat that will go around the bones of the Mango app.”

As the company continues to grow, Semaj appreciates how it has prioritized the perspective of seasoned educators. She says, “I like that Mango has hired teachers to make sure that their content is realistic and relevant for the target audience, which is student learners in a digital classroom setting.” ✦

# Leadership Chronicles

Stories from alumni who have served as leaders in public and private education

BY ELLIOTT GROVER '06

## Tony Featherston

The summer after **Tony Featherston '80** graduated from Boston College, he played on the history department's intramural softball team. When he accepted a sales job in Hartford, one of his teammates, a history professor, expressed disappointment.

Featherston asked why.

"I just thought you'd be a teacher," the professor replied.

"I remember laughing at him," says Featherston. "I thought that was the most absurd thing I'd ever heard in my life."

By his own account, Featherston was not a serious student. He started high school at Newton North, a public school in Newton, MA, where he was one of 3,000 students.

"They paid attention to the kids who set the school on fire, academically and literally," says Featherston. "I was happily in the middle, just kind of sliding through without anyone really noticing. And that was perfectly fine with me."

Everything changed after he failed a chemistry test and the teacher called his parents. "He thought I wasn't living up to my potential," says Featherston. "So the jig was up at that point. My parents started investigating independent schools."

He enrolled at Tabor the following autumn. The dynamic

relationships with peers and teachers—forged through layered interactions in the classroom, dorm, and athletic fields—were like nothing he had ever experienced. "Just being known and being connected to teachers in a way that I never had in public school really made a lot of difference," he says.

It's been almost forty years since Featherston laughed at the professor who thought he'd make a good teacher. Today, he is an established leader in the world of independent education. He has worked as a teacher and a director of admissions, and he has served as the head of school at two prestigious New York day schools, Elmwood Franklin in Buffalo and The Town School in Manhattan.

One of the throughlines of Featherston's career has been an unwavering commitment to diversity. His first teaching job was at



Concord Academy. After four years in the classroom, he moved into the admissions office where he was heavily involved in recruiting students of color. Later, as the director of admissions at Kent Denver School in Colorado, he helped push the school to hire its first diversity director.

During his six years as the head of Elmwood Franklin, Featherston continued this important work while overseeing every aspect of the school's operations. The job description for a head of school includes meeting enrollment goals, ensuring academic standards, hiring and leading faculty, fundraising and managing capital projects, and much more. While the scope of the job is dizzying, the emotional investment is often the hardest part. "It's not the work, it's the weight," says Featherston. "You have the weight of this community on your shoulders 24/7."

At both Elmwood Franklin and The Town School, which Featherston led for another six years, he treated the work of stewarding school culture as a solemn duty. "A huge part of the role is pastoral care," he says. "You're holding a community in your hands." At Town, he advanced the school's already robust diversity efforts and spearheaded a number of strategic initiatives.

Throughout his tenure as a school head, Featherston relied on a lesson he learned early in his career. At first, he thought people would adjust to his leadership style. He quickly discovered the opposite was true. "Everybody is different, so as the leader, one of the challenges is that you have to adapt your leadership to be effective for each of the people that are working with you," says Featherston. "I might have an admin team of seven or eight people and they all need different things in order to be excellent at what they do."

Identifying talented leaders is now what Featherston does for a living. In 2018, he joined Resource Group 175, a consulting firm that specializes in head of school searches. All of his colleagues are former school leaders, experience he says is invaluable when it comes to understanding what a client school is doing well, what can be improved, and what kind of conditions it needs for its next leader to be successful.

"We measure our success on whether our placements stay for

more than five years," says Featherston. "We're not a 'do the search and run away' sort of firm. We continue to work with our clients through the first year of a head's tenure to provide mentorship in that spirit of ensuring success and longevity."

The success and longevity of Featherston's own career might have surprised the reluctant student who once laughed at the idea of working in education. Somewhere out there, however, a softball-playing history professor got the last laugh.

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## Shante Oniyide

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**Dr. Shante Oniyide '02** knew she wanted to be a teacher when she was five years old. Her father brought home a chalkboard he found on the sidewalk and they hung it on the wall of their Brooklyn apartment.

"I came home every day and pretended to do everything my teacher had done in school," recalls Oniyide. "I had my little dolls and I taught them math and reading. This was going to be what I was going to do."

By the time she was eight, she knew exactly what kind of teacher she wanted to be for her students. Her third grade teacher, Ms. Bernstein, was an inspirational role model. "With her," says Oniyide, "I felt seen, I felt valued, and I never felt like there was something I couldn't do."

Her vision for her career in education crystallized during her senior year at Tabor. Her sister's son, whom the family calls Ty-Ty, was not meeting typical speech and development milestones. Oniyide decided that when she got to college, she would study special education in order to be a resource for her sister and an advocate for her nephew. From her own experience in grade school, she recalled special ed students being separated and stigmatized. "All I knew in my mind was that can't happen to Ty-Ty," she says.

Oniyide matriculated at Syracuse University and majored in inclusive education. "Hearing this word 'inclusion' was a stark contrast to what I saw when I was in school," she says. "It was this idea that students who may have a disability or be in special education can be included in the general education classroom."

After graduating, she taught special education in Brooklyn for ten years before moving to Virginia in 2013. She joined the Hampton City School system, where she co-taught with general education teachers, and was soon asked to become the special education instructional leader. Colleagues who noticed her penchant for working with people and offering fresh ideas encouraged her to pursue administrative roles. After earning an Educational Leadership and Administration degree from George Washington University, she became an assistant principal.

One of the many responsibilities assistant principals are tasked with overseeing is their school's special education program. Most administrators, however, do not enter the role with Oniyide's background. Working closely with her school's special-ed teachers, they were able to help their students reach new heights. By the end of Oniyide's first year as assistant principal, students with disabilities at her school met and exceeded state expectations in reading and math.

An insatiable learner, Oniyide decided to pursue a Doctor of Education degree from George Washington in 2019. The fact that she was raising four children and working full time did not deter her. Oniyide says, "As soon as they told me what the cohort theme was, which was equity, I immediately tapped into my own experience as a special-ed teacher and being an aunt of a person that had autism." Her research, which focused on the training that school administrators receive to run special education programs, found that many principals and assistant principals

were underprepared for running these programs.

In 2022, the same year that Oniyide published her dissertation, she was promoted to principal. The role gave her an opportunity to implement many of the recommendations from her own research while honing her broader leadership skills.

"One of the most important things I've learned about leadership is that you can't do it on your own," says Oniyide, citing the importance of clear communication. "You have to be organized, you have to see the big picture, and you can't be the only one to see it. You have to bring other people in to see that big picture with you."

During her first year as principal, Oniyide announced that her school's theme for the year would be "Success is our story."

"Success is not the story of every student, and it should be," she says. "I didn't want it to just be a slogan. I wanted it to be part of the culture within our building."

In her second year, Oniyide built on this momentum with the theme "Expecting Excellence." It's a phrase she tells students and colleagues often. "If we don't set our expectations high, our students are not going to rise to those expectations," she says. "We're not going to use disabilities or socio-economic status or the fact that we're a Title 1 school as excuses. I think back to my third-grade teacher. She didn't expect anything less of me because of my zip code."

Maintaining high standards is not incompatible with having fun, which Oniyide says is also an important part of her leadership style. "I try to keep a sense of humor," she says. "Teachers are stressed. They're underpaid and they work their tails off. While I try to let them know this is serious work and we have high expectations, there have to be opportunities to laugh and smile."

In reflecting on her journey, Oniyide credits Tabor as being the stepping stone that fueled her own education while imparting an important lesson about teaching. "What Tabor helped me add to my toolkit was that teaching kids about academics is great, but you also have to teach them about life," says Oniyide. It's a lesson she has strived to instill in her own children and the generations of students whose lives she has touched. ✦







# VOICES UNBANNED: A Q&A ON BOOKS & BIAS

BY ELLEN RYAN

## “Book Ban Efforts Spread Across the U.S.”

reads the 2022 *New York Times* headline.

According to the American Library Association (ALA), reported challenges of books increased by 38 percent from 2021 to 2022. Libraries have seen a shift from parents challenging single titles to political advocacy groups challenging multiple books at once. The ALA reports that nearly 51 percent of the demands to censor books targeted schools and school libraries alone, focusing not only on books, but also on programs, displays, and other materials in these K-12 educational institutions.

**Emily Auerswald '93** serves as the Upper School Librarian at Greenwich Country Day School in Greenwich, CT. She earned her master's in 2001. In addition to working at Greenwich, Auerswald has experience at Indian Creek School and Gilman School, among others. She notes that she especially likes reading mysteries.

**Samantha Tulungen '10** serves as a Youth Services Librarian at the Community Libraries of Providence, RI. There, she was named staff person of the year for 2021 as acting lead/supervisor of her location during the Covid-19 reopening. Tulungen earned her master's in library science in 2018.

These two Tabor graduates, from both public and private library settings, share their experiences with libraries, book banning, and challenges from their respective communities and beyond.

### **How did you get your start in the field of library sciences?**

#### **What made you want to be a librarian?**

**Auerswald:** I kind of fell into the field; I had always enjoyed reading and books in general, so getting a job in the library while in college just made sense. I worked in the same office for years and that gave me solid insight into the field.

**Tulungen:** I worked at the circulation desk in my college library as part of my work-study and as a camp counselor in the summers. After graduating from the College of Wooster, I ended up back on Tabor's campus as a nanny for the Millette family! The Millette girls, Andie and Reagan, and I spent endless hours at the Marion Public Library, and my time with them inspired me to consider how I might combine working with children and my past library work experience into a career.

#### **How did Tabor play a role in preparing you for this role?**

**Auerswald:** I was a Library Proctor while at Tabor!

**Tulungen:** Before I was a student at Tabor, I grew up on the campus since my parents were on the faculty forever—thirty plus years, I think. From birth, Tabor taught me what it meant to be a part of a community—how to live with others, how to share space with people who I might have different views and experience from. As a public librarian, I have again found a community to call my own. There are very few free community-centered spaces left in America. If you haven't been to a library in a while and are missing that community feeling you had from being part of something larger than yourself, I encourage you to pop into your local library! I know you'd be a welcome addition.

#### **What are your personal motivations for working in this field?**

**Auerswald:** An avid reader myself, I have always hoped to inspire a love of reading in others—whether one agrees with the subject matter or not. Additionally, I just plain enjoy learning new “stuff.” By working with students and faculty in a variety of subjects, I have the opportunity to not only help them sort through the information available but learn something myself as well!

My path [to this career] has been fairly straightforward. After working in an academic college library for a couple of years, I realized that I would rather have a broader role, which would be possible at a smaller institution. I have always loved working with kids, and immediately thought of looking to independent schools, which I was familiar with from my own schooling. I made a couple of job moves that allowed me to head a school library in fairly short order, and that is the basic position that I have stayed in since.

**Tulungen:** Working as a public youth services librarian, I see firsthand the way that books impact their readers. I've had a kid proudly hand me *What's the T* by Juno Dawson, and tell me “Ms. Sammi, I have a new name!” with a bigger smile than I have ever seen on their face. Or a group of young Black girls squealing with delight over Matthew Cherry's *Hair Love*, exclaiming, “Our hair looks like this and it's BEAUTIFUL,” comparing their beads and braids to the pages. And a mother and son reading *Where's Halmoni?* by Julie Kim and being inspired to practice Hangul, the Korean alphabet, to send notes to grandma. Every day, at libraries across the United States, there are moments like this. Freedom to read keeps our world just, it keeps us kind, empathetic and learning. How could you not want to be involved?

### **Book bans and similar challenges in America are rising sharply. What's the talk among librarians?**

**Auerswald:** It's very scary. I'm in a consortium of independent school librarians that's set to meet in Florida next spring. Many are not comfortable attending there. I know people and their families who have been threatened because of their stand on books.

**Tulungen:** We talk about freedom to read being analogous to freedom of speech and how neither should be limited. The American Library Association has a map showing attempts to restrict library books in the United States. Just about every state is going through it.

#### **Have you experienced a challenge to books or other material in your own library?**

**Tulungen:** Nothing organized. Sometimes we get calls saying, “You shouldn't have this title on your bookshelves.” The

response is, “Have you read it? Do you intend to bring it home? If not, don’t bring it home.”

**Auerswald:** In our library’s plan, which includes a challenge policy, that’s our first question, too. That and showing people how and why we select materials—it’s a thorough process—avoids a lot of problems. The school is very supportive of having something for everyone to read.

**What themes do people want to keep away from teens and why?**

**Tulungen:** Books with LGBTQ characters and themes, including picture books. Are gay penguins [in *And Tango Makes Three*] really dangerous for children? Many young-adult focused books, particularly graphic novels. *Gender Queer* was targeted heavily because of the visuals in it, even though it lives in the adult section.

**Auerswald:** That and Black history, I’d say. This year Scholastic set aside a group of books on “sensitive topics” that educators would have to opt in to get. Librarians went bananas, and Scholastic backtracked. Kids of all colors, all sexual orientations, all backgrounds, should be able to see themselves in literature. It’s also beneficial for kids to see characters who look like the people around them. Studies show that people who read fiction develop higher levels of empathy.

**What about materials touching on mental health or dysfunctional families?**

**Auerswald:** These often tie in with other topics along the lines we’ve been talking about.

**Tulungen:** For example, queer authors of memoirs often get into these struggles growing up; we’ve seen that with *Fun Home* and its sequel by Alison Bechdel, though those graphic novels live in the adult section because their [themes] are pretty intense.



Emily Auerswald '93

**What are the greater dangers here—to education, multiculturalism, even democracy?**

**Auerswald:** All of us need to be informed, to understand other points of view, and to get back to civil discourse. I worry about newspapers; generally, online, we are fed curated information, an echo chamber, rather than stumbling across stories we may not agree with but are worthwhile and useful.

**Tulungen:** So much of what I

love about working in a public library is that the books on our shelves reflect the wider community. If you’re not willing to see that diversity in a picture book or on a cover, then how can you see it in your neighbor?

**How do librarians, school leaders, historians, and First Amendment experts suggest making literature more accessible?**

**Tulungen:** At Scholastic book fairs, make sure all their titles are there, and let your kids buy whatever speaks to them. If there’s a Little Free Library in your neighborhood, put diverse stories in it. Where Tabor Academy is located, you can support Tri-Town Against Racism, which is pushing for diverse books.

**Auerswald:** Talking about this among friends and family can be effective. For so long we’ve been fortunate to be able to say, you have the freedom to read anything you want. Now we have to step back and think, you know, we can’t take that for granted. ■



# LOCAL DIFFERENCE MAKERS

Two independent schools in New Bedford, MA  
are transforming the lives of the city's youth;  
Tabor ties are making important  
contributions.



On a Friday morning in 2016, Richard Roller found himself holding hands in a circle of middle schoolers in downtown New Bedford. The young men clasping Roller's hands at the center of their school's gymnasium were students from economically disadvantaged families living in the once booming industrial city. The circle is how they started each day in a school that acknowledges the challenges they face and promises them a top-tier, independent education.

Nativity Preparatory School New Bedford is an all-boys middle school that opened in 2000. It is a tuition-free school for boys in grades five through eight whose family incomes fall below certain benchmarks. While it was founded in the Jesuit tradition with an emphasis on education, character, and service, there is no religious affiliation and its 50 students share a variety of cultural backgrounds.

BY ELIOTT GROVER '06

As Roller and his wife, Joan, prepared to retire from Tabor after 46 years of service, he received a call from John Martin, a former Tabor colleague who was the Head of School at Nativity Prep. Martin was calling to gauge Roller's interest in joining the board of trustees. "I didn't know much about Nativity, but I knew John and I respected the work he did," Roller says. "I decided to give it some thought."

To help make the case, Martin invited Roller to attend a Friday morning all-school meeting. After announcements, the students and faculty formed their traditional circle. "If you're in the room, you're in the circle," Roller says. "So I'm there observing and all of a sudden I'm in the circle holding hands with these two little kids." The principal proceeded to express his gratitude to two different teachers, and then he asked everyone to go around and share something they were thankful for from the past week.

Roller was moved as the students spoke with confidence and candor. "When I was in the fifth grade, I didn't want to be seen, let alone have to speak in front of fifty other students and adults," he says. One sixth grader pointed to two of his classmates and shared how they helped him through a particularly difficult family situation. If it weren't for those boys and their families, he said, he didn't know where he would have slept that week.

"I was blown away by this," Roller says. "Not by what the young man said, although I was blown away by that, but I was so impressed by what it said to me about the trust that he must have in the people in that room—to feel safe enough to make himself that vulnerable, and to share something that was that private. By the time it got to me, I was thinking two things. One, I better have something to say. And secondly, I want to be a part of this place."

Roller is currently in his sixth year on Nativity's Board of Trustees and his second year as the board's chair. In this capacity, he has gained an even deeper appreciation for the school's life-changing potential. One striking statistic is that 98% of its students go

on to graduate from high school. "That's 27% higher than the average high school graduation rate of a young man in New Bedford," Roller notes with sober appreciation.

At Tabor, Roller wore many hats over the course of his nearly half-century tenure. Among the titles he held were Director of Advancement, Director of College Counseling, Athletic Director, Dean of Faculty, and Assistant Head of School. He has relied on this vast experience in his work leading Nativity's board.

"While the scale is entirely different at Nativity, we're one twelfth the size of Tabor, the themes are still the same," says Roller. "Tabor has an Admissions program, and so does Nativity. Tabor looks to place kids in college, Nativity looks to place kids in secondary schools. Tabor raises money every year through the annual fund [Fund for Tabor], and Nativity has to raise our entire operating budget."

With no tuition revenue, Nativity Prep is funded entirely by donations. Roller is quick to praise the philanthropic spirit of the local businesses, foundations, and individuals who help keep the lights on. "We get a lot of loyal support from the New Bedford community," he says, adding that this generosity is fortified when donors see the value of a Nativity education.

Perhaps no example illuminates this value more than how the school supported its students during the dark, early days of the pandemic. "The pandemic pointed out to me, more rapidly than anything else, the difference between kids from advantaged and disadvantaged backgrounds," says Roller. "When you say we're going remote, it sounds simple. Until you discover a bunch of your kids don't have devices and some of them don't have any access to the Internet."

After Massachusetts required schools to switch to remote learning, Nativity's Board of Trustees purchased tablets for every student and faculty member and procured internet access for the families of students who lacked it. These resources supported the work of Nativity's dedicated teachers and insulated students from



the learning losses that afflicted schools across the country.

“In the first set of standardized testing we did after the pandemic, the average scores were only one point below the last pre-pandemic tests we administered,” says Roller, “Nationally, post-pandemic testing scores dropped dramatically.”

Among the school’s achievements Roller is most proud of are its pandemic response and its recently approved strategic plan. “We went through an entire year’s exercise in looking at ourselves,” says Roller. “What do we do well? Where are some of our challenges? How do we address these things and what new directions might we want to go in?”

One outcome is that the school plans to reinvigorate Nativity for Life, a unique program that supports alumni after they graduate by offering academic assistance and other resources as they move through high school and beyond. Another discussion that emerged during the planning process was whether Nativity should become co-educational.

After considerable discussion, the board reaffirmed Nativity’s commitment to remaining single sex and providing the best middle school education available for young men in the Greater New Bedford area. The decision was reached with nearly unanimous input from several of the school’s strongest constituencies and a close consideration of the latest work of Richard Reeves, author of *Of Boys and Men*.

“Seeing the positive impact the Nativity experience has on boys from the local community has underscored for the board the correctness of this decision,” Roller says. “I’m struck by the educational challenges faced by young men today, particularly in early grades when they come from an economically disadvantaged background. I’m more committed to Nativity’s mission every day because I see it meeting a really significant need and changing for the better the trajectory of young lives.”

Two miles down the road, Our Sisters’ School (OSS) is meeting a similar need for young women. Founded in 2008, OSS is named

for “Sister Sailors,” the daring women who contributed to New Bedford’s vibrant whaling industry. “So yes,” Head of School Sarah Herman writes on the website, “we’re brave.”

**Margaret McSweeney ’02** learned about OSS shortly after she graduated from the University of Puget Sound, where she studied religion and social ethics. McSweeney had just moved back east from Montana for what she thought was a temporary stay in her hometown of Marion when she heard about the plan to open an all-girls school dedicated to creating opportunities for underserved students. JoAnn Tschaen—founder of Trips for Kids, a New Bedford nonprofit, and mother of **Ryan Costello ’97**—

was working with other dedicated community leaders to open the school. McSweeney went to speak with them to learn more about the project. “Sign me up,” she said at the end of the meeting.

She joined AmeriCorps and became part of the inaugural OSS faculty, a dynamic group made up mostly of other AmeriCorps teachers. It wasn’t long before she was hooked. Staying local may not have been part of McSweeney’s plan, but she wasn’t surprised to discover her passion and aptitude for the

work.

“I’ve always loved learning and I’ve always had an innate ability to work with children,” says McSweeney. “I wanted a job with purpose and something that contributed to the good of society. I found that in the humble job of teaching.” She notes the presence of strong influences in her life such as her mother Kelli McSweeney, a venerated Tabor faculty member who retired in 2019, and her sister, Cathy, who is a Head of School in Hong Kong.

McSweeney is currently on her third chapter with OSS. When her AmeriCorp term ended in 2010, she left to earn her teaching license while working at Friends Academy and Tabor. She returned as the Head of the Humanities Department in 2012 before leaving two years later to pursue her master’s degree in education. She then taught in the Fairhaven, MA public school system for three years. “That was an eye-opening experience,”



McSweeney says. “I saw first-hand how the systemic way we approach education is undervaluing many of our educators and failing many of our kids.”

She returned to OSS in 2017, but she was determined to stay involved with the public education system. In 2020, she ran for and won a seat on the Old Rochester Regional School Committee. She was re-elected to a second term last spring. Among the most pressing issues McSweeney has sought to address are student social and emotional welfare, teacher retention and a commitment to meaningful professional development, and opposition to teaching to standardized testing and book banning. She has high praise for the district’s central office, but she acknowledges that committee work in today’s culture-war climate can be trying. Still, she believes it is vital to have contentious conversations without malice.

“I’m a huge proponent of sitting down and talking with people who don’t see eye to eye with you,” says McSweeney. “In fact, I think it’s where most growth happens for most individuals. I try to lead with love in everything I do, so finding where people are coming from and meeting them there, and then seeing what the long term goal is, I think that’s important, no more so than when we are speaking about our kids and our collective future.”

In her current role at OSS, McSweeney serves as the Advancement and Volunteer Coordinator. It’s critical work for an institution that relies on steadfast donor support to operate as a private, tuition-free school that is not eligible for state funding as a single-sex school. She also oversees the community service program, a pillar of the OSS education, and co-teaches a Community Connections class for seventh and eighth graders that fosters active civic engagement. The course empowers students to identify ways in which to engage in meaningful action while developing their own passions and interests. “We do a lot with

student voice and choice here,” McSweeney says.

Last fall, she brought several students to testify at a public hearing of the Massachusetts Commission on the Status of Women. Two students spoke about bodily autonomy, and another addressed STEM education for girls and BIPOC students. Attending events like this is not uncommon for OSS students. “I’ve always felt that if you want to change things, you have to be an active participant in that change,” says McSweeney. “A compassionate society comes from us all being active in our citizenship, and serving others helps you to grow, as well. So I really push kids to do that.”




When she isn’t busy working at OSS, serving on the school committee, or raising her own three children, McSweeney devotes her energy to a number of organizations that ignite her passion. She sits on the committee for the Women’s Alliance of Southeastern Massachusetts and serves as the Vice Chair of the Tri-Town Education Foundation Fund.

“I kind of stick with what I know and do as much work there as I can,” says McSweeney of her advocacy efforts. “It’s not like I don’t care about climate change or animal welfare, but I’ve kind of found my niche with feminism and education.”

When others remark on her tireless involvement in these issues, McSweeney shrugs it off. “I don’t feel like I’m doing that much. The thing is, I’m surrounded by people, especially women, who are extraordinary,” she says, rattling off a list of the inspiring people she has worked with throughout her career. “When I’m with these people, I feel like the least accomplished person there. But I’m very happy to just have a seat at the table and continue to learn and grow through my interactions with them. I find great joy and meaning in those relationships and in this work.” ✨



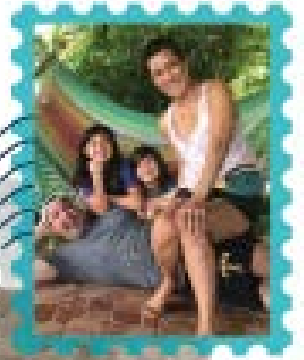
Margaret McSweeney '02 and Our Sisters' School students volunteering at M.O. Life Food Pantry.



*"A compassionate society comes from us all being active in our citizenship, and serving others helps you to grow, as well. So I really push kids to do that."*

MARGARET MCSWEENEY '02

# EDventure of a Lifetime



BY MOLLY RODENBUSH



Sean Patch '98 and his family embarked on a global learning experience.

When the Covid-19 pandemic hit the U.S., **Sean Patch '98** and his family were living in Bellevue, WA. At the time, Patch was a teacher at Open Window School, an independent K-8 school for students of high intellectual potential. Like schools around the world, Patch was forced to shift his teaching online. For Patch, this was the final rung on the ladder to leaving the classroom. He says, "My son was starting school on an iPad, and I thought, 'We can do better than this.'"

So, Patch and his family decided to go to Costa Rica. Their plan was to rent out their house, travel, and have Patch take the lead on educating the children. They all agreed that they wouldn't be following a traditional homeschool curriculum. Rather, as they

lived and explored, Patch explains, "there would be incredible learning opportunities that arose."

Before boarding the plane, he phoned his Tabor roommate, **Grayson Fertig '98**, to share his plan. Fertig tells him, "You gotta get in touch with Lou." Patch asks, with a dubious tone, "Who's Lou?" To which Fertig responds, "I've been telling Lou about you for a couple of years, you are what they need."

Come to find out Lou and his wife, Patch describes, are an eccentric billionaire couple living in Costa Rica who have two kids the same ages as his own. "I'm not writing lesson plans or handing out worksheets," Patch told Lou, "We're going to experience life, figure out things that interest us, and dive deep."



Lou aligned with Patch’s philosophy and agreed to join his family for an education alternative to one a classroom offers. Together they boiled down an educational statement that would serve as a guideline for the learning experiences Patch would lead in Costa Rica: “The only thing the kids have to learn, is how to learn.”

Costa Rica marked the start of the educational adventure of a lifetime. There, they read books and had group discussions, hiked the jungles while learning about plants and animals, and practiced foundational math so that the kids wouldn’t be behind once they returned to school. The most engaging lessons, though, were experiential.

“I think life and teaching should model what it means to be a lifelong learner... As adults, who no longer sit in rows and columns, we understand full well that’s not the best model for learning,” says Patch. “I don’t think I truly appreciated my Tabor experience until I was able to step back, deliver experiences to kids from the other side as a teacher, and realize how experiential education offers authenticity. That’s something I think kids strongly desire. Kids smell bullshit. What you’re doing has to be authentic, it has to be real. If it’s an authentic project, kids will become engaged, thrive, and exceed expectations.”

One experiential learning opportunity they had in Costa Rica involved a population of giant oceanic manta rays, an endangered species that were discovered to be living in Costa Rica. The two older kids got their diving certification and realized, while working with the scientists from El Centro de Restauración Especies Marinas Amenazadas (CREMA), the data had only been collected through acoustic tagging.

“Satellite imaging provides a much more robust track,” continues Patch, “Costa Rica had not placed any satellite tags on a manta

ray, and that was something that the kids got really excited about.”

Up until this point, Patch explains, the largest species of manta rays were found in Ecuador, where they use satellite tagging. This form of tagging allows data to be downloaded continuously, as it is updated every time a manta ray surfaces, whereas an acoustic tag requires the ray to be within a close enough range to a physical receiver

for the data to be collected. This inspired the kids to go into the community, talk with school groups, and gain interest and support. They were not only able to raise funding for four satellite tags, but they also had the opportunity to dive alongside the scientists who deployed the first satellite tags in Costa Rica.

“That story’s not done. Oftentimes, projects worth doing are never finished. Life is a messy, ambiguous place. The satellite tagging was awesome and worth celebrating, but quite frankly it was just the beginning—or the end of a single chapter in that story,” expresses Patch.

To this day, the Patch family continues to get updates on the manta ray data as scientists study their migration patterns to help conservation efforts. “Suddenly our kids are getting exposed to what it means to create legislation and develop policy. In order to do that, you’ve got to create a persuasive argument and collect data,” says Patch. “I think it was eye-opening for the kids to learn it was going to take many years and a lot of collaboration to work towards this. There are still a lot of unanswered questions, and I don’t think that makes it not worth doing, it just goes to show that the world is a complex place and learning to operate within that is challenging.”



Patch's experience with experiential learning predates his family's educational adventure in Costa Rica. While living in Massachusetts and teaching math at Fenn School, an independent day school for boys in grades 4-9, he had students convert a Volkswagen diesel Jetta to run on waste vegetable oil and grease that they sourced from local

restaurants. After it was complete, Patch commuted from Cambridge to the Fenn School in the "French Fry Car." Going back even further in time, Patch can connect his passion for project-based and experiential learning to when he was a student at the School by the Sea.

He says, "If I think back on my four years at Tabor, I had an unbelievable time. One of the things that allowed Tabor to have such an impact on me

were the experiences that I was able to have in each and every one of my classes. I talk about Tabor as a place that developed my love of mathematics because up until that point, math had been a subject where there's calculations and procedures. It wasn't a creative, powerful tool until I realized navigation is both math and a power to predict where you are going to be in the future. Celestial Navigation with Capt. Geil was an amazing class, not because I use those skills in my daily life, but because they taught me how to learn. It's been neat to see how my own Tabor experiences have created the path that I am on."

After Costa Rica, Patch and his family had the opportunity to continue teaching his kids through their experiences traveling around the world. They studied the Renaissance in Florence, Italy, reading Machiavelli and visiting as many art museums as possible. While there, his kids decided to develop and design a board game based on the artwork they had seen. "They had started designing the game on cut-out pieces of paper and hand-drawings. It wasn't perfect, but through the iterative process of tweaking and changing, it became really interesting. We started staying up

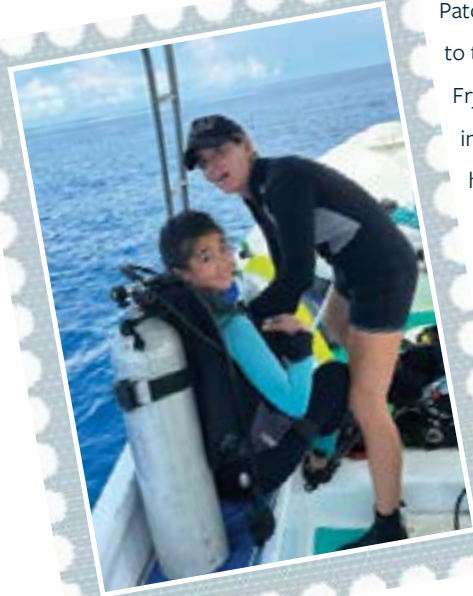
past midnight playing this game, it was phenomenal. A traditional school schedule wouldn't allow for us to do this. I'd be remiss to say it wasn't a privilege—it's a high privilege," admits Patch.

After taking the game to a local printer in Florence, the kids loved it so much that they wanted to put the game into the world so that their friends could play it. So, they tested the game, produced a video and Kickstarter campaign, and raised \$25,000. Their game, *Legends of the Renaissance*, shipped out just before the holidays in December 2023.

The process, from conception to production, was a lesson for both Patch and his family. He considers, "As an adult, I have to be careful not to have a heavy hand. I found myself wanting to perfect it. But this is not about perfection, it's about the kids learning and demonstrating what they know and what they have learned. If I interject, I am not allowing the students to legitimately stumble and fail. The rulebook has some spelling errors. The printing is a bit offset. It's an amazing project that I am proud of and, at the same time, it's imperfect."

According to Patch, mistakes and imperfections are part of the process as a lifelong learner. Instilling a passion for learning is Patch's priority when he teaches, whether he's in front of a desk-filled classroom or on a boat off the coast of Costa Rica. Learning how to learn, he emphasizes, will prepare future generations for the volatile, uncertain, complex, and ambiguous world they will journey into.

He reflects, "We're in a space where there's so much ambiguity, and that's what life is. The beautiful adventure is, that you as an individual get to choose where you spend your time, and have your impact felt. There is a lot of help needed in the world, and don't expect it to be quick, don't expect it to be easy, but I hope you know that it is absolutely worth it." ✦





# Featured Teachers

We asked, you responded. Here's what your fellow Taborites had to say about working in the field of education. Go to [taboracademy.org/magazine/teachers](http://taboracademy.org/magazine/teachers) to read their full Q&As.



**AUGUST MILLER '53**

***What is one lesson teaching has taught you?***

One does not need to give a 50-dollar answer to a 5-cent question.



**PAUL LARSON '62**

***What is one lesson teaching has taught you?***

Keep going! You can continue making a contribution after retirement.



**WILLIAM BEAUTYMAN '63**

***What is your advice for future educators?***

You don't need to be in a formal educational environment to educate. Over the years, I have taught many of my employees at Limelight Productions the art of lighting, rigging, fabrication, sewing, design, and the management of rental equipment.



**BOB GRIFFITH '63**

***What is your advice for future educators?***

Never stop inquiring, learning and studying. Never assume that we have all the answers or shouldn't keep trying to apply them in new ways.



**JAY WINBURN '65**

***What's your favorite part of teaching?***

When I witness a moment of "aurian splendor;" a moment when the light goes on for a student.



**COURTLAND BOOTH '69**

***What is your advice for future educators?***

Create the kind of safety that allows students to build courage to engage and learn.



**STAN GODWIN '72**

***What's your favorite part of teaching?***

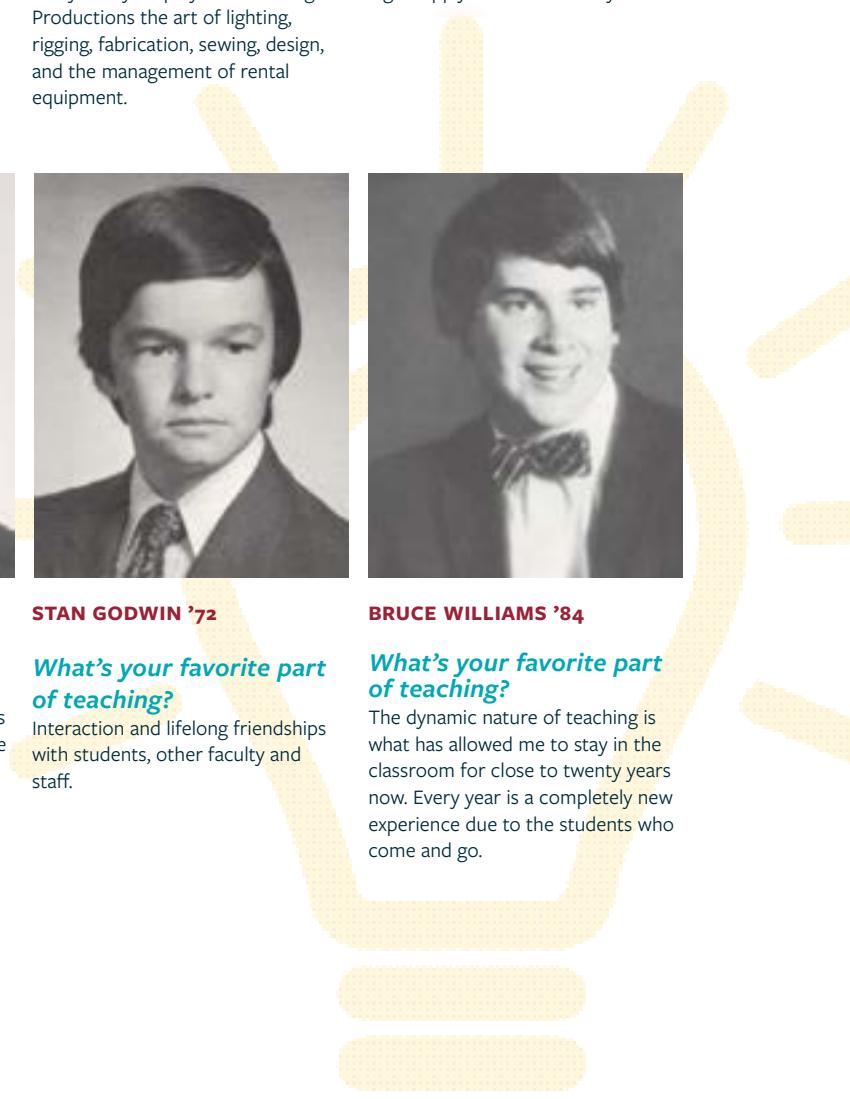
Interaction and lifelong friendships with students, other faculty and staff.



**BRUCE WILLIAMS '84**

***What's your favorite part of teaching?***

The dynamic nature of teaching is what has allowed me to stay in the classroom for close to twenty years now. Every year is a completely new experience due to the students who come and go.





**LINDA MYERS DENNISON '88**

***Did Tabor inspire you to become a teacher?***

Absolutely! Tabor created the environment where I felt accepted by students and faculty. That acceptance allowed me to take risks to discover who I really wanted to be.



**HANK OSBORN '91**

***Did Tabor inspire you to become a teacher?***

Yes. While a student at Tabor, I began choosing experiences to improve my background and resume for my path to becoming a teacher. I taught gym at Sippican School as my Senior Project.



**JODI SIEGEL '92**

***What's your favorite part of teaching?***

Watching the light bulbs go off as my students learn new information. Creating a classroom community of lifelong learners.



**MELANIE TRAVERS '92**

***Why did you become a teacher?***

I began my career in teaching as an early childhood educator. I found (and still do find!) 4- and 5-year-olds to be amazingly inquisitive, earnest, and interesting individuals. I wanted to guide them and do my part in helping them become good humans.



**ELIZABETH BODKIN BAGLEY '94**

***Did Tabor inspire you to become a teacher?***

Yes, I actually wanted Mr. Robert Mogilnicki's '76 life. (Living at Tabor and throwing pots on the wheel!) In all seriousness, I really was inspired by him and many other Tabor teachers. They all seemed to love what they were doing.



**AMY MACKLIN SEVERANCE '94**

***What is one lesson teaching has taught you?***

No two students are alike even if they seem to have similar learning profiles. You have to meet each individual where they are and celebrate them as they meet personal goals.



**ANDREW BARKER '05**

***What is one lesson teaching has taught you?***

To be myself in front of my colleagues and students. To share my story with those I interact with and help them develop their own.



**SARAH ELLINS '07**

***Why did you become a teacher?***

I became a teacher because of the wonderful experiences I had while I was at Tabor. The dedication and care that my favorite teachers showed all of us inspired me to follow in their footsteps.



**READ ALL THE RESPONSES FROM OUR TEACHER ALUMNI**  
[TABORACADEMY.ORG/MAGAZINE/TEACHERS](http://TABORACADEMY.ORG/MAGAZINE/TEACHERS)

**2015****KYLEE SULLIVAN PROSSER**

I married Dylan Prosser on August 11, 2023. We met during our freshman year at Loyola University, Maryland. We both currently attend Suffolk University Law School, live in Boston, and have a dog named Rose.

**2014****MILES WRIGHT**

I was able to share my knowledge of Real Estate with fellow young alumni during a virtual offering in the fall. I enjoyed connecting with **Gunnar Von Hollander '21**, who is currently a junior at Boston University and interested in a career in Real Estate. We were able to chat after the Zoom, and met in person the following week, which has led to the possibility of a summer internship for Gunnar with my brokerage! A great opportunity for both of us and really speaks to the strong alumni network of Tabor.

**2013****KENNY LLOYD**

2023 has been a landmark year in my journey, filled with milestones and fond memories. Celebrating my 10 year reunion at Tabor Academy this June was a nostalgic trip down memory lane. Returning to the campus for the first time since graduation, I was reminded of my deep roots at Tabor, having grown up there as a faculty student. The familiar hallways, the vibrant student life, and the dedicated faculty all resonated with a sense of coming home, a feeling that time had only deepened. The year also marked a significant personal milestone as I married in September. The wedding was a beautiful blend of new beginnings and cherished traditions, encapsulating the essence of starting a new chapter in life with the support and blessings of loved ones. On the professional front, my venture, Lloyd Solves,

which I founded in 2022, has achieved remarkable success. We reached the platinum tier in the HubSpot Partner ecosystem, a testament to our commitment to excellence and innovation in technology consulting. Notably, Lloyd Solves is currently ranked as the #2 HubSpot Partner in North America, a recognition that fills me with immense pride and drives me to set even higher benchmarks. Reflecting on these achievements, I am grateful for the foundation Tabor Academy provided me. The values of perseverance, creativity, and leadership instilled in me at Tabor have shaped my career and personal life. Looking ahead, I am excited about the prospects for Lloyd Solves. We are poised to expand our services nationally and explore new frontiers in technology consulting. Moreover, I am committed to leveraging my expertise in drone photography, a passion I've nurtured over the years, to diversify my entrepreneurial endeavors. I cherish the lifelong friendships and connections I've made at Tabor and am eager to continue contributing to our alumni community. Here's to many more years of growth, learning, and making a positive impact!

**2012****ANNIE MCBRIDE HALLORAN**

Annie married James Halloran on August 19, 2023 on Tabor's waterfront. They traveled to Italy and Greece on their honeymoon. Annie works at Rapid7 in Boston, and James works at Unblu, headquartered in Switzerland. They reside in Boston, MA.

**JAKE FARIAS**

Jake married Theresa Law in October and they now live in Woodstock, NY along with their two cats, Eevee and Tallulah.

**2010****CAM BRIEN**

I was recently added to the board of directors of the Greater Lawrence Community Boating Program, which is where I first learned how to sail as a child. It was that early experience on the Merrimack River that ultimately propelled me first to Tabor, and then later to a career at sea, as a merchant mariner. I am thrilled and honored to serve as a member of the board of the institution that put Tabor in my path and gave me a career and a passion in life. In my off time, I am involved in the classic yacht racing circuit on the coast of Maine, in which I have been pleased to encounter several Tabor alums. Everywhere I go, if I am involved with boats or boat people, I encounter old friends and new from the wider Tabor family. Ships and boats seem to be the glue that stitch the Tabor family together.

**2009****AMAY MERCHANT**

I moved back to India about 4 years ago. I'm back in my hometown of Mumbai and if any Seawolves find themselves in this part of the world, I would be happy to connect. I recently caught up with **Vir Seth '10**, in Cincinnati.

**SARA STONE**

I am based in Barcelona, Spain while training for the 2024 Women's America's Cup with the New York Yacht Club American Magic team and traveling and competing for other sailing teams around the world. Let me know if you plan to visit Barcelona for the America's Cup this year!!





**2017**

**TRINITY MONTEIRO**

During her four years at Tabor, **Trinity Monteiro '17**, a day student from New Bedford, could often be found in the Braitmayer ceramics studio, the fishbowl, day student area, or on the football field as a varsity manager. Some of her fondest memories of being a Seawolf include launching the first female empowerment club, I AM THAT GIRL, and of course, winning the 2016 New England Championship. Since leaving Marion, Monteiro earned a degree in sports management from the University of Massachusetts Amherst. She focused on utilizing sports as a vehicle for social change, particularly in fighting racism and obtaining equity for underserved communities. During her time at UMass, Monteiro interned at the national non-profit Ross Initiative in Sports for Equality (RISE), which engages the sports community to advance values of respect, understanding, tolerance, and equality, as well as in the diversity and inclusion department at the National Basketball Association. Upon graduation, Monteiro became the first and only full-time hire for the nonprofit Sports and Entertainment Equity Network (SEEN), which strives to minimize the DEI gap on the business side of sports and entertainment. After climbing the ladder from SEEN's intern to its manager, Monteiro accepted a position at the National Football League where she now manages its social justice, domestic violence and sexual assault, and LGBTQ initiatives.



**2007**

**GRANT O'CONNELL**

My film, *Le Regard*, has been selected to a few festivals this year; the most recent being the 2024 Austin Short Film Festival. Also, I'm a part of a bouffon clown troupe (IL FUNGO) that has earned acclaim as "the troupe to see!" If you're in LA, come to a show!

**2006**

**ANDREW ROQUE**

We ended 2023 on an exciting note, with a family trip to Ireland as well as a new member of the family. In August, we took in a teenager from Ukraine. Her name is Maryna, and she is enrolled at our local high school.



**2005**

**MARTICA WAKEMAN**

In 2022 I joined a climate tech company, Aircapture, as VP of People Operations. We're a Direct Air Capture (DAC) start up based in Berkeley, CA. Our technology takes atmospheric air, separates the carbon from the air, purifies the carbon and then makes it readily available to customers to use in their production (breweries, agtech, concrete, biofuels, etc.). Our machines sit on our customer's production site, removing the need for the conventional industrial gas supply chain all together (this reduces the carbon emissions associated with using commercial carbon). Our technology provides both a much better customer experience (transparency, cost, reliability) and removes Scope 1 and 3 emissions. We're closing a \$50M Series A round currently and will be expanding to 65 employees in the next year. Direct Air Capture is a growing industry with billions allocated with firms like BlackRock, Seimens, etc. and over \$2.5B in grant funding from the U.S. Department of Energy. I'm unable to disclose our seed funding amount, but I can disclose over \$10M in grant funding has already been awarded.



2006

**ERNIE ECONOMIDES**

**Ernie Economides '06** has over 13 years of experience working at the National Football League leading partnerships and business development initiatives. Currently, as the NFL Director of Gaming & eSports Partnerships, he oversees strategic licensing partnerships with Roblox and Epic Games (Fortnite). He also led the Madden business and the NFL's in-stadium 5G mobile gaming initiative, in collaboration with EA Sports and Verizon respectively. Previously, Ernie managed the NFL's eCommerce business, in partnership with Fanatics, and drove the NFL's marketing efforts with on-field partners such as Nike, Under Armour, and New Era. Ernie began his career as a member of the NFL Junior Rotational Program, the League's highly selective early career leadership immersion experience, where he worked in marketing, international, and corporate development.

After graduating from Tabor, he attended Skidmore College, where he was a three-sport varsity athlete (soccer, hockey, and lacrosse) and graduated cum laude with a major in business management. Ernie also recently graduated from The Wharton School of the University of Pennsylvania with his MBA degree.

Ernie credits Tabor's differentiated curriculum, such as economics for sparking his initial interest in business. He also notes that the school's culture of academic rigor and athletic excellence fostered his discipline and time management capabilities at a young age. What stood out most from his time on campus, however, was learning the importance of developing authentic relationships with peers from all over the world, an attribute that has helped him build strong partnerships across the NFL's domestic and international stakeholders.





**2003**

**TAMMY KINGAN**

I am the Product Marketing Manager for a print-on-demand company and was awarded for having the app reach the #1 spot in the Shopify App Store this year! Enjoying life by the pool in sunny St. Pete, FL with husband, Andrew, and rescues: a Ferret named Scabbers and 2 pups named Belfast and Derry.



**2002**

**JESS KEELEY KEOUGH**

Former Seawolves **Sammy Davis '15**, **Sarah Feldman Burns '04**, and **Jess Keeley Keough '02** played in a charity game to support **Jill McInnis Button '02** Memorial Fund last August. To find out more about the event and fun check out this website: <https://www.htosports.com/teams/?u=JILLY17&s=hockey>



**BETHANY ANDERSON JACKSON**

Just completed my Graduate degree in Healthcare Administration!

**2001**

**SAM FLEISCHNER**

The blue moon in August arrived with my second son, Vigo. My first born, Lucien turned 8 in January. I've been busy in NY making movies and organizing the Rockaway Film Festival.



**2000**

**STEVE LAMPERT**

Since 2000, moved around a lot. Three continents, eight cities, and 12ish apartments. Some moves were fun and exciting. Others were kind of brutal. And now that we've got a seven-year-old boy who's obsessed with boats and horses and treehouses, we're leaving NYC and heading back to Duxbury to give him that magical, seaside childhood that I 1,000% took for granted. So, if you're in the area, be wonderful to catch up! PS, go see *Six*. It's great.

**1998**

**RYAN STASZKO**

A very blessed year!! Expecting a healthy baby girl in April of 2024.



**1991**

**MIKOL RUDD BRANDIS**

Life in Denmark continues to be great. I opened a wine bar and shop in Elsinore (about 45 minutes north of Copenhagen—on the harbor looking over to Sweden), which is super exciting. The previous owners ran a wine shop for the past 35+ years, but the building, originally from 1704, was in miserable shape. It has

now been lovingly and respectfully renovated, and the “new” interior is full of cool features and amazing design elements. If you're ever in the neighborhood, drop by for a glass! (73 Strandgade Vinbar & Butik)

**1987**

**SEAN MEAGHER**

The picture is of me moving a boat in Monaco last September. Lots of other stuff to report, I led an expedition through the Northwest Passage, not once but twice in both directions, plus I took that same boat close to the North Pole. I am planning on another polar expedition this summer. In my spare time, I speak internationally on a host of topics mostly involving the maritime world, conservation, and leadership. And, I am a managing partner at Marinus Vectors ([www.marinusvectors.com](http://www.marinusvectors.com)); we provide physical and cyber security to the maritime world.



**GORDON BONNEVILLE**

Even more important than preparing me for college, I am truly thankful for some of my longtime friends from Tabor 1987. **Dave Mears '87** visited me from San Diego last month where he is enjoying the transition to retired life. **Rob Fawcett '87** was great to host me while I was in Boston recently and always makes me laugh. **Dave Pepin '87** and **Pete Boniface '87** still make the best sandwiches at their shops in Colorado called the Yampa Sandwich Company. **Jon Callaghan '87** continues his passion for flying while seeing his kids around the country. Somehow **Todd Needham '87** continues to rock a seersucker suit like no other! Whether it is having a blast during ski trips or helping work through speed bumps we encounter, you guys are the best!

**1986**

**ALYSSA PROCTOR GORDON**

Working hard in the public sector since 2014. October of 2023 marked the groundbreaking of a 5-year effort of planning. Proud to be protecting the health and safety of rural communities of Northern California.



2004

**CAROLINE KEENE**

When **Caroline Keene '04** graduated from Tabor, she didn't necessarily know she'd be headed into the film business—but her love of writing was already there. Says Keene now, “So many of my teachers at Tabor played a role in developing my passion for storytelling.”

After college at the University of Richmond, Keene studied screenwriting at UT Austin, receiving her MFA in 2016. In 2020, she made the move to Los Angeles. This past December, her debut feature, *Merry Good Enough*—Keene wrote the script, and co-directed with her friend and frequent collaborator Dan Kennedy—was released. A dark(ish) family comedy led by *Mad Men*'s Joel Murray and Raye Levine Spielberg, the movie was filmed in Massachusetts in December of 2022, primarily on the North Shore, including Lynn, Beverly, Peabody, and Wayland. According to Keene, the local community played a huge role in the success of the film. “We had so much support from the communities we shot in. This was always a New England set movie in my mind when I wrote it, so getting to shoot the film in Massachusetts was really special.”

Also special? Two of Keene's '04 classmates, **Andrea Bildman** and **Kate Wolff**, were producers on the film, and **Alaska Burr Elia '05**, and her daughters, have a brief cameo in the movie's ice skating scene. “This movie would not have happened without the support of Andy and Kate,” says Keene. “Not only as producers, but as friends. They have both encouraged me so much over the years. And I was so grateful that Alaska got to be in the film! She didn't hesitate for a second when I said I needed some extras for an eight a.m. rink scene in Peabody. I grew up watching Alaska play sports, so it was pretty great to have her and her kids in the movie.”

*Merry Good Enough* is available now to rent or buy on Apple and Amazon, and Keene and her team are currently looking for a streaming home for the movie for Christmas 2024. Says Keene, “Our hope is that each holiday season more and more people discover *Merry Good Enough*. I couldn't be more grateful to have made this movie with Dan and this incredible cast, and we are all excited for what's next.”





**1983**

**ED BRESNAHAN**

Recently spoke and met with the Tabor Varsity Football team (7-2) at “Milk and Cookies” in Lyndon South back in November. Attended several games with **Coach Duffy ’56**, Coach Silipo, Coach Roller, Coach White, **Jim Chadwick ’83**, **Mike Hughes ’83**, **Eric Strand ’84**, **Mark Finley ’84**, **Andy McCain ’84** and **RJ Sheer ’85** this season after a successful first year under new head coach Jeff Moore and his staff. Go Seawolves!!!

**CHARLIE MURRAY**

Great seeing a bunch of you at our 40th reunion this past summer ! To good health and happiness in 2024!! Great seeing **Duff ’56**, too!!!

**1982**

**PETER BIDSTRUP**

After nearly 25 years living on the North Shore and working at Governor’s Academy (Governor Dummer), where I was the Director of Admission and Head Lacrosse Coach, I moved back to Marion in 2016. I work at Friends Academy in Dartmouth, MA, and teach and consult about mindfulness, performance and sports. Sadly, I lost my beloved wife Molly to cancer in 2014. I have 2 wonderful kids—Brett, who lives in Boulder and works in sustainability, and Larsen, who is in Bozeman in the Real Estate development and construction biz. We enjoyed time in Italy this fall together. I enjoy walking my Golden Retriever, Coach, around Marion and watching TA games on occasion. Happy to be in touch with old TA friends **Chris John ’81**, **Greg Hefler ’81**, **Steve Green ’82**, **Will Saltonstall ’82**, **Charlie West ’82**, **Ian Patrick ’84**, **Jim Chadwick ’83**, **Mike Hughes ’83**, **Duff ’56**, Paul Doty . . . Cheers.



**1980**

**ALBERT “CHIP” BASSE III**

So happy and proud to introduce our first grandchild! Harper Jean Altimari, future Tabor scholar?



**1977**

**NEIL FLAVIN**

I often reflect on my time at Tabor and how, in addition to my family upbringing, the experience helped shape me and guide me throughout life’s journey. It gave me perspective in business, discipline in life and a mind set to set goals and work to achieve them. Attending Tabor was an opportunity I resisted in the beginning but valued once there. OK, the boats and sailing didn’t hurt either!

**1976**

**GARY SPRAGUE**

Living in Miami. Recently won the J-24 Class Florida State Championship, and eligible to race in the sailing Worlds. My main hobby is remote control sailing with the SFMS Club, who just elected me “Commodore”! Retired from sailboat rental/sailing school business I started in 1987. Life is good.



**JACK BOYD SMITH JR**

My twins, **Angelica ’27** & **Jack III ’27**, started at Tabor this year and are really enjoying it—very proud dad here! I have a car collection (thejbscollection.com) that has kept our family very busy in 2023. In February, we went to Boca Raton Concours and received Collector of the Year award, Chairmans award for our 1933 Dodge Tow Truck, and Most Elegant Pre-War award for my 1932 Packard. In March, we went to Amelia Island Concours and received Best in Class award and a 2nd place award in Youth Judging for our 1933 Chrysler Imperial. Our 1937 Cord Phaeton, originally owned by Amelia Earhart was the 33rd car inducted into the National Historic Vehicle Register and will forever be a part of the Library of Congress. In May, we attended the Concorso d’Eleganza Villa d’Este in Lake Como, Italy and we were the class winner with our 1933 Chrysler Imperial. I got the announcement from The Key that our car museum/ collection moved up to 85th in the world—what an honor! In June, the twins had their confirmation in the Vatican near the tomb of St. Peter in the crypt at St. Peter’s Basilica. Then, we were guests of Bentley and went to Classic Le Mans where Stuart Morley, a 4th generation Bentley driver, raced our 1929 Bentley Blower. In August, we attended the Pebble Beach Concours and won 2nd in class as well as won a Special Award—the Ansel Adams award with our 1923 Rolls-Royce Springfield Pall Mall. In August, we went to Washington, DC as our 1937 Cord participated in the Cars at the Capital which was a display of the car in a glass box in between the Capital Building and the Washington Monument. We wrapped up the year in London at the London to Brighton—Veteran Car Run, in November. We took our 1903 Clement (only cars older than 1905 were allowed on the drive) and we are pleased to say we finished. It was an amazing year, and we are looking forward to the remainder of 2024!

1975**PAUL MURPHY**

Was recently recognized for his championing the provision of pro bono legal services to the most vulnerable in the Atlanta community by the Atlanta Volunteer Lawyers Foundation.

1974**TOM CROWLEY**

I retired from the Navy in 2021 after 40 years in commissioned and civil service. I still support the Naval Academy through an offshore sailing leadership development program. Gretchen and I moved full time to Marion in 2023 and are enjoying engaging with the community here.

1970**JEFF LANDSMAN**

Had a great lunch in DC with rear admiral (retired) **Archer Macy '71**. We caught up after 50 years! It was great to hear his stories, and I was proud to be sitting with someone who committed his life to the service of our country!

**DAVID MARAGHY**

After Tabor, I went to Williams College, with classmate **Steve McIntosh '70**, who was my roommate there for years. Then I went south (for the weather) to Wake Forest University School of Law. After graduation and passing the bar, I clerked for the Chief Justice of the NC Supreme Court, then practiced law in Greensboro, NC for about 10 years. During that time, I became involved with the PGA TOUR event, the Greater Greensboro Open (now the Wyndham Championship). In 1985-1986 I served as

General Chairman of the tournament and used that experience to move into professional golf management with Pros, Inc. I had the privilege to represent such PGA TOUR stars as Tom Kite, Lanny Wadkins, Davis Love, Justin Leonard and Steve Pate. I also remained active in event management, creating two pro golf events in Korea, and managing the Virginia State Open, and producing the live golf television broadcast for 20 years. I also served as the Executive Director of the Henrico County Open on the Nationwide Tour. I married my wife, Jenny, in 1988, and the priest who married us was Tabor classmate **Bobby Malm '70**! Bobby is now back at a church in Marion. He did a good job, as Jenny and I will celebrate our 36th anniversary in January. We have lived in Richmond, VA since 1988. We are blessed with two wonderful children, Katie and Jack. Katie is in NYC working as Director of Content for Underdog Fantasy Sports, after spending many years with *The Daily Show* with Trevor Noah. Jack graduated from the National Film and Television School in London where he received his master's in screenwriting. Happy to say that one of his short, animated films, *Mums Spaghetti*, just won a Student Academy Award. Over the years our family has been fortunate to travel together extensively around the world. This January we continued that tradition with a catamaran trip in the British Virgin Islands. I have cut back on most of my golf management efforts but find myself drawn into Jenny's successful real estate business where I work with rental properties, rehab efforts, and various construction projects.

**BOB MALM**

Enjoyed celebrating Coach Tim Walsh's 80th birthday with his family and friends in Duxbury. Football teammates **George Linzee '69** and **Freddy Cicerchia '70** joined in the festivities. Great to see the 2023 football team's successful season.

1969**PETER LONG**

Relocated to Ellenton, FL. Like the hot weather, as do grandkids, when they come to visit.

1968**CHRIS FORTUNATO**

My book of suspense stories, *Deadly Guests*, was published in February 2024 by a small UK publisher. Available on Amazon.

**ROBERT TOBEY**

Long career in photojournalism, art photography; now retired but still doing artwork and having shows. Two fabulous daughters, 24 and 29, and a 9-month-old grandson. Still spending time biking, swimming, and kayaking, activities that are not only good for my health, but opportune for my photography. Reading relentlessly, the crazy news of the day, and literary classics (some of which I pretended to read while at Tabor, but am REALLY reading now). Living in The Pioneer Valley in Western MA, where I have been for the last 45 years. Photo is of grandson, Callum Marscher.

1967**KEN FOSTER**

Lyn and I celebrated our 54th wedding anniversary in December and have 5 wonderful grandchildren ranging from age 1 to 14. We also celebrated 106 years in business in December. I am working on succession planning with my son-in-law, who has been working at Hall Oil for 17 years as a HVAC installer and will shortly be a Master Plumber. I have no current plans of retiring and still enjoy every day on the job. We also have two retail stores, Breakaway, selling barbeque grills, accessories, gas fireplaces, and other decorative indoor and outdoor appliances. In conjunction with Breakaway, we converted one of our oil delivery trucks 12 years ago into a traveling barbeque grill (X Grill) and we do many non-profit fundraisers on Cape Cod. All this keeps us pretty busy, but we are hoping to attend the next reunion and see some



of you from the Class of '67. If you want to connect, email me at doc@halloilgasandelectric.com or call 508-398-3831 ext. 103.

**1966**

**RALPH “BOB” CHAPMAN**

An eventful year. A recent grandfather, Finley Ralph Chapman is the first and newest member of our family. Alas, my brother, **Dr. Bill Chapman '63** (aka loquacious), passed away recently in Southern California. My sons Lee and Alexander Chapman live nearby in Marin County, CA. I have only a kayak and fond memories of TA keeping my nautical aspirations alive, (and an occasional ferry ride into San Francisco). When and where will the Class of '66 be getting together for a reunion? I would like to count reunions as a method of the passage of time rather than cups of coffee. I am desperate to hear from my high school classmates.

**MARK WARTER**

Have recently moved to Waterford, CT after 12 wonderful years in Beaufort, SC. My wife of 54 years was silly enough to come with me to be closer to our girls and their families. I see **Dick Gumpert '66**, **Gary Lash '66**, and **Bob Shore '65** as often as possible. I'm still actively doing pastoral care ministry.

**HENRY BARNARD**

Many twists and turns in my “career”—first librarian, then systems analyst, finally photographer. I worked on the 71st floor of the WTC 1 for 18 years when the airplane hit but walked out without a scratch. Now happily retired for 13 years, and have learned, in retirement, how to cook, which supports a long-standing study of nutrition, along with Roman history and astronomy. Recently diagnosed with prostate cancer, and getting ready for low-dose radiation treatment. They tell me it can be cured, but I am skeptical.



**1965**

**JONATHAN BLAKE**

Susan and I have had amazing travels going to every continent and at least 50 countries around the world. Traveling thousands of miles on the waters from Cape Cod to the Florida Keys on Sundance. Covid locked us up for a couple of years until we headed to the Azores this past September. My wife has a web site Trawlersrock.com which has captured many of our travels.

**1964**

**ARTHUR REID**

I am now retired after 45 years working in the travel industry. I have enjoyed every minute of my career visiting so many wonderful countries around the globe. Most recently, my wife and I have decided that our

favorite mode of transportation is on longboats on the rivers of Europe. Our experiences on the Seine, Danube, and Rhine are priceless. Closer to home in 2024, we plan to add the Mississippi. A visit to Tabor is also on the calendar and road trips in my Mini Cooper. Would like to see classmates of '64. Wishing all good health!

**1963**

**BOB GRIFFITH**

Continue to muddle through living with setbacks attributable to the unintended consequence of my misspent youth. Jo and I continue to spoil our grandchildren and granddogs rotten. Travel as extensively as we can: Africa, Islands, UK. It's getting harder physically, but we never give up.

**TOM MORGAN**

Sunday, August 20, 2023, I took 12 friends for my 80th birthday on a 3-hour, 12-meter sail on *Nefertiti* in Newport, RI. The sail was one of the best of my life, not only because the weather and sailing conditions were perfect, but because my best friend from Tabor Academy was on board. We have been friends for 66 years and counting. Without Tabor, I would not have such special bonds that have lasted a lifetime. I am truly grateful for my Tabor friendships. Thank you, Tabor. Sail on. All-A-Taut-O!



**1961**

**JOE HEYMAN**

My wife, Berna, totally surprised me for my 80th birthday by flying in our daughter, grandson and son-in-law. This capped three weeks of celebrations starting in DC with restaurants and museums!

**1960**

**KARL JACKSON**

Having retired early, at age 79, I am astonished by how little spare time I have. I am continuing to work on yet another book on Asia while consulting on Panama and seeking financing for a solar generation plant in Zambia. In addition, the last few months have been consumed by a local zoning controversy. Jean and I are both well and enjoying life along Mill Creek in Annapolis, when not traveling to catch glimpses of our five grandchildren. Life is good!

**1959**

**RICHARD ROSENFELD**

For this talk on October 2, 2023, which Yale President Peter Salovey called a “tour de force,” historian Richard N. Rosenfeld returned to his namesake Rosenfeld Hall at Yale University’s Timothy Dwight College to review the checkered history of Yale and the nation in accepting Enlightenment values and to urge Yale’s students and faculty, as well as Yale’s president, to defend Enlightenment values in the face of current attacks.

1961

## JOSEPH HEYMAN

Joseph Heyman's '61 earliest inspiration was his entrepreneurial father, Sam Heyman, the inventor of folding aluminum furniture. His passion for science, particularly space science, was nurtured at Tabor, where he enjoyed physics, astronomy, music, photography and golf.

As if his stars aligned, Northeastern University awarded him a NASA cooperative work assignment at the Langley Research Center (LaRC) in Hampton, VA for just one semester. About 40 years later, he retired as the Chief Technologist; he was there for a bit longer than one semester! Joe worked on many of NASA's most important projects: Viking Lander (first human lab on Mars), Shuttle Return to Flight (after the Challenger accident), and the Aging Aircraft Program (after the Aloha 737 ripped apart in flight).

Joe's research produced 34 patents, hundreds of publications and presentations, numerous awards, and the creation of the largest Nondestructive Evaluation Laboratory in the world—which embraced broader research disciplines, such as ultrasonics, thermography, radiation physics, eddy-current diagnostics, and other electromagnetic sensing. Joe was inducted into Langley's Hall of Honor where 80 people, out of 12,000 who worked at LaRC, are so honored.

After retiring in 2001, Joe directed a small company, later bought by Luna Innovations, serving as their Chief Scientist until retiring once again in 2008.

Joe returned to photography, one of his Tabor passions, teaching at the College of William and Mary's continuing education program. For decades he enjoyed teaching popular classes, exhibiting in art shows and museums, traveling the world, and publishing several photography books. His book, *People of the World*, resulted in numerous invitations to exhibit his work at several galleries along the East Coast. An image he shared shows the Taj Mahal, bringing a unique perspective to this familiar treasure.

With his wife Berna, he enjoys New York mountain summers in their 1791 home built by Col. Peter Vroman, a revolutionary war leader. Life is interesting – stay curious!







**1958**

**JOHN “JACK” SCOTT**

Enjoyed three years at Tabor, graduating in 1958. I was successful in business, now retired, living happily and comfortably at age 84. Both my wife and I are in reasonably good health. I’m still very active in my community; recently completed a term on the Board of Directors of Mitchell College, a small liberal arts college located in New London, CT. I completed a term as President of the Thames Club in New London and am still very active on the Board of this

organization. Life is good. Hope my friends and fellow graduates from Tabor are also doing well.

**1957**

**ARTHUR MCLEAN**

Enjoying life at 84. Spending winters in Stuart, FL and summers in Mattapoisett, MA. Still owner of Mattapoisett Boatyard.

**1954**

**JEFFREY RUTTENBERG**

I am sad to report I lost my beloved wife, Ilene, of 61 years a year ago. Together we have two children, Margie, 60 years old, who just retired as a TV producer for NBC News in Washington, DC. Our son Jimmy who is 55, along with his wife Lori, made us grandparents of two handsome young men. Jimmy has been associated with Northwestern Insurance Company for over 33 years. I wish everyone a healthy 2024.

**1952**

**HANK HASKELL**

My wife of 66 years, Pat, and I celebrated our 90th year last fall at our Maine cottage. I’m working on my next writing project and Pat has exhibited her art in a Damariscotta gallery. She also continues repairing dolls. I have fond memories of my Tabor days—so long ago!

**RETIRED FACULTY**

**MERRY CONWAY**

I had a fun lunch and catch up with two of my favorites, **Joss Warren ’10** and **Theo Warren ’16**.



**IN MEMORIAM**

Ms. Jane Lillard Bartter ’37

Mr. Warren Price ’50

Mr. Kenneth B. Culbert ’51

Mr. William S. Bradford ’52

Mr. Shosuke Idemitsu ’52

Mr. George F. Booth II ’62

Mr. Michael B. Ingram ’62

Dr. William Chapman ’63

Mr. Edward L. Pierce ’64

Mr. Richard F. McConnie ’66

Mr. Richard R. Freitas ’72

Mr. Steven W. Tolman ’84

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