SPRING 2024

MARET



MARET

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





Head's Greeting

DENNIS BISGAARD



AS YOU TURN THE PAGES of this spring's magazine, I hope you will sense the same energy and joy that I do. Every day, the faculty at Maret do their utmost to create an exceptional educational journey for our students. Our teachers and coaches encourage students to embrace and find delight in deep scholarship, artistic expression, and athletic pursuits. And, they expand students' horizons by providing meaningful opportunities to engage with the broader community here in DC and beyond.

School can be serious business. That is why it is so important to embed joy, laughter, collaboration, and discovery in students' day-to-day experiences. Strong relationships built on trust, dignity, respect, and kindness must also be at the heart of our community. No one needs to worry alone when caring friends, teachers, coaches, counselors, advisors, and allies are nearby.

It is inevitable that news of the world will become part of life at school, and this year was no exception. As a community, we have been grappling with the implications of devastating wars abroad, as well as examples of injustice, violence, and hate in our own country. We have worked together to support our students' wellbeing and to provide them, as best as we can, with the tools they need to engage constructively and act in good conscience. It is humbling, ongoing work.

But, just as the world presents us with ugliness that we must confront, it also presents us with beauty and hope. In September, I joined our first-grade scientists as they waved goodbye to monarch butterflies embarking on their epic migration across the US to Mexico. Science teacher Mary Carbone placed a butterfly on each student's index finger for take-off—how thrilling to have that magical moment of connection.

Later in the year, our community gathered together behind Woodley as the moon traveled across our view of the sun, the temperature dipped, and the light dimmed. We experienced the wonder of the eclipse each in our own way but also with thousands of others across North America. It was a moment larger than ourselves, reminding us of our shared humanity.

Throughout the year, I have been excited to watch the ways our students have learned and grown, formed meaningful connections, and contributed positively to their communities as a result of their Maret education. The seniors will soon depart to chart new paths beyond Maret, and I look forward to seeing how they will help shape our future.



Daily Maret CATCH US ONLINE

FEBRUARY 25.
Ten recent alumni in the Boston area share their experiences in college and beyond with Maret students who were in town participating in the Harvard Model Congress.





MARCH 26.
The tradition continues: Upper school math buddies help lower school students practice math skills. Both younger and older students gain confidence from working with their buddies throughout the year.

APRIL 3.
The upper school South Asian Affinity group hosts a fun-filled Holi celebration after school.





APRIL 8.
A little dirt never hurts! Fifth graders go to work on our campus gardens, an activity that connects what they are learning in science with the community engagement curriculum.

You can always find out what's happening at the pond by visiting us on social media. See you there, Frogs!

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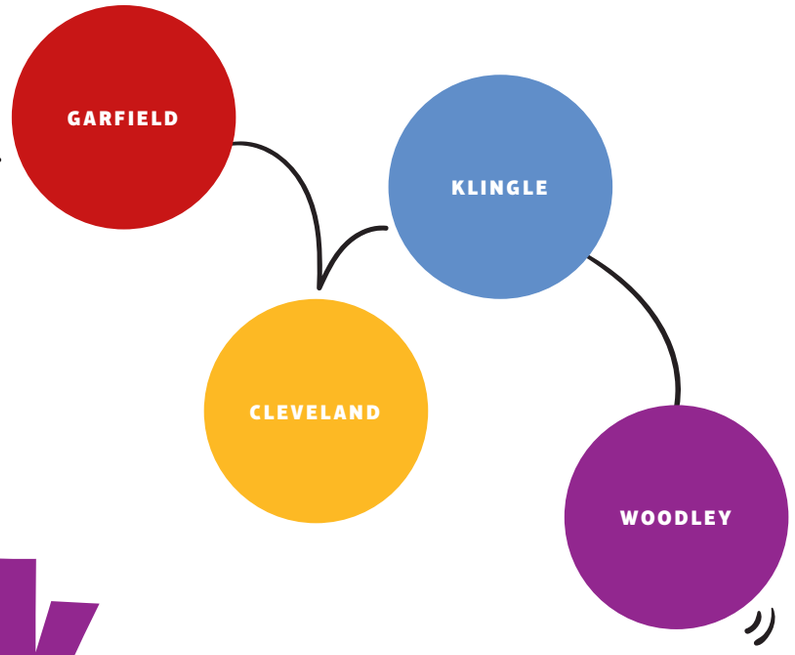
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MIDDLE SCHOOL

Houses Rock



STORY BY
ROB ACHTMEYER,
Cleveland House Dean,
Fifth Grade Dean,
Humanities Teacher

I WAS INSTANTLY INSPIRED when given the opportunity to write about Maret's House System. Few innovations have resulted in such formative change to the middle school community since my start at Maret in 2006. (Furthermore, and this will come as no surprise to those who know me, it is a chance I have longed for—to celebrate and document Cleveland House's preeminence.)

Every student and faculty member in the Middle School gets assigned to a house—Cleveland, Garfield, Woodley, or Klingle—for their length of time in Middle School, many say for life. Passion for the houses runs deep. Ise Kambui '28 (Klingle) says, "At times, we have our struggles, but we always rise to the challenge and do our best. Klingle House is the most solid of all our houses." Inspiration for these house names was taken from the streets surrounding Maret, and each house has a color associated with its team: red, blue, yellow, or purple. Sophia Trendl '25 (Cleveland) says: "I bleed green and yellow. Green for Maret, yellow for Cleveland."

How are faculty and students assigned to houses? (Or, to put it another way: Who is lucky enough to be put into Cleveland House?) That process is top secret. Students and faculty are assigned a house at the start of their first year in Middle School. The surprise is maintained until the marshaling begins at one of the initial middle school convocations in September.

"Seeing my name appear on the screen in the theater was so exciting," remembers Sophia. "I had no idea how lucky I was to get picked for Cleveland!" Younger siblings do not have the same surprise when assignments are given. They are placed in houses identical to their older siblings, even if that sibling is no longer in Middle School—purportedly to ensure harmony at home as much as possible. But there are upsides to the sibling placements: "I knew I was going to be in Cleveland because my older sister, Lilah, was in Cleveland," Aaron Genachowski '25 (Cleveland) says. "It was great being able to share in each other's joy when we would win."

From the very first day, middle schoolers compete for house points, and the enthusiasm is palpable. In addition to formal competitions, students can also earn house points through core value cards, awarded by faculty, when they catch a student doing a good deed. "I like the core values cards because they help reinforce what it means to be a good member of the community," recalls Chloe Perera '30 (Garfield).

Throughout the year, house-point totals are updated at convocation to the delight of the students, and the ultimate winner is announced at the Middle School Moving Up Ceremony in June. "I love this school, and Middle School was so much fun," says Connor Ward '25 (Cleveland). "I remember I really wanted to be in Garfield. I think I had a crush on someone who was

Opposite:
Fifth and sixth graders in Garfield pull for their house in the four-way tug-of-war, 2023.

CHAMPIONSHIP YEARS

CLEVELAND	GARFIELD	KLINGLE	WOODLEY
2018	2014	2013	2012
2022	2023	2015	2017
		2016	2019
		2020	
		2021	



Fostering a sense of community is paramount during the crucial middle school years when students navigate the challenging terrain of adolescence and identity. Maret's core value of connectedness seeks to highlight, among other things, the importance of belonging.







in Garfield. I ended up in Cleveland, which was great because we won my fifth-grade year."

Over the years, the House System has become a defining element of the middle school experience. Since academic classes contain only students of a specific grade, faculty seek to blend grades as much as possible. Historically, Intensive Study Week (ISW), lunch tables in the cafeteria, and occasional assemblies were the only times that middle schoolers might mingle during the school day. However, that has changed with the concerted efforts of faculty over the past decade and a half. In addition to the House System, Committees and Circles, after-school clubs, affinity groups, convocation, and community flex time have all been implemented to help create greater community in the Middle School.

Fostering community is paramount during middle school when students navigate the challenging terrain of adolescence and identity. Maret's core value of connectedness seeks to highlight, among other things, the importance of belonging. The House System stands out for its enthusiastic approach to building camaraderie and belonging among students. Sixth grader Eden Thrash '30 (Garfield) says, "I really like how we're all a community, part of a great team."

One event rules supreme in the pantheon of house competitions—the four-way tug-of-war. Other competitions are scattered throughout the year (mainly to keep things interesting from a points perspective since Cleveland usually racks up a dominant number of points in the tug-of-war). These house competitions have run the gamut from whimsical gingerbread house decorating competitions (Klingle won that one) to all-campus scavenger hunts (which Garfield won).

When asked about their favorite memories of Middle School, the responses constantly are: one, fifth-grade humanities; two, the four-way tug-of-war; and three, recess. Cleveland House consistently dominates the tug-of-war. "It's so exhilarating because everyone is screaming, and when you aren't screaming, you are pulling; it's really fun," explains Lexi Footer '30 (Garfield), a current sixth grader. Her classmate Coco Viapiano '30 (Woodley) agrees: "It's exciting. There's so much energy."

Pitting all four houses against each other at one time, this event tests the physical strength of the various houses. Dahlia Andrews '24 (Garfield), remembers, "I loved the House System because it brought all the grades together in such a fun way… I remember getting super worked up one year over the four-way tug-of-war because we felt like our judge was robbing us of a win, but those competitions were definitely the most memorable every year."

The tug-of-war occurs at the center of the backfield, and the patio space above the colonnade is filled with boisterous upper schoolers cheering on the current generation in their middle school house. The event is uniquely Maret, a wonderfully energetic event that reigns high in the memories of students, long after they

1. Students transfer water from a bucket balanced on the strings to a bowl as fast as they can without dropping the suspended bucket (2017-18). 2. Woodley wins musical chairs (2023). 3. Christina Kyong, former middle school director, referees the four-way tug-of-war (2016). 4. Houses cheer at the very first sorting assembly (2011).







move on from Middle School. "It is a great event and good character building," Sophia reflects. "Leaders of the other houses would always have these great speeches for their kids about how 'you don't have to win to enjoy the moment,' and 'losing builds character'—stuff like that."

Should you find yourself on campus this coming November, and the tug-of-war is going on, don't hesitate to come out to cheer on the houses (or just Cleveland, if you want to back the winner). It'll be a great time!

House Deans: Past and Present

Cleveland
Nigel Cosh
Rob Achtmeyer

Garfield
Rachel Gayer
Julie Johnson

Klingle
Kiki Sweigart
Tara Rajan
Kara Kling

Woodley
Patrick Scott
Jua Fluellen



House Deans Speak Out

"Cleveland's house dean clearly forgets two major factors. First, we were the first winners of the House Trophy, and I am pretty sure that Cleveland took forever to get a winning year. Two, we have the most loyal and passionate students in our house. I'll happily give Rob a purple handkerchief to dry those yellow tears."

Jua Fluellen, Woodley House Dean

"Garfield cleans up in competitions when any points are awarded for creativity, logic, or reason. Rob is bitter that Garfield won last year; all that stress has led to his hair loss! We don't have to play games or use smack talk because the trophy sits in my room, so we let the Frog do the talking."

Julie Johnson, Garfield House Dean

"This is a no-contest debate. One needs only look at the overall winners each year to recognize that Cleveland's dean is (cough, cough) confused. Like when the British renamed their famed sailing race the America's Cup after the USA won so many times, we should change our trophy name to the 'Klingle Cup.'" #micdrop

Kara Kling, Klingle House Dean

STORY BY
AMY WENDEL,
Lower School Math Specialist

Next [Level] Math*



IT WAS A BEAUTIFUL FALL DAY, and sunlight was streaming in through the classroom windows. But the third graders were so busy they barely noticed. They had been studying all things panda in preparation for a Maret community farewell celebration for the National Zoo's beloved bears. And now, they were deeply absorbed in charting the pandas' journey home to Chengdu, China—a trip that would take place in just a few weeks.

They had visited the zoo on multiple occasions to interview the assistant director and use the Smithsonian's primary sources. They wanted to know: How will the pandas travel? How many miles is the journey? And how much bamboo will three pandas need during the flight?


MATH





Students visit the National Zoo and meet with the assistant director to ask questions about the pandas' trip back to Chengdu, China.

The third graders learned from zoo officials that the pandas would travel back in a FedEx airplane. Understanding the importance of accurate data collection, they researched exactly what kind of plane it would be (a Boeing 777 Freighter plane) and the possible routes the plane could travel from DC to Chengdu. They even thought about any countries the plane might have to avoid. They considered how much fuel the plane would need, how much it could carry, how far the plane could travel before needing to refuel, and what cities along the way might work to accomplish this.

Putting all these data points together, the students came up with two possible routes. Their research was rewarded when they discovered in a *Washington Post* article that the pandas had traveled 19-hours over the Pacific with a stop in Alaska—one of the routes that the class had mapped out!



Purpose for Learning

What made this project especially exciting for students was its connection to a real-world problem, not to mention multiple visits to the National Zoo. Third graders love animals, especially giant pandas, so when the story broke about their impending return to China, the teachers and I knew we had our hook.

Maret's teachers look for every opportunity to engage their students in purposeful problem-solving because they know it leads to greater engagement and deeper, more rigorous learning. Through exercises like these, lower school students embrace the challenge of applying math concepts and skills and, in the process, discover just how important—and fun—math can be.

A Return to Relevance

Math instruction has changed significantly since many of us were in grade school. You may remember when it was the norm to learn a procedure or equation without understanding why it works and then practicing it over and over. Without context, there were few opportunities for application or exploration.

Math was invented in ancient times in direct response to a cultural or societal need. Somewhere along the way, school math moved further and further away from those needs. Determining the pandas' route is a challenge that returns to the roots of mathematics.

Math Applications

The Everyday Math curriculum that Maret uses in Lower School ensures that students develop a comprehensive foundation of knowledge and skills. It provides direct instruction of math concepts and important procedures. It also helps children gain fluency through hands-on activities and games that they enjoy.

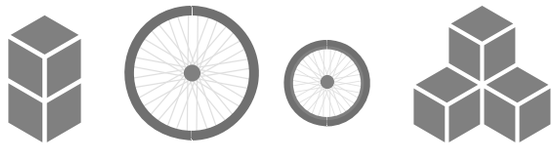
The problems and projects that our classroom teachers provide in addition to the Everyday Math curriculum focus on skill application in relevant and interesting contexts, and they differentiate Maret's math program.

Sometimes, the problems our teachers design for students provide a one-day deep dive into curriculum-related math content, like this field trip example: Working with their math partners, second graders helped Lower School Director Chris Appleby determine the total cost of a field trip to National Geographic by calculating the cost of admission, metro transportation, and an ice cream treat.

Other activities are more in-depth and may span days. Some of these projects contain a service component or help others in the school community. One year, fourth graders designed creative games to help rising fourth graders learn their math facts. They used a modified engineering design process to build their games, and while they completed this highly engaging task, they continued to develop their own fluency.

A Deeper Understanding of Math

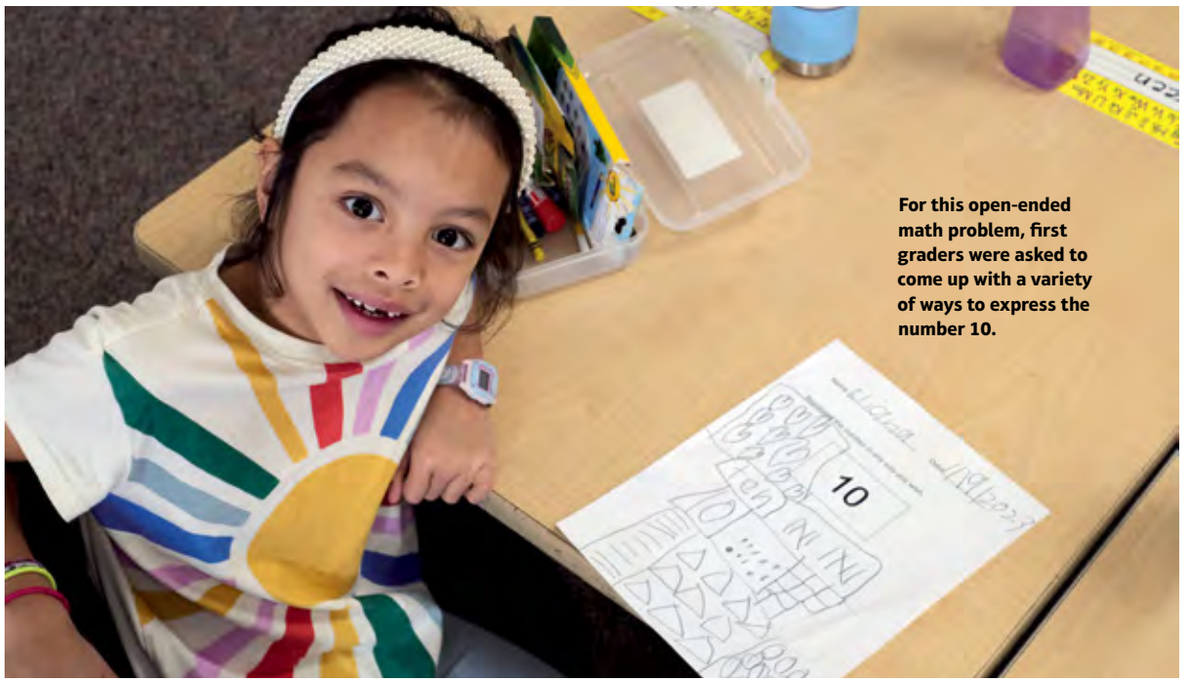
Lower school teachers also challenge students with open-ended tasks that often have more than one solution or multiple unknown numbers and require some creative thinking to complete.



Not all of these problems are authentic applications, but they engage students for other reasons: they invite critical thinking, are accessible to students at different levels of understanding, and offer different levels of challenge—all of which serve to motivate students.

For example, second grade students helped teacher Clara Utz with inventory for her (fictitious) bike shop, determining how many bikes and trikes she might have. All they knew was that she had 30 wheels. Groups set out in vastly different directions to solve the problem—trial and error, drawing diagrams, using manipulatives. One group noticed that one bike and one trike equaled five wheels. They knew that five, added together six times, equals 30, and came up with a possible solution that way.

At the end of the workshop, students shared their strategies and solutions with one another,



For this open-ended math problem, first graders were asked to come up with a variety of ways to express the number 10.

ANSWERS WITHOUT QUESTIONS

One day, teachers gave the kindergartners answers instead of questions. These were the two answers:

There were 10 books left on the shelf. Now, Clara has 20 shells.

The students' job was to come up with a math story that aligned with one of these answers. While adding, comparing, and subtracting were all at play here, this was a different kind of challenge.

Students had to decide what numbers and which operation together would equal 10 books or 20 shells. The open-ended nature of this problem—with an infinite number of ways to solve it—made this both exciting and challenging for our youngest students. These kinds of experiences help them to develop strong number sense and flexibility in how they think about numbers and operations. It also allows for higher investment and more math as each student creates their very own problem!





Using the assigned materials, students built the tallest tower they could that would hold a golf ball.

An atmosphere of enthusiasm and high levels of engagement are created when students have an authentic purpose for learning.

giving all an opportunity to think about math in multiple ways. This approach builds flexible thinking, number sense, and gives students voice and agency in their learning. They are developing unique and effective solution strategies and sharing these with their classmates as such. Being put in the position of student leader during a math debrief is very powerful for young children. It supports their identities as mathematicians and increases their interest in working through challenging math problems.

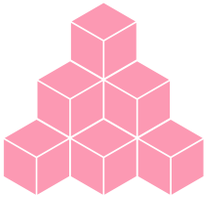
Asking students to come up with their own strategies for solving problems as opposed to following a memorized procedure leads to more rigorous thinking and problem solving and helps students achieve deeper understanding. This approach, along with contexts that connect math to real-world situations, is what takes math learning to a whole new level in Lower School.

Taking Next Steps

A valuable aspect of this kind of problem-based learning is the opportunity for teachers to learn deeply about how their students think. Observing children solving problems offers a window into their thinking that you cannot get from merely seeing their answers on a worksheet. Teachers gain insight into the development of their number sense, if they are using strategies that are both effective and efficient, and where there might be misconceptions that need to be addressed.

For example, two first graders correctly solve a problem about how many cookies their first grade teacher Lea Williams bakes if she makes 25 chocolate cookies and 35 sugar cookies. One student counts out 25 cubes to represent the chocolate chip cookies, then 35 more cubes to represent the sugar cookies. This child then counts all the cubes together to arrive at 60 cookies. Another student says, “I know that 20+30=50, and 5+5=10. And, I know that 50+10=60. She baked 60 cookies.” Both students got the correct answer, but how they arrived there was hugely different. The strategies tell us much about where they are in their understanding of place value, number sense, counting, and operational knowledge. If we only know that both children got the right answer of 60, we miss so much about their development of crucial mathematical concepts and skills, and we miss the opportunity to address the needs of each child.





Understanding their students’ thinking and strategy development helps teachers in planning next steps in their

math instruction. Some students may need more experience making tens with cubes, while others begin to explore numbers in the hundreds. Teachers make important decisions based on this information so that they can push all students' thinking to a deeper level during the lesson's wrap-up discussion.

How Does It All Add Up?

Children love to be challenged! The math culture teachers cultivate in the Lower School—where risk-taking is celebrated, mistakes are opportunities to learn, and teamwork is encouraged—inspires students to work hard and persevere when faced with an obstacle. In the process, students learn to develop strategies for problem-solving and how to collaborate with others. These are skills they begin to develop in kindergarten and will hone throughout their time at Maret and beyond.



Above: Last year's kindergartners set out to solve this problem: The Lower School Winter Concert is tomorrow! There will be 70 cookies for the class to share. There are 20 students in the class. How many cookies can each student have?

Below: In the fall, students used past election day data to plan for crowds at a local polling station.



AUDITORIUM PROBLEM

Maret is building a new auditorium, just for the Lower School. It needs to seat 120 people. What are some ways you could arrange the seating for this space? Come up with at least three different possible seating arrangements. Your solutions need to include an open array or area model and a procedure that confirms your math is correct.

Sometimes, students elevate the problems we set for them to a level we had not anticipated. Such was the case in third grade last fall, when teachers designed a problem meant to reinforce conceptual understanding of multiplication by designing seating (in rows and columns) for a new Maret auditorium. Teachers gave them the overall perimeter and capacity requirements, but few other criteria, and set them on their way.

They began with important considerations, like where and how many aisles there should be. But they also took into account how pillars or seating on the side of the stage might obstruct views, where exits and bathrooms should go, and how wide each section should be. Each group came up with unique designs for the new auditorium seating.

After one work period, we could see that they needed more time to finish. So we planned a gallery walk where they could offer feedback to one another, then complete another round of drafts before finalizing their designs. Not only did students demonstrate mastery of multiplication through their seating arrays, but they also demonstrated a high level of critical thinking with all of the other important design features they included and the feedback that they gave one another.





"I loved seeing this exhibition and the many ways in which women and their experiences can be portrayed through different mediums. I thought the way the rooms were set up was very interesting; it allowed you to really sit with each piece and think about it."

SOPHIA SMITH '26

A New Perspective

Simone Leigh's show at the Hirshhorn created a buzz on campus this year. Upper school students in Ana Sotelo's Photography I class visited the exhibit and documented their experience with film cameras. Afterward, Cassidy Brown '24 and Seth Levine '25 curated a collection of the class's photographs. The exhibit, titled *Revealing Simone Leigh*, was designed to "celebrate the power of femininity and culture shown by Leigh's work." In the meantime, Kali Haney's third grade art classes also took a trip to the Hirshhorn and were making their own connections to Leigh's work. The on-campus exhibit brought together upper school curators and lower school students to further explore her art, as well as the process of understanding a national exhibition through darkroom photography. Third graders reciprocated, inviting the older students to their class to discuss Leigh's use of symbols.

Simone Leigh (b. 1967, Chicago) represented the US at the 2022 Venice Biennale and was named one of the 100 most influential people in the world by Time *magazine in 2023. The Hirshhorn exhibit featured key works from throughout her career in ceramic, bronze, and film.*



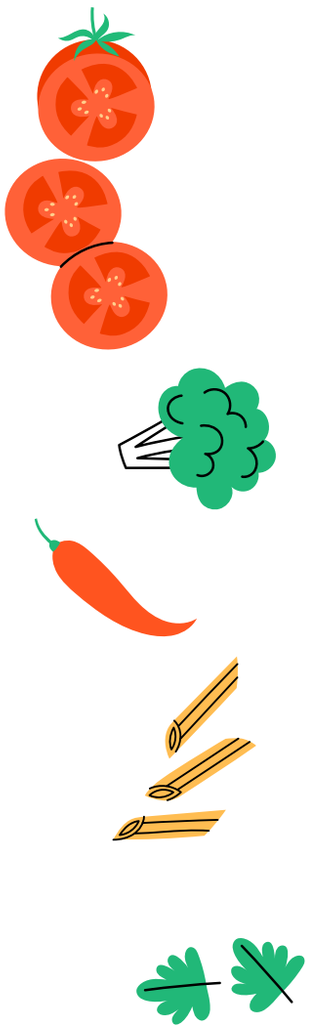


STORY BY BY
LESLEY YOUNGE,
Humanities Teacher

Heirloom & Heritage

A Taste of the American Experience

There are many ways to explore the American Story, but perhaps none so rich and delicious as food. Conjure up an image of American cuisine, and the fare of Thanksgiving, a summer BBQ, or the midway—fried oreos, anyone?—might come to mind. While popular, most of these foods are not indigenous to the continental United States, and their origins have become the stuff of legend. How does our history show up on our plates and how might knowing where our food comes from help us understand ourselves a little bit better? Each year, Maret's sixth graders put on their research hats and get to work uncovering lesser known tales of the American foodways story and their own family's American experience.



GATHERING THE INGREDIENTS FOR A CAPSTONE PROJECT

The American Experience Project culminates two years of learning about United States history through a variety of sources and activities. But this history can't be found in a textbook. Students discover that much of what there is to know about America is held within their own family stories, and it is up to them to document and share those stories with the wider world. Students begin by selecting a recipe that their family likes to make, often choosing a dish eaten on a special occasion or something they eat regularly and enjoy making together. The important thing is that the recipe is a shared connection.

Next, they choose three ingredients from their recipe. They investigate where the ingredients came from, how and when they first arrived or were cultivated in America, and any fun or interesting facts. Students work closely with our library department to refine their research skills—gathering, analyzing, and evaluating various sources of information while ensuring that their work is properly cited. Whether they delve into early American swine herds or the importation of bananas from Central America or the original source of black pepper (India), it becomes clear that each part of the dishes we love has a story of its own.

Students become cartographers, literally putting these stories on the map and tracing the travel path of the ingredients. Lines crisscross the globe for most dishes, and students can see the complexity of the patterns. As these stories layer one on top of the other, students not only get a deeper understanding of their favorite dishes, but of historical and modern global food systems as well. When people move their lives and families around the world, they bring their favorite ingredients, dishes, and cooking techniques with them. Then, they pass them down.

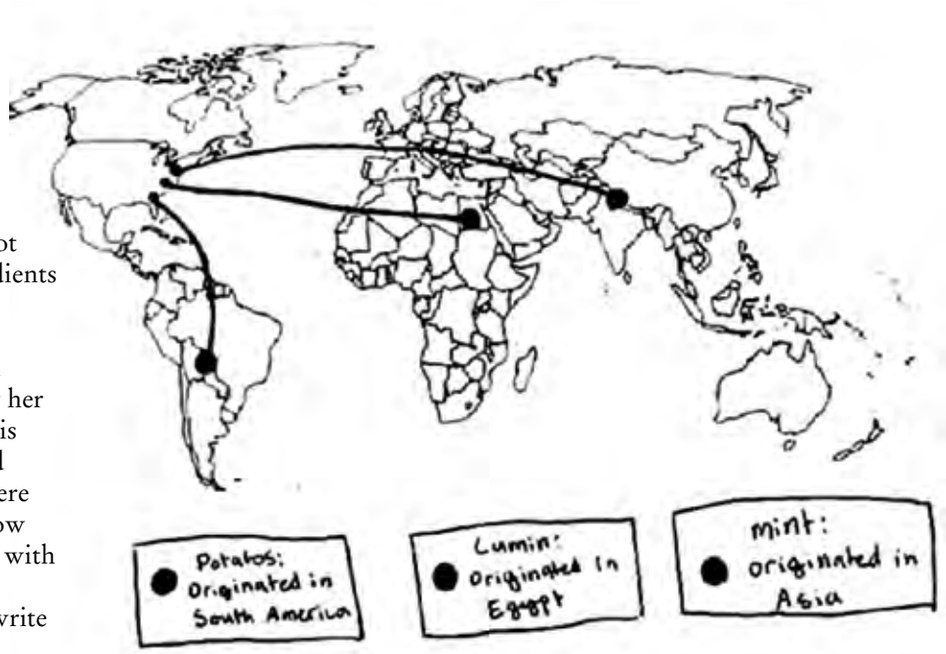
FAMILY HISTORY IS AMERICAN HISTORY

The heart of the project is the family interview. Students develop questions about their recipe and its origin. They interview family members about how that recipe came to be connected with their family and why it is still important to the family today. In this way, students understand their own place in the history of food and how their family takes part in keeping that history alive.

Alowaan Johns '28 interviewed her mother who revealed that, "The corn that is planted by our culture is an heirloom… This recipe [for Navajo blue corn mush] has been in our family for countless generations. This recipe is the most authentic American food…you will ever find." Phoebe Horowitz '29 interviewed her maternal grandparents about making matzoh ball soup and recalls, "I hadn't talked to them about these topics before. I learned a lot about our family's history and European heritage. I was surprised and also proud of my ancestors." Lucy Daly '28 learned that her family's favorite lemon bundt cake is traditionally started with a box mix because the convenience of boxed foods made them very popular in mid twentieth-century America, which is when her great-grandmother first began baking it. Her aunt also showed Lucy the original family recipe written in her grandmother's handwriting.

Many of the stories are about recipes that have been passed down through generations. Some dishes are cooked often, but others are just for special occasions. Jackson Desai '28 offered a recipe for chakri, a Gujarati snack served during celebrations like Diwali. Sometimes a dish becomes a favorite because of interesting travels. Eli MClean '28 learned that the pan de tomate recipe he was researching was his mom's preferred tapa while his parents spent time in Spain right after they were married. They brought their taste for the dish back with them when they returned to the States and shared it with their children.

> "It felt good to be reconnected with my grandmother and my ancestors. It's a sentimental dish I really like. [Uncle Mac] would make it every Sunday for himself and my dad when they were in the military."
>
> ALEX LOGAN '28



Students become cartographers, literally putting these stories on the map and tracing the travel path of the ingredients.

Oftentimes, the recipe has been changed to fit personal tastes or a modern diet. Lucy Daly's bundt cake won't have red dye #2, which is now considered dangerous, or apricot nectar, which is hard to find, but those ingredients were used by her family members years ago. In her family interview Ava Ahaghotu '28 learned that in previous generations Nigerian plantains were cooked in peanut oil, but now her family uses olive oil instead because olive oil is healthier. Sebastian Greenstein '28 discovered that his dish, nacatamales from Nicaragua, were traditionally made with pork belly fat, but now his grandmother might make vegetarian ones with tofu depending on who is eating them.

After interviewing their families, students write a script detailing their research and thoughts. They record their report vlog- or podcast-style, sharing their perspective on all they have learned.

Then, at the end of all the research and storytelling, it is time for the feast.

AN OPPORTUNITY FOR COMMUNITY

On Viewing Day, the Middle School becomes a hub for community building. The whole school is invited to gaze and graze at tables laden with casserole dishes, soup tourines, and crock pots of various sizes. Families come to eat, talk, and help dish up a serving. Upper school students and lower schoolers stop by to try new foods and talk about the cuisine they like to eat. Even familiar and duplicate dishes have unique twists. "Each year, there are new recipes—even when they use the same ingredients, the dishes look different and the story behind the dish is different," says sixth grade history teacher Richard House. Gabrielle Flowers '29 had to change a few of the ingredients listed in the recipe for her peach cobbler. "I couldn't reveal our family secrets," she says. Making her great-grandmother's mac and cheese wasn't even an option.

Students appreciate the opportunity to spend quality time preparing the food with their families and sharing their dishes with each other. As Neve Bonner '28 made a family dessert with her mom, "it felt good to be reconnected with my grandmother and my ancestors." Alex Logan '28 cooked up red beans and rice with her Uncle Mac. "It's a sentimental dish I really like. He would make it every Sunday for himself and my dad when they were in the military." Jack Kirshbaum '29 remembers, "It was fun to make all the recipes and see all the other cultures. There were so many different foods that were important to people. Our class seemed really diverse."

AN EVOLVING STORY, AN EVOLVING PROJECT

Initially, the focus of the course's capstone project was on telling stories of immigration, but in a diverse community, that concept can become complicated when students come from historically oppressed communities or have become separated from homelands in ways that are difficult to celebrate. In 2021, Middle School Director and former sixth grade history teacher Dominic Redd and House were inspired by the school theme Telling Our Stories and ran with that connection. Giving students the opportunity to start closer to home and putting the focus on family allows for a greater range of stories to investigate and celebrate. "Every student has a story to tell," says House.

Conducting the project during COVID brought challenges and opportunities. Students were spending more time at home with their families, which gave them even more perspective on their family's collective orientation towards food. They were eating out less and cooking at home more. Some students had limited access to family members, particularly if they were older. Zoom class became the norm, and so did family calls. While previous project cycles had focused

Nina Lee-Turner '29 ladles her family's recipe for turkey jjigae on Viewing Day.

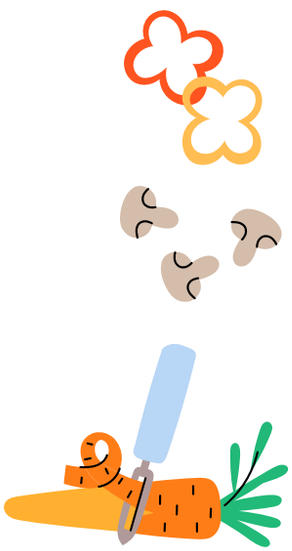


"It was fun to make all the recipes and see all the other cultures. There were so many different foods that were important to people."

JACK KIRSHBAUM '29



Jacob Goldsmith '29 and his grandmother Dina Lassow set out matzoh ball soup together.





Gabrielle Flowers '29 dishes up a serving of peach cobbler.

on poster board presentations, Padlet became the digital presentation tool of choice.

Now the in-person festivities are back in full swing, but the Padlet presentation remains. Students display their computers at their stations so that those coming around for a taste can see all of the research about each delectable dish. Lasting benefits of going digital include less paper waste and greater access to materials for family members who may be unable to travel for the event.

RICH SOIL FOR DEEP LEARNING

According to Redd, the capstone projects in Middle School offer practice, preparation, and self-discovery. There is a culmination of many essential skills and knowledge that students acquire during the year, allowing students to practice integrating and applying those skills and knowledge to their capstone projects. These projects prepare our students for more rigorous academic challenges and endeavors. They also offer opportunities for discovery and foster a sense of educational agency as students pursue topics of interest.

Through this project students learn to navigate the challenges of managing a multistep project which demands time management and, at times, creativity. Students become better active listeners and researchers. They hone their presentation and communication skills during Viewing Day.

House reflects, "I look forward to the project every year. It brings people in and gives voice to my students. It also helps me see how far the sixth graders have come. Seeing students being able to answer questions from parents and other students on Viewing Day is the culmination of a lot of work on my part and their part throughout the year. They show…independence and oral-based skills that they did not have in September."

The American Experience Project already provides rich soil for deep learning, but House is looking ahead and hopes to expand the project to its full potential. The annual sixth grade overnight to New York is an exciting grade-wide milestone. The city is a gastronomer's heaven and international culinary crossroads where one can find many traditionally prepared dishes and food innovations. How can the trip itinerary serve as a bridge to the capstone project so that students make deeper connections to the project's goal of storytelling through the lens of the story of food, family history, and American history?

There are also opportunities to nurture interdisciplinary learning. Research, storytelling, and technical production are already incorporated. Where might there be opportunities for arts integration? How might students connect their biology studies to an understanding of food cultivation? Could a lesson on calculating ratios factor into scaling up the recipe for a crowd on Viewing Day?

Because our school was founded by three immigrant sisters who intended to teach students "of many nations," it seems fitting that we continue to bring attention to and celebrate our intentionally diverse community while sharing a communal meal and building our students' capacity to contribute to the historical record of this country. As the Maret sisters might have said, "Bon Appétit"!

Recipes

Try out some of the recipes yourself.



Navajo Blue Corn Mush

ALOWAAN JOHNS '28

"In my culture blue corn is very important…it is a sacred ingredient."

INGREDIENTS

½ c. of roasted blue corn flour
1 tsp. of juniper ash
2 c. of cold water

PREPARATION

- In a bowl mix the flour and ash together with a whisk until evenly distributed. Set aside.
- Place water in a pot, making sure it does not exceed halfway. Add the flour mixture while the water is cold so as to not create large lumps. Whisk together until smooth.
- Cook mixture on medium-high, stirring constantly so the bottom of the pot doesn't burn. Cook until thickened to desired consistency. Add water to thin out. To thicken, add a slurry of half water and flour (2 Tbsp cold water + 1 Tbsp flour).
- If desired, sweeten with sugar and enjoy it while it is warm.



Grandmother's Chakri

JACKSON DESAI '28

"Grandmother often makes this snack for family."

INGREDIENTS

1½ sticks margarine/butter
4 c. rice flour (Deep brand)
3/4 c. Mathia flour (Deep brand)
1 tbsp. plus 1 tsp. salt
2 tbsp. chili powder (hot)
½ tsp. Ajamo (carom seeds)
1 tbsp. non-toasted sesame seeds
1 c. milk
Oil

PREPARATION

- Melt 1½ sticks margarine/ butter
- Put the following ingredients in a bowl: rice flour, Mathia flour, salt, chili powder, Ajamo, sesame seeds.
- Add melted butter and mix with your hands, then add a cup of milk.
- Make into dough balls then logs and put logs (one at a time) in the oil. Roll with more milk to soften.
- Lay them on slick postcards and heat the oil at high then medium low. Slide three in the pot at a time. Flip once.
- When the three are done, slide them onto a plate with a paper towel. Add three at a time until you're done. Add more oil to the pot if necessary.



Sweet Potato Pie

NEVE BONNER '28

"My grandma and grandpa's recipe."

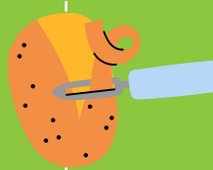
INGREDIENTS

4 large sweet potatoes
2 cups sugar
1 stick butter
1 pinch cinnamon
1 pinch nutmeg
½ c. milk
1 store-bought pie crust*



PREPARATION

- Boil the potatoes until tender. When you stick a fork in them, it should go in easily; however, you do not want the potatoes to fall apart.
- Let the potatoes cool, then peel them.
- Put the potatoes in a large mixing bowl and mash them thoroughly with a potato masher.
- Melt the butter and pour it and the other ingredients into the bowl of potatoes.
- Stir until well mixed.
- Whether you use a ready-made pie crust or just cookies, pour the potato mixture into the crust.
- Preheat the oven to 375 degrees.
- Put the potato pie into the oven and cook for about 35-40 minutes or until a toothpick inserted in the center of the pie comes out dry.



MERINGUE



My grandparents like to put a meringue on top of the pie. You can make a meringue topping by blending confectioners' sugar with egg white. After the pie is almost done, spread the meringue thinly across the top. Continue baking until the meringue turns light brown. If you use the meringue, you can add the egg yolks to the pie if you like. They prefer their pie without eggs, so they just save the yolks for breakfast.

**Grandma's tip: make the crust with vanilla wafers*

Illuminating Texts

It's one thing to acknowledge that history repeats itself. It's far more challenging—and illuminating—to delve deeply into literature from the past to better understand who we are and to help make sense of the world we live in today.

Three inspiring upper school courses take students on a literary tour of the human psyche. By examining time-honored texts and the authors who penned them, students come to see themselves in people, places, and events that still shine with significance.

STORY BY
SARAH VALENTE P '05, '10

ILLUSTRATION BY
GEMMA CAN FLY

The fact that each of these classes is offered through the world languages department adds an additional layer of complexity to the reading, proving that truth transcends tongues as well as time. Students who are passionate about Latin, French, or Spanish have the chance to enhance their fluency and comprehension and deepen their love of reading while satisfying their curiosity about what makes us, and our world, tick.

"We wanted to offer classes that encourage deep thinking, but also serve as a platform for advanced language lessons," explains World Languages Chair Jaime Estrada, who also teaches Comparative Literature in Spanish and The Question of Evil from Voltaire to Camus in French. Each may be taken for either a Humanities or a World Languages credit. They differ from other literature classes in the department, which aim primarily to strengthen students' language skills.


LITERARY
CLASSICS
SHINE A
LIGHT ON
THE PRESENT

Age Old Questions, Modern Takeaways

In the Comparative Literature class, students explore the commonalities between Spanish-speaking authors and their international counterparts. Works are grouped by theme, focusing on topics such as the tensions between the individual and society, the monster within, and narrative ambiguity.

Although some of the authors, such as Camus and Kafka, are read in English, all discussions are conducted in Spanish. Spanish works, such as García Márquez's *Crónica de una Muerte Anunciada* are read in the author's original language. As Yessi Lizama '25 realized, "One meaningful insight I've had in this course is that society isn't always there to support and enable you. Sometimes it's structured to keep you from succeeding. Recognizing ways in which society can impose an identity upon you or powerfully tint your world view has been eye opening."

Even headier is Estrada's The Question of Evil class that unrelentingly investigates how humanity's darker side is manifested in literature. Estrada reassures that, "Despite the grim subject matter, I must say that this is a rather joyful class. We laugh a lot. If we didn't, the material would simply be too depressing."

Whether examining Voltaire's satirical send-up of optimism, Camus' absurdist allegory, *The Plague*, or the darkness lurking beneath the innocence of *Le Petit Prince*, students debate the many facets of evil and its root causes. They study the historical events in which the stories have been set and consider the impact those events had on the art and literature of their time. "It's easy when you're my age to think that you live in a bubble, that you and your peers are the only ones experiencing something," says current student Alexandra Sacks '24. "By examining these stories, you see that there are common issues people have been thinking about throughout history, in every corner of the world."

During the COVID shut down, The Question of Evil class was reading *The Plague* and seeing







Class discussions in Lovers, Warriors, Poets, and Thinkers (left) and The Question of Evil from Voltaire to Camus (right).

parallels unfolding around them as they studied. Estrada looks back on that troubled time:

"I felt some trepidation about assigning this book since we were in the middle of a pandemic. However, our sessions quickly became a space of reflection and connection with what was happening in the real world. Our analysis mirrored events in real time. Camus writes about how politicians reacted to the plague: they worried about appearances, were in denial, and refused to listen to doctors.

"Students realized that Dr. Fauci had something in common with Dr. Rieux, the main character in the book. At one point Dr. Rieux is asked why he is still treating patients who will undoubtedly die from this incurable disease. His answer is simple, 'Because not doing it is unthinkable.' This line landed powerfully and helped students realize some of the moral and ethical aspects of COVID-19."

Students in both of Estrada's classes prepare a culminating project—a TED-style presentation—that encourages them to bring together their language aptitude, conversational proficiency, and intellectual reasoning. The main goal of this project is to move from imparting information—typical of a high school presentation—to communication, connecting with the audience.

The TED format requires critical thinking. Students must relay their thoughts compellingly in either French or Spanish, depending on the course, employ non-verbal communication skills, and display passion as well. Past topics reflect a wide range of personal interests, including "How I Grieved and Grew from the Loss of My 17-year-old Cousin," "The Hidden Merits of Video Games," "How I Became Fascinated by British Politics," "The Canvas of Our Bodies," "Rivalry is Not Hate," and "How Climbing Grounded Me."

By the time they present their projects, their comfort and confidence in mastering such challenging non-English literature has increased multifold. As Alexandra observes, "I never imagined I would be able to jump into these complicated texts and understand not just the words but the message. Proving that I could do something I never thought I could do has been really cool."

Murderous Mothers, Philandering Gods

Exploring the human condition while gaining proficiency in a modern language are primary goals of Estrada's classes; Allison Goldstein's class Lovers, Warriors, Poets, and Thinkers of the Ancient Mediterranean has a slightly different aim. Her impetus for creating this class was to bring the classics to all students, regardless of what language they may be studying.

"When I was teaching the…AP curriculum a decade ago, I saw how my students enjoyed these works despite their difficulty. It occurred to me

THAT'S CLASSIC!

Over the years, students in Lovers, Warriors, Poets, and Thinkers have given the classics a creative, upper school spin. Among these projects, students have chosen to:

Crochet and visually represent their own imaginings of ancient writers and characters

Compose songs and sing as if they were Sappho or Catullus writing about a recent heartbreak

Write, direct, and film promotional videos for the Eleusinian Mysteries or modern adaptations of woven-together episodes from Ovid's *Metamorphoses*, transposing setting and exploiting characters to explore modern tensions in society

Invent their own branding for products to satirize how our society regularly exploits classical references (Nike, Versace, Maserati, and even the Starbucks siren)

"When [teenagers] read an ancient female voice and hear her judging others for their trendiness (or lack thereof) and criticizing her siblings for unbecoming behaviors—all of this is timeless!"

that it was unfair that they only had access to these works because they were students of the classics. I wanted to craft a course for everyone, not just Latin students. Anyone can enjoy how rich, relevant, and entertaining these ancient Greco-Roman texts continue to be," says Goldstein.

As a result, students enroll in the class for various reasons and with myriad expectations. Goldstein tweaks her curriculum each year, depending on where the students' interests lie. "Some are here because they want to take the highest level Latin class offered at Maret. Others are here because they love mythology, while some are interested in their Greek or Italian heritage." Students pursuing a Latin credit read much of the material in that language.

Some students are even inspired to continue advanced studies of the classics because of this class. Says Courtney Pine '23, "I particularly enjoyed reading ancient works of love and kinship, informing my perception on how relationships were expressed over time. I left Maret knowing I want to pursue further studies in the classics, deepening my knowledge of the Ancient world. I'm an aspiring classics minor at U-Chicago!"



Blackout poems are one of Goldstein's favorite projects to assign. Students select myths from Ovid that reflect recurring imagery or themes. By blacking out some words, highlighting others, and overlaying imagery, they explore how themes manifest and interconnect and make their own creative statement.

Murderous mothers, philandering gods, and avenging furies are at the center of some of the tensions and conflicts explored through ancient texts. How ancient? "Hesiod was writing in the seventh century BCE, which was when written language was just emerging," explains Goldstein. Students come to realize that despite being centuries old, these stories mirror modern realities: little has changed in the ways mere mortals express horror and fear, love, and inspiration.

One of Goldstein's goals is to help students recognize how these tales link to the world around them. "Ancient archetypes are the bedrock of civilization; they're fundamental to all cultures. Because they are deeply rooted in our minds since childhood—from fairytales to Harry Potter—better understanding these archetypes gives students a mirror into their own minds, beliefs, and actions," says Goldstein.

Goldstein points to Ovid's *Metamorphoses*. Here the class examines the role of the hunter and hunted. They discuss the violence embedded in much contemporary romantic terminology, such as getting "shot" by Cupid's arrows, the idea of courtship as a 'chase,' even "falling" in love. "It is startling to think about where these terms come from and how they're actually somewhat disturbing and problematic given the power differential they create between the lover and the beloved," says Goldstein.

In addition to reading well-known male authors such as Plato, Euripides, and Virgil, Goldstein's class examines the work of female writers, including Sappho, who was writing homoerotic poetry on the island of Lesbos in the fifth century BCE; the word 'lesbian' hearkens back to this woman's origins. Students come to appreciate the enduring themes of nature, beauty, and family dynamics that Sappho examines in her poetry. "When [teenagers] read an ancient female voice and hear her judging others for their trendiness (or lack thereof) and criticizing her siblings for unbecoming behaviors—all of this is timeless."

Interpretation & Reinvention



Students in Goldstein's class delve into the wide range of ancient genres: poetry, tragedy, comedy, satire, and philosophy. They explore the influence these ancient authors have on contemporary culture from advertising to music. And they also try their hand at creative writing, retelling, or re-interpreting myths and tales of some of the world's oldest known authors.

Goldstein enjoys giving students the chance to explore concepts and themes from the classics' creative forms of expression. By encouraging the class to showcase their talents and passions—visual arts, photography, video, instrumental and vocal expression, creative writing, etc.—students have the opportunity to explore a new dimension of analysis and interpretation of the classics. Goldstein says, "They not only deeply want to understand and reinterpret an ages-old concept or topic, but that they can take ownership, use their imagination, and be deeply thoughtful in their outcome."

It's interesting to wonder which of today's authors will stand the test of time. Which twenty-first century works will our descendants turn to for illumination, reassurance, and comfort? One thing is certain: the authors embraced in Estrada's and Goldstein's classes have the power to inspire readers for many generations to come.

FURTHER READING

Comparative Literature

García Márquez, *One Hundred Years of Solitude*

García Márquez, *Chronicle of a Death Foretold*

García Márquez, *Eyes of a Blue Dog*

Kafka, *The Trial*

Kafka, *The Metamorphosis*

Amenábar, *Open Your Eyes (film)*

Duprat & Cohn, *Official Competition (film)*

Forman, *Amadeus (film)*

Sábato, *The Tunnel*

Gondry, *Eternal Sunshine of the Spotless Mind (film)*

The Question of Evil

Camus, *The Plague*

Sartre, *No Exit*

Anouilh, *Antigone*

Voltaire, *Candide*

St. Exupery, *The Little Prince*

Baudelaire, *The Flowers of Evil*

Lovers, Warriors, Poets, and Thinkers of the Ancient Mediterranean

Hesiod, *Theogony*

Homeric Hymns

Sappho

Catullus

Plato, *Symposium*

Ovid, *Metamorphoses*

Vergil, excerpts of *The Aeneid*



Go Frogs!



This year, 17 student-athletes from the Maret Class of 2024 will go on to play sports in college. We are so proud of their hard work, both on and off the fields and courts!

1. Riley Engelberg
University of Louisville, Lacrosse

2. Roman Jensen
University of Maryland, Football

3. Malchiah Marable
United States Naval Academy

4. Claire Mathews
Brandeis University, Basketball

5. Raiden Neidert
Grinnell College, Football

6. Jackson Sprinzen
Bard College, Baseball

7. Max Genderson
University of Richmond, Baseball



8. Cassie Delinsky
Georgetown University, Soccer

9. Jamie Covitz
Georgetown University, Soccer

10. Pao Monter
Amherst College, Soccer

11. Ella Thomsen
University of California, Berkeley, Lacrosse

12. Truman Daschle
DePauw University, Lacrosse

13. Coby Gayer
Amherst College, Baseball

14. Emily McBride
Connecticut College, Soccer

15. Ben Pew
Villanova University, Baseball

16. Roche Brown
Bates College, Football

17. Sam Greenspan
Wake Forest University, Football

UPPER SCHOOL DAY OF DIALOGUE 2024

Unpacking Gender: What We Think, Assume, and Can Learn

At this year's Day of Dialogue, student leaders Jason Nguyen '26 and Cassidy Brown '24 remarked, "Our hope for today is that you will be able to attend workshops, expand your perspective, and learn more about how gender might be impacting yours and others' lives." It was a fitting start to a day full of lively exchanges, thoughtful reflection, and aha moments.

Tara Hoot warmed up the crowd at the opening session with a glittering performance. A panel discussion with Susana Berger '10, Jay Henderson, Dr. Safi Mojidi, and Tara Hoot followed. With a wide range of student- and adult-led workshops to choose from, students had multiple entry points into the conversation of the day. "Exploring Gender Dynamics in Sports," "Toxic Masculinity," "Deconstructing Gender Stereotypes in Cinematic Narratives," "What is a Man?" "In the Name of the Father: Religion's Shaping of Gender Norms," "The Power of Femininity," and "What's Up with Makeup?"—were just some of the topics that got everyone talking. Below is a sampling of wonderings, takeaways, and questions from the day.

Leading a workshop on how our government has approached the issue of gender and sex showed me how nuanced and complicated the issue is. I thought it would be simple, that there should be equal rights between sexes, but that didn't take into account physical differences that may need to be accounted for or allowing affirmative action to help remedy systemic injustices. While far from perfect, I better understand the challenges that are faced with approaching gender inequality.

NINA GRYGIEL '24

One question that sparked a good conversation was how does society's narrative of Black men alter how we perceive ourselves and present ourselves in the world? One of the main things that came out of our conversation was how society tends to box Black men into three main categories: jokesters, athletes, and angry/aggressive. Anyone outside of these boxes is seen as "other," and as a collective, we learned that we have to embrace all of our differences as there is not a single definition of a Black man, but rather, we each have varying identities that make up our collective identity.

LAWSON PRESIDENT '24

There didn't used to be many laws about gender identity around the world because it wasn't something societies publicly debated, but older perspectives on gender identity—as binary and fixed—aren't hegemonic anymore in many places. As many people start to understand their gender identities differently, there are lots of new struggles and lots more laws.

BILL BRAVMAN, HUMANITIES TEACHER

I feel like gender is a spectrum and it can be difficult to find where you fall on it.

MAYA COOK '26

When I think about gender...



A question that I asked while discussing Femtech, an emerging industry focused around bridging gender-based healthcare divides, is what systemic factors create a need for this industry? This question sparked a particularly good conversation because of the wide range of issues in our healthcare system, and more broadly, in our society, that create healthcare divides.

SOPHIE BAKSHI '24

I think about possibility.

NIAL JERATH '25

Everyone acknowledged some preestablished gender norms that exist in our society. This makes me question how these gender norms became established in America—and even globally—and if societies could go on without them, or [if there are] some different structures for gender norms that don't foster such harmful social, professional, and systematic issues.

AIDEN LEDBETTER '26

Questions I still have about gender are centered mostly on raising kids and giving them space to come into their own gender identity. Are gender-reveal parties toxic? Does it matter if you dress baby girls in pink? Should all children have gender-neutral names?

ELIZA GOLDSTEIN '26

I first think about the gender spectrum, but other people may think about men and women.

HARRISON TODD '25

I think about it as something that's on a spectrum and that could change whenever and wherever.

LONDON LILEY '25

In our session, we explored the origins of Asian gender stereotypes in the US. For me, and for several of the students, it was fascinating, and infuriating, to realize that the effects of Yellow Peril propaganda from 100+ years ago are still being felt—both in our immediate daily lives, and, as we discussed the Atlanta shootings from 2021, that these stereotypes can lead to fatal consequences.

JANE SHIU, ASSOCIATE DIRECTOR OF COLLEGE COUNSELING

ABOUT THE DAY OF DIALOGUE

Student-driven and designed, Day of Dialogue takes months of planning by a small but dedicated team of student and faculty organizers. They manage every aspect of the event, from developing the theme and arranging the panel to coaching workshop leaders and managing communication. Many more students and faculty help out by volunteering to lead the various workshops offered throughout the day. This year's organizers were Cassidy Brown '24, Jason Nguyen '26, Assistant Head of Upper School Nina Candia, and upper school humanities teacher Susan Chung.

INTERVIEW BY
CAROLYN LAW

Q&A with Head of School Dennis Bisgaard

"You must listen and understand the heartbeat of an organization, and your work and focus must ebb and flow accordingly."



What was the spark that inspired you to become an educator? Although my first years in school in Hamburg, Germany, were somewhat chaotic and uncertain with many moves and many schools, I loved to learn. In many ways, academic learning was an anchor for me. Later, when I joined my family in Denmark, both my parents were educators. I picked up Danish, and my gradually more stable life allowed me to settle in.

School came relatively easy to me, and I would help my two younger siblings with their homework or answer questions when they got stuck. If you asked me at age 9 or 10, "What do you want to do when you grow up?" my answer would likely have been, "Be a teacher."

I have always loved the PK–12 educational environment, and the energy, excitement, and great potential within schools.

Your first job included teaching upper school English. What are some of your favorite books? I have taught a long, long list of texts and electives over the years. One of my all-time favorite courses included *Ceremony* by Lesley Marmon Silko; *Woman Warrior* by Maxine Hong Kingston; *The House on Mango Street* by Sandra Cisneros; and *Song of Solomon* by Toni Morison.

Right now, I am reading *Sapiens: A Brief History of Humankind* by Yuval Noah Harari. A friend of mine from Amsterdam sent it to me. I tend to read more non-fiction books these days, yet often miss getting lost in a good and powerfully written novel. I have a big pile of want-to-read books at the ready.

You were also a PE teacher. What are your thoughts on the importance of sports and fitness? Although I was a clumsy, uncoordinated youth, I have always loved sports. Soccer was my first love, and Pelé was my idol. By the time I was in the sixth or seventh grade, my coordination caught up with my sprawling limbs. I played team handball, indoor and outdoor soccer, and swam, but I ultimately excelled the most in volleyball and basketball. I have coached swimming, volleyball, basketball, and crew. Basketball is my lifelong love, but I have also run three New York City marathons and many half marathons. Currently, I practice Bikram hot yoga. I believe in lifelong fitness so try to remain active, adapting to what my body can stand.

So much about physical activity is important. We all need breaks from the day-to-day, and I have done some of my best thinking and speech writing while running. Being out there on my own, running, my mind would suddenly clear, and my thoughts could flow more freely.

Lots of studies show that kids shouldn't just be sitting in a chair. Middle school kids should actually get up every eight minutes. I serve on the board for the not-for-profit 2-4-1 (Life's 2 Short 4 Just 1 Sport). I have been fascinated by their programming; they have all kinds of camps that combine sports with social-emotional learning. One interesting approach is to use movement to help teach math and other subjects.

How would you describe your leadership style? My approach to leadership has always been facilitative and inclusive—wrapping my arms, mind, and heart around the learning organizations I have been fortunate to be part of. I care deeply about people, and I always aim to be aspirational and fully aligned with a school's mission, vision, and core values. High EQ, building trust through



"I strive to lead in a way that ensures that the overall impact of a school stretches well beyond its borders to embrace ethical citizenry, excellence, and the larger good."







It is not unusual to see Maret's new head of school out and about greeting families in carline, visiting classes, and attending assemblies. He has quickly become part of the fabric of everyday life at Maret.

transparency, cultural competency, and a sincere commitment to equity, justice, and inclusion are critically important and dear to my heart.

I strive to lead in a way that ensures that the overall impact of a school stretches well beyond its borders to embrace ethical citizenry, excellence, and the larger good. An innovative spirit, entrepreneurship, and the pursuit of excellence are essential to ensure that schools remain relevant, dynamic, and engaging in today's fast-paced, ever-changing, unpredictable environment.

Often, listening carefully and allowing others the freedom and confidence to contribute are just as important as speaking up or offering your own insights and advice. You must listen and understand the heartbeat of an organization, and your work and focus must ebb and flow accordingly.

What are the most important lessons you have learned as a school leader?

I have had the privilege of working at and leading a number of different schools across the country, and I have been part of and served on both regional and national educational boards. Now, in my eighteenth year as a head of school, I can recognize patterns and key issues that many schools

face, yet I also understand that each school is unique. Lifting up strengths, building capacity, and bringing a community to its growing edge are key.

The people who work at the school are crucial to its success—you must attract and retain talent; you must create a strong sense of community, purpose, and engagement; and you must create an environment in which individuals feel that they have a voice and agency, and that they belong and can be their unique selves unapologetically.

Are there any educational thought leaders you follow? I am fascinated by Sal Khan. Carol Dweck, Malcolm Gladwell, and Jon Michum are others whose expansive thinking I appreciate. I am always curious about what lies at the edge of what we know and practice. How can we improve teaching and learning? How can we best support our teachers and students? What resources do they need to be successful? Individuals like the ones above and many others help stretch our thinking, challenge our assumptions, and provide new or shifting paradigms to consider.

What do you think schools need to be doing for kids right now? In the almost post-pandemic era, mental health, pace, and balance are more important than ever before. I also think we need to focus on connectivity. Many kids lost opportunities for socialization when they were learning from home, and although they may have moved their learning forward, there are certain things that they weren't doing for a while. This manifests itself a little bit differently depending on the age of the kids. Really connecting—teaching students to engage in meaningful dialogue and hold multiple truths—is critical.

What role should technology play in learning? Technology should enhance what we do, and finding the right combination of high-touch and high-tech approaches is key.

Our teaching of digital literacy and citizenship must evolve, especially in the age of AI and with new research about the negative effects of cell phones and social media on our children.

How will we teach students to discern what is fabricated and what is true? What are the best uses of technology in the context of learning? And when should we just put technology aside?

We are so connected and at the same time not connected at all. We share our lives on social media, but we are also manipulated by it. Students need to be in each other's presence in a sustained way and collaborate.



"Really connecting—teaching students to engage in meaningful dialogue and hold multiple truths—is critical."







INSTALLATION CEREMONY
The school celebrated the installation of Dennis Bisgaard, Maret's tenth head of school, at an all-school assembly on Tuesday, November 7, 2023. The historic moment in Maret's more than century-long history was marked with heartfelt tributes, thoughtful gifts, joyful music, and plenty of laughter. Friends, family, and former colleagues joined the Maret community in marking the special day.

They need to be comfortable with complexity and be willing and able to stay in the discomfort of some conversations longer than a quick response within the context of social media.

What can you share with us about the strategic planning process that Maret will begin next year? Next year's strategic planning process will establish a roadmap for achieving school goals. It will be a formal, inclusive process, and we'll have experts helping to lead us through it. In the meantime, I have begun to gain some early insights and reflections from administrators and Board members, as well as faculty, students, the MPA Executive Committee, the Alumni Council, and former Board members. It has been exciting to gather people's initial thoughts and new ideas in response to the following questions:

- *What emerging trends in education and society should we pay close attention to so we can ensure that Maret graduates will continue to succeed in the future?*
- *What should Maret continue to do? Stop doing? Start doing?*
- *What are Maret's strengths, weaknesses, opportunities, threats?*
- *What is Maret's unique value proposition?*
- *If Maret were to receive a transformational gift of $25 million dollars, how would we use the money?*

What are your hopes for the future of Maret? I would like Maret to be the school that others want to emulate in the teaching and learning arena.

Ensuring alignment, clarity, and synergy is critically important so everyone is working toward a shared vision to ensure the best possible K–12 educational journey for our students and the best possible work environment for faculty.

I would like Maret to be an inclusive, joyful community of students and adults in which all members feel a deep sense of belonging and can be their unique selves. Maret's strong, sustained focus on equity, inclusion, and belonging is noteworthy, yet this complex area will need continued focus. A deep level of cultural competency among students and adults will benefit everyone and is vital for the future.

I would like Maret to continue to embrace its location in Washington, DC, and dive deeper into the areas of civic and community engagement.

I see great opportunities, and with a strategic planning process on the horizon, I have high hopes for a very bright future for Maret.



Alumni Voices

Susana Berger '04 Returns to Maret for Upper School Day of Dialogue

On January 10, Susana Berger '04 joined upper school students for this year's Day of Dialogue—*Unpacking Gender: What We Think, What We Assume, What We Can Learn.* She was featured in the keynote panel discussion and then led a workshop, "Every Issue Is a Gender Issue: Coalitions Not Silos." In this interactive session, she spoke about her work with the Gender Equity Coalition to dismantle the impacts of structural racism, sexism, and classism, and then led students in a discussion about building strategic partnerships across the movement for intersectional gender and racial justice.

The following week, Susana joined Assistant Director of Upper School Nina Candia and humanities teacher Susan Chung at an Alumni Council meeting to talk about the evolution of the Day of Dialogue and how it remains central to Maret's mission today.





Susana Berger '04 speaks on the keynote panel for Upper School Day of Dialogue. Panelists also included Jay Henderson (at right), Dr. Safi Mojidi, and Tara Hoot.

Intensive Study Week

Alumni Share Experiences with Students

Intensive Study Week, a longstanding and beloved tradition at Maret, continues to offer students and teachers a break from the routine of school with a variety of fascinating minicourses on everything from baking and Black cinema to podcasting and politics. As in years past, alumni gave generously of their time, sharing experiences and expertise.

(Political) Party in the USA!
Upper school students headed downtown to the US Capitol to meet with David Opong-Wadee '08, who lobbies for surgeons with the Ambulatory Surgery Center Association.
>>



Amazing Animals
Veterinarian Dr. Sarah Bowman '91 shows middle school students around City Paws Animal Hospital, where she is the medical director.
>>



Maret Takes on Montreal
Rian Reichel '23 met up with upper school Band and Choir students in front of the McGill School of Music in Montreal. Reichel attends McGill, where he made the school's highly competitive Model UN team as a first year student. That keeps him very busy, traveling throughout Canada and the US to compete.
>>



Regional Events

BROOKLYN

JANUARY 18

Alumni kicked off the New Year with a well-attended and vibrant gathering at The Apartment at K'Far in Brooklyn's Hoxton Hotel. A large crowd of alumni, parents of alumni, current and former faculty, and friends gathered to hear from and warmly welcome Maret's new head of school, Dennis Bisgaard.

NEW YORK









1. Jarred Hill '06, Molly Ryan '10, Dana Tignor '99, and Carlos Aguilar '04

2. Yetunde Sapp '17, Lucas Pietrantonio '17, and T'Chaka Sapp P '17, '19

3. Abby Burrows '19, Ava Burka '19, Daniel Halpert '19, Joshua Stearns '19, Jasmine Hardison '19, Niara Sapp '19, Sophia Dinte '19, and Agnese Fanizza '19

MASSACHUSETTS









1. Andrea Reid P '13, '18, Cesar Garcia '18, Thomas Risoleo '17, Miles Reid '18, Emil Massad '21, and Lynn Levinson P '18, '19

2. Riley Fotis '18 and Liam Merva '18

3. Lynn Levinson P '18, '19, Miles Reid '18, Jack Corby '18, Allie Levey, Natalie Hill '18, Julia Nolan '18, Liam Merva '18, and Cesar Garcia '18

4. Dennis Bisgaard and Avery Lyn '21

5. Dana Tignor '99 and Kimera Koff '88 caught up over lunch at Flour in Cambridge prior to the evening event.

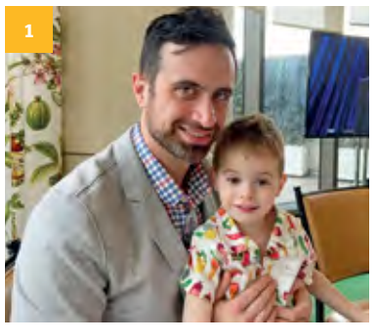


BOSTON

FEBRUARY 22



Maret hit the road again in February for a stop at Boston's Buttermilk & Bourbon restaurant. It was a serendipitous coming together as faculty members Lynn Levinson and Allie Levey, who were already in town with upper school students participating in Harvard's Model Congress, were able to stop by and greet the many alumni, parents of alumni, and grandparents in attendance. This group of Forever Frogs joined in embracing and getting to know our new head of school, Dennis Bisgaard, at this lively and celebratory event.



Head of School Dennis Bisgaard and Director of Development Sally Dunkelberger set out for the west coast in March to gather Maret alumni, former faculty, parents of alumni, grandparents, friends, and even a few tadpoles in Los Angeles and San Francisco. Whether taking in the Oscars in Beverly Hills or attending the event hosted by Susannah Emerson '08 and Benjamin Chang in San Fran, all enjoyed connecting with friends old and new.

LOS ANGELES
MARCH 10, 2024

CALIFORNIA







1. Nathaniel Robbins '98 with one of his children

2. Kendra Mitchell '08, Melanie Broder '09, and Ben Bashaw

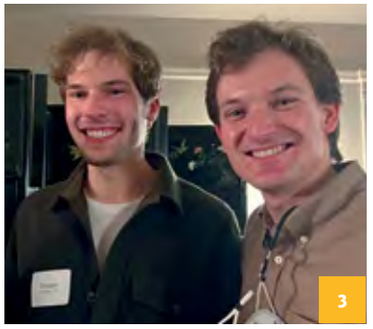
3. Dominique DeLeon '00, Rachel Andersson '02, Daniel Strauss '03, Masako Diez Ikegami '01, and Masako's daughter Reina

4. Grant Keiner '98, Suellen Keiner P '98, '04, Dennis Bisgaard, Bruce Keiner Jr. P'98, '04.

SAN FRANCISCO
MARCH 12, 2024


1


2


3

1. Benjamin Chang, Susannah Emerson '08, Dennis Bisgaard, and Monica Bisgaard

2. Ariel Schonfeld '04 and Roland Smart '93

3. Morgan McMahon '14 and Nick Troccoli '12

ON TOUR

With Ghassan Zeineddine '98

A mini Maret homecoming celebration took place at Chevy Chase's *Politics and Prose* on October 21 when former faculty members Harry Volz and Vance Gage attended a book talk featuring Ghassan Zeineddine '98. Zeineddine was in town to promote his debut collection of stories, *Dearborn*, which examines the diverse range and complexities of the Arab American community in Dearborn, MI. Zeineddine is an assistant professor of creative writing at Oberlin College and co-editor of the creative nonfiction anthology *Hadha Baladuna: Arab American Narratives of Boundary and Belonging.*



Ghassan Zeineddine '98 with former faculty member Vance Gage

Collegiate Connections

On February 24, alumni attending Boston colleges and universities met with current students participating in the Harvard Model Congress to discuss college life and share their Maret love. Alumni in attendance included:

Babson
Jacob Stark '22
Brock Alpher '22

Boston College
Jed Gregory '23

Harvard University
Priya Allen '23
Maia Hoffenberg '21

Northeastern
Chase de Lucy '22
Avery Lyn '21
Jackson McGuinness '20

Tufts
Ari Ben-Ami '23
Tarika Dhillon '23
Asher Milberg '23

CONGRATULATIONS TO MARET'S 2024 DISTINGUISHED ALUMNI

Phoebe Aron '09, PhD & Rinad S. Beidas '99, PhD



DR. PHOEBE ARON '09 is a climate change scientist and water resource management engineer. She is a senior principal scientist at Hazen and Sawyer, a leading national environmental engineering consulting firm focused on water supply and water quality challenges.

Aron leads Hazen's applied research program on water resources and climate change to help clients ensure that drinking water and other water resources are safe, reliable, and sustainably managed. She directs a team of data scientists and engineers who use cutting-edge climate models to help solve some of the most complex water challenges we face today.

Before joining Hazen, Aron worked as a water science researcher at the US Geological Survey, University of Michigan, and DC Water. She also leads wilderness trips all around the world, combining a love of being outdoors with a passion for leadership education.

Aron holds a BA in chemistry, environmental studies, and history from Bowdoin College and an MS and a PhD in earth and environmental sciences from the University of Michigan. She completed a postdoctoral research fellowship at the University of Michigan.

Aron received the University of Michigan Rackham Predoctoral Fellowship Award and the John Dorr Graduate Academic Achievement Award in recognition of outstanding doctoral research that was unusually creative, ambitious, and impactful.

Maret holds a very special place in Aron's heart. She is a Maret lifer; met her husband, Dylan Reffe, also a 2009 Maret grad, in fourth grade; got engaged on the roof of Woodley; and held her wedding rehearsal dinner on the Maret front field. She lives in Silver Spring, MD.



DR. RINAD S. BEIDAS '99 specializes in the nascent but growing field of implementation science, which strives to translate research into reality. "I feel passionate about implementation science as a tool to amplify the needs of our communities and ensure everyone has equitable access to benefit from scientific discoveries," she says.

Beidas is chair and Ralph Seal Paffenbarger professor of Medical Social Sciences at the Feinberg School of Medicine at Northwestern University and is one of a small number of women and an even smaller number of non-MDs to chair a department at a medical school. Previously, she served as founding director of the University of Pennsylvania Implementation Science Center at the Leonard Davis Institute and director of the Penn Medicine Nudge Unit.

Beidas's research improves the quality and equity of health care and health outcomes across areas that include firearm safety, cancer, HIV, and cardiovascular disease. She has published 300 peer-reviewed publications and led NIH grants totaling approximately 31 million dollars. She is an associate editor for *Implementation Science* and *Implementation Science Communications*, the flagship journals for the field.

Beidas holds a BA in psychology from Colgate University and a PhD in psychology from Temple University. She is the recipient of a number of awards, including the Association for Behavioral and Cognitive Therapies President's New Researcher Award; the American Psychological Foundation Diane J. Willis Early Career Award; the Perelman School of Medicine Marjorie Bowman New Investigator Research Award; and the Acenda Institute Research Pioneer Award.

Class Notes

John D'Amecourt '57, at age 84, is working full time for FEMA as an emergency management specialist.

Jamie Progebin '13 is currently the chief resident in his last year of dental residency, specializing in prosthodontics at NYU.

Michelle Ephraim '87 is cohost of *The Everyday Shakespeare Podcast,* and her book *Green World: A Tragicomic Memoir of Love & Shakespeare* won the Juniper Prize in Creative Nonfiction from The University of Massachusetts Press.

Margaret Bryer '03 began a new position as assistant professor in Anthropology at the University of Wisconsin-Madison and is conducting primatology field work in Uganda and South Africa.

Lily Burka '17 is traveling across Asia on the *Sound of Music* International Tour.

Robin Hosenball Kidder '72, a retired pilot, has a part-time gig teaching corporate pilots to fly Challenger 650 jets.

1956

John Spitzberg writes: "I went to Odessa, Ukraine, to help out, but the bombing ended my trip. I volunteered in Bucharest, Romania, at a huge railroad station. I presented Maret a copy of *Wheel Dog Cheechako*, a memoir. Lots of pictures of 1950s Maret. Only 10 in my graduation class. Snow birding in Florida at an assisted living facility. Go Frogs!!!"

1957

SCOTTY HART

Greetings from the Class of 1957. The class is glad to have stayed in touch. We're a bit amused to think that for the graduating Class of 2023 hearing from us would be the same as our graduating class in 1957 hearing from the Class of 1891.

John D'Amecourt writes: "I attended Maret twice, once in 1945 when it was located on Kalorama Road, and again at its present location as a junior-senior. At that time, the football field didn't exist; there was a large sloped backyard. Earth movers arrived and carved out a regulation football field. Until then, Maret played six-man football, because there weren't enough boys in the high school to field an 11-man team. That changed in 1956 when we managed to scrape together 13 players. We didn't have bench depth, but we had a pretty good team.

"After time in the Navy, I attended the University of Wisconsin, graduating in 1966. I worked in advertising, TV writing, staff member in the 1968 presidential campaign, a congressional subcommittee, and congressional campaign managing. I spent eight years at the Department of Defense and worked at the Department of Agriculture as deputy press secretary. I spent 25 years as a builder of custom homes in Virginia. This ended with a move to Corpus Christi, TX, with Paula, my wonderful wife of 38 years.

"Now, at 84, thanks to Hurricane Harvey in 2017, I work full time for FEMA as an emergency management specialist. I have two sons, a daughter, and three grandchildren. I am proud to be a Maret graduate and impressed with how it has grown over the years. Go Maret!"

Something to ponder…**Beverly Argenbright** and **Dennis Doubroff** report no news but send regards to all. I, Scotty Hart, after retiring, had a 17-year second career at WGBH TV in Boston where I gave studio tours, trained docents, and worked as art and wine manager for their auction. I moved to Boston's South Shore, where I love living, but I admit to missing life in Boston.



John D'Amecourt '73 enjoys spending time with his family in Texas

1961

VINTON DOVE

I am starting to write about my time after Vietnam. From the time I left Vietnam and started to try to acclimate to what I viewed as "real life," I tried as hard as I could to erase everything I could remember about Vietnam and my memories of being there. It was not difficult since I didn't get many questions about my time over there. Also, my wife and I had married in August, 1965, just before I left for Vietnam. I was also lucky enough to not be asked by any of the strangers I met or others who were subject to being sent there. I was still in the Army, so I was spending lots of time trying to adjust to life in Fort Huachuca, AZ. It seemed to me that no one wanted to talk about Vietnam, which suited me just fine.

After my discharge, my first several years I spent in college, trying to "pick up" where I had "left off" in my life, starting with my education. Things changed a bit when I transferred from Montgomery Junior College to the University of Maryland. The war activity had increased (1969), and my classmates were much closer to being sent to Vietnam since they were closer to graduation (1971). Vietnam was a very serious threat to college graduates unless they were already finished with their obligation to the Armed Forces, like I was. In retrospect, I guess I could have given lots of advice to my fellow graduates, but they were not any more anxious to talk about it than I was, and besides, I didn't advertise that I was a Vietnam Vet.

When I got a job, it was in Indiana. We had moved there since my "new" wife and my mother didn't get along together. We never did move back to Washington, DC. When I found a job in Indiana, it seemed like a natural fit, so we stayed in Indiana. My sister moved to Wisconsin since her husband lived there, and my brother moved to Kansas since he found a teaching job there.

1971

Michèle Buhrman Colburn writes: "I'm excited to report I recently received an individual artist grant from the DC Commission on the Arts and Humanities for fiscal 2024. A long-term art substitute position came out of the blue this fall-winter quarter, and I'm teaching levels 1, 2, and 3 and AP Studio Arts at Walter Johnson High School in North Bethesda."

CLASS CORRESPONDENT

1972

CHRISTINA KALAVRITINOS

The Class of 1972 mourns the untimely passing of our dear friend, **Tracy Kolker Ochsman**. When I shared the sad news by email, each of us, one after the other, spoke of Tracy in similar terms, such as, "Tracy had nothing but kindness for everyone around her, whether close friends or those she didn't know well." "Tracy was a force, a shining presence, strong and absolutely herself, even as young as she was, when we all knew her." "She was the sunlight of our class, and her presence will be deeply missed by all of us."

In her eulogy, Tracy's lifelong friend, **Joanne Fine Hays '73,** shared this about Tracy: "As I reflect on all of her remarkable traits and characteristics, these come to mind… generous, loyal, trustworthy, sincere, compassionate, and especially dependable. She could always be counted on for support. I was often in awe of her ability to be present for all of us, all the time. It was as if she found a way to squeeze thirty hours into a twenty-four hour day. Somehow, no matter how busy Tracy was, she managed to be there for her family and friends."

Tracy, her husband, **Bruce '75**, his sister and our beloved late classmate **Wendy**, Bruce and Wendy's sister, **Sharon '65**, and their late brother, **Jeffrey '70** (Linda)—along with Tracy's late brother, **Steve '65,** and other brothers, **Gary '68** (Nancy) and **Jeffrey '70** (Pam)—were friends or older kids/athletes we looked up to at Maret. Their loving and supportive parents were active members of our school community.

Caring and effervescent, Tracy made friends easily and kept them for life! As a teen, she founded and co-led Maret's cheerleading squad and was active in the student council and multiple sports. As an adult, Tracy continued to cheer on everyone in her life! She brought her positive energy and determination to her studies at Rollins College, her successful career with Gucci and Cartier in Beverly Hills, and her years as a mother raising her four children in Potomac. Tracy and Bruce reconnected and married, some years after Maret, and what a wonderful match! They spent many happy years together in Potomac and Florida. These last few years, Tracy relished an additional, very special role. As Nana, Tracy passed on her exuberant joy and indomitable spirit, entertaining and delighting her cherished grandchildren as only Tracy could—with Maret cheers!

We grieve with Tracy's beloved surviving family—Bruce; their children Paris (Benjamin), January (Andrew), Kate, Steven (Jill), Chase (Amanda), and Lion; their grandchildren, Harris, Cash, Chloe, Brooklyn, Knight, Jordyn, and Dallas; Tracy's and Bruce's siblings and their families; her aunt Betty Shapiro; and all friends and members of the wonderful Kolker and Ochsman families. We will always be grateful to Tracy for so freely sharing her zest for life, her kindness, and her optimistic spirit, and we will keep her in our hearts forever.

Additionally, our friend and classmate, **Lillian "Pidge" Quigg Chapman** passed from this world on Tuesday, February 20. Lillian joined our class in the first grade. She was a kind classmate, always chosen by Mademoiselle Picard to be in the "good line" of quiet, well-behaved children (something I never achieved), a very fast runner, an excellent field hockey player, a basketball player, and a cheerleader co-captain, just to quickly name a few attributes and accomplishments.

After Maret, Lillian attended American University. She devoted many years to federal service and retired from the US Department of Transportation a few years ago. Lillian always spoke lovingly and happily about her husband, Harold, and son, Christopher, so it's comforting to know she had much joy in her life.



Christina Kalavritinos '72 welcomes her new grandson, Christos Luke John Williams.



The Class of 1972 lovingly honors the life of Tracy Kolker Ochsman, who passed away this past year.



Doug Smith '72 meets his grandson in Paris.

There is nothing like welcoming a new baby to restore our hope and renew our joy. Congratulations to **Douglas Smith**, a proud new grandfather! Doug was thrilled to meet his new grandson, Francis Graham Dumoulin-Smith, in Paris, where Doug's son, daughter-in-law, and young Francis Graham live. There are so many special reasons to visit Paris, but I know your grandson tops the list! Wishing you the best of times together, Doug! Meanwhile, when home in Rabat, Morocco, may you and your wife continue enjoying life in the slow lane!

Congratulations also to **Antony Taquey** whose new book has recently been published. Editing his mother's amazing memoirs of her time in Austria during WWII was a labor of love for Tony. What a remarkable woman! I clearly remember Mrs. Taquey, her grace and intellect, but I knew nothing



Anthony Taquey '72 edited his mother's WWII memoirs.

of her astonishing life during the period of these memoirs. Here is how Amazon describes the book:

A Castle of My Memories tells the incredible true story of Ruth 'Kitty' Taquey, an American woman with an unbreakable spirit. After following her heart to Austria to be with her budding artist husband Victor Planckh, she found herself trying to live while war waged around her. She faced the Gestapo, American bombers, the Russian army in Vienna, starvation rations, and the loss of her two lovers during World War II. Through her Christian faith, her ability to speak four languages fluently, and her will to survive, Ruth managed to stay alive and even found love again after the war. This inspiring tale is a testament to the power of the human spirit and love to overcome even the toughest challenges.

It's a fascinating read. Bravo, Tony!

Robin Hosenball Kidder, our one and only class aviator, now retired as a commercial airline pilot, remains ever-active and adventurous! Robin writes: "All is well on the farm in Kentucky, although a move out West may be in my future. Meanwhile, I have a part-time gig teaching corporate pilots to fly Challenger 650 jets. Keeps the brain cells working!"

You're amazing, Robin!

Cosmas Demetriou writes: "Although the writers' and actors' strike was settled, it's still slow, so I've been at home enjoying my time off. I will have an eight-part mini-series coming up on Apple TV+ this year called *Lady in the Lake* with Natalie Portman. I'll let you know when it streams!"

And now it's my turn to share my own wonderful news. I, **Christina Kalavritinos**, am a *Yiayia* ("grandmother" in Greek) and loving it! My precious grandchild, Christos Luke John, is the son of my daughter, **Joanna Navarro Williams '01**, and her husband, Eric Williams. The little fella arrived nearly two months early but, being Spartan, he's thriving! We're beyond grateful and absolutely thrilled!

It's a joy to be in touch, friends. Let's keep it up always!

1974

TOM BENNETT

As for me, life is great. Our two sons and their wives have given us five wonderful grandkids and they all live in the area. Still building custom homes in the metro area and enjoying it. Trying to have a dinner gathering with classmates in February and looking forward to our 50th reunion this year!

Dale Madden Sorcher lives in Maryland with her husband, Alan. She has three adult children, two who live locally and one in Boston.

Dalton Potter writes: "Ally and I have been married coming up on 40 years this October! Our daughter Max (Margaret) is an opera singer based out of Santa Barbara where she lives with her husband, Rich (whom we love), and their dog, a Frenchie named Ham.

"Ally retired from her 30-year career in television a little while back, and is now happily learning the ins and outs of violin repair at our second (!) shop in Gaithersburg under my gentle supervision. I am blessed to have an amazing staff of craftspeople and admin, so the shop plowed right through COVID and kept going, even opening a new location! I still make instruments as time allows. My passion for playing music continues unabated. My most active band, The Wharf Rats, Live! plays frequently around the DC/MD/VA area. My jazz trio, Collective Disturbance, is more of an art project with original compositions and improv. It performs less but is actually my favorite!

"Went under the knife January 8 to get a new hip; recovery has been less painful than expected. At this point no cane and no drugs. All in all, we're happy campers over here!"



Friends from the class of 1974 enjoy dinner at Clyde's in DC.



John Kimelman '75 shares a wintry view from his home on the Upper West Side of Manhattan.

1975

JOHN KIMELMAN

Dina Al-Sowayel writes that she's "alive and well (mostly) in Houston (mostly)." She's completing her last semester as a professor in the history department at the University of Houston where she's

taught courses including History of the Modern Middle East, State and Society in the Middle East, Women and Islam, A History of Islam, War in the Middle East, and a History of the Palestine-Israeli Conflict. Dina is also associate director of Women's Studies at the University of Houston. Over the years, she's taken university students on trips to the Arab and Muslim world.

Carol Close Mattey and her husband, Jim, are living in Bethesda, MD. Carol worked for many years as a lawyer and senior manager at the Federal Communications Commission before leaving the federal government in 2017 to open a consulting practice. Her focus over the years has been the challenge of getting broadband Internet to all areas of the country. Carol has been having fun lately writing articles you can find posted on her LinkedIn profile. Two out of three of her daughters live in the DC metro area; she has three grandchildren, and a fourth is on the way. Year round, Carol and Jim go to their second home in Rehoboth Beach for long weekends.

Cathy Norwood Finlay lives in Madison, CT. She is still a licensed realtor and certified nursing assistant working privately with the elderly. She writes: "My son Christopher got married in San Diego last year along with my eldest daughter, Emma, in Greenwich, CT, where she lives. My youngest daughter Grace got married April 7 in Charleston, SC! I always wanted six kids and now I have them! … I have not worked a lot in the past two years as I have been fighting a very rare cancer called AL Amyloidosis. Just finished my second year of chemo and will need to get it once a month until a cure is found. I'm hopeful, but the future is uncertain. I just live my life in gratitude one day at a time."

Nurney Mason and his wife, Kay, are still living in Bowie, MD. He writes: "I recently retired as the senior pastor of the Millennium Bible Fellowship church. I am currently serving as co-chaplain of Pi Upsilon Lambda graduate chapter of Alpha Phi Alpha. I am also an associate minister at Metropolitan Baptist Church and still working at State Farm full time. In recent years, I've had the bittersweet experience of eulogizing both my parents, my mom in 2020 and my dad in 2023. Hope to see many of you at our 50th reunion in 2025."

Barkley Shafer writes: "My husband and I still live in the Boston area. We're loving retirement with occasional travel, volunteer work, lots of exercise, hikes in the woods with my golden retriever, and selling mittens that I make from up-cycled wool sweaters. We were thrilled in December to welcome our first grandchild who's all the way out in Oregon, but we'll get out West to be with her as often as we can!"

Isabelle Badoux, who still lives in Washington, DC, says that she stepped away from full-time work as the HR Director at the Edlavitch DC Jewish Community Center on September 1, agreeing to stay on to train her replacement. She shares: "In the meantime, my sister Suzanne was diagnosed with a rare form of lymphoma in October. I'm doing what I can to support her while she undergoes chemotherapy at Georgetown. I hope for my sister's full recovery and fully retiring!"

Richard Gunion reports: "Not a whole lot is happening, though my wife, Blanca, and I visited Portugal this past September and found it to be a wonderful country with lots to do along with good food. It seemed that there were more Americans there than Portuguese people, maybe owing to the end of the pandemic. Both of us are retired and looking forward to more vacations to Europe."



Danny Meyer '84 and family at Christmas

Jeanne O'Donnell writes to let us know that she moved to Baltimore two years ago with her partner, Louis, after spending many years in Scottsdale, AZ. Jeanne has fixed up a Victorian townhouse built in 1880 in Baltimore's Bolton Hill neighborhood. The house has 13-foot-high ceilings and pinstriped wood floor. "It's full of hidden treasures we keep coming upon."

And finally, there's me, **John Kimelman**. Since leaving my full-time job in 2018 as an editor and writer at *Barron's Magazine*, the investment magazine and website, I've been freelancing from home on the Upper West Side of Manhattan as a financial editor and writer for a variety of publications and corporate clients. My second wife, Nancy Rose, is an entertainment lawyer with lots of impressive Broadway clients.

Recently, Jeanne and I celebrated the engagement of our daughter, **Coco Kimelman '12,** to **Grant Albee '13**. How about that, a second-generation Maret couple! This school brings people together.

There are many graduates of the Class of 1975 whom I couldn't contact because I don't have up-to-date contact info for you. If you're reading this, please send your email addresses and phone numbers to me at johndkimelman@gmail.com. I promise to include you next time.

1984

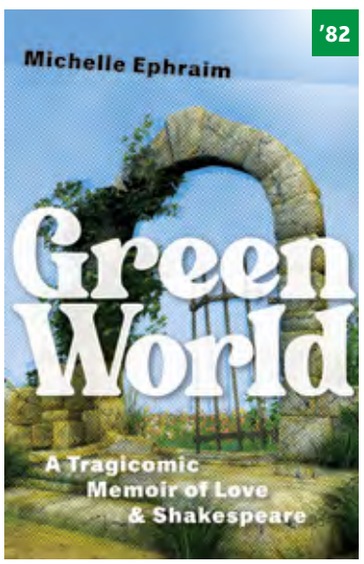
Danny Meyer writes: "Greetings from my family—wife, Bryn; son, Max; and chocolate lab, Sapphire. Sixteen-year-old 10th grade son at a Los Angeles school like Maret. Just like me—loves academics, music, and sports. Bryn creates lovely art and delicious meals. I'm continuing to play a variety of live music for lovely little kids, seniors, farmers markets, country clubs, and restaurants. Creating more music and art rehearsal facilities. Love our 1982 undefeated 18-0-3 Maret varsity soccer team. Now playing fun USTA tennis and won the Southern California sectional battle. Hey '84 classmates—if you're in Los Angeles, please contact me.

1985

Sonja Lyubomirsky writes: "Two major news items in my life from the last couple of years. One: I am separated and living happily in a lovely place with ocean views. (Please come visit.) There have been



Sonja Lyubomirsky '85



A new book by Michelle Ephraim '87, published February 2024

ups and downs, but I absolutely love living alone and spending quality time with my two little girls, 10 and 12 (and wish there was more time with the two grown ones, 22 and 24). Two: After 34 years of conducting research on happiness (mostly experimental interventions), I've landed on a conclusion that is a total cliché. And that is…that the key to happiness is connection. So the book I'm co-writing right now, my third, is called *How to Feel Loved*.

1987

Jeremy Arnold writes: "I appeared on CNN's *The Lead* with Maret parent Jake Tapper P '25 and '28 on December 22 to discuss holiday movies, especially whether *Die Hard* IS one. The expanded edition of my book *Christmas in the Movies* was published last fall. I also programmed and cohosted a series of 20 classic B films on TCM last July.

Michelle Ephraim writes: "I'm a Professor of English at Worcester Polytechnic Institute and living in Brookline, MA, with my husband and four kids. It's been an exciting year—I'm cohosting *The Everyday Shakespeare Podcast*, and my book *Green World: A Tragicomic Memoir of Love & Shakespeare* won the Juniper Prize in Creative Nonfiction from The University of Massachusetts Press and was published by them in February 2024. Teaser: you might recognize some Maret people in the story!

1990

HILLARY DEPUY

Jessica Seiden checked off a bucket list item in December when she traveled to Antarctica, which makes seven continents! Now she's set her sights on the rest of the world.

As for me, **Hillary DePuy**, life in the southern hemisphere is good. I never thought I would lead the expat life, but I just love living in New Zealand. I stay busy with work at a branding agency, book clubs, pet sitting, daily walks along the harbor, and spending time with family.

1999

ABBY BLUESTONE

Kelley Hubbell Adams writes: "The family continues to grow as I am enjoying life in Asheville, NC. I am enjoying being close to family and friends and continuing work in education. I am working at Buncombe County Schools,



Jeremy Arnold '87, author of *Christmas in the Movies*, with Jake Tapper



Jessica Seiden '90 builds a snowman in Antarctica.



Erika Lutzker Rich '95 and her daughter visit Joanna Lutzker Hughes '00 and Lynn Levinson at Maret.



Kelley Hubbell Adams '99 and family



Daughters of Abby Bonder Bluestone '99 and Greta Bradlee Williams '99 at the Broadway musical *Six*



Nicole Levey-Hunt '99 in the off-Broadway show *The Valley of the Shadow*

supporting school counselors and social workers."

James Whittle writes: "Clara, our youngest, spent a nice fall semester as a kindie at Maret before we decided to uproot to the Boston area. We are currently living in Cambridge, MA, walking distance to where Lauren and I met. She is now division chief of Hematology and Oncology at Mount Auburn Hospital, a 200-bed teaching hospital affiliated with Harvard, where she did her internship and residency more than a decade(!) ago. I was able to transfer to the Boston headquarters of my law firm, Mintz, where I'm a partner in the Intellectual Property group. My clients are start-up companies in the biotechnology industry, such as vaccine, cell therapy, and gene therapy companies. One benefit of moving to Boston is the incredible views compared to the low-slung buildings of DC. It's lovely. The trade-off is that the T is less reliable and far less clean than Metro, and driving to work is a nightmare compared to dropping Clara at Maret and then cruising down Connecticut with manageable traffic. But, Josephine and Clara get to attend elementary



Friends from the Class of 2001 come together with their kids.

school together for the first time. Thank you to everyone who made Clara's one semester at Maret so nice. The winter concert was spectacular, especially the "Let It Snow" finale. Please let me know if you come to Boston as I'd love to play host."

As for me, **Abby Bonder Bluestone**, I have spent the past year playing chef and chauffeur for my girls and volunteering at their school. This year has gone by so quickly, but I have been so grateful for the time I have gotten to spend with them and the very needed time to rest and rejuvenate. Hoping to reenter the workforce in the next few months, but for now, I am continuing to enjoy the flexibility! **Greta Bradlee Williams** and I did a whirlwind 24-hour trip to NYC in January with our girls who are the same ages, taking them to see the musical *Six*, eating sundaes at Serendipity, and walking through Central Park.

2001

MOLLY COWAN

It was lovely to hear from fellow frogs who are enjoying life and taking on new and exciting projects. **Lauren Hersh** recently opened Official Ritual, New York City's dedicated sound meditation space, with daily sessions designated to alleviate anxiety, reduce stress, and foster community. The space looks amazing, and I can't wait to visit!

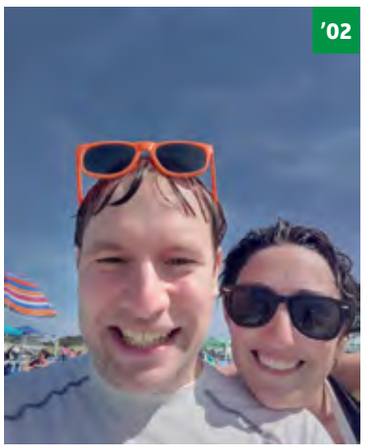
It was great to hear from **Henry Smith** who recently switched agencies and now works in the general counsel's office of the Office of the US Trade Representative. His daughter, Caroline, turns eight this March and is in second grade at St. Patrick's Episcopal Day School. Henry says their family looks forward to playing on Maret's new field being built in their neighborhood.



Friends from the Class of 2002 reunite for a hike in Boulder, CO: Anna Greenberg, Becca Vershbow, Kathryn Hannah, Stefanie Williams Christmas, Colin Doyle, Kassandra Margetis, Thea Stanford, Mara Fox, and Lizzie Osius.



Ethan Baldwin '02 and his husband take in the sights of Mykonos, Greece.



Vladimir Barash '02 and his partner, Lorraine

Masako Ikegami celebrated her 40th birthday in Palm Springs with her husband and daughter and reports that they visited Joshua Tree National Park by driving through it three times…because toddler vacations mean you are driving for naps. Over the summer, **Masako** says she had a blast visiting gardens in Los Angeles with **Kerry Elson**, who Masako's daughter Reina affectionately calls Teacher Kerry.

I, **Molly Palmer Cowan,** agree that few things are as special as getting together with lifelong friends and bringing your kids in on that magic, too. **Stephanie Davis** and her kids, Sadie and Jacob, **Jessica Friedson** and her kids, Sylvie and Shai, **Edrian Wenger** and her kids, Levi and Finn, and my kids, Kevin and Harry, and I have been enjoying time together in Los Angeles.

2002

LIZ OSIUS

2023 proved to be a year of big swings and massive changes for fellow 2002 classmate, **Ethan Baldwin**, who (a) started his own branding and web

CLASS CORRESPONDENT



Friends from the Class of 2002 reconnect in Nashville, TN: Nora Yoo and daughter, May; Triveni DeFries; and Sara Adland.



Allie Goodwin '03 introduces daughter Louisa to Mara Singer Kaplan, daughter of Sam Kaplan '03.



Andy Peterson '03 enjoys the outdoors with his growing family.

design firm, Slash & Structure (slashandstructure.com); (b) celebrated 10 years with his husband with a summer trip to Mykonos, Athens, and Sitges (see Mykonos-based photo!); and (c) moved to Chicago after 17 years(!) in NYC. Can't wait to hear how Chicago is treating you, Ethan!

Vladimir Barash and his partner, Lorraine, have been settling into a new place, contemplating their next steps in life and enjoying beach days as often as possible (check out their photo).

Rachel Andersson has continued to collaborate with fellow Maret alum **Dom DeLeon '00** on professional projects, advising purpose-led organizations on strategy and creative initiatives.

Nora Yoo writes in from her home in Nashville, TN, where you can see from the photo that classmates **Triveni DeFries** and **Sara Adland** came to visit! Making a cameo is Nora's newest, adorable family member, baby May ("Mimi," according to big brother Arlo). Also keeping Nora busy is her work for the city of Nashville's Design Studio of the Planning Department.

Susan Fleishman Haese writes in to share how she and her husband, Derek, founded and are continuing to strengthen HAESE (Helping Achieve Excellence in Sports and Education)—an academy that supports local education in the Dominican Republic through enrichments, an amazing library, a computer room, and daily learning centers for all ages! Susan, Derek, and their two kids moved to the DR in 2016 and have found themselves splitting their time between the DR and the States ever since. They are incredibly proud (and rightly so!) of the work being done on their campus, with a team dedicated to supporting their town's community and helping the children there. Among other programs, the academy has a booming baseball program, tied to the community center to ensure the student athletes are doing their homework, reading, and math before hitting the field each day. To learn more about and support their work, please check out: haeseacademy.com.

Finally, a number of us from the Class of 2002—**Anna Greenberg, Becca Vershbow, Kathryn Hannah, Stefanie Williams Christmas, Colin Doyle, Kassandra Margetis, Thea Stanford, Mara Fox,** and me, **Lizzie Osius—**felt so lucky to extricate ourselves from our daily lives for a few days of hiking together in Boulder, Colorado.

2003

BECCA RUTKOFF

It's wonderful to start the year with exciting updates from a few 2003ers.

Margaret Bryer writes: "I started as an assistant professor in Anthropology at University of Wisconsin-Madison and am enjoying living in Madison, WI, and also conducting primatology field work in Uganda and South Africa."

Brooke Smith writes: "It was a momentous 2023! Excellent '03 showing at the reunion in May; I started a new job at Mars in June; we moved to Evanston, IL, in August; and we welcomed our daughter, Robin, into our family in November.

Allie Goodwin also shares some lovely news from Brooklyn: Allie and her husband, Andrew, were thrilled to welcome their daughter Louisa on October 2, 2023, and are grateful she has such a wonderful Frog community here in NY, including new pal Mara Singer Kaplan, third daughter of **Sam Kaplan**. Allie works as an internist at Bellevue Hospital/NYU, where



Brooke Smith '03 with daughter Robin



Ron Allen '06 welcomes his son, born on July 7, 2023.

she is part of a street medicine team and also runs a reentry clinic for patients who were previously incarcerated.

Andy Peterson writes: My twin sons, Owen August and Wesley George, were born in Annapolis, MD, on my birthday, April 2. They were two this coming April.

2005

Whitney Martin writes: "Overjoyed to welcome my daughter Jamie to the world in July of this year. She has loved time with her uncle, **Todd Martin '99**, met classmates **Anna Kassinger**, **Moeena Das**, **Gem Richardson-Lewis**, and **Annie Hirschhorn '04**, and even saw Lynn Levinson at Tatte.

2010

NORA ECCLES

Alex Francisci is settling into his house in Queens, NY, where he spends much of his time gardening and growing vegetables. He recently returned from trips to Italy, where he celebrated his father's birthday, and Iceland, where he saw the Northern Lights. His longtime girlfriend Emilia also just qualified to run the New York City marathon.



Avonda Fogan '12 and her husband, Mycal Ford, gather with friends at their wedding in DC.



Jamie Progebin '13 pops the question to his fiancée, Caitlyn.



Steffen Davis '14 ties the knot with Jazmyne Howard Davis among friends and family.

Briana Pegado is excited to announce that her debut non-fiction book, *Make Good Trouble: A Guide to the Energetics of Disruption*, was published on April 9, 2024. The book explores how we can disrupt our habits, beliefs, behavior, and communities for good by better understanding how disruption is an energy we can channel. The book is being published by Watkins Media Limited in the UK and Penguin Random House in the US and is available for preorder now.

2012

SOPHIE ARON

Avonda Fogan married Mycal Ford at the Salamander DC on October 7, 2023. Congrats to them both!

Maret teacher Glenn White writes "**Emma Reznick** defended her doctoral dissertation in Robotics at Michigan late last spring and is currently working as a postdoctoral fellow in the Biomechanics Department at the Hospital for Special Surgery in NYC."

2013

SASHA ZIENTS

Jamie Progebin graduated cum laude from dental school in Louisville, KY, in 2021. He is currently the chief resident in his last year of dental residency specializing in prosthodontics at NYU. In October, he received second place for his research project on fracture load for complete dentures at the American College of Prosthodontics national meeting. In July, he will be moving with his fiancée, Caitlyn, and their dog, Charlie, back to the DC area where he will be joining his dad in practice! He will also be getting

CLASS CORRESPONDENT



Lily Burka '17 performs in the global tour of *The Sound of Music*.



Max Norton '20 (playing for Duke) and Devonte Gordon '18 (playing for Wake Forest) meet up on the field in Durham, NC.



Friends reunite at the Yale vs. Harvard game: Rohit Barrett '22, Adam Williams '23, Aiden Carroll '23, Tyto Akimoto '23, Jack Anderson '22, and Brice June '23.

IN MEMORIAM

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

ALUMNI

George Calomiris '78, father of Alexa Calomiris '14 and Julia Calomiris '18, brother of Janice Calomiris '77
Lillian Quigg Chapman '72
Christopher Danello '08
Tracy Kolker Ochsman '72
Gabriela O'Leary '03
Arleen Tievsky '54

PARENTS OF ALUMNI

Pierre Dowd, parent of J.P. Dowd '82; grandparent of Anna Dowd '20 and John Dowd '23
Christina Ortiz, parent of Javier Ortiz '87, Rod Ortiz '86, and Ximena DeFilippes '89; grandparent of Emma DeFilippes '23 and Quinn DeFilippes '25
Harriet Fulbright, parent of Shelby Funk '79 and Evie Watts '76
Karl Corby, parent of Jack Corby '18
Sonya Gordon, parent of Elizabeth Gordon '86
Ann Hamilton, parent of Rachel Hamilton '87 and Vicky Marchand '85
Leonard Long, parent of D'Ara Balenger '99
Richard Osius, parent of Lizzie Osius '02 and Matt Osius '01
Salv Stellini, parent of Luke Stellini '93 and Alexia De Wever '91
Richard Thompson, parent of Jennifer Thompson '90, Marguerite Thompson '95, and Tina Thompson '98; grandparent of Meier Kuepper '23 and Piper Kuepper '25
Jessica Townsend, parent of Claudia Townsend '96

married next September in the DC area. Jamie is very excited to finally come back home to DC after many years away.

2014

Steffen Davis writes: "On September 9, 2023, I married my longtime girlfriend, Jazmyne Howard Davis. Joining me in my wedding were my two best friends, teammates, and Maret alumni **Drake Goddard** and **Austin Vereen '15**. Other attendees at the wedding were **Marlon Beck '13, Angela Marsh-Coan,** and former boys basketball coach Garrett O'Donnell."

2017

Lily Burka writes: "I have had the time of my life traveling across Asia on the *Sound of Music* International Tour. I've learned so much, and this experience is one I will never forget."

2023

Aidan Carroll writes: **"**Former Frogs **Rohit Barrett '22, Adam Williams, Tyto Akimoto, Jack Anderson '22,** and I celebrated with **Brice June** after Yale defeated Harvard to win the Ivy League title.

From the Archives



A SPECIAL VISITOR. In 2013, National Geographic storyteller and explorer Paul Salopek began a journey to retrace human beings' global migration out of Africa. Beginning in Ethiopia on a camel, his trek inspired lower school ISW programming in the 2013-14 school year. The students' study of Ethiopia included this visit from Chewy the camel—a highlight for the fourth graders in this photo!

Your Legacy – Lasting Impact



One Family's Story

The Berger Family Fund provides special aid for STEM-related tutoring, diagnostic testing, and other academic support for female or gender expansive students receiving financial aid. This endowed fund was established with a generous bequest from Fred Berger and his family—Betty Brannan and Sofia '97, Nathan '00, and Susana '04 Berger. A former trustee and dedicated volunteer, Fred Berger was the chair of Maret's Faculty Fund Campaign (1993-95), which helped launch the school's endowment. To honor his legacy and support women in STEM and equity in education, the Berger family worked with the school to create this fund for our students today and for generations to come.

THE MISSION IMPACT

EQUITY IN ACADEMIC EXCELLENCE

- **Funding Maret's holistic financial aid program**
- **Advancing student success in STEM**
- **Ensuring access to educational support**

What will your story be?

The Future Fund honors those donors who include Maret in their estate planning or make other long-term gifts to the school. To learn more about Maret's planned giving opportunities, please contact Director of Development Sally Dunkelberger at sdunkelberger@maret.org, 202-939-8811, or visit **maret.org/support-maret/planned-giving**.

MARET SCHOOL FUTURE FUND

MARET

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