

SPRING 2016

FRYEBURG ACADEMY

A MAGAZINE FOR ALUMNI, FAMILIES, AND FRIENDS

Scenes

FA IN FOCUS

PROUD TRADITIONS * NEW DIRECTIONS

Reunion

at FRYEBURG ACADEMY

JUNE 10TH AND 11TH, 2016

No matter how long ago you graduated from Fryeburg Academy or when you last visited campus, Reunion Weekend is the best time to reconnect with your friends and classmates.

We hope you'll join us for Reunion at Fryeburg Academy — a time to celebrate lifelong friendships, relive memories, and rediscover the remarkable place that is FA today.

We look forward to seeing you in June!

Check our website for more information on class gatherings, lodging, and to register online (preferred).

www.fryeburgacademy.org/reunion • (207) 935-2001 ext. 3131

OPENING RECEPTION TO HONOR VETERANS

At this year's reunion, Fryeburg Academy will host a special reception honoring FA alumni who are veterans. The event, which kicks off Reunion Weekend, will be held on Friday, June 10th at 6 PM in the Leura Hill Eastman Performing Arts Center.

Are you a veteran or an active member of the military?



Please visit our website, www.fryeburgacademy.org/reunion, and fill out a survey by June 1st to help us gather more information and best prepare for the reception.

We would love to see photos of you in uniform, past or present.

Mail them to:

Fryeburg Academy
Attn: Lakyn Osgood
745 Main Street
Fryeburg, ME 04037

or email as an attachment to Lakyn at losgood@fryeburgacademy.org.

If you do mail photos, please write your name on the back so we can return them to you at the reunion!

WE HOPE TO HEAR FROM YOU SOON!



PROUD TRADITIONS, NEW DIRECTIONS

Looking Ahead with the FA Community

About 15 months ago, we at Fryeburg Academy surveyed our school and area communities as a step in longer-term planning. In a tremendous show of invested interest, 544 people responded! Alumni, current and past parents, faculty and staff, and other friends of the school registered their thinking on FA's present and its future. I'd like to highlight some of these findings here:

Presented with six **school core values** and asked to rank them in order of significance, respondents emphatically selected these as most important: 1) Community: Belonging and Contribution, and 2) Access to Opportunity.

Of four **chief goals for FA graduates**, the following were, by a wide margin, the community's top priorities: first, that Academy graduates possess the skills needed for 21st century success, and if they have not yet found their passion, that they graduate with the tools to do so; second, that Academy graduates are characterized by integrity and a strong work ethic.

As a final highlight, of five **proposed goals for Fryeburg Academy's role in providing maximum value to the community**, three received very close lead ranking: first, that it remain a provider of arts and culture; second, that it act as an economic stabilizer and contributor; and third, that it serve as an educational partner to area businesses.

These survey results and other research measures have led to a set of overarching goals for the Academy. Over the next five years and beyond, our decision-making will be guided by the following three aims as FA faculty, staff, and board strive to:

- Empower students to succeed in our 21st century world
- Enhance campus resources in support of program and enrollment needs
- Sustain Fryeburg Academy amidst demographic challenge

Goal #1 is Job #1. It is most directly about learning, teaching, and school mission, so it is our lead, giving shape to all consequential curricular, facilities, and financial planning before us. But what does it mean? The Academy has always focused on preparing its students for life after graduation and on expanding their opportunities. What we want to do now is build on that sturdy foundation, ensuring that our graduates are powerfully competent, knowledgeable, practiced, and ethical in ways that

are most relevant to the demands of our era and place in the world. We've determined that empowering students in this way requires we do three things:

- offer a curriculum that balances a student's acquisition of information with the development of complex, transferable skills, and that heavily features real-world performances and problem-solving;
- implement enhanced technical education access and study, including applied technology and career preparation opportunities, internships, and expansion of STEM and dual enrollment options;
- integrate outdoor educational study and experiences as signature components of FA's curriculum, advisory program, and extracurricular offerings.

Much activity is underway in each of these areas. Within a few months, the entire strategic plan, its timeline, and a full status report will be ready for publication. I look forward to sharing it.

First, though, I'd like to offer this issue of *Scenes* as a frame for thinking about the basis of it all. Few concepts in education have as instantly gained currency as "21st Century Learning." But like any once-fresh buzz-phrase, it is applied broadly, often with no specific definition. In the coming pages, I offer the FA community thoughts on what the label signifies as we pursue the strategic goal of empowering students to succeed in our 21st century reality.



Erin P. Mayo
ERIN P. MAYO
Head of School

HANDS ON: Chris Strahler (left), Physics Teacher, and Ann Chappell, English and ESOL Teacher, lean over one section of the timber frame built by students as a May Term class to shelter an outdoor pizza oven on campus. Read more: May Term page 8. Chris Strahler's NHS Speech page 12.



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FRYEBURG ACADEMY

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'Thank you' to the contributors of Scenes Magazine.

Your words and your pictures help tell our shared Fryeburg Academy stories: stories of our students, teachers, parents, alumni, friends, and staff...our community.

— *Dan Lounsbury | Scenes Editor since 2015*

Communications and Marketing Coordinator

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CORRECTIONS

The following loyal supporters were omitted inadvertently from the Honor Roll of Giving in the Fall 2015 edition of Scenes. We thank them sincerely for their 10 or more consecutive years of giving to Fryeburg Academy, with apologies for the previous omission.

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21st Century Learning

BY ERIN P. MAYO HEAD OF SCHOOL

When my son Gunnar was a little over three years old, having recently watched his dad put in the garden, he came inside one spring weekend and asked for a shovel: “Just a little one for my hand,” he said. “Because I really wanna dig a hole.” A quick set of questions established that he wanted to dig this hole in the exact center of our newly-green back yard, “just to see.” Of course we can’t have this, I thought... a boy can’t think he can just dig holes! In my yard! I offered for him to dig in a patch of bald dirt closer to the back of the house, not visible from most of the driveway or any of the windows. He didn’t want to dig there, he insisted, but I said digging is digging, and stood my ground (so to speak).

Gunnar moped out, and his dad walked in. He’d heard the exchange and said, “Come on, look how much he wants to. Let the kid dig his hole.” After initial protest, I said fine, as long as he understood he would be in charge of the anarchy of it all — cleaning up our son, filling in the hole, even putting down new seed if it came to that degree of outrage. He understood. We gave Gunnar a small spade, and he spent the rest of the morning digging. By afternoon, he’d found a cow bone. The next day, he found part of a license plate. Periodically into summer, he’d dig when he felt like it; the hole got pretty deep. One day, way down, he found a lump of coal. No one was more excited about these artifacts than me. We called this area ‘the hole’ as if it were an acknowledged location, like ‘the porch’ or ‘the doghouse,’ and when Gunnar headed out there, I almost came to feel like he was going to work.

In the years since, I’ve often thought of my son’s request and ensuing project — as well as my own disregard for his curious impulse, instantly inclined as I was to say ‘no’ and let order, instead of discovery, rule the day. I offer the memory here as a simple analogy for a basic educational truth whose time has come, divergent though it is from much traditional philosophy and practice. We adults need to get out of the way with so much packaged information, tidy testing, and answer sheets: children will learn more and learn better if we let them ask

“ We adults need to get out of the way with so much packaged information, tidy testing, and answer sheets: children will learn more and learn better if we let them ask and just plain DO more. ”

and just plain DO more. The exuberance of inquiry and action: these are the foundation for thinking about all of the other words that quickly rush in when we hear about 21st century education. Creativity, innovation, problem-solving, collaboration, invention, engineering, technology, globalism.....! So much, and all of it important, but the starting point is in recognizing an inquiring mind and the opportunity to act as makers of meaning.

In essence, the phrase ‘21st Century Learning’ embodies the notion that this complex world and its various marketplaces



demand re-evaluation of pre-K-12 educational aims. In his 2009 article, “Demonstrations of Learning for 21st Century Schools,” National Association of Independent Schools President Patrick Bassett called for independent schools to revisit their traditional emphasis on subject-matter mastery and infuse it with equal emphasis on integrated, skill-based learning. The root skills to which he referred in this article have since taken on specific shape in NAIS’s list of “Essential Capacities for the 21st Century”:

- 1) Analytical and Creative Thinking and Problem-solving
- 2) Complex Communication — Oral and Written
- 3) Leadership and Teamwork
- 4) Digital and Quantitative Literacy
- 5) Global Perspective
- 6) Adaptability, Initiative, and Risk-Taking
- 7) Integrity and Ethical Decision-Making¹

Those with the good fortune to have attended effective schools may well look at this list and think back on memorable classes, teachers, and opportunities and wonder what is supposed to be so provocatively new here. Fine schools have always fostered critical thinking, good writing, and character formation alongside the mastery of course content.

The difference is twofold: first, in the degree of intentional skills development happening alongside the mastery of information, and second, in the sophistication of how we assess not just what kids know, but also *what they can do*. Below,

¹ Bassett, Patrick F. “Demonstrations of Learning for 21st Century Schools.” Independent School, Fall 2009.

Bassett’s sample of ‘essential demonstrations of learning’ offers useful illustration. In 2009, university presidents themselves, along with Bassett and numerous NAIS school heads, generated this wish-list, asserting that quite apart from their SAT scores, well-educated, well-prepared high school graduates ought to be able to do the following:

- 1) Conduct a fluent conversation in a foreign language about a piece of writing in that language.
- 2) Write a cogent and persuasive opinion piece on a matter of public importance.
- 3) Declaim with passion and from memory a passage that is meaningful — of one’s own or from the culture’s literature or history.
- 4) Produce or perform a work of art.
- 5) Construct and program a robot capable of performing a difficult physical task.
- 6) Exercise leadership.
- 7) Using statistics, assess whether or not a statement by a public figure is demonstrably true.
- 8) Assess media coverage of a global event from various cultural/national perspectives.
- 9) Describe a breakthrough for a team on which he/she served and to which he/she contributed to overcoming a human-created obstacle so that the team could succeed in its task.
- 10) Demonstrate a commitment to creating a more sustainable future with means that are scalable.²

² Bassett, “Demonstrations”



We must do what art and technical education teachers and athletic coaches have always done as a matter of course: get students ready for the big show, play, project, game.

It aims for students to demonstrate that they are not just storehouses of fact and other people's knowledge, but creative, discerning producers and consumers of it. It aims for educators to foster throughout students' adolescence the curiosity and experimentation with which small children encounter each day, even as they help develop disciplined habits of mind, method, and practice as expected in all settings after high school.

Consider again Bassett's suggested competencies. Now contrast a standard, end-of-semester final exam in, for example, a statistics class, with an exit demand for the skilled use of

statistics to assess the validity of claims by a public figure. Both require a mathematical understanding of statistics, but what does the second entail that the first does not? The application of the discipline in a real and relevant context, and in a way that makes the student an authentic participant in the discourse of his world. He is not graded on perfected problem sets; his 'A' is for Authority. He gets to ask and to answer what is true.

Conventional exercises and tests that will always be tools for acquiring and remembering new information. Beyond these, educators must integrate the chance for learners to use that information. We must do what art and technical education teachers and athletic coaches have always done as a matter of course: get students ready for the big show, play, project, game. Provide them with the performance moment where all instructional strands come together. Provide the chance to use information and demonstrate competence by doing or making something real. Provide the chance to address a need.

As a second example, imagine an exit requirement from, for example, Spanish IV, that pairs up a student with an area elementary classroom studying Spain. She will interpret as they skype with a tourism official in Madrid. Or maybe she meets the requirement by translating 20 minutes' news coverage in Spain of a global event, then comparing its emphases against 20 minutes' coverage of the same event in the U.S. She then presents and defends her findings — in Spanish, of course.

In order to achieve mastery aims like these, schools must



evolve, implementing a continuous program that cultivates questioning, flexibility, and innovation, ensures hands-on experience and interdisciplinary connection, and gives students authentic opportunities to have an impact outside of their classrooms. Fryeburg Academy is by no means alone in contemplating and answering this call to change. Letting it guide us in mindful decisions about curricular, professional, and facilities development is our strategic charge and obligation as we prepare our children to thrive in an ever-transforming, complex, and exciting world.



In all honesty, I could confidently perform only seven of these tasks... with some guidance, maybe eight; it's a pretty ambitious list.

Traditional education has typically not made time for the value of more open-ended or experience-based learning, focusing instead on the delivery of x-amount of subject matter across a school year. Again, done well and for a certain type of learner, this focus can be rigorous and effective. Often, though, it can be dry and fixed, prizing the highly manageable, repeatable task of delivering answers 'for the test' over most students' need to experience the information's relevance.

21st century learning entails expansion — not replacement — of our traditional concepts of academic excellence and rigor.



May Term at Fryeburg Academy

And speaking of hands-on, action-oriented learning: this year will mark FA's sixth May Term — the three-week, alternatively scheduled interval with which the Academy concludes its school year.

After we bring the second semester to a close on May 20th, for the week preceding Commencement and the two weeks that follow, freshmen, sophomores, and juniors will attend four classes per day, each one worth ¼ credit. These classes offer an enhanced opportunity for project- and performance-oriented study, community service, off-campus experiences, and travel. Faculty have seized the charge to regard May Term as a professional learning lab, especially concerning interdisciplinary instruction. In 2014, as part of the Roundtable school visit series administered by the Independent School Association of Northern New England (ISANNE), FA hosted 23 visitors from five fellow ISANNE schools, here to observe May Term in action. Since then, two have implemented similar sessions of their own, and a third will do so next year.

On the opposite page, you'll get a sense of the course variety and intensive experiences available during May Term each day, during periods A through D. Of these 74 courses, 20 of them are team-taught. Two guest teachers will join us for the term, leading



courses in fitness and painting landscapes in oils. Special faculty member Jim Wilfong joins us for his first May Term, teaching two sections on global investment. One interesting indication of May Term's success among students: it becomes a bit more difficult each year to fill the several double-period offerings. Students tell us that it was hard enough to choose and they don't want to miss the chance to take four different classes!

A	B	C	D
Archaeological Field School 2133		3D Comp. Animation 3328	A Cappella 2342
Algebra II HTopics 2327	Algebra IIH Topics 2327	Algebra IIH Topics 2327	Advanced Football 3307
Astronomy 2126	Art Metal Welding 2141	Adaptability 3306	Books of Maine 3308
Ballroom Dancing 2147	Better, Faster, Stronger 3309	Beginning Band 2032	Business English 2022
Campus Construction 3215	Chinatown 3310	Bicycling 3121	
Ceramics 2033	Chinese Cooking 3224	Career Explorations 2332	Campus Photography 3329
College Essay 3204	Double Threat 2049	College Essay 3204	Ceramics 2033
Film Music 2313	Dystopian Literature 3202	Crazy for Cardio 3220	Chess 3311
Desert Ecology 2128			
Folk Band 3327	Finger Picking Guitar 3314	Disasters! 3317	Chinese Cooking 3224
Global Investment 3316	Global Investment 3316	FA Alumni Project 2099	Disasters! 3317
Hiking 3124		Fairy Tales 2003	Interior Design 3320
Knitting 2111	Intro to PAC Tech 3319	Farm to Table 3318	Jazz Theory and Improvisation 2039
Jobs of the Future 3321		Fifty Nifty United States 2136	Knitting 2111
Mediterranean Cooking 3144	Math Recovery 2062	Inch by Inch, Row by Row 2344	Inch by Inch, Row by Row 2344
Mountain Biking 3130		Inch by Inch, Row by Row (Two Periods) 2344x	
Maine/NHDiscoveryTours 2343			
Oil Painting Traditional Landscapes 2339	Oil Painting Traditional Landscapes 2339	Intro to Music Theory 2038	Lost Legends From the Ancient World 2134
New England Ecology 2082			Math Recovery 2062
Pre Calculus Topics 2058	Mediterranean Cooking 3144	Math on the Menu 2331	The Metaphysical World 2306
Rock Climbing 3323			Oral History 3324
Robotics 2132	Pre Calculus Topics 2058	Political Cartoons 3322	Publishing 2043
Small Scale Farming 2142		Pre Calculus Topics 2058	Speak Up! 2024
Sports Psychology 2150	Speak Up! 2024	School of Rock 3326	
Unified Special Olympics 3218	Wait for the Drop! 3312	Sports Literature 2008	Sports Medicine 3325
Who Done It? 2316		Your Money Your Life 2330	Tolkien 2009
Yoga 3219	Your Money Your Life 2330	World War II 3007	

FA Model UN Team Tackles World Issues at Boston and Dartmouth Conferences

BY GREG HUANG-DALE ESOL TEACHER, MODEL UN ADVISOR

With presidential campaigns in full-tilt, many of us wonder who will be the next leader to command the global stage. A steady stream of news keeps us informed of the power brokers of our time, but it can also make us feel powerless to create a future that is better for all. But what would it be like to be in their place? How would you negotiate a climate change treaty or a ceasefire agreement? Could we possibly find agreeable solutions to hunger and poverty in our country and the world?

Students in the Model United Nations (MUN) club at Fryburg Academy have accepted such a challenge. Weekly meetings in the old Tinker Library help prepare them for Model UN conferences, where they are challenged to experience the unpredictability and exhilaration of negotiating a better future. For more than 10 hours of meeting time, and through parliamentary procedure — speeches, moderated debate, and unmoderated writing sessions — committees develop statements and solutions that address the issues at hand. Guided in their discussions by college-aged moderators, students learn the inner workings of leaders pounding out deals on the world political stage.

This year, students on the FA Model UN team spent two weekends in February at MUN conferences run by Boston University and Dartmouth College. MUN conferences bring together teams of students from many other schools in New England, across the U.S. and around the world. FA delegates negotiated topics of world concern such as UNESCO's emergency response to the earthquake in Nepal. They hammered out practical steps and resolved to fight economic colonization

of African nations as representatives of the African Union. They considered the implications and set guidelines for controlling the likely future of militarized space in the DISEC (Disarmament and International Security) committee. The topics discussed and negotiated at MUN conferences have long ranging implications for governments and societies worldwide, but the conferences have fun moments too!

In several simulations this year, delegates assumed the roles of real people from history: a cabinet minister for Turkish leader Kamal Ataturk (1920s); a British War secretary to Churchill at the Yalta Conference (1945) at the end of WWII; a Russian general on the eastern front facing forces in the Russo-Japanese War, (1904-05) and a lawyer-advisor to the Roman Senate (first century BCE), Cicero. In these committees, delegates had time-travel experiences, going back to review and revise with the chance to create a new history and a better present for all of us.

Each of our delegates deftly stepped through a maze of competing interests — national sovereignty, environmental sustainability, economic stability, threat of war, and social development — in order to better understand the complexity of working cooperatively as world citizens. Observing these young people in adult roles, concerned about their future but confidently tackling the most difficult issues of our time, one can easily begin to trust that the future of our world is in good hands.

Congratulations to the 2016 Model UN team for their dedication and participation in peacebuilding through dialogue and diplomacy.



DartMUN DELEGATES (Back) Gunnar Gurnis '19, Nabeel Ghadfa '17, Hannah Frye '17, Brian Fitzsimmons '16, Robert Price '16, and Markus Schneider '16; (Front) Remona Yu '18, Ben LeConey '16, Dominic Orlando '17, Will Davis '17, Owen Feider-Sullivan '17, and Nick Landano '16.



FARIEL LAMOUNTAIN represents Jordan on the UN Security Council at BosMUN.

Q & A: MARK STRANGE TO RETIRE AFTER 35 YEARS AT FA

INTERVIEW BY ERIN P. MAYO HEAD OF SCHOOL

In 1981, Mark Strange graduated from USM and became an industrial arts teacher at Fryburg Academy. Having served the school and two generations of students for 35 years, Mark retires from teaching in June. Earlier this spring, Mark and I sat down to talk about his career at FA:



Tell me about your decision to go into teaching, and to teach here.

Teaching was part of the family. I had two brothers who were industrial arts teachers and my father started teaching when I was in high school, at a vocational school, after working in the auto industry for many years. They were enjoying the opportunities that came along with being in education, so I followed. My oldest brother, Glenn, taught at the Academy in 1974-75 and then moved north. A few years later, the Academy contacted Glenn to see if he wanted to return, but he declined. Fortunately for me, I was graduating that year so he recommended me for the job. It does not seem possible that 35 years have gone by.

What roles have you filled here since arriving in 1981?

I've been an instructor of Industrial Arts, including metalworking, welding, woodworking, and drafting. I've been President of FATA (Fryburg Academy Teachers' Association) and a member of its negotiations team. I was head girls' track coach for 15 years, and golf coach for two years. I enjoyed my work with the maintenance staff during many summers and constructing scenery for school musicals.



Who were your faculty mentors in the early years? What are some of your best memories about colleagues?

I need to start with Harold Sanborn and Clarence Coombs. Both were from the old school and thoroughly enjoyed teaching industrial arts. Both were very respectful and taught me how to be respected by the students. They had a way of bringing out the best from the students they worked with. The past 30 years with Bob Pulito have been filled with many good memories and it has been great sharing the space with him. I am sure technical arts will continue with success under Bob's supervision.

There have been so many memories that it is hard to single out any. The end-of-year faculty trips to the beach were always a good time with many families like the Urgeses, Foxes, Gibsons, and Cote-Crosskills getting together to celebrate summer. I became very close with Scott and Nicole. After I married Holly in 1981 and we all started having children, our families grew up together and we would have a great time once a year camping somewhere around New England.

What was it like for you as a parent to be working here when your kids came through as students?

When your own children attend the Academy, it is not as hard on us as it is on the children. I remember my daughter saying that it feels like she

has five sets of parents, everyone with a watchful eye. I taught both of my children, Renee '03 and Joshua '06, in a class and am so happy to be able to share that part of my world with them. The best part is when you get feedback from their teachers on your child's attitude, respect, and talents and find out that you as a parent have done something right. Both of my children received many opportunities at the Academy that may not have been available to the same degree elsewhere.



Is there a moment or event during your career that stands out for you as what FA is all about?

When a former student seeks me out at a function to say thank you for the time spent to teach them skills that are necessary for their life's work, it makes me feel good that the time spent is appreciated. In technical arts, we get a chance to experience the students on a level that few other teachers see. They create, design, repair, build, and learn processes that become an important part of their future. Many of these people have stayed here in the area, become taxpayers, work rescue, fire, and other town positions, and support local education. The Academy is successful in its mission to provide varied educational opportunities to all students, and the appreciation from these students is evident.

How has education changed since you started teaching? How do you think it needs to change? What do you hope does not change here at the Academy?

Methods of education are always changing but the core values need to remain the same. The change I see in education is the way technology is being used. Because we have this marvelous tool, we find the need for learning the basics unnecessary. Understanding the basic principles of math and English is still necessary, and I think schools in general are having trouble meeting that need. In my case, I know that I'm behind the times when it comes to technology but many of our students still enjoy the hands-on teaching that we perform in technical arts, and I believe the basic mechanical skills are necessary. There needs to be a happy medium to allow programs like traditional technical arts to continue and add in the technology that will help expand students' experience. Many schools have discontinued traditional programs like woodworking, machining, and blueprint reading only to find out that many of these courses are needed if the student is becoming a carpenter, electrician, architect, etc.

What's next for you and Holly?

Fryburg and the Academy will always have a place in our hearts. I have to thank the Academy for the opportunity to teach in an environment that cultivates learning and yet remains flexible to new ideas.

It is time to get out to the big world and have some new experiences. Holly and I are moving to Savannah, GA, in June. We have talked about this for a few years and felt that this is a good time to take on a new adventure. Both of our children are married and settling into their own careers. We will be working but plan on enjoying all that the south and Savannah have to offer. It's a beautiful city with history, old architecture, and many opportunities to get involved in the community.

“You must do something to make the world more beautiful”

BY CHRISTOPHER STRAHLER PHYSICS TEACHER

The B.W. Tinker Chapter of The National Honor Society inducted 48 new members on March 15, 2016. Students earning a 3.5 GPA or higher over three semesters at Fryeburg Academy are invited to apply. Matthew Boucher '16, NHS President, emceed the event while Ryan Caracciolo '16, Shealyn Johnson '17 (VP), Brian Fitzsimmons '16 (Secretary), and Emily McDermith '16 (Treasurer) read the four pillars of Scholarship, Leadership, Character, and Service. This year, each inductee was honored by an educationally influential faculty member who shared words of praise and presented the NHS membership pin. The powerful ceremony culminated with an inspired speech from our greatly admired Physics Teacher, Mr. Christopher Strahler.

— Heidi Paulding, M.Ed, Latin Teacher, World Language Department Chair, NHS Adviser: B.W. Tinker Chapter

Let me first offer my congratulations to you on achieving the honor of being inducted into the National Honor Society this year, or in past years. It was a half lifetime ago when I was receiving the same honor. I didn't know what NHS would do for me. My chapter wasn't very active in the community, so I want to thank Mrs. Paulding on behalf of Fryeburg Academy for making membership in our chapter a meaningful experience through which students can serve the community and demonstrate those skills about which Ryan, Shealyn, Brian, and Emily spoke.

I also want to thank you for the honor you've given me by asking me to speak tonight. I have to be honest that I wasn't particularly thrilled by the prospect of writing a speech, or giving it for that matter — but now I know how you feel every year in February for the speech competition. However, Mrs. Paulding is quite convincing with her disarming smile and sweet voice assuring me that it will be just wonderful.

Mrs. Paulding did suggest that I could simply read a children's book, but I won't read you too much. While I briefly considered reading you *Newtonian Physics for Babies* or *Introductory Calculus for Infants*, I settled on *Mrs. Rumphius*, by Barbara Cooney. It's a book I've enjoyed reading to my children and one that happens to fit perfectly with my theme for the evening. I'll read just a few lines from the beginning:

In the evening, Alice would sit on her grandfather's knee and listen to stories of faraway places. When he was finished, she would say, "When I grow up, I too will go to faraway places. And when I grow old, I too will live beside the sea."

"That is all very well little Alice," said her grandfather, "but there is a third thing you must do."

"What is that?" asked Alice.

"You must do something to make the world more beautiful."

"Alright," said Alice, but she did not know what that could be.

Lately, this story has a lot of meaning for me. As most of you know, my wife, two sons Daniel and Julian, and I will be moving to Switzerland this coming summer. We'll be leaving a place we love. Going to a world we don't know — one we hope to come to



CHRISTOPHER STRAHLER and his wife Emily, who are leaving FA to teach at *Ecole d'Humanité*, an international boarding school in Switzerland, stand in front of a classroom mural of the world made as a part of Chris' paint balloon experiments with his physics students.

love. We are doing what half of the inductees tonight have done. We are leaving a place we call home to get a different experience and to become more experienced in the world. We have absolutely loved our home of Fryeburg, but we also share the dream of Alice to see the world and travel to faraway places.

Mrs. Strahler and I have both traveled extensively during our lives. With family while growing up, sometimes alone, often together, a bit with the kids. In all of our travels we've found the most pleasure in getting to know places really well. Some of my best memories are of trips to Puerto Rico with the Ecology Club — doing service for others and creating bonds with students just like you. I have missed taking that trip the past few years — organizing it, not so much, but taking it, certainly. I miss the hard work. I miss the people at *Las Casas de la Selva*. I miss the afternoons full of stupid games.

I am certain that I will be having similar thoughts for many years to come as I think of Fryeburg and the time I've spent here. It will be far too emotional for me to name the things I'll miss about this place and the people. It's hard to leave a community you've become a part of, but many of you will be in the same shoes I'm in come August, moving to a strange new place. I urge you to explore. I urge you to see the world. I urge you to meet as many people as you can. Those of you who will be in Fryeburg for the next year, two, maybe longer, appreciate your time here. FA is a great place filled with great people. Explore. See the world. As I mentioned, the world

does come to Fryeburg. Meet as many people as you can. You all display the qualities embodied by the National Honor Society and as such, you are fine citizens of our community. Please, be fine citizens of the world.

If you remember, Miss Rumphius had three aspirations in life. The second was to live beside the sea when she grows old. I have no such aspirations. While I do want to grow old, I would much rather be in a place like this — surrounded by beautiful forests and mountains, streams and valleys. Maybe you will end up by the sea, or maybe in the mountains, or maybe in a corn field in Kansas like my best friend from college. Wherever you are, no matter how long you're there, appreciate the beauty that surrounds you.

Some of the ultimate frisbee players in the audience might know where I'm going with Miss Rumphius' third life goal, instilled at a young age by her grandfather. On more than one occasion I've shared with them a guiding mantra of my life — do beautiful things. I'm not sure why, but I first uttered these words, well, I ac-

tually yelled them, on the sidelines of an ultimate field in 2012. It's kind of a weird thing to yell, isn't it? I stand by my decision to yell it. I saw some really beautiful ultimate that day and I think those athletes lived up to my aspirations for them. We came home with a state title after all. While I don't usually yell it now, I try to let it guide my life. Of course, at times, things get in the way of living the beautiful life, but it's always in the back of my mind.

I like to think that I helped students make the campus more beautiful by building a pizza oven and timber frame to surround it. I like to think that students find beauty in the "murals" we've created over the years with paint balloons. I like to think that my students appreciate some of the beauty of nature through physics — though that might be a stretch. I do not yet know how I will next contribute beauty to the world. You might have an idea for yourself, or you may not yet know, but I ask that you go out into the world, whether here in Fryeburg, or off in faraway places and do beautiful things!"



OLRC HIKES TUCKERMAN RAVINE

The Outdoor Learning and Research Center took an overnight trip to AMC's Joe Dodge Lodge in Pinkham Notch, March 24-25, 2016. The OLRC freshman class, OLRC interns (upperclassmen who are planning to study outdoor related fields in college), and some members of the senior Literature of the Great Outdoors class climbed to Tuckerman's Ravine in a howling snowstorm, sledding back down afterwards. Our evening in the Lodge included freshmen reciting Shakespearean sonnets, which turned into a talent show with everyone involved. The next morning we were still having such a good time we didn't know — or care — that it was a snow day back at school! Pictured above, left to right: Molly Eklund '16, Hannah Rousey '16, Hannah Frye '17, Hunter MaGee '16, and Yukon King '19. Photo by Joel Rhymer.

— Joel Rhymer, OLRC Director

FA Vocal Jazz Ensemble Wins State Championship

BY MIKE SAKASH DIRECTOR OF MUSIC



For the eleventh year in a row, Fryeburg Academy's Vocal Jazz Ensemble won the Maine State Vocal Jazz Festival. This competition brings together the state's top vocal jazz ensembles and show choirs for a weekend of performances and adjudication. At the close of the afternoon performances on Saturday, the top two ensembles are invited back to perform in the "Night Finals," and for the second year in a row, Fryeburg Academy and Falmouth High School were the two ensembles chosen for Division I. After a stunning evening performance, Fryeburg Academy's ensemble under the direction of Mimi Rohlfsing was declared the winner. An "Outstanding Musician" award was received by drummer and vocalist Alex Ouellette '16, and Fryeburg Academy's entire rhythm section, which includes Alex Ouellette (drums), Emery O'Connell '16 (bass), Sam Boorstin '18 (bass), Ella Forbes '17 (piano), and Dominic Orlando '17 (piano), also received an "Outstanding Musician Award."



All of Fryeburg Academy's soloists, Catherine Ashley '16, Sam Boorstin, Qiaqia Ji '16, Ciara Niedlinger '18, Dominic Orlando, and Alex Ouellette received the highest possible ratings.

Earlier this spring, Fryeburg Academy's Instrumental Jazz Ensembles, directed by Mike Sakash, traveled to the Maine State Instrumental Jazz Festival at South Portland High School. FA's jazz combo, "New Standard," took second place in their division and the Fryeburg Academy Big Band took third place. In February, Fryeburg Academy's Vocal Jazz Ensemble took second place at the Berklee High School Jazz Festival, with an Outstanding Musician award once again going to drummer and vocalist Alex Ouellette. The Berklee College of Music annually welcomes over two hundred high school jazz ensembles from the United States and Europe.

FRONT ROW: Qiaqia Ji '16 (left), Ciara Neidlinger '18, and Catherine Ashley '16. **Back row:** Bowen Greenleaf '17 (left), and Dayna Thibodeau '16. *Photos by Kristen Burke, mother of Madison Burke '17.*

Unified Basketball Comes to FA

BY CHARLIE TRYDER DEAN OF STUDENT LIFE



FRYEBURG ACADEMY UNIFIED BASKETBALL ROSTER 2016

#2	Patty Inirio '18
#4/#2	Matt Powers '19
#5	Gunnar Gurnis '19
#10	Chris Hennessy '17
#11	Zoe Bodwell '18
#12	River Lusky '19
#13	Jessica Frum '19
#14	Aaron Hennessy '17
#15	Emily Grzyb '18
#21	Fariel LaMountain '18
#22	Matt McLaughlin '18
#23	Casey Kneissler '19
#24	Gage Fowler '17
#50	Reed Wales '17
#51	Aaron Limmer '19
#52	Damian Eldridge '17

People attend athletic events for countless different reasons. Some attend to watch a relative play, while others travel to watch complete strangers perform simply because they enjoy competition. Regardless of why fans of the Fryeburg Academy unified basketball team gathered in the Harvey Dow Gibson Athletic Center and Ada Cram Wadsworth Arena, they found something to celebrate this February and March. The team captured the interest of long time Fryeburg Academy athletic fans, parents, faculty, students, athletes of all levels, and individuals new to athletics altogether; and the diverse fan base showed up faithfully to support the team in their inaugural season.

The Maine Principals Association entered the unified basketball world during the 2014-15 season. When the MPA announced that they would sponsor unified basketball, sixteen schools entered a team. In the 2015-16 season, the number of teams doubled to 32 when many communities took advantage of Project Unify/Special Olympics Maine grants to get programs up and running. Athletic Director Sue Thurston started to explore unified basketball last year at the urging of Lee Dyer '83 and Kathy Dunham '77. Both Dyer and Dunham were instrumental in the development of the program according to Thurston, "We wouldn't be where we are without their commitment to

getting the program up and running."

A unified basketball teams consists of athletes, who are students with developmental disabilities, and partners, who can be any student in a school. At least three athletes are on the floor at all times during a game. Only one out of four baskets can be scored by a partner.

Kathy Dunham, Sue Thurston, and Jim 'Fuzzy' Thurston coached the unified Raiders. Varsity boys' coach Sedge Saunders and former girls' varsity coach Billie L'Heureux made guest appearances. The unified team competed hard under their tutelage. They played to win, and their effort and intensity impressed fans. Coach Thurston, a veteran varsity football coach, summarized the team's approach succinctly, "Competition is competition."



Damian Eldridge '17 shared a similar perspective to Thurston. When asked to compare his unified basketball experience with his experience on the junior varsity basketball this winter, he responded, "We had the same goal as any basketball team. You want to get as many points as you can and win the game."

The Raiders played competitively and cruised through their regular season. Matt McLaughlin '18 and Aaron Limmer '19 dominated the boards most games and scored almost at will underneath the basket. Reed Wales '17 played smothering defense, and Aaron '17 and Chris Hennessey '17 launched and sank three-pointers to put points on the board. Matt Powers '19 fed teammates and banked in a few midrange shots to add depth to the team's offense.

The Raiders qualified for the playoffs in their first season and hosted a playoff game against Greely thanks to their winning record. After defeating Greely, the Raiders traveled to Westbrook for a state quarterfinal game. The Blue Blazes, a very tall group, ended the Raiders' post season run. After falling behind early, the Raiders made a gutsy comeback, but they could not catch the Blazes.

While the Raiders, as noted, were successful in terms of wins and losses, the simple joy of being a part of a team made the unified experience special for athletes, especially those who had never participated on an interscholastic athletic team. When asked what he loved most about unified basketball, Reed Wales explained, "My favorite part was being on the team and doing all the fun activities with everyone. We won some games and we lost some games. Being a team gives you opportunities because you're not alone. You are helping each other out."

Aaron Limmer also emphasized being a part of a team when asked about his favorite aspects of the unified experience, "I liked that everyone gets a chance to play. We all do a part on the team. Even if we don't work like a machine, we still work together and have fun doing it. We aren't always perfectly in sync, but we still work together to help each other out."

Coach Kathy Dunham, who works with many of the athletes in the classroom, talked about how the unified experience impacted their school day, "They are happier! They looked forward to practice. They were a part of something."

Dunham went on to share the changes that she witnessed, "The athletes grew socially in so many ways. They started speak-

ing to kids that they had never spoken with before. They started to feel more confident. I could see their confidence grow in all areas. They started believing that they could accomplish things that they were unsure of before."

Educators often seek methods that will encourage students from different backgrounds to interact, but all too often students find these attempts forced and inauthentic. As a result, the efforts fail. Activities that tap into our communal nature by creating opportunities for students to interact while pursuing activities like unified basketball, on the other hand, succeed. Joined through a shared interest, whatever that interest might be, students

ONE OF THE GEMS

BY CHARLIE TRYDER DEAN OF STUDENT LIFE

Remarkable stories accompany remarkable people, and Anna Lastra, a senior at Fryeburg Academy, recently shared a number of remarkable stories while recalling her journey as a long distance runner. The journey started when Anna decided to run track as a seventh grader at Lake Region Middle School. Lastra started as a sprinter and did reasonably well, but Eric Hall, her coach, told her that she wasn't a fast runner. Coach Hall added, perhaps to soften the news, that he thought that she could be a good distance runner.

Coach Hall's message was not well received. While recalling the conversation, Lastra explained, "I was kind of insulted, because I thought that sprinters were cooler. I was on the same team as his daughter Kate, and she was an amazing sprinter. I wanted to be like her."

That fall as a ninth grader at Fryeburg Academy, Anna played soccer and sat on the junior varsity bench. After the fall season, Anna was approached by Ariel Fogden '16 and a couple of other Raider distance runners who encouraged her to run indoor track. Anna agreed to give it a try and decided to compete in the 800. Although she didn't experience much individual success in her first season of indoor track, Anna earned a spot on the 4x800 team which qualified for the state meet, an event that left a lasting impression on her. The state meet sparked Anna's competitive drive and forever altered her view of athletics and running, "I decided that I wanted to be good."

In the spring, Anna continued her development as a long distance runner. Coach Kevin McDonald convinced her to try the mile, and she won her first race. Although she did not feel that her 6:04 was a great time, Anna felt encouraged by the run because she beat the teammate who was pacing her. Lastra remembers reaching a conclusion after the race. She thought to herself, "I am a miler. I want to break 5:50, and I did it in a meet against Cape Elizabeth. I didn't win the race, but the girl who did win helped me to break 5:50."

Breaking 5:50 qualified Lastra for the state meet, and once again her mindset shifted. Having met one goal by qualifying for the state meet as an individual, Lastra set another goal, "I wanted to break my PR (personal record) at states, and I did. I finished with a 5:48, but I finished tenth."

Disappointed with tenth place, Anna later realized she owned the fastest time for a ninth grader at the state meet. A pattern in her life now established, Anna looked for a new challenge, and yet another



goal was born. Real or perceived differences become insignificant, and individuals who once walked by each other start exchanging high fives when they walk by each other in hallways.

Fariel LaMountain '18 talked about the new friendships she forged through her experience, "It was nice to get to know the athletes better during practices and games. They became more than just a familiar face in the hallway. Outside of unified we don't get a chance to interact much."

Talking with athletes and partners it is clear that they learned a lot about themselves, others, and the purpose of athletic participation. The students were not the only ones who learned, how-

ever. As is often the case in education, the coaches and teachers also learned about themselves and their own perceptions. Coach Dunham, who creates opportunities for students with developmental challenges daily at Fryeburg Academy, learned — or more likely, was reminded of — an important principle, "Coaching this team reminded me not to limit people. The athletes did things that I didn't think that they could do. We have to remember to create opportunities without preconceived notions of what people can do."

goal was born. At the end of the outdoor state meet, Anna made a decision, "I wanted to podium at a state meet." While reflecting on her ninth grade experience, Lastra notes how she grew as an athlete and a person. Anna explained the change, "After my freshman year, I always had some goal. Some goals were small, some were big. During my junior year, I wanted to qualify for New Englands. This year I wanted to qualify for nationals."

Lastra's goal driven approach paid off in full this winter. Already the owner of the school record in the outdoor mile, Anna added three more records to her resume in indoor track during the 2015-16 season. School record times of 2:21.01 in the 800, 5:18.81 in the mile, and 11:21.96 in the two mile established Lastra as one of elite distance runners in Fryeburg Academy's tradition steeped track history. Coach Kevin McDonald noted the magnitude of the record setting performances, "The previous records were 2:26.14, 5:31.29 and 11:43.18. So you can see she crushed all three records and I mean CRUSHED."

The 11:21.96 two mile time, along with setting a school record, qualified Lastra for the high school national indoor track meet in New York, a well-deserved honor according to McDonald, "She fought through an injury late in the year and still went to New England's and represented Fryeburg Academy. I can't say enough about her as a student athlete. She is a coach's dream."

Learning to set and work towards goals is one of the many life lessons Lastra feels that she has learned through running. Track and cross country experiences have helped shape Anna's character in other ways as well. After dropping out of a state cross country race her junior year because she was not running as well as she hoped, she got down on herself for a period of time. Anna felt that she had let herself and the team down. Eventually she moved past the disappointment and came back stronger her senior year. Demonstrating self-awareness beyond her years, Anna summarized the lesson, "I learned that one bad race doesn't define me. In the classroom, one bad grade doesn't define me. I learned that you never give up."

"I have found that if you stay calm, you can come back from anything," Lastra said while expanding on the principles she acquired while competing in athletics. "The lessons I learned through running apply anywhere in my life. Just recently, I got rejected by a couple of schools, and it dampened my confidence, but I didn't get down on myself. I really wanted to get into Carnegie Mellon, and just this Saturday I learned that I was accepted."

Although Carnegie Mellon University is a top choice, Lastra will wait to hear from the Tufts, Cornell, the Naval Academy, and West Point before making final college plans. Regardless of where she attends, Anna



ANNA'S accomplishments at Fryeburg Academy, like her story, are remarkable. Along with being a team captain, a conference champion, a state champion, and a contestant at a national meet, Anna is a high honors student and tremendous citizen.

will study biology and she hopes to go on to dental school to become an orthodontist. Anna plans to keep cross country, indoor track and outdoor track a part of her life through college and perhaps beyond.

Anna's accomplishments at Fryeburg Academy, like her story, are remarkable. Along with being a team captain, a conference champion, a state champion, and a contestant at a national meet, Anna is a high honors student and tremendous citizen. Anna received the prestigious head of school award for the 2015-16 winter athletic season. The award goes to a student-athlete at Fryeburg who has competed at the highest levels while also demonstrating outstanding citizenship and academic success.

When asked how she would like to be remembered at Fryeburg Academy after she leaves, Anna answered humbly, "I would like to be remembered as a leader by example, an example of what hard work, dedication, and motivation can accomplish. I wasn't successful at the beginning. It has been hard work."

Lastra continued to theme of hard work when she offered the following advice to young student athletes, "It is cliché, but it is true. If you set goals and work hard for them, you are more likely to succeed. You will fail sometimes, but don't give up. I have failed plenty of times, but the failures will be lessons for the future."

As Anna notes, at times her story sounds cliché, but her life and successes are real. The way she lives her life embodies her words. Her statements become action; her goals become achievements. Coach Kevin McDonald spoke for the whole Fryeburg Academy community when he shared his thoughts on his time as Anna's coach, "She is a great ambassador and teammate. I am going to miss her dearly. People like her don't come along often. She is one of the gems."

Pace Galleries

Visiting FA's First Exhibition from Its Permanent Collection

BY CYNTHIA WATKINS MELENDY, PH.D.

Our first real spring day was a perfect one to travel to from North Conway to Fryeburg to tour the Pace Galleries for the first exhibition of their own collection at Fryeburg Academy.

The current show was in the finishing process of development when I arrived, and its latest and last addition is "Jenny" -- a life-size steam punk female who realistically gazes across the exhibition space, appearing to be contemplating her alter ego, a woman's bald profile across the way. This is Joe Keller's most impressive work and comes to the gallery courtesy of Mike Dana and his wife, leaving them without their favorite reading light until mid-April.

The current show marks a singular moment for Fryeburg Academy. For the first time, The Pace Galleries of Art has reached into its own collection of donated art to mount a show. The current exhibition, which will run through April, is a small part of the collection. The works were chosen quite randomly to represent the growing breadth of the Gallery holdings. The objects were well chosen and lead us seamlessly down the gallery space, allowing us to make fascinating links in theme, spatial variation, illustration, technique, and media that add breadth and depth to our thoughts and admiration. Kudos to John Day for composing a masterful display which is creative, provides mental leaps and historic value without being hackneyed.

There are 33 objects in the show, and they truly touch on the breadth of the collection, including the steampunk Jenny (as opposed to spinning Jenny), bronze sculptures, wood carvings, including a pair of early nineteenth-century portraits of Fryeburg's founders, and several nineteenth and early twentieth century foundation collection pieces which reference the White Mountain School of Art. Fryeburg was, and still is, an important spoke in the wheel of exploration to investigate Maine and New Hampshire's mountains, lakes, rivers, and streams, as well as its importance to the Fryeburg

area for fishing and hunting, and as the central location for the principal route of arrival for artists from the seacoast to the White Mountains. There are delightful restaurants and entertainment spots to refresh yourself after getting your dose of art at the Academy. Who could ask for anything more?

Fryeburg Academy's mature campus, with its comfortable architectural transitions of nearly two hundred years, is an excellent example of what Olmstead may have envisioned. It is the perfect compliment of what a New England Village should be.

The journal of Benjamin Champney includes an illustrative memory of the rigors of hiking and camping to access the best views of the entire Presidential Range. Even on this early spring day the open landscape presents the perfect natural backdrop for 200 years of art, reflecting the rigors of an icy Maine winter when scholars ache to sled, skate and ski rather than study under the slopes.

The little Maine State bird, the Black-capped Chickadee, stares imperially down the galley hallway, while a clown jester laughingly surveys the scene in case we take ourselves too seriously. The busy rivers and serene lakes are represented as are several marine scenes which reflect the 'other side' of the Maine personality — one which longs to set sail on the open sea, or plumb the depths of the ocean to make a meager living from its crustaceans.

I loved the inclusion of the work horse photograph which references the Fairground. Perhaps an entire show could be composed of such photographs? Mounted stuffed fish? This ingenious show leaves us begging for more.

I would love to see more surrounding scenes represented by performing arts images included in the collection, as well as other aspects of the natural world such as blueberries and turkey vultures, cattle and sheep. Or perhaps they are tucked away not yet hung until we can get a glimpse at another time. This is an exciting time to visit Fryeburg Academy with its budding collection. It will be fun to return at regular intervals to see what turns up.

The exhibition is open to the public on Tuesdays and Thursdays from 10:00 am to 1:00 pm (following the academic calendar). You can schedule a special viewing at a different date and/or time by calling the box office at (207) 935-9232 or by emailing boxoffice@fryeburgacademy.org. Folks at Fryeburg Academy are always happy to see you.

Cynthia Watkins Melendy, Ph.D., an American Historian, studies and writes about the arts, nature, gender, and their relationship over time. You can see her walking her little dog Lucy in North Conway Village, enjoying the view of the 'rockpile' when she isn't working on her book indoors. This article originally appeared in The Conway Daily Sun where you can read more of her 'Artistic Journeys.'



FA Teachers Collaborate to Begin a New Tradition

In the spring of 2015, a new coach asked around about the school's *alma mater* to no avail. It appeared that despite being in its third century, FA was lacking a traditional anthem that spoke to the hearts of all who attend. After hearing this, John Atwood '71 and purveyor of FA history, took on the challenge of writing the lyrics and starting a new tradition.

Over April vacation, John wrote the first two verses which he then sent to Mike Sakash, FA's Director of Music. Mike knew immediately that this would be a unique challenge. "I don't usually write music that has text along with it," he said, but he couldn't get the opening lines out of his head. The imagery and nostalgia took hold of something inside of him.

Soon, he and John were in meeting after meeting, writing more verses and choosing words that best fit as lyrics while making the melody sound as if FA had been singing it since the 18th century. "Mike was very supportive," John said. "The collaboration was a fun process."

"It was a simple thing," says Mike, "but it feels like a big responsibility."

Fryeburg Academy's *Alma Mater*

WORDS BY JOHN ATWOOD '71 SOCIAL STUDIES TEACHER

MUSIC BY MIKE SAKASH DIRECTOR OF MUSIC

As the sun slowly sets on the purple mountains to the west,
our thoughts turn to our youth and school days gone by.

Our school, the ivy covered home of Webster and Frye,
Academy, Academy, where mem'ries never die.

Through fields and hills of green, our Saco winds and bends.
As seasons change, the year begins, we return to you old friend.

To don the blue and white again and battle one more time.
To ring again the victory bell and hear its distant chime!

Since seventeen-ninety-two we've thrived and remained true.
Academy, Academy our mem'ries are of you!

Nestled amid the tow'ring pines that dear old school of mine,
Academy, Academy, our devotion 'ere will shine!

To don the blue and white again and battle one more time.
To ring again the victory bell and hear its distant chime!
Academy, Academy, our devotion 'ere will shine!



HONOR A LOVED ONE, FORMER TEACHER, GRADUATING CLASS, FRIEND, OR ALUMNI MEMBER WITH A DESIGNATED SEAT AT THE LEURA HILL EASTMAN PERFORMING ARTS CENTER.

Many community members have made this gesture of honor, as well as support for the arts at Fryeburg Academy. Over one hundred such opportunities remain! Seats may be purchased for \$1,500 each and will be adorned with an inscription of your liking.

For more information: contact Kristen Crean at (207) 935-2001 ext.3147 or kcrean@fryeburgacademy.org





Following His Own Voice

Author Casey Sherman '88 returns to Fryeburg Academy

Casey Sherman, class of 1988 and best-selling co-author of *The Finest Hours*, returned to Fryeburg Academy to donate a variety of items to the school's archives and to meet with students in English, history, film, and theater classes. Sherman was happy to share with students his experiences in investigative journalism, writing, and movie-making, but more than that, he said that he wanted to have an impact at the school that helped him put his life on track after arrival as a boarding student in his junior year.

Sherman is busier than ever with five projects currently in various stages of development. His book, *Boston Strong*, co-authored with Dave Wedge, chronicles the Boston Marathon bombings and has been picked up for a movie deal starring Mark Wahlberg. Filming has already begun.

Sherman is becoming accustomed to success and acclaim, but as he stood in front of a group of students to dedicate manuscripts, notes, and autographed books from his bestselling collection to the Academy, he wanted to make sure the students heard a deeper message.

After his father died during his junior year of high school on Cape Cod, Sherman lost focus. He recalls that he wasn't very community-oriented and had average to below-average grades. His guidance counselor advised him to learn a trade so he could find a job after high school. Casey Sherman needed a change. He learned of Fryeburg Academy when former Headmaster Harry

True was visiting Cape Cod to speak with kids and families. After having a heart-to-heart conversation with his mother, hearing what FA had to offer, and looking through a yearbook Mr. True brought with him, Sherman decided to give FA a try. It was the change he needed.

"When I came to Fryeburg Academy," says Sherman, "everything was opened to me. I had the opportunity to do great things with fellow students and have lots of fun." Sherman says during his two years at FA, he made friends from around the world who "are still my best friends today. Fryeburg Academy is a very special place to me."

As a student at FA, Sherman developed a strong bond with Ken Brown, his guidance counselor and football coach. Sherman says Mr. Brown was like a second father to him. Recently, while attending Brown's funeral, Sherman was amazed to see hundreds of people in attendance, most of them former students. Seeing the effect that this one man had had on so many lives, he realized that Brown's was "a life well-lived."

"I wanted to come back," Sherman said as he stood in front of students on his old campus, a place that means more to him than just being a high school. It's a place that gave him the change of scenery and courage he needed to refocus his life. He told students he wanted to come back to possibly "provide some guidance and inspiration" to them today, nearly 30 years after he first arrived at the Academy.

Throughout the school day, several classes had the opportunity to listen to Sherman and ask him questions about his work and experiences. Students wanted to know about how books are turned into screenplays and movies, and they asked Sherman about his investigative journalism, which is what led to his career in writing. Sherman told the students he was following his passion as a storyteller. He wants people to know true stories of heroes and victims alike. "Stick with your passions," he told the students. "Follow your own voice. If you're passionate about what you do, you don't work a day in your life."

Sherman provided the backstory for several of his books, including *The Finest Hours* and *A Rose for Mary: The Hunt for the Real Boston Strangler*. In a preview of his show that evening, "Tales of Suspense," Sherman recounted his efforts to get to know the real-life Bernie Webber, the main character and hero of *The Finest Hours*. Webber led three other men in a 1952 U.S. Coast Guard rescue mission in the midst of a severe winter storm to save the crew of an oil tanker that split in two off the coast of Chatham, Massachusetts. Webber and his crew faced waves of up to 80 to 100 feet and without a compass. Sherman found Webber unwilling to discuss the rescue at first, but after months of phone calls and relationship-building by chatting about anything else, like the Red Sox and the weather, Webber said he was finally ready to talk. Sherman listened as an emotional Webber recounted his story of that night — a story about four men who rode into the monster storm and saved 32 men in a 36-foot lifeboat designed to carry 12. Sherman noted this rescue exemplified the unofficial motto of the U.S. Coast Guard: "You have to go out, but you don't have to come back."

As Sherman donated a piece of the actual lifeboat to the Academy archives, he told his student audience that when challenges hit like a massive wave, they should always have courage and be inspired to tackle them.



ERIN MAYO, Head of School, welcomes back Casey Sherman '88 to his alma mater. (Lakyn Osgood '12 Photo)



CASEY SHERMAN: IN HIS OWN WORDS

As I stepped onto the red carpet for the world premiere of my new movie *The Finest Hours* in Hollywood, a flood of memories came washing over me. They were all the life experiences that contributed in different ways to this magical moment in time. These vignettes played over and over again in my mind's eye. I was watching the movie about my life before watching the movie that had consumed my life. I recognized that my personal turning point was my decision to come to Fryeburg Academy. It changed everything for me and paved the roadway forward. The journey began in 1986 when my father died suddenly. I was 17 years old at the time and I was lost. I used my father's death as an excuse to find or create trouble at every turn. After one particularly bad episode, I approached my mother who was now raising two sons solely on her own. I told her that I needed to get away from life in my hometown as everything now reminded me of what once was and could never be again. I knew that if I did not leave now, I would never reach my true potential. My mother asked me a question that was both thoughtful and thought provoking. "Are you worth it?"

My mother was about to bear a greater financial burden and she needed to know if I was a wise investment. More importantly, she wanted me to understand my own value.

"I am worth it," I replied. "I'm not sure what I'm meant to do but I know that I want to reach for something special."

As fate and serendipity play a role in our lives, former headmaster Harry True was making his way through my hometown on Cape Cod at the time. We set up a meeting and he told me about this wonderful school nestled in the White Mountains called Fryeburg Academy. We decided that it may be a good fit for me and it was.

When I arrived in the fall of 1986, I was welcomed by students and faculty alike. I was away from home but felt at home just the same. I no longer felt grounded by the pain I had experienced. I could now open my wings and soar. Assisting greatly with my navigation was a guidance counselor who turned into a lifelong friend named Ken Brown. He filled me full of confidence when I needed it and helped me get back on track when I strayed off the right path. Ken Brown taught me volumes of life lessons and I am still absorbing and learning from his wisdom all these years later. Fryeburg Academy is the most special place in the world to me for the education I received both in and out of the classroom, the incredible memories I cherish and the people that I met and consider my closest friends to this day. Fryeburg Academy was my safe haven at a time of great desperation and provided me with the foundation and the tools needed to achieve my Finest Hours.

FA ALUMNI ASSOCIATION FAMILY SKI NIGHT AND RACE

Fryeburg Alumni Association hosted its annual Family Ski Night and Race on Friday, March 4th, at Shawnee Peak. Skiers took to the slopes to spend time with friends and family at a relaxed pace while 12 racers hit the course fighting for the honor of fastest in their division.

After the race, a large group of alumni and their families gathered upstairs in Blizzards Pub to share food, drink, and many stories. We enjoyed the ever-popular music of Full Circle, a local band featuring two alumni Rick Buzzzell and Fred Rogers. There were even a few brave souls that took to the dance floor. If you missed all the fun, make sure you join us next year usually held on the first Friday in March.

—Jennifer Stacy Bartlett '93, FAAA President

FA ACADEMY ALUMNI SKI RACE WINNERS

AGES 0-18:	AGES 19-29:	AGES 50+:
<i>Girls:</i>	<i>Women:</i>	<i>Women:</i>
Kiki Dutton	Emily Doviak	Marilyn Harrington
Liza Graustein	<i>Men:</i>	<i>Men:</i>
Alegra Bartlett	Foster Maxwell	Terry MacGillivray
<i>Boys:</i>	AGES 30-49:	Steve Graustein
Bobby Graustein	<i>Men:</i>	Dick Doble
Gabe Rogers	Bond MacGillivray	Skip Cadigan
Jordan Dutton		



1: Kristy and Christopher Dutton '90 **2:** Shelley Osgood Walker '82 and Brylie Walker '10
3: The Band: Full Circle. Fred Rogers '83 (far left) and Rick Buzzzell '87 (far right)
4: Heidi Blake '82, Dana Charles '83, David Richardson '84, and Barbara Gushee '84
5: Katelyn Lord Callaghan '05, Meredith Wheeler '05, Kate Whitaker '05, and a guest.



6: Mark Strange, Bond MacGillivray '85, and Terry MacGillivray '81
7: Shari Charles Smith '86, Stephanie Mowry '12, Cody Smith '13, and Tom Smith **8:** P.J. Gushee



ERIC JORDAN '03 DIRECTS ONE ACT PLAY

BY PAT FOX ARTS DEPARTMENT CHAIR

We were very excited to have alumnus Eric Jordan, class of 2003, return to the FA stage as the Director of the Maine Drama Festival One Act Competition. His sensational directing debut in 2015 resulted in a very moving performance of *The Other Room*, which follows the struggles of an autistic student, and earned a third place finish in Maine.

As a student, Eric joined the musical production of *A Funny Thing Happened on the Way to the Forum* and from there, he was hooked! Throughout his high school years, he was a mainstay of many theatrical productions as well as Vocal Jazz Ensembles. His signature role as the 'Hairy Man' in *Wiley and the Hairy Man* was instrumental in advancing the show all the way to the New England competition. Since graduating, he has been steadily involved in both acting and directing for M&D Productions of North Conway.

Eric was delighted to be directing students and they were excited to have him. This year's entry, *When I Snap My Fingers*, was a hilarious depiction of a couple who accidentally remain under a hypnotist's influence during a dinner engagement hosted to impress a boss. Eric explained, "After last year's heavy-handed show, they deserved to have some fun."

After all, there are two drama masks.

1930s

EVELYN MARIE HARTFORD BISHOP '39 writes that she was born in Hiram, and worked her way through FA, staying all four years in the dorm. "Seventy-seven years since graduation! Health is good." She recently celebrated her 95th birthday! Evelyn lives with her daughter in North Carolina. They are both widowed. She doesn't travel much, but is an active church member and keeps busy helping others. She enjoys flowers and caring for them.

1940s

MARY DOUGLAS TRICKEY '46 writes: "Fryeburg Academy changed me from a country farm girl to a dorm resident, then college graduate, teacher, and navy wife — a wonderful transition!" She now lives in Rhode Island.

Ever the student, **MARTHA COE RITCHIE '47**, attends The Osher Lifelong Learning Institute (senior college) at USM when a class looks interesting. She writes, "The comings and goings of a household of six (again!) keeps my head spinning. I still do Aerobic Training — at least that's what I call it — attend the theater, and keep busy with handwork and bridge."

Advancement and Alumni Relations Director **KRISTEN CREAN '88** recently visited with **BETTY MATHIESON MASSE '47** and her husband, Bob, at their home in Brunswick. Betty and Bob celebrated their 64th wedding anniversary last December!

CHARLES A. DREW '48 lives in Florida and is a leader of a country gospel band.



Sitting in her FA rocking chair, Marjorie Ela Stanley '53, at her home in Harpswell, Maine. She recently enjoyed a visit from Kristen Crean '88.



Ken Williamson '50 in his Fryeburg sweater.

WILLIAM L. KRIEGER JR '49 reports that he is "still on the right side of the grass" and enjoying retirement.

1950s

KEN WILLIAMSON '50 lives in Selma, Alabama, and he still fits into his Fryeburg sweater, as seen in the photo above.

JAMES OSGOOD '56 and Donna Osgood welcomed their fourth great-grandson, Caleb Jeffrey Budge, born January 23, 2016.



Jim Osgood '56, with his wife Donna and two of their great-grandchildren.

JUDITH LARKIN LANG SHERIDAN '57 is the grandmother of 10 and great-grandmother of two boys.

ELLEN STRUVEN RILEY '59 writes: "Life is wonderful, but very dry in Central California. I'm enjoying good health and my hobby of quilting. I was the recipient of the 'Best Hand Quilting' ribbon and cash prize at this year's 'Best of the Valley' quilt show." Congratulations, Ellen!

1960s

From **ROBERT (BOB) ISAACS '61**: "For nearly a year I have had chronic lower back pain due to Sacroiliitis which has hampered Bonnie's and my activities. After much physical therapy and spine pain injections I'm almost back to norm. We are able to take care of our two acre lot adjacent to a 55-acre lake, put firewood up, and enjoy camping with our 30 foot travel trailer."

OLIVER LEACH '63 reports: "This has been a busy year for us. We took a trip by train across California. Then from there a cruise to Alaska. After that a train through the Canadian Rockies to Jasper, then a bus down Iceland Parkway to Banff, seeing the skywalk and walking on a glacier. The biggest news was that in December we had our first grandchild, a boy named Matthew Cole."

JOYCE FOX KENNETT '64 has completed 40 years at Memorial Hospital. She was happy to see so many classmates at reunion.

GARY G. WARREN '65 is living in Maine in the summer, and Texas and Arizona in the winter.

JUDY STEVENS SCOTHORNE '65 is very busy providing fuel and electric assistance to low income households in central New Hampshire and supervising 20 very dedicated staff members who provide assistance to those less fortunate.

After 25 years of teaching, first in Strong and then Benton, Maine, **MARILYN MANDOFF HATHAWAY '66** and her husband, Ted, moved to Alaska in 1995. There, she taught another 12 years (grades 1-3) in Kaktovik, a remote village of approximately 250 on Barter Island in the North Slope. The village maintains its Inupiat Eskimo traditions, including whaling. Now retired, Marilyn and Ted live in North Pole, Alaska, in a log home. She writes: "I've enjoyed all the adventures of the last 20 years. We've fished all over Alaska, often being dropped off by float planes and picked up a week later. When we were on the island, we enjoyed snow-machining to Brooks Range for camping and hunting during the winter. Temps 30-40 below zero!" Marilyn makes a trip home to Maine every summer to visit family.

CHRISTINE HUNTER MURPHY '66 retired from the U.S. Postal Service in 2012. She continues to enjoy time with her three "grands," and is learning to use her long arm quilting machine.

PHILIP OPPENHEIM '66 writes that he is sorry he can't be at FA for his 50th class reunion this June. He has been living in Las Vegas for 22 years and loves it! He reports that he is "retired and enjoying life with family."

DIANNE WARREN JONES '69 reports: "I am starting my 30th year with the Fryeburg Historical Society and am married to **EDWARD W. JONES '57**. We will celebrate our 47th wedding anniversary on June 21st. I received the

Mt. Washington Valley Volunteer of the Year Award in 2015. Our oldest son **MICHAEL '85**, works undercover security and his wife Umay works for Fidelity. They live in Manchester, New Hampshire with their three children, Hunter (17), Catherine (14), and Parker (12). Our youngest son, **ERLON '93**, lives in Fryeburg and works for the State of Maine, Division of Licensing and Regulatory Services. I'm an avid Facebooker and love to connect with classmates!"

From **MARY JANE RUGGLES DOW '69**: "We continue enjoying life in Salt Lake City....37 years later! I occasionally look at a map and marvel at how far from northern New England we live. But a sweetheart of a husband, thriving young-adult children, meaningful work, solid faith, and a supportive circle of friends make for a good life out here in Utah. However, neither the joy of my present circumstances, nor miles, nor time diminish the warmth of my memories of Fryeburg Academy. Dorm life, sports, clubs, the solid education, 'waiting on,' Winter Carnival, and the Fryeburg Fair are just a few of my many wonderful memories. The well-written FA newsletters do a great job of keeping those memories alive. Thank you for that, Alumni Department!"

1970s

BONNIE E. BRIDGES '71 says, "I retired from the healthcare field but still do some respite care occasionally." Bonnie would love to hear from any of her classmates and friends. Contact the Alumni Office for her contact information.

JOYCE EGGE '72, lives in South Carolina and writes that she is "enjoying milder weather in the south. Busy with volunteer work, farm work, and working my horses and pony. Took up kayaking for the warmer months."

Ella and **MICHAEL CRESSY '76** welcomed their first grandchild, Kyler Warren Cressy, born October 22, 2015. He is the son of **AARON CRESSY '04** and **PAYTON SCHWARZ CRESSY '12**.

GLENN GILMAN '77 started wood working again and sells products locally and online. His company is Cold River Creations.

1980s



Renee Thomas '84

RENEE THOMAS '84 writes "Greetings to everyone at FA! I'm still working for the Bermuda Government, Department of Community and Cultural Affairs, as an Administrative Assistant, now going on 27 years! I invite you to visit our website, www.communityandculture.bm and

see all that I'm involved with! I guess you can also say that I'm the Bermuda contact for those of you who cannot reach any of us here! Should you need to do so, you can reach out to me on Facebook or e-mail me at renthom@logic.bm or rtthomas@gov.bm. I would love to hear from you!"

REV. SUSAN MOODY '85 was ordained to the Christian Ministry by the Conservative Congregational Christian Conference in June 2015.

BOND MACGILLIVRAY '85 reports that he is happily living in a 1850 farmhouse that he purchased from **DEWEY WATSON '63** in Lovell, Maine. He writes, "I'm still actively spending my winters ski racing in a few of the local race leagues. I received my BA in art in 1990 from Western State Colorado University. Eventually owning the Priscilla Bond Gallery and Lovell Art Center. Teaching children art was a huge highlight in my life. I'm currently helping people out with their merchant services and love what I do. I've had the opportunity to travel the world several times for pleasure and work. Something about living back in New England works for me. I still envision myself heading back to the Rocky Mountains skiing bottomless powder. It's crazy how time flies by and I send my best wishes to all."

DEBRA WENTWORTH '86 lives in Westbrook, Maine and is a Financial Service/Loan Officer at Evergreen Credit Union. She has two adult children, Thomas Rubino, who is 24 (nephew of **DAVID RUBINO '87**) and Megan Moody, who is 19. Dawn writes that they "are the love of my life! I have three dogs and would have more if I could! I used to belong to a dog rescue organization, but finally had to give that up because I kept bringing home my rescues! Life is good and can't wait to see my classmates at the reunion in June!"

JESSICA TURNER BRIDA '88 recently celebrated the sixth anniversary of her business, 2BPR Public Relations & Marketing (www.2bprinc.com). Jessica lives in South Pasadena, California with her nine-year-old son, Whitman.



Members of the class of 1988 at FA for Casey Sherman's Tales of Suspense on March 9, 2016. From Left: Kristen Crean, Heather America, Casey Sherman, Kelly MacDonald Trapani, and Cathy Bacchicchi Shackford.



Dr. Michelle Coombs '90 in Alaska. Photo courtesy of C.A. Neal and AVO, USGS.

KELLY MACDONALD TRAPANI '88, **CATHY BACCHIOCCHI SHACKFORD '88**, **JENNIFER HENNING REIMHOLD '88**, **CHRISTINA ANDERSON KELLEHER '88**, and **KRISTEN CREAN '88** saw each other in March at a Boston reception with **CASEY SHERMAN '88**, celebrating the success of his book and movie, *The Finest Hours*.

1990s

DR. MICHELLE COOMBS '90 has been named Scientist in Charge at the Alaska Volcano Observatory (AVO). Her first day on the job, March 27th, coincided with the eruption of Alaska's Pavlof volcano. The AVO is a cooperative program of the U.S. Geological Survey, University of Alaska Fairbanks, Geophysical Institute and Alaska Division of Geological and Geophysical Surveys.

"So many days I find myself talking about life at FA either with classmates, or with people around me who want to know more about who I am and where I came from," writes **ERICKA DROST CRANE '93**. "Life on and off campus helped shape who I am today. I couldn't be more grateful to the community ... for the experiences I had there." Erika is currently living in Portland, Oregon working as a community health nurse serving people



Michael Higgs '93 stopped by to say hello to Kristen Crean '88, Director of Advancement and Alumni Relations, as she staffed an FA table at a school admissions fair in Bermuda last fall.

living with HIV at a downtown county clinic. She also writes that she is raising a "12 year old athletic, active daughter. We take photos, make art, and play a lot of soccer and basketball. I'm steadily becoming an urban farmer, have created two community gardens in town, and have a pretty sizable garden at my house. It's been fun to reconnect with past classmates, and I hope to see some of you in person again sooner than later. Let's meet up in Bermuda... how about it?"

MEREDITH THOMAS MANSFIELD '94 and her husband, Marc, welcomed their second child, Mason George Mansfield, in December 2015. Mason joins big sister Madison, age 2. The family resides in Boston, MA.

SHANA GILSTRAP BOBETSKY '97 writes: "I am still active duty in the USMC. I have two children, both girls, ages 7 and 11. Looking forward to retirement!"

HEATHER LIBBY MCCLELLAND '98 has been living in Texas since November 2009. May 2016 will mark her five year anniversary with Bolton, Sullivan, Taylor & Weber, LLP, a public accounting firm, where she works as a paraprofessional. Heather married her husband, Darrell, on October 3, 2014. They were married in Texas by a Justice of the Peace. She writes "[We] decided that we would return to Maine one year later to renew our vows... We wanted to bring Texas to Maine, so we planned a rustic/cowboy themed wedding. **PAM PINGREE HALE '77** performed a beautiful ceremony at Hemlock Bridge in the presence of family and



Heather Libby McClelland '98 with her maid of honor, Heather Snow '98.



Sander Cowie '00 graduated April 8 from the Maine Criminal Justice Academy. He will now serve the state as a Maine State Trooper.

friends. **HEATHER SNOW '98** served as maid of honor. A memorable reception followed at my parents' and childhood home, where Shiloh Perry, husband of **SHERRI EDWARDS HAMLYN PERRY '98** played all the right music to keep us all dancing the night away. All-time best day of my life. Since then, my husband and I have been working to finish our home. We are making great progress and hope to be finished this decade!"

2000s

Congratulations to **AARON CRESSY '04** and **PAYTON SCHWARZ CRESSY '12**, who were married on September 11, 2015 at the Mt. Washington Hotel and Resort. They welcomed a son, Kyler Warren Cressy, on October 22.



Kyler Warren Cressy, son of Aaron '04 and Payton Schwarz Cressy '12, and grandson of Ella and Michael Cressy '76.

JUSTINE LATHROP '05 married David Soares in September 2015. Bridesmaids included **JACLYN LATHROP SMITH '02**, **KATELYN LORD CALLAGHAN '05**, and **KATE WHITAKER '05**.

ANDREW STACY '05 married Emily Farley on June 27, 2015 in Bass Harbor, Maine. Members of the wedding party included **RYAN WALLACE '05**, **MATTHEW STACY '95**, **GREG STACY '01**, **MICHAEL STACY '04**, **ADAM NELSON '99**, **NATHAN BROYER '05**, **JANA LOGAN '03**, and **ANGELA STACY NELSON '99**.

After living and working in Washington, D.C. for four years and then San Francisco, **KATIE SHOREY '06** has relocated to Portland, Maine. She is working remotely for a coalition focused on consumer education. Katie is involved in the economic development scene in Portland, helping to support entrepreneurs and attract new workers and businesses to Maine, and is an organizer for Maine Startup and Create Week.



Katie Shorey '06

Feel free to connect with her at katelyn.shorey@gmail.com.

MAKENZIE WALKER '06 married Cody Woodward on March 12, 2016 at The Journey Church in North Conway, NH. Makenzie's bridal party included maid of honor **BRYLIE WALKER '10**, **GWEN WHEELER HAMMOND '07**,

ERIN SNOW '06 and friends Katrina Kirk and Elizabeth Sparks. Cody's groomsmen included best man Josh Potter, and four other friends, Ryan Cassidy, Matt Cassidy, Jake Martin, and **BEN FARNHAM '05**. Makenzie is the daughter of **SHELLEY OSGOOD WALKER '82** and **DWIGHT WALKER '77**.

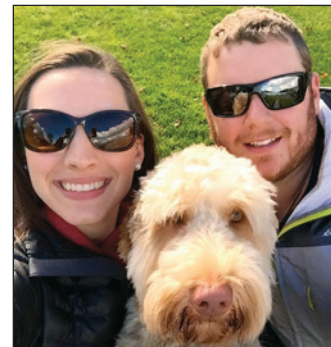
VINCENT OSGOOD '07 and his wife

Hillary live in East Fryeburg with their Goldendoodle "Fenway." Vincent has been a Commercial Lender for Norway Savings Bank for the past two years. His wife Hillary works for The Laura Foundation for Autism & Epilepsy as a Program Director. Vincent was recently elected to the Board at Bridgton Hospital and also holds a board position with the Fryeburg Recreation Department, The Rufus Porter Museum in Bridgton, and the Bridgton Economic Development Corporation. Vincent and Hillary were married in the Fall of 2013.

COREEN HENNESSY '08 married Cavan Eccleston October 3, 2015. Coreen's bridal



Makenzie Walker '06 married Cody Woodward on March 12, 2016.



Vincent Osgood '07 and his wife Hillary with their Goldendoodle "Fenway."



Coreen Hennessy '08 married Cavan Eccleston October 3, 2015. Coreen's bridal party included several FA grads.



(left) Courtney Boivin Parmenter '08 and Richie Parmenter '07 welcomed their first child, Bristol Lynn Parmenter. (right) Olivia Boivin '09 welcomed her first child, Finn Emerson Moss.



party included **ERIN TRUE '99**, **CHELSEA DICKINSON '01**, **BRYANE CARR '04**, and **SAGE OSTROM '12**.

COURTNEY BOIVIN PARMENTER '08 and **RICHIE PARMENTER '07** welcomed their first child, Bristol Lynn Parmenter born on December 23, 2015.

OLIVIA BOIVIN '09 welcomed her first child, Finn Emerson Moss, born on February 25, 2016.

2010s

HATTIE GUSHEE-KIMBALL '10 married Ricky Blye on November 7, 2015. Hattie's bridal party included two FA graduates, **BRYLIE**



Hattie Gushee-Kimball '10 married Ricky Blye on November 7, 2015. Hattie's bridal party included two FA graduates, Brylie Walker '10 and Ariel McConkey '10.

WALKER '10 and **ARIEL MCCONKEY '10**.

Hattie and Ricky are expecting their first child in October 2016!

LAKYN OSGOOD '12 graduated in three and a half years from the University of Southern Maine in December 2015. She earned a double major degree in Communications and Media Studies, and a minor in Information and Communication Technology. She now works at the Academy in the Advancement and Alumni Relations Office, and is also the Journalism Instructor and Yearbook Advisor.

SAGE HENNESSY OSTROM '12 and her husband Evan Ostrom are expecting their first child due September 2016!



Sage Hennessy Ostrom '12 with her husband Evan Ostrom.



Lakyn Osgood '12 graduated in 3 1/2 years from the University of Southern Maine in December 2015.

In Memoriam

We are saddened by the loss of members of the Fryeburg Academy community. We honor and remember them here.

JEFFREY ALLEN '66 on October 6, 2015
CURTIS BLISS '60 on August 8, 2015
DORIS BRADEEN BOYD '38 on March 26, 2016
WESLEY CANNELL '68 on January 10, 2016
ROBERT CHAPMAN '74 on March 19, 2016
CARROLL DAY, JR. '64 on October 29, 2015
JAMES DAY, JR. '66 on August 9, 2015
JODIE LYNN HEWSON DAY '91 on March 19, 2016
JOHN DELEON, JR. '83 on August 27, 2015
JOLINE EDWARDS DRUDI '53 on February 15, 2016
C. HARRY EASTMAN '41 on September 18, 2015
EDWARD FLINT '43 on December 24, 2015
CARROLL FOSTER, JR. '84 on October 29, 2015
EDGAR GLASSFORD '60 on November 6, 2015
WENDELL GRAHAM '57 on March 22, 2016
ELINOR GREENE '63 on February 14, 2016
ELNA MCALLISTER HALE '57 on February 17, 2016
EDWARD HAMMOND '55 on August 3, 2015
MURIEL HAMMOND '43 on October 16, 2015
BARBARA CORNICK HAMMOND '65 on December 1, 2015
HUGH W. HASTINGS II '44 on December 26, 2015
KENNETH A. HUTCHINS '50 on March 16, 2016

ELLIS JACOBS '41 on January 17, 2016
CYNTHIA BUTTERS JOHNSON '72 on January 15, 2016
PAUL H. KENERSON, SR. '54 on April 1, 2016
ELROY O. LACASCE, JR. '40 on September 8, 2015
C. DANIEL LOHNES '44 on August 30, 2015
ROBERT T. MARCHILDON '39 on March 31, 2016
IDA MOULTON MCLEOD '43 on October 10, 2015
THOMAS PINGREE '69 on April 1, 2016
HOPE HARDING PROFENNO '44 on August 29, 2015
RUSSELL RIDLON '57 on September 28, 2015
PHILIP ROBERTS '68 on August 14, 2015
DIANE SOULE SMITH '57 on June 22, 2015
EDWIN SMITH '76 on March 31, 2016
SUSAN TAYLOR STENHOUSE '60 on January 20, 2016
JAMES STEWART '60 on August 23, 2015
HELEN KIMBALL WARD '46 on February 28, 2016
PHYLLIS WARREN-BRIGGS '56 on January 9, 2016
ROBERT E. WHITAKER '62 on December 21, 2015

Faculty/Staff

ROBERT L. BURNS, SR. on January 1, 2016
MILTON FRANK LENC On February 26, 2016

To read full obituaries, please go to WWW.FRYEBURGACADEMY.ORG/INMEMORIAM.

ALUMNI PROFILE

THE COURAGE TO MAKE CHANGE

Joe Shaffner '81



In September of 2005, FA graduate Joe Shaffner '81 had an epiphany. It wasn't on the top of a mountain or on a quiet lake; it was in a departure lounge at Washington, D.C.'s Reagan National Airport at 4:30 a.m. Joe was 20 years into a successful career in software development and, later, the no-holds-barred high-stakes game of enterprise software sales for one of the largest software companies in the world.

Joe recently stopped by the FA Alumni office to tell us his story. "I was heading off to a meeting with a legendarily caustic customer on the West Coast," Joe began. "Afterwards, I was going to lay off one of my employees who was driving me to my hotel. I knew she was going to be devastated, as she was a single parent trying to make ends meet, but I was told I had no choice. In addition, I had a working wife and two kids at home who I was not spending much time with." With all of this weighing heavily on his mind, Joe realized he was a poster child for putting work before everything else. "I looked up and noticed the faces of my fellow road warriors in the departure lounge at DCA. Just about everyone looked unhappy and had a look of silent desperation."

In that moment, he decided to take a stand. "I promised myself at that moment that if I was sitting in this same spot in ten years, I would stop, quit, and find something different, more meaningful, and be a better husband and father."

Exactly ten years later, Joe found himself face down in the sand, soaking wet, on a beach on Coronado Island in California at 5:00 a.m. working out with Navy SEALs, along with a group of 20 like-minded executives at a retreat. The next day they went sky-diving with the SEALs. "Working out with the SEALs was the hardest physical activity I have done since my marathon days in my late 30s," Joe told us. "I developed a new respect for the physical, emotional, and mental stamina these guys need to be a SEAL."

The retreat was hosted by an executive coaching company called Rewire. Joe had hired a 'Rewirist' the year before to help him discover what could be next for him. He had no real idea, but wanted to keep his promise to leave the corporate world by May of 2015.

"Rewire's approach to coaching," said Joe, "was to challenge me to have the courage to make changes in my life. During the retreat, participants explored mindfulness, taking risks, and how neural plasticity allows us to grow our brains, even as adults. Sitting down to write my life plan, my own eulogy, and make changes to my personal health required me to dig deep," Joe said. "Being honest with yourself and changing is harder when you get older. It was not easy work, but it transformed my way of thinking about my mission in life and relationship with my family."

After working with Rewire on his own goals, the company asked Joe to join them as a consultant/coach in September of 2015. "I spent 30 years helping people improve their business, productivity, and work



"WORKING OUT with the SEALs was the hardest physical activity I have done since my marathon days in my late 30s," Joe told us. "I developed a new respect for the physical, emotional, and mental stamina these guys need to be a SEAL."

lives with software. I also coached many successful people throughout my career. My mission now is to more directly impact people by helping them manage their career, life, and wellness."

Joe's passion is evident as he explains that some of Rewire's approaches to coaching are based on how the brain works. "Often, there is talk about teens taking risks or exhibiting strange behavior. The feeling part and fight or flight' part of our brains," he continued, "is called the limbic system — also known as the 'Lizard Brain' — and starts to develop even before we are born. This part of the brain is for survival, that's why it is referred to as the 'Lizard Brain,' and this is why teens' feelings can often rule over logic. Educators and parents know that it is because a teen brain is still developing," says Joe, "but if you dig deeper, there is something more fascinating."

"The logical or thinking part of the brain is called the frontal cortex which isn't fully developed until the time we are around 25. There is another myth," says Joe, "that the brain cannot be changed after the frontal cortex is developed, but the proven theory of Neuroplasticity shows that even in our old age we can form new pathways in the brain and form new habits and behaviors."

"But it's not just teens who are impacted by the 'Lizard Brain,'" says Joe. "Have you ever written an email late at night when you are tired or stressed that you regret the next day? Or snap at your kids when you feel out of control? That is the Lizard brain in action. It can really derail you if you don't learn to recognize when it is acting up. The first thing I do with my coaching clients is to teach them to recognize this and still it."

"So it's true, you can teach an old dog new tricks," noted Joe in closing.

Although Joe moved away from Maine in 1986, his father, Tom Shaffner, still lives in Fryeburg and served as an FA Trustee for more than a decade. Joe is looking forward to celebrating the 35th anniversary of his graduation from FA at reunion in June. "Our class was a tremendously close-knit group who still keeps in touch today."

Joe still lives in the Greater Washington, D.C. area, but also now has a place in Denmark, Maine, which allows him to spend more time in Maine and become more engaged with the Academy. He hopes to be able to help students and faculty with his experiences in the corporate world and in coaching. "I wish that someone had come to me while I was in high school and shared some valuable lessons and advice on career development that they learned along the way. Although learning from and owning your mistakes is a very important part of growing, it would have been nice to look for some of the land mines I stepped on throughout my career and life."

If you want to learn more about Rewire and read some of Joe's recent publications, go to <http://www.rewireinc.com/>

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