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On the Cover

David Chisolm via SportsCenter Next captures the girls' basketball team at a moment of victory.

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Anthony La Fleur

Anthony La Fleur

On Equity and Excellence

Sidwell Friends strives for constant enhancement and progress.

BY BRYAN GARMAN

The stories in the spring issue of the magazine demonstrate that despite the arrival of Omicron, the School remains a remarkably vibrant place, where, after the manner of Friends and in the spirit of continuing revelation, we work toward institutional improvement and excellence.

For our first example, we need only listen to the Quaker Nation cheering on our top-ranked girls' basketball team (see "Earth Quakers," on page 28). Led by coach Tamika Dudley, the Sidwell Friends squad let its light shine brightly in the Hopkins, Minnesota, invitational, where the Quakers outplayed the third-ranked tournament hosts and the No. 2 team (Desoto, Texas) for the second time this year. We could not be more proud of these student athletes, who excel on the court and in the classroom alike, who illuminate every room they enter, and who are recognized for being wonderful ambassadors for the School. Despite their impressive accomplishments, Coach Dudley never misses an opportunity to teach humility. When the media began to refer to her team's "Big Three" players, she posted a photo of all 18 girls on the squad, explaining that each contributed to our unprecedented success. "Call us the Big 18, or don't call us anything at all," she wrote. Here we see Quaker athletics at its best.

Meanwhile, the School's robotics program continues to flourish (see "Machine Learning," on page 18). A generous gift recently enabled the School to outfit the basement of Senser to accommodate an ample workshop space, but as the team roster swelled to over 100 students, we relocated the equipment to the Upton Street property, where, thanks to additional philanthropic investment, the team continues to thrive. Darby Thompson, Upper School director of Computer Science and Technology, has built a truly remarkable program, one that will occupy a dynamic new lab when we complete the Upper School renovation.

Few alumni have visited the School during the pandemic, so it was a special treat to find Jon Bernthal '95 recently roaming the halls of Zartman House (see "Lives That Speak," on page 36). Jon has co-starred alongside the likes of Robert DeNiro and Brad Pitt, burnishing a tough-guy image that simultaneously embraces and interrogates our understanding of masculinity. During his visit, Jon shared experiences, insights, and memories with his friend and the School's director of Equity, Justice, and Community (EJC), Natalie Randolph '98. Elsewhere Jon has discussed what he describes as a complicated relationship with

the School, especially with regard to matters of equity. It was rewarding to welcome Jon back to campus so he could witness ongoing EJC work. We celebrate his success and his commitment to speaking and acting his truth with authenticity.

Flip through a few more pages and you will read about Marcus Shaw '95, one of Jon and Natalie's contemporaries, whose mission is to place graduates of Historically Black Colleges and Universities (HBCUs) into a financial industry that lacks adequate racial and gender representation (see "Living Their Values," on page 46). A profound strategic thinker, Marcus has generously offered advice on how we might deepen our partnership with Howard University, helping us engage Sidwell Friends alumni in this effort. I am grateful for Marcus's inspiring and important commitment, which is especially important at this moment. As I write this letter, many HBCUs, including our partners at Howard, have received threats of violence that underscore the persistent and pernicious racism in our country. Please join me in renouncing these cowardly acts and standing in solidarity with these remarkable institutions.

As we stand, I thank our trustee and Howard University President Wayne Frederick (P '24) and his wife, Simone, who joined DeDe and Dallas Lea in co-clerking our efforts to endow the Sidwell Friends Faculty Chair in African and African American Studies. Thanks to their leadership, our community raised more than \$1.2 million to fund this position, which is designed to help eradicate the ignorance, moral failure, and political shortcomings that recent threats, ongoing violence, and efforts to curb voting rights represent. We celebrated Black History Month by launching a search to fill this historic endowed chair, guaranteeing that in perpetuity the School and future generations of students will benefit from the wisdom of an expert who will teach in these disciplines and assist with curriculum development and programming across the divisions. The chair is not an end but a beginning, one that will help us continue to focus on strengthening our commitment both to equity and academic excellence, inseparable qualities at a Friends school.

So, as these pages indicate, the mission of Sidwell Friends remains alive and well. Thank you for your interest in it and your support for deepening it. ✨





The cast of the Upper School fall play, *Puffs, Or Seven Increasingly Eventful Years at a Certain School of Magic and Magic*

ON CAMPUS

Courtney Whitman Photography

CULTURE CLUB

Welcome the Tiger with a Roar

Lunar New Year makes some noise.

"Louder!" cried one 4th grader as he and his class marched into the library. "LOUDER!"

Library Assistant **Caity Pittenger** didn't seem to mind—in fact, she enthusiastically waved the marchers right into the (normally) quietest room at School. The parade, part of the students' study of the Lunar New Year, is a traditional Chinese way to ensure luck for the coming year. "There's a monster called Nian, and he would come to a village every year, but people knew he hated the color red and loud noises," said **Ivy '30**, who—like almost all of the students—was sporting red. "You make loud noises and wear colorful stuff, and you're happy, and that scares away the bad spirits."

Any bad spirits hiding around campus would certainly have fled. Each of the 4th grade classes took a different path, passing a giant lion head to one another so everyone got a turn to lead. There was also much negotiation around

trading instruments—a tambourine was swapped for a pair of maracas, while finger cymbals were handed off for a pair of drumsticks. As the students marched, Lower School Principal **Adele Paynter** popped her head into the hall. "Don't forget my office!" she called. "I want all the bad spirits gone!" The students loudly obliged, banging their way through her office and into the mysterious spaces usually occupied only by teachers.

"I have a lot of friends from different cultures," said marcher **Reya '30**, "and they celebrate in different ways." Korean households, for example, welcome the Lunar New Year, called Seollal, with *tteokguk*, a rice cake soup; in Vietnam, celebrants decorate houses with chrysanthemums and orchids in celebration of Tet. The day ended with classroom parties, where students who celebrate Lunar New Year at home, like Ivy, shared interviews with their family members about their traditions. "We have a good old family dinner and invite all of our relatives to set off firecrackers," Ivy said. She likes celebrating at School, too. "It makes me feel welcomed."

The banging, ringing, and clapping all carried a special kind of joy: The parade was the first since the pandemic began. With the return of this tradition, the Year of the Tiger already feels like a lucky one.



Lunar New Year at the Lower School

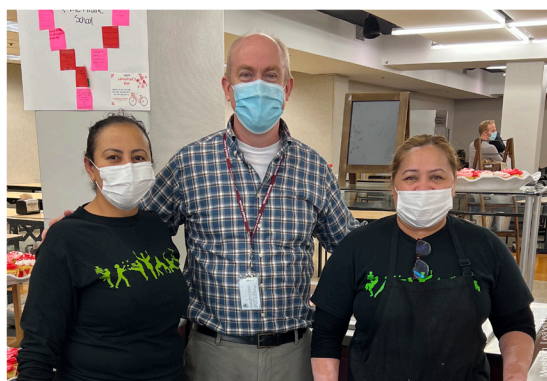
AT YOUR SERVICE

Love is an Open Door

Students let their love flags fly for a week of gratitude and fun.

The love kicked off on Valentine's Day, but it wasn't the saccharine day the greeting-card companies package up and sell: The Sidwell Friends community focused on kindness and gratitude. The Parents Association honored faculty and staff with treats and thank-you cards. Students celebrated some of their favorite people at School (we see you, Dining Services and security guards!). And members of the Upper School's Random Acts of Fun and Kindness Club handed out candy and teamed up with the Middle School to keep the

positivity going. "Kindness is important because it could change the world," **Alexandra '32** says. "We can make a big impact with kindness, no matter how small we are."



CLASS ACTS

Revelation Road

Professional development highlights community and experience across fields.

During the latest Sidwell Friends professional development day, teachers from all divisions gathered for a wide-ranging series of discussions, many of which concentrated on how to consciously create a more equitable learning experience for all students. "We wanted to honor the positive feedback that we received on providing choice and substance within our programming," says **Natalie Randolph '98**, the director of Equity, Justice, and Community. As a result, the workshops spanned issues as varied as free speech, climate change, the history of Latin America, and Quakerism itself.

"No matter whether we've been at a Friends school for a year, two years, or 25 years, we always need to reconnect with the origins and the roots of what it is we do, because that's what makes our work unique," says **Lee Payton**, the assistant director of the Upper School at William Penn Charter School in Philadelphia, who led the session on Quakerism. "That understanding needs to be refreshed

all the time." Middle School history teacher **Kira Abed**, who joined the Quaker workshop, notes that nearly half of her three years at Sidwell Friends has been in virtual or hybrid learning. She is eager to start implementing

Quaker values in the classroom now that the students are back in person. "I hadn't thought about the Quaker idea of 'continuing revelation' in terms of incorporating it into a history classroom, but that fits in with why historiography matters," says Abed. "The narrative we tell about a particular group or individual can change if we're willing to continue to ask questions of ourselves."



Faculty in the Robert L. Smith Meeting Room

Asking questions and adapting to new ideas is an integral part of professional development, whether that's new ways to teach sea-level rise or to make students good digital citizens. "What we do every day is teach our students not just to understand content, but to understand themselves," says Abed. "We are all, students and teachers, trying to figure out who we are."



Lower Schoolers being of service on Martin Luther King Day.

AT YOUR SERVICE

King's Legacy

A virtual gathering leads to real-world change.

Sidwell Friends' seventh annual Dr. Martin Luther King Jr. Day of Service and Learning kicked off with two virtual sessions. The first session was specifically for children, who listened to stories about King and created artwork celebrating his legacy. The second session, "Educating Our Children," was moderated by Director of Equity, Justice, and Community **Natalie Randolph '98**.

During that session, three panelists joined Randolph for a wide-ranging discussion on racism and bias in education and how to create more inclusive, anti-racist learning spaces.

Traci Cohen Dennis '86, a faculty member at American University; **Johanna Ihegiu (P '19, '21, '23)**, an educator; and **Douglas Tyson (P '21, '23)**, the Region 1 assistant superintendent for Fairfax County Public Schools each discussed the

problems facing modern educators and students. "Systemic racism just seeps into education; it explains a lot of what's experienced not only by young people, but staff members and parents," said Tyson. "You have these patterns of logic that people engage in that become normative and natural, and it raises the specter of there being no other way to look at the world." He talked about how history is often told by the "winners," which leads to an over-emphasis on the stories of cultures that have dominated others.

Dennis talked about bringing anti-racist education practices to future educators in her role as an instructor.



The Day of Service supports Bethesda Cares, A Wider Circle, and Martha's Table, among other local organizations.

In one of her courses, she invites teacher candidates to list the qualities of their "ideal student," and then consider what makes those fictional students desirable. "As they start to unpack their list, we see that it's basically rooted in dominant constructions of what school is, what success is, who is 'smart,' who is validated and valued," she said. "We have to disrupt those problematic frameworks, beliefs, ideologies, and assumptions."

Ihegiu described the journey toward anti-racist learning spaces as one that requires continual consideration and revelation on a personal and institutional level. "Teachers need to do self-interrogation, but we also need to interrogate systems we accept as normal," she said. "For us to see change, we have to stay conscious. I cannot just trust my judgement—I have to make choices to make sure everyone is valued equally." That doesn't mean it will be easy. "This is a difficult ask," Ihegiu said. "But difficult doesn't mean it can't be done."

After the virtual events, family and friends gathered in person to prepare snack bags and sandwiches for Bethesda Cares, to bake muffins and cookies for Martha's Table, and to put together toiletry kits for A Wider Circle.



Where are most people coming from and where do they go?



Schmidtke (upper right) shares her work for Refugees International.

JUST CAUSES

Safe Haven

Upper School students grapple with the intricacies of the global refugee crisis.

People flee their countries for many reasons—violence, repression, and danger are a few. But while these people may be leaving those problems behind, they also inevitably encounter new problems along the way and once they reach a new nation. **Rachel Schmidtke** wants to help solve those new problems.

The advocate for Latin America at Refugees International, Schmidtke came and spoke to the Upper School about immigration and her work. Invited by **Silvana Niazi**, the Señora Supervía Spanish and Latin American Studies Chair; the Latin American

Society students club; and the Parents of Latinx Students, Schmidtke brought a real-world perspective to a situation that for many remains abstract. She touched on many of the refugee crises that are written about almost daily, from Syrians fleeing their government to Latin Americans running from gang violence. But one issue is becoming more and more common: displacement due to the effects of climate change. “Twenty years ago, it wasn’t talked about, but we’re seeing it so much now,” she said. “Unfortunately, if you’re someone who’s left your country because of a hurricane or tropical storm, you don’t qualify as a refugee. That’s a really big change in the work that we do—trying to get protection for those people.”

Schmidtke also talked about the variety of experiences that displaced people face in their new surroundings. “Every country is different, and

every displaced person is different,” she said. “Someone who is LGBTQ+ is going to have a very different experience than someone who isn’t, and someone who is of a different race than the community they move to is going to have a different experience than someone who’s the same race.”

So how can young people get involved? Most Upper School students can’t vote yet, but Schmidtke said: “You don’t have to be 18 to call a congressperson. Make it known that refugee issues are important to you.” And don’t stop at talking to elected officials: Talk to as many people as possible. “Educating other people in our communities is one of the best things we can do,” Schmidtke said. “Refugees and displaced people just want to be able to do what we all want to do—go to school, go to work. They want to have a good life, and they deserve that.”



AT YOUR SERVICE

The Essence of Acceptance

FRANKIE BROWN, the director of Admissions and Financial Aid at Sidwell Friends, is in her eighth year with the School; she and her son moved to Washington in 2014. She says there are myriad ways to be an excellent candidate for admission to Sidwell Friends—but there is no single ideal candidate. Rather, each applicant is reviewed at individually and then as part of a medley that forms a dynamic class.

1. How did you end up in this role?

I had been working in independent schools since 1998, primarily as a classroom teacher whose focus included finding ways for each student to feel welcomed in classes that were largely homogenous and slowly diversifying. I later took on a formal role as dean of multicultural affairs, and in 2008, when the opportunity arose to move into the leadership of an admissions office, I took it. I felt the role would allow me a greater ability to move the institution to focus more strategically

on a wider breadth of diversity and to use updated strategies to create an environment for belonging.

2. What's the hardest part of your job?

I've been fortunate to work in schools with deep admissions pools. But with limited spaces, we're forced to be so very selective. It will never be easy to express to applicants that we cannot accept them even though we can clearly see them thriving at our School.

3. How many students receive financial aid at Sidwell Friends?

Currently, 22 percent of families receive some amount of financial aid, and the average award is \$32,000. Financial aid is a vital way for Sidwell Friends to connect to our city and to invite in talented kids from different backgrounds.

4. What would you like all prospective parents to know?

I really want parents to understand that foundational to our ability to support, teach, and train their children is solid partnerships, good communication, and cooperation from them. I always hope that parents trust the expertise of our teachers and know

that they are approaching their work with love and commitment to each child's development. I know how hard it is to sometimes hear that our children aren't perfect, but if we believe in working together to support progress over perfection, the children thrive.

5. Do you have a favorite experience at Sidwell Friends that exemplifies the best of your job?

Yes! There are two moments I hope for each academic year: I love hearing from teachers and other adults in the community who finally get to engage with the new students we worked hard to enroll. The highest compliment to my team and committee members is to hear: "Wow, Frankie, this year's class is so great! They are kind, fun, and add wonderfully to the classroom environment." Second, when new parents report back that everything we talked about during the admissions process is real, that they feel connected, that their child feels like they've been at Sidwell forever, that's the best. Moments like these let me know we continue to be on the right track and are making good matches between the School and our families.



CULTURE CLUB

Point of Pride

The newest Parents Association affinity group is full of information, support, and fun.

This February, PA Pride, the newest Parents Association affinity group, got together for a virtual Valentine's Day social. Members raised glasses to love, enjoyed chatting with one another, and played a low-stakes game of trivia focused on LGBTQIA+ history. (Fun fact: The largest Pride parade was in Sao Paulo, Brazil, in 2019, with more than 3 million people.) PA Pride was a long time in the planning, but now they're official and active.

"The main purpose is to make sure we foster an inclusive, welcoming environment for both students who identify as LGBTQIA+ or are questioning, and for students who come from parents or families that are LGBTQIA+," says **Erik Sass**, the clerk for PA Pride. "To be clear, the School is already doing a fabulous job of that, so we're here to support them. The students have been very sophisticated and eloquent advocates for themselves. And on the parents' side, the biggest thing is being an



informational resource for everyone. Including ourselves—it's not like we're necessarily experts."

PA Pride provides a space for a wide variety of community members. While many affinity groups share one quality—whether it's race, religion, or cultural background—PA Pride has parents who are LGBTQIA+; parents with children who are LGBTQIA+; parents with children who are questioning their sexual orientation; and allies alike. The group's breadth, Sass says, is one of their strengths. "I fully admit I'm learning a lot about things," Sass says. "Through this group, I'm learning about the experience of young trans-people and how we can be more supportive of them. Another thing I'm cognizant of is that the experience of LGBTQIA+ people can vary quite a bit by socioeconomic status, race, immigrant status, and cultural background."

CLASS ACTS

Extra! Extra!

The Monthly 5th Grade News is hot off the presses.



Just breaking! *The Monthly 5th Grade News* is the latest student publication to surface at Sidwell Friends. **Maya '29**, the editor-in-chief, has already released her first issue, which features artwork and poetry by 5th graders as well as an investigative exposé about student pets. Kenny the cat, companion of **Maggie '29**, made the paper's front page. "I know that people really like talking about their pets," Maya says. "So, I thought people would be very enthusiastic about that." She was right! Out of the 50 students in the 5th grade surveyed, 36 had some kind of pet. (One respondent cheekily answered, "No... but yes if my brother counts.") Of course, publishing a newspaper isn't something that Maya could do alone, so she posted fliers asking interested students to contact her. **Theo '29** joined up as a beat reporter and conducted the interviews for the pet story. "I like writing, and it also seemed like a cool idea," he says. "I always wanted to do something like this." Theo also suggested the theme for the upcoming March edition of *The Monthly 5th Grade News*, which will be about anime and online gaming. Maya is still looking for 5th grade contributors; she wants to grow her team along with her readership. "I hope that readers find it enjoyable," she says. "I want them to say, 'This is a really cool thing, and I think I either want to help with this or learn more about it.'" And people say print is dead.



The Upper School Chamber Chorus

STATE OF THE ARTS

Let There Be Music!

The Upper School is in tune.

The show must go on. And, after a long hiatus (and some safety-related precautions), live music returned to Sidwell Friends. The Upper School instrumental and choral groups launched their long-awaited in-person performances in a showcase for parents. For Upper School choral music teacher **Sarah Markovits**, it was a return to what choral singing should be. “Singing in a choir is the team sport of music,” she says. “When we were online everything was a solo—students were singing but into a recorder, and it got put together later. It is not what makes this art form unique.” Now, students—donning special singers’ masks—were together again. “In the song, ‘Cold December Flies Away,’ by Daniel Schreiner, there’s this beautiful chord and it swells and grows, and everyone was so in tune with each other—actually in tune, but also really connected—that it was an emotional moment,” Markovits says. “I had to take a couple of deep breaths because my eyes were tearing up.” As the Sidwell Friends community and the world at large stumbles toward a new normal, the return of live music is a sign that moments of joy are always close at hand.



The Upper School Orchestra

STATE OF THE ARTS

Body Movin'

The Upper School Dance Ensemble danced like no one was watching.

Instead of a live performance, the Upper School Dance Ensemble opted to film their work over the course of a week—allowing the dancers to perform more than once and to get the lighting design just right. Dance advisor **Marie McNair** says that this COVID-influenced measure “was so eye-opening and fun, I think it will be something that we do again in the years to come.” Go to bit.ly/sfsdance for the video; in the meantime, enjoy these stunning photos!



ACTION SHOTS

After a COVID hiatus, the Quakers returned to play with extraordinary results.

BY CALEB MORRIS

This winter, Sidwell Friends' enthusiastic fans saw the return of the Quakers back in action on the court, in the pools, on the track, and on the mats.

The girls' varsity basketball team is currently ranked No. 1 in the country in the Sports Center Next Top 25, No. 1 in the DC State Athletic Association (DCSAA) rankings, and No. 1 in *The Washington Post* High School Sports poll with a record 23-0 on the season. The girls' team has recorded wins over second-ranked DeSoto (Texas), third-ranked Hopkins (Minnesota), and 13th-ranked Bishop MacNamara (Maryland). In January, the girls' team traveled to Minnesota to play two nationally televised games on ESPN channels. (For more on this remarkable team, see "Earth Quakers!" on page 28.) Individually, **Kiki Rice '22** is the School's first McDonald's All-American. Plus, Rice and Coach **Tamika Dudley (P '24)** won the prestigious Naismith Player of the Year and Coach of the Year awards! **Leah Harmon '24** recorded a 51-point game this season, the second-most in School history. (**Ivy Gardner '99** just hangs on to the

School record for most points in a single game with 52 points.) The girls also won the regular season ISL championship. Clearly, boys' basketball is also firing on all cylinders. Finishing at 24-1 on the season, the team sits in the No. 2 spot in *The Washington Post* High School Sports poll, No. 1 in DCSAA, and currently No. 29 in the latest MaxPreps top 50 National poll. Signature wins have included two victories over rival Maret and a hard-fought win over the highly ranked Bishop McNamara on the road. The boys went undefeated in league play and won the MAC regular season and MAC tournament banners.

Eric Singletary '93 surpassed the 200-career-win mark as a head coach. Congratulations, Coach Singletary! The boys also won the regular season Mid-Athletic Conference (MAC) championship. Next, the team will play in the post-season MAC and DCSAA tournaments. Meanwhile, in the NBA, **Saddiq Bey '18** was selected to play in February's NBA Rising Stars game, and he recently hit 300 career three-pointers in 122 games, the fifth-fastest to reach that mark in NBA history!



Caleb Williams '24



Kiki Rice '22



Left: George Perkins '22 Right: Chris Gamble '22

The swimming and diving team made a splash this season after a year out of the pool. **Cate Sheridan '23** placed third in the 100-meter backstroke at the ISL Championships and fourth at the Washington Metropolitan Prep School Swim Dive League (WMPSSDL) Championships in the 200-meter individual medley and 100-meter backstroke. Diver **Desi Amprey '25** placed fourth at the ISL Championships and fifth at the WMPSSDL Championships. **Jason Babcock '24** finished fourth in the 50-meter freestyle at the MAC Championships. The team also competed in the first ever DCSAA Swimming and Diving Championships. Amprey took home gold in diving. The girls' 200 medley relay, 200 free relay, and 400 free relay took first place, setting a meet record. Sheridan was first in the 100 fly, Babcock won gold in the 50 free, and Amprey won first place in diving. Overall, the girls team placed third and the boys seventh. What's more, all Quaker swimmers gave up an individual event to strengthen the relay races, allowing the team to earn the most success possible. Team over individuals: The athletes embraced it, and the smiles showed it was worth it.

On the mats, the wrestling team finished up the MAC Championships, with **Kate Borkowski '22** (106-pound class) and **Ben Aurbach '22** (152-pound class) both earning All-MAC this season! **Harold Fuson '22**, **James Passmore '22**, **Lucas Lopez-Forastier '24**, and **Luke Borkowski '25** all placed second in the MAC individual tournament. Next came the DCSAA Championship at the Showplace Arena in Upper Marlboro, Maryland. There, Luke Borkowski won the 113-pound championship, and Kate Borkowski and **Alex Avanesyan '22** both finished third at 106- and 160-pounds, respectively. Finally, Kate Borkowski and **Julia McCormack '22** earned All America at National Preps. Both were runner-up in their weight class.



Mason Brown '22

The indoor track was the site of a Sidwell Friends School record, set by **Micah Lachman '22** in the 1,000-meter event. **Easy Weissman '24** set personal bests in the 1,600-meter and 3,200-meter events at the Virginia Showcase meet. The 4x800-meter relay team—**Kit Nolde '22**, **Max Garon '22**, Lachman, and Weissman—ran impressively, and Lachman finished second in the 3,200-meter event at the Private School Invitational at Georgetown Prep. At the indoor track DCSAA championship, the boys 4x800-meter relay team—Lachman, Nolde, **Jack Leonard '22**, and Weissman—placed third, and Lachman was champion of the 1,600-meter event. It has been a long season with more to come with league tournaments and a new season.*

For all news and up-to-date information, you can find more at sidwell.edu/athletics and on Twitter and Instagram by following @SFSQuakers! #GoQuakers



Above: Marjan Stuckart '22

Right: Desi Amprey '25 with her DCSAA State Diving Championship Gold Medal



Above: Marjan Stuckart '22

Turn Back the Clock

A surprise gift in 2021—from Thomas Sidwell.

BY LOREN HARDENBERGH

The phone call came out of the blue from a man named Steve, great-nephew of the School's founder. His family had an antique clock that once belonged to Thomas Sidwell. It hadn't run in a long time, but it had been well cared for over the years. Were we interested?

Thomas Sidwell and Frances Haldeman-Sidwell never had children of their own, but over their 47-year marriage, various young people lived with them. Malcolm Clephane, the School's first student to go on to college, lived with the Sidwells while studying and working on the family farms. The Sidwells boarded children of senators and congressmen when they were on recess. For eight years, Thomas Sidwell's niece Frances Sidwell Benson '15 lived with them while she was a student. Another young person who lived with Thomas was his sister Alice's daughter, Josie Meyers.



Four generations: Thomas Sidwell (standing, far right) at a family farm near Johnsville, Maryland, circa 1909. Seated is his mother, Sarah Sidwell, on the right, and his sister, Alice Sidwell, on the left. Josie is standing in back holding her son Laurence.

Josie lived with the Sidwells in the 1890s when she was in her early 20s before marrying Frank Russell. She assisted with the younger students while continuing her own studies. By the time she left in 1895, she was teaching history and geography. From diaries and letters, we know that Josie made the most of her time in the city, spending evenings on the social circuit and attending plays and lectures, including one on women's suffrage given by Susan B. Anthony. In Thomas Sidwell's later years, Josie and her sister Sarah ("Sadie") moved to the Eye Street campus and helped their Uncle Tom after Frances's passing.

In Thomas Sidwell's will, he left most of his estate to the newly incorporated Sidwell Friends School, instructing the board of trustees to try to keep the school running for three years, after which time they could continue it or liquidate it. He left some farmland to his brother and his nieces, Sadie (who was also one of the School's founding trustees) and Josie.



Josie Myers Russell, 1896

According to family lore, upon his death, Sidwell also bequeathed a tall clock to his beloved niece, Josie. She gave the clock to her son, Laurence Myers Russell, who in turn passed it on to his son, Laurence Myers Russell Jr. It remained in Laurence Jr.'s home until his death in May 2021. Laurence expressed to his brother, Stephen Russell, that he would like the clock to be gifted to Sidwell Friends School upon his passing.

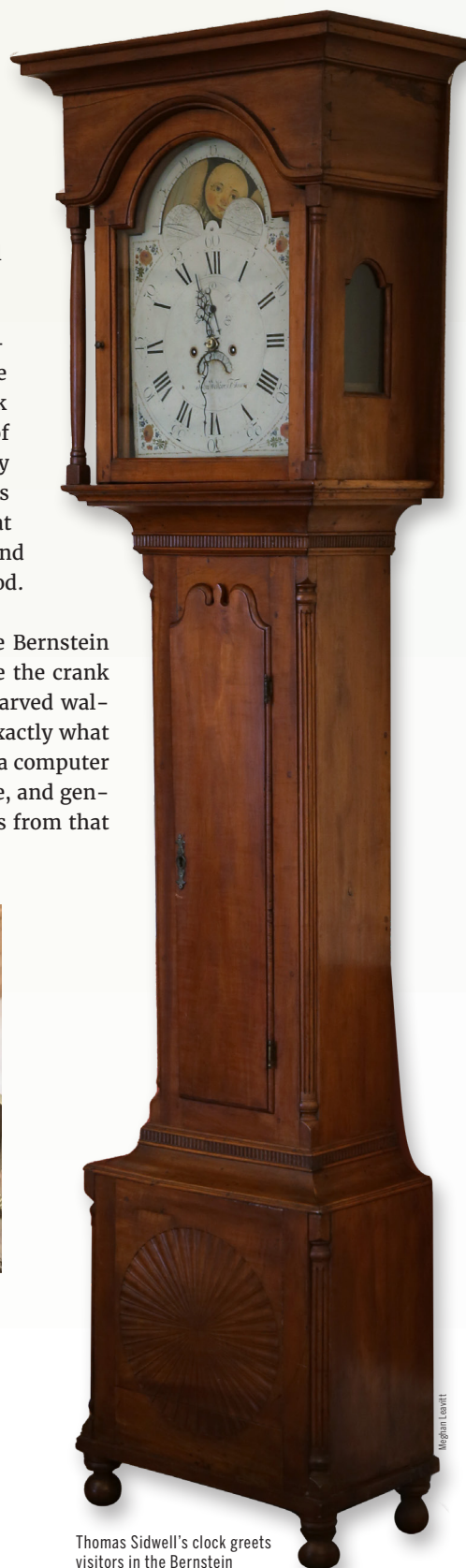
The family had the clock delivered to the Wisconsin Avenue campus in November. The School asked a Quaker antique clock restorer to take a look at it, and learned that the clock dates to 1795–1805. The clockmaker was John Welker of Frederick, Maryland, who trained under Frederick Heisely of Lancaster, Pennsylvania. With great care, the clockworks were disassembled and cleaned, and a broken hour hand that had once been creatively repaired with part of a minute hand was replaced with a proper hour hand from the correct period.

Thomas Sidwell's clock now resides in its new home in the Bernstein Drawing Room in Zartman House. Once a week, we retrieve the crank and wind the iron clock weights back up to the top of the carved walnut case. And once an hour, anyone within earshot knows exactly what time it is without having to pull out their phone or glance at a computer screen. They know the same way that Thomas, Frances, Josie, and generations of Sidwells have known—by listening to the chimes from that old grandfather clock.

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Before: Upon disassembling it, the clock restorer noted that the clock had been well cared for and required not much more than cleaning and oiling.



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After: After straightening some bent teeth in one gear, re-stringing it, replacing the hour hand, and cleaning and oiling it, the clock keeps time again and is ready for future generations of Sidwellians to enjoy.



Thomas Sidwell's clock greets visitors in the Bernstein Drawing Room.

MACHINE/ LEARNING

The Sidwell Friends Robotics Club is creating the next generation of technology that moves.

BY SACHA ZIMMERMAN

PHOTOGRAPHY BY ANTHONY LA FLEUR

The rubber duckie is not doing the robot any favors. The duckie spins, falls, and lands directly on the robot's intricate circuitry. The spinning and falling—that's all part of the plan. Landing on exposed components is not. "Maybe just put on some housing or a top on it," says Darby Thompson, the director of Upper School Technology and Computer Science at Sidwell Friends. She's also the robotics coach. Soon a student comes by with a small flat piece of plastic to attach to and protect the robot. It works. The rubber duckie spins, falls, and cheerfully bounces off and away from the robot. The junior-year robotics team can now move on to the subtler art of coding the robot to move and stop at very specific positions. Their team name for the upcoming competition? Robo-Duckies.

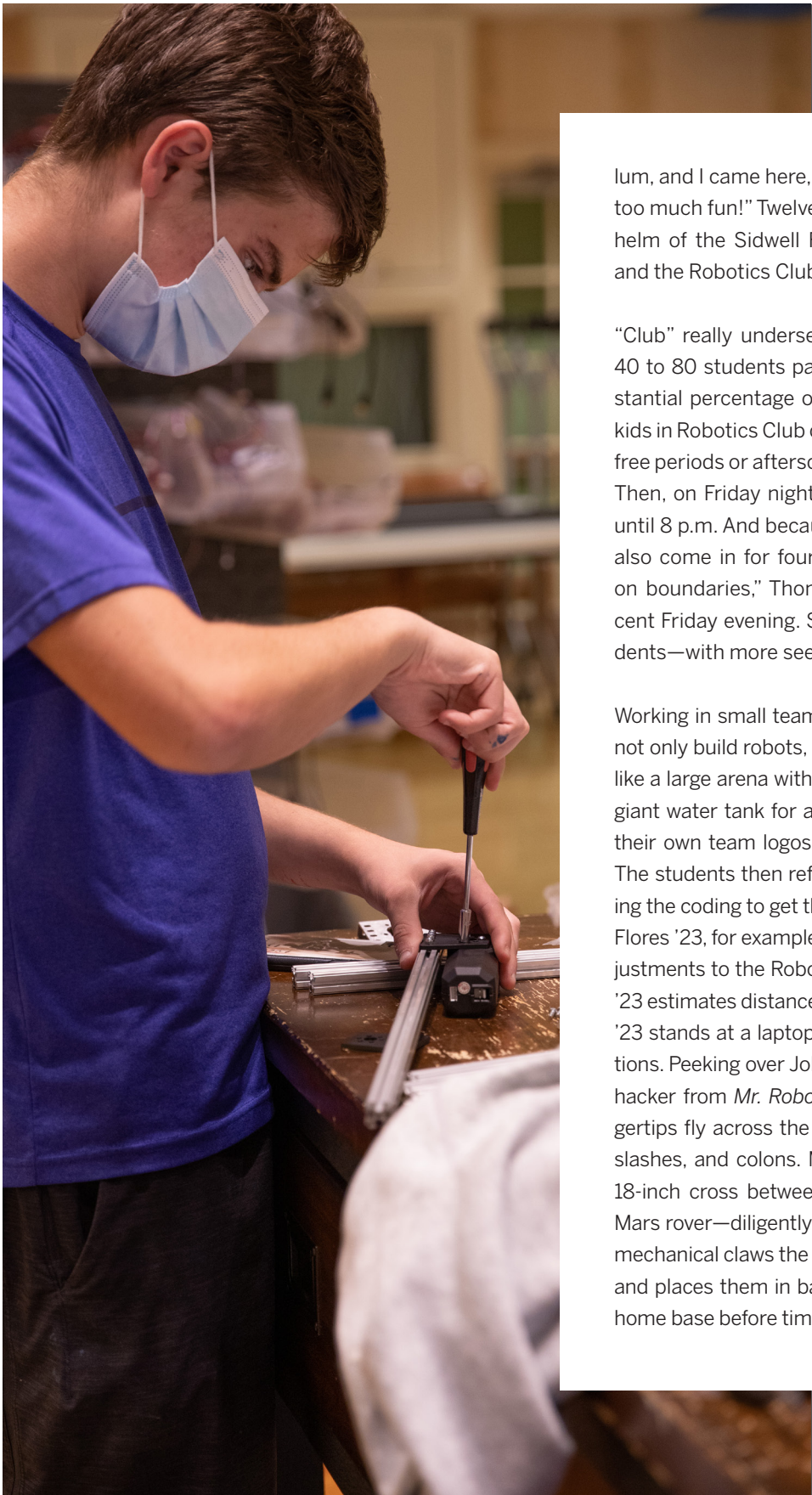
THE ROBOT UPRISING

About a dozen years ago, Sidwell Friends School reached an inflection point: Offering the odd computer-related elective and simply providing computers was a far cry from rigorously teaching computer science and programming. And as technology was playing an ever-increasing role in all aspects of people's lives, it became apparent that computer science was no longer relegated to engineers and hobbyists; everyone needed to become familiar and comfortable with computers. The early 2000s exploded with music-streaming services, wildly realistic video games, and online journalism and blogging. In

2004 alone, culture-changers like Facebook and YouTube launched. By 2010, Sidwell Friends was on the hunt for a tech-savvy educator to start up a computer science curriculum at the School.

That's where Thompson comes in. She had been finishing her PhD in computer science at George Washington University when she learned about the position at Sidwell Friends. "I was going to be a college professor," she says. "I thought I'd just try out this high school thing for a year." But Thompson didn't realize just how compelling the Sidwell Friends students would be. "I loved teaching at GW, but I didn't know how much I would love teaching here," she says. "Sidwell kids are extremely smart, and unlike college students, they always show up, are not sleeping, and are interested in learning. I tweaked the GW curricu-





lum, and I came here, and the kids just lapped it up. It was too much fun!" Twelve years later, Thompson is still at the helm of the Sidwell Friends computer science program and the Robotics Club.

"Club" really undersells it, though. With anywhere from 40 to 80 students participating in any given year, a substantial percentage of the Upper School is involved. The kids in Robotics Club can spend an hour a day or so during free periods or afterschool throughout the week in the lab. Then, on Friday nights, they can stay in the robotics lab until 8 p.m. And because even that isn't enough, they can also come in for four hours every Sunday. "I'm working on boundaries," Thompson says unconvincingly one recent Friday evening. She is surrounded by dozens of students—with more seeming to pop in every few minutes.

Working in small teams of four to eight students, the kids not only build robots, they build the practice spaces, too—like a large arena with mats surrounded by plexiglass, or a giant water tank for aquatic endeavors. They even design their own team logos, which they hot-press onto t-shirts. The students then refine their projects, constantly adjusting the coding to get their robots to move precisely. Sophia Flores '23, for example, is on the floor manually making adjustments to the RoboDuckie's robot while Andrew Duprie '23 estimates distances and angles, and Langston Johnson '23 stands at a laptop programming in all of their suggestions. Peeking over Johnson's shoulder is like watching the hacker from *Mr. Robot* as the Sidwell Friends junior's fingertips fly across the keyboard entering all manner of xs, slashes, and colons. Meanwhile, the RoboDuckie bot—an 18-inch cross between WALL-E, a Roomba, and a NASA Mars rover—diligently picks up large Lego-like bricks (with mechanical claws the team designed and then 3D-printed) and places them in baskets, all before it makes its way to home base before time is called.

THE ROBOT TAKEOVER

“What Darby Thompson has created here is tremendous,” says Head of School Bryan Garman. “She has grown not only the computer-science program, but she has grown and nurtured this whole world of robotics and competitions.” Indeed, part of the appeal of the Robotics Club is the competition—and Sidwell Friends excels in competition, from regional to international meets.

In the fall, the students start with a challenge issued by FIRST (For Inspiration and Recognition of Science and Technology), a nonprofit devoted to inspiring science and technology innovation and leadership in young people. Every year, Capitol Technology University in Maryland hosts the Chesapeake Regional remote kickoff for the international FIRST Tech Challenge, or “FTC.” Then students, like the Sidwell Friends RoboDuckies, compete with their own robotic inventions. The theme of this year’s FTC was “Freight Frenzy,” a “race against time to transport essential goods and explore the future of transportation.”

In the spring, the students turn their attention to the Marine Advanced Technology Education, or “MATE,” challenge. The MATE ROV (remotely operated vehicle) competition is exclusively for underwater robotics and is run by a nonprofit committed to helping young people find creative science and technology solutions for real-world problems. This year’s theme is “United Nations Decade of Ocean Science for Sustainable Development,” which asks students to design and build their ROV to do nothing less than combat global climate change.

The focus on solving real-world issues, whether supply-chain logistics or environmental degradation, is by design and, for some students, illuminates a potential career path. Samuel Rabinowitz '17, for one, spent all four of his Upper School years at Sidwell Friends participating in the Robotics Club—and did the same at Duke University, where the robotics lab was open a beguiling 24 hours a day! Now, Rabinowitz is a software development engineer with Amazon Robotics in Boston, where real-world problem-solving is very much the mission. For example, Amazon found that its warehouse employees were suffering numerous stress injuries and fractures as a result of constantly reaching above or below their heads to pick up items. Even lightweight objects were problematic







because of the repetitive stress on muscles and joints. So, Rabinowitz's team at Amazon created a robotic arm that can pick bins of items off shelves and bring them up or down to an employee's waist height, improving workplace safety and limiting injuries. "I like coding, I like putting it all together, and I like making people's lives easier," he says. "Some of the robotics at Amazon, in terms of the problems they're solving, are having a huge impact."

Ironically, Rabinowitz initially did not even want to join the Robotics Club at Sidwell Friends. It turns out that by 14, he was already familiar with the concept of the "uncanny valley," the relationship between an object's degree of resemblance to a human being and the emotional response to the object. The more robots look like real human beings, the less human beings like them. In a word, disturbingly anthropomorphized humanoids are, well, creepy. Rabinowitz was pleased to learn that the Robotics Club robots look like machines not people, and, as a naturally inquisitive tinkerer, he decided to give it a shot. "Literally, within the first meeting, I was done," he says. "I mean, I knew that was the club I was going to be in for all of high school."

"I like coding, I like putting it all together, and I like making people's lives easier."

THE ROBOT RENAISSANCE

Until recently, the Sidwell Friends robotics lab had been housed below the Fox Den in a basement space bursting at the seams. But with the acquisition of the Upton Street property, the team has migrated to the airy, open spaces on the first level of what will be the new Upper School. For the robotics students, that meant hauling massive lab tables and a veritable hardware store of materials across campus.

Even with the luxury of space, Thompson is looking forward to the new robotics lab. "I signed up for the Architecture Committee Executive Group for the new School on day one," she says. "I knew we needed a better space, and my voice had to be in the mix." The new Upper School will include a Science Commons with a dedicated robotics lab, as well as space for individual student projects. There will even be a retractable glass wall to unite the indoors and outdoors to really test the robots' mettle.

For now, the Upton Atrium is overflowing with neon orange trays full of screws, bolts, wires, and various components. Six-foot-high towers brim with plastic tubes, metal hinges, and tools. There's a 3D printer, work benches, computers, and clusters of teenage innovators everywhere with blueprints and electric drills. It is robot utopia.

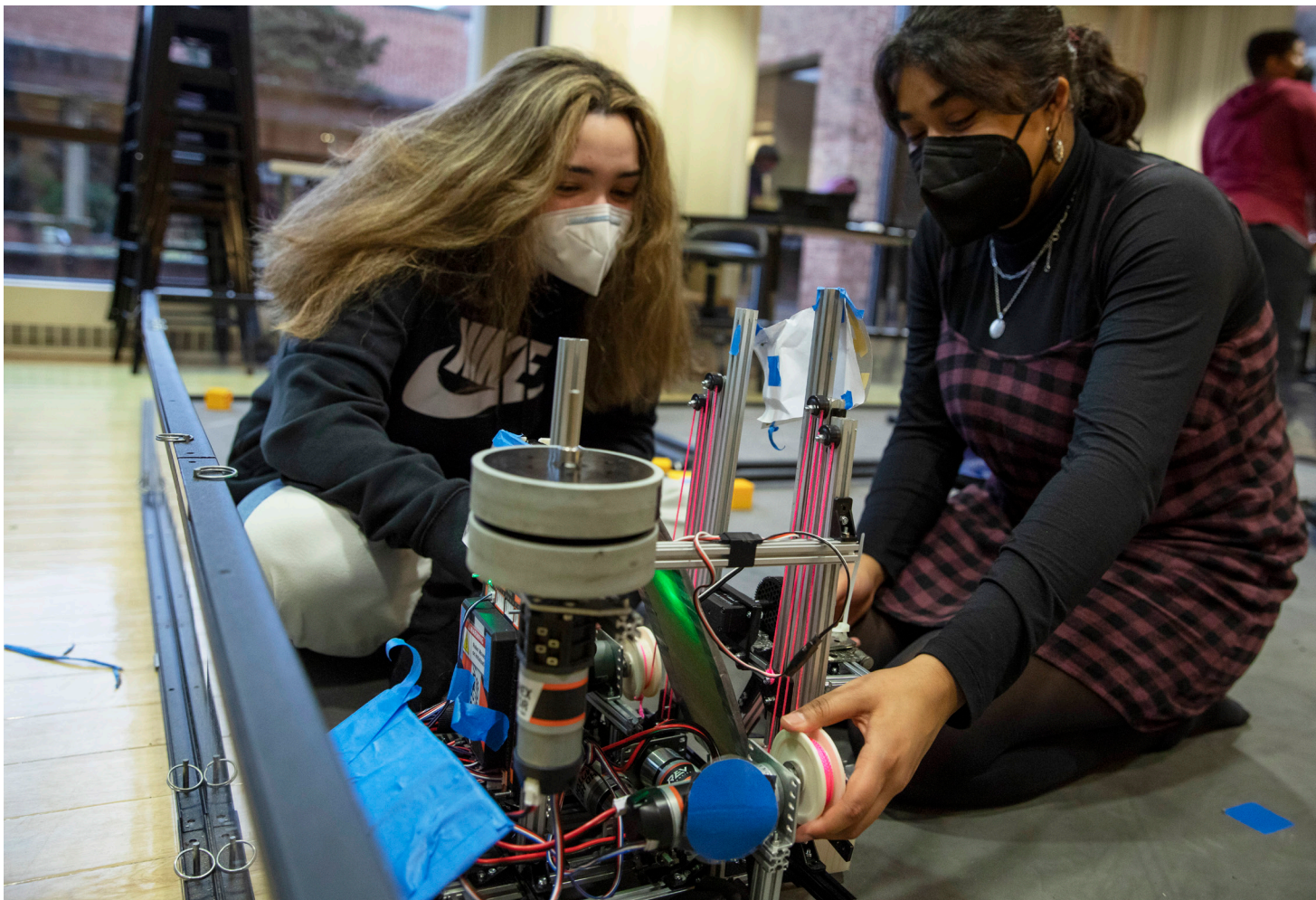
It is also a mix of all class years from 9th to 12th. "Because all the grades are together," says Thompson, "there's a mentorship that occurs that you just don't see in classes." The diversity of the group doesn't end there: Athletes and artists mix effortlessly in robotics, and easily half of the students are female. Thompson attributes this to the nature of robotics itself. There's something for everyone: elements of planning and design, engineering, and fabrication, and computer science.

There is also, of course, strategy. "We have to be nimble and fast," says Johnson of the RoboDuckies. "So we can make everything perfect, but then we risk running out of time." Thompson reminds them to change one tiny detail at a time, so they can track what is and isn't working. "Then run it at least three times before moving on," she warns. "It has to be consistent."

"BECAUSE... ROBOTS!"

THE ROBOT ALLURE

On a snowy Sunday in February, around 50 students are darting around the robotics lab. Thompson somehow manages to look relaxed as she answers an endless stream of questions from the budding engineers. At one worktable, a team of four freshmen is building a component they'll need for the MATE ROV challenge. When asked, "Why robots?" Sidney Heiges '25 lights up and happily says, "Because... robots!" Being a Sidwell Friends student, she immediately wants to give a more intellectual answer. But she's right: Because robots! They capture the collective imagination, create moral quandaries (think Isaac Asimov's *I, Robot*, or Alex Garland's *Ex Machina*), challenge us to innovate—and, not insignificantly, they're just plain cool. As Alan Turing once said, "Machines take me by surprise with great frequency."







But Garman thinks there's more to it than that. "It's not robots," he says. "It's being inspired by a teacher's enthusiasm and then becoming more fascinated by computer science." In other words, Thompson is the secret sauce. Rabinowitz would agree. "The amount of support I got from Darby and the amount of support I got from this club," he says, "really did mean a ton to me the entire time I was at Sidwell." He is excited that the club is getting a new home, but he remembers the basement under the Fox Den fondly. "I could walk through that space blindfolded and just know where everything was," as well as "where all the people who typically were there were sitting. It really did form a lot of my Sidwell experience."

That experience is multidivisional. Every single Sidwell Friends student is part of a one-to-one program for laptops or iPads. In Lower School, students tell personal stories using small rolling robots called Spheros and rely on platforms like Scratch to start coding. Middle Schoolers experiment with creating their own video games and have the opportunity to build rewired electric cars for children with disabilities through the Go Baby Go! program. Kids across divisions also learn that big robotics projects are inherently collaborative. "It's coming together to make something great," says Deanna Paukstitus '25.

The Upper School Robotics Club, however, does offer Paukstitus a little something more: "creative freedom." The access to materials, the freedom to design whatever comes to mind, and the magic of "seeing something you built move," have captivated her. Thompson has found the holy grail: convincing students that homework is actually play.

Thompson's obvious enjoyment is infectious. In her company, watching the RoboDuckies nail a trick after adjusting the robot's trajectory by millimeters is enough to make you cheer, fist-pump, and yell, "Nailed it!" Thompson smiles, "My heart is here," she says with a casual shrug before getting pulled away by her students' inquiries. ✨

To learn more about the history of computers at Sidwell Friends, check out "Computer Friendly," in Class Notes.





THE NEXT LEVEL

The School's Dehejia Fellows Internship Program is a way for rising seniors to spend their summers pursuing an area of interest while learning what it's like to be part of the workforce. Darby Thompson says it has been a boon to the computer science and robotics programs at Sidwell Friends. The Dehejia family created the internship program in memory of Anindya Dehejia '78, whose internship experience at the National Institutes of Health served as the foundation for his career as a molecular biologist. Then, after college, Thompson says an incredible network of alumni working in computer science have always been on hand to help the next generation. She says there are a significant number of alumni working at Palantir Technologies and Microsoft—as well as in nonprofits, start-ups, and government. They're doing “crazy cool stuff,” says Thompson.

To learn more about the Dehejia Fellows Internship Program, go to bit.ly/dehejia.

EARTH QUAKERS!



How the Sidwell Friends girls' basketball team became No. 1 in the nation through humility, hard work, and joy.

BY KRISTEN PAGE AND SACHA ZIMMERMAN

Photography by David Chisolm via SportsCenter Next

The big game didn't start off the way they'd hoped. DeSoto High School claimed the tip-off and sunk the first basket, all in front of a live crowd and a television audience. Local members of the Sidwell Friends alumni community braved the bracing 12-degree Minnesota weather to support the team in person, while fans of the Quakers near and far caught the nationally broadcast game from the warmth of their couches.

In January, the Sidwell Friends girls' basketball team played in the 2022 Girls Basketball Invitational in Minneapolis, Minnesota, a national championship that aired live on ESPN. With Coach Tamika Dudley at the helm, the Quakers clinched the spot in the final round after beating two other top-ranked teams, including the hometown favorite, Hopkins High School from Minnetonka, Minnesota. "We knew they were long and athletic, but we're super athletic, too," Sidwell Friends guard Kiki Rice '22 told Minnesota's *Star Tribune* of the Hopkins game. "We made a point of finishing in traffic and pushing in transition." The Quakers caught the lead at halftime and never let it go, finishing with a 12-point victory.

The No. 2-ranked DeSoto High School out of Texas, however, would not go down so easily. But what happened that freezing night in Minnesota isn't nearly as important as the journey to get there.





MOTIVATION

On any given evening you can find the members of the Sidwell Friends girls' varsity basketball team on the court at Pearson Athletic Center on the Wisconsin Avenue campus. By the time they arrive for practice, the teammates have already been through a full day of classes, crammed in some homework (which they will have to return to later), and had a snack. "These kids have crazy schedules, and one of the challenges for me is to help them understand that they can manage this—the rigors of the classroom, the social life, and the team," Dudley says. "And from the time I started at Sidwell Friends, it's never been an issue. It doesn't matter if it's a 6 a.m. practice or a late-night one, or if we're here on a Sunday. It can be done, but everybody's got to buy in."

On a recent Wednesday night in January, the players look exhausted. Yawns escape the busy teens as they file into the gym. But then, after a resounding whistle, practice starts, and the fatigue magically melts away. Suddenly, the girls are all in.

Part of the reason they are all in and work so hard is that last season didn't exist: It was, like so much else, a casualty of the pandemic. Many of the girls are making up for lost time—even if it means running sprint drills in an 80-degree gym while wearing a mask. For students who are planning on playing college basketball, they lost an entire year of visibility on the court at a crucial point in their careers. "Now it's almost like they're taking two years and cramming it into one season so they can get everything out of it," says Dudley, who joined the Sidwell Friends coaching staff in 2019. Whether or not they are planning on a college athletic career, the girls are now eager and grateful to just play, play, play. "Not having a season last year," says Dudley, "makes them really appreciate what they have now."

As Dudley and her staff run the players through drills and practice plays, there are inevitable mistakes. During one run, a player misses a route completely, leading to a wayward pass and a steal from one of the Sidwell Friends players on defense. "Nope, nope, nope, nope, nope,"

Dudley yells, beckoning the player to her. Dudley points out again where the player needs to go. Before running the play again, the entire team erupts in a quick round of applause. Applause for an error? “It’s a support thing,” Dudley says. “It says: ‘Let’s get it back, let’s try again. You’ve got it this time.’”

While wins and losses may be evidence of success, the team’s unparalleled motivation—to play, to excel, to lead—is more impressive than any record. (Though for the record, as of press time, the team has no losses!) Dudley leaves the team with a motivational quote at the end of practice to propel them into the next day, the next game, or the next drill. That sense of purpose is part of why Keith Levinthal, the David P. Pearson ’52 director of athletics, calls them “an easy team to root for.”

TEAMWORK

What they have now, says Dudley, is a team committed to the sport, to Sidwell Friends, and to one another. “This team has a commitment to sacrifice for a common goal,” she says. “They’ve done a really great job at making the necessary sacrifices to accomplish what we want to accomplish this season. And it’s not just our top players or our leading scorers—every kid on the team has bought in.”

The “top players” Dudley refers to are an impressive lot. ESPN’s top 10 women’s players in their respective class years include Kiki Rice ’22, Jadyn Donovan ’23, and Kendall Dudley ’24. If that last name sounds familiar, that’s because when Sidwell Friends hired Tamika Dudley, the School got a twofer: the coach’s tall, talented daughter, Kendall, joined the team, too.

As a senior, guard Rice—who has committed to play for UCLA in the fall—is currently the No. 2-ranked player in the nation and has racked up several major awards during her high school career, including being named the 2020 DC Gatorade Player of the Year, named to the 1st Team all-Metro by *The Washington Post* in 2020, named to the U16 National team in 2019, and named to the McDonald’s All-American team this year—the School’s first All-American. What’s more, Rice and Coach Dudley are both finalists for the prestigious Naismith Trophy—Rice for High School Player of the Year and Dudley for High School Coach of the Year.

That’s not Dudley’s only accolade. She is the National High School Basketball Coaches Association Wooden Legacy Coach of the Year, named for legendary basketball

“Building connections with teammates and making them feel valued leads to a better dynamic off the court and translates to better team chemistry on the court.”

coach John Wooden, who led the UCLA Bruins to 10 NCAA titles. (If you haven’t heard of him but are a fan of *Ted Lasso*, Wooden invented the “Pyramid of Success” that hangs in Coach Lasso’s office.) The award recognizes her commitment to education, longevity, character, service, and excellence.

“I’m thrilled that Tamika was recognized,” Levinthal says. “What she has achieved here in a short amount of time is nothing short of remarkable. Her vision, work ethic, and energy have not only been great for our girls’ basketball team, but our entire athletic program. We’re fortunate to have her here.” Dudley is more modest. “What the coaching staff does is about the kids,” she says. “It’s not about us, and it’s never been about us.” Similarly, while Dudley rightfully takes pride in the individual successes of some of her players, she is emphatic that basketball is a team sport, and her coaching reflects that. It’s not about stars or “the Big Three,” as the press has dubbed Rice, Donovan, and Dudley. For Coach Dudley, “It’s about the Big 18.”



Kiki Rice '22



Khia Miller '23





Jadyn Donovan '23

"Not every kid is going to play in college," she says. "My goal has always been to make sure that the kids who may never have that experience get a glimpse of the next level. They understand the sacrifice, commitment, and perseverance it takes. They understand how to be a part of a team and contribute in different ways that are valuable to the common goal." After all, even the girls who may not play much in official games are practicing with the team, making themselves and the others better, running through complicated plays, and helping to create the atmosphere in which the whole group can succeed. "We wouldn't have a successful program if we didn't have those kids," Dudley says. "They play such an important role."

Player Aviva Wright '22 agrees. "Building connections with teammates and making them feel valued leads to a better dynamic off the court and translates to better team chemistry on the court," she says. "By putting the team over the individual your success becomes more sustainable and guaranteed because one person doesn't determine your wins and losses." For her part, Dudley profoundly understands how special each player is—including Wright. "What Aviva does for this team is more valuable than any point, rebound, or steal," says Dudley. "It will never show up in the stat book so many will never have the privilege to know or understand how special she is to this team's success."



LOVE OF THE GAME

The girls' drive and teamwork are essential, but something else is also at play. Attend a practice and you can see the sacrifice, you can see the work, but you can also see joy—pure joy. During free-throw drills, every shot that goes in gets a fist bump. The players grab water for one another without being asked. Spurts of applause bubble up. There is no evidence of ego.

There's joy off the court, too. The players are celebrities in the Sidwell Friends community. In February, when the team made a special trek to the Lower School campus, they were welcomed with cheers and signs from their young admirers. The combination pep rally, parade, and meet-and-greet was inspirational—especially for those children who may be on the team themselves in a few short years. "It was very exciting when they came because they're kinda famous," Emmi '32 said about the event. "Kiki Rice signed my basketball." And Camilla '32 beamed as she showed off a couple of signatures on her newly autographed sneakers.



"It was such an amazing experience for both our girls and the little kids," Dudley said later, remembering her players signing autographs and taking selfies with the littlest Quakers. "It was so cute and so moving, because my players recognize the impact they are able to have on young kids. My career started because someone inspired me, so it was great to see little kids being inspired."



For some it was a full-circle moment. Just three years ago, Kendall Dudley, in her first year at Sidwell Friends, and Gianna Katsock '24, teammates on the 8th grade basketball team, won a competition launched by the Nike Game Growers program, a nonprofit that gives 8th grade girls the tools and resources they need to increase their participation in local sports. The contest asked girls across the country to help Nike do just that. Dudley and Katsock's winning idea was an app called "Game GrowHers," to encourage younger girls to play basketball. They love the game, and they love bringing more girls into the game.



Back at the nationally televised championship game in Minneapolis, Minnesota, in January, the pressure was intense. As the top-ranked team, the Quakers were the ones to beat. And DeSoto was coming for them.

For much of the first half, DeSoto had Sidwell Friends on the run, often leading the Quakers by 10 to 12 points. At the buzzer, Sidwell was down by seven and a touch dejected. But after halftime, the Quakers rebounded with fire in their eyes. Jadyon Donovan scored—and scored and scored. Leah Harmon '24 nailed a three-pointer. Then Khia Miller '23 also grabbed a three. With less than two minutes to go, Donovan sped down the court and sunk a basket, leaving only a one-point deficit. At the almost one-minute mark, Miller sunk another three-pointer, and the momentum palpably shifted. The Quakers on the bench were losing their minds. DeSoto was forced to foul. Donovan nailed two free throws, Sidwell stole the ball, the time dwindled, and before you knew it, the score was Sidwell 60, DeSoto 55 as Rice dribbled down the last seconds of the game.

"I'm most proud of coming back from halftime," Donovan told ESPN later that night. "I'm glad my teammates trusted me and gave me those extra passes." All of Sidwell Friends is glad: Donovan sunk 25 points that night, the most of any player in the game.

"It isn't easy being number one," Levinthal says. "I am so proud of them. And as much as I appreciate their on-court success, the players are a humble and kind group who reflect the values of our athletic program and School."

Of course, Dudley wants to win. Winning is the goal of the game, but it is not the point of it—something she is always the first to call out. "It's never been about wins and losses—it's been about the experience," Dudley says. "That's always something I keep in the forefront of my mind:

What's the next best thing we can do? How can I make this better? How can I make sure everyone has a great experience and feels valued? That's how we really win." ✨



Kendall Dudley '24

ESPN2 will broadcast the McDonald's All-American game on March 29, 2022, at 6:30 p.m. For more on the girls' basketball program at Sidwell Friends, go to bit.ly/sidwellgirlshoops.

ONE ON ONE

with JON BERNTHAL '95

The actor talks training in post-Soviet Russia, creating his Louisiana passion project, and navigating the perils of acting.

PHOTOGRAPHY BY KELLY LYNCH







On this month's episode of Sidwell Friends' *Lives that Speak* podcast, actor **Jon Bernthal '95** joins Natalie Randolph '98, the School's director of Equity, Justice, and Community, for a conversation about acting, craving people who think differently than you, and the important impact teachers can have on the outcome of a student's life. Bernthal has appeared in such well-known films as *Fury* and *Ford vs. Ferrari* as well as hit shows like *The Walking Dead*. Currently, he stars in the critically acclaimed *King Richard*, about the paternal force behind Venus and Serena Williams. His role as a tennis coach in *King Richard* has garnered him multiple supporting-actor nominations, including for a Golden Globe. You can also catch him in *Small Engine Repair*, the film adaptation of John Pollono's acclaimed play.

NATALIE RANDOLPH: You play lots of characters, but who are you? What should people know?

JON BERNTHAL: I'm Henry, Billy, and Addie's dad. That's who I am. I'm Erin's husband. That's who I am. My wife and my kids are the center of my universe. It is my passion. It's the thing that has gotten me closest to a real spiritual life. It's very much my mission. It's my life's work. Who I am is those kids' daddy and my wife's man.

NR: I noticed that with fans, you always stop, sign everybody's autograph, take everybody's picture. Where does that come from?

JB: I'm really grateful I get paid to do what I love. I can't believe it. I still literally pinch myself all the time. I work really hard at it, but I'm extraordinarily blessed and lucky to be doing what I do with the folks I get to do it with. A lot of the folks in my audience are not really the kind of people who ask to take pictures. It's a lot of soldiers, cops, and firemen. But sometimes you can spread a little bit of joy. You can do something kind. I like to be able to have that ability. I can't imagine not using it for good. It's such an easy thing. When you go up to someone, you are putting yourself out there a little bit. There is this little risk of rejection. More and more, we're hiding behind screens. So many of our interactions are cloaked, and we're doing it at a distance. There's so little real-life contact, especially with strangers. And I'm a big supporter of real-life contact. Chemistry, conversation, and connection, especially with strangers, is the fruit of life. Being willing and open to meet somebody is a key to being happy. I will never say no to that.

NR: I've known you more than 30 years. A lot of folks here at Sidwell Friends know you. I'm not sure any of us would have predicted you'd be an actor. Did you see this coming?

JB: I don't know that anybody saw it coming. Some of the folks at this School—teachers, coaches, security folks, people on buildings and grounds—they are people that I've made connections with. These people that had huge impacts on me.

Acting came about because of the power of a wonderful teacher. When I went to Skidmore College, I met this theater teacher, Alma Becker. This woman just blew my life wide open. I was getting in a lot of trouble. I was really lost. I went to Skidmore to play baseball, but I wound up in her class, honestly by accident. And she really saw something in me. When an adult believes in you, especially if for a long time, you've felt the rejection of adults, it's special. It is

very easy for a kid to fall into a false narrative. That's why I always tell my kids, "Don't let anybody tell you who you are." She believed in me. She saw something in me. She was the woman that cast me in my first real play.

After I did that play, I sat with my Sidwell friends and told them: "Guys, this is it for me. I know this is what I'm going to do. And I am never going to stop." Through Alma, I ended up moving to Russia and studying over there. She married me and my wife. This teacher really changed the course of my life. She really saved my life in a lot of ways.

NR: What is it about acting that you love?

JB: I love the danger of it. There's something I like to call "reckless abandonment." There was a type of energy that I tapped into when I was young, that got me in a lot of trouble. I loved pushing the envelope. I loved flirting with danger. I loved going places I wasn't supposed to go. Unfortunately, that led me into a lot of places I didn't want to be, and it had a real toll in my life. It caused pain to me, caused pain to my family—but I was good at it. I've always been good at getting in trouble.

When I found acting, I found that same energy: risk taking, doing the thing that nobody else would, challenging everyone in the room, really trying to flirt with danger, I could use it in such a positive way: telling stories, something that we've been doing from the beginning of time. I love being in a scene, not knowing where it's going to go, the potential of it falling apart, the potential of it being terrible, the risk, the potential that it could grow and be anything in this world. My first love without a doubt is theater. There is no feeling to me more terrifying than that moment right before you're going to get on stage. It's exhilaration. It's fear. It's terror. I mean, there is a palpable chance you're about to go out there and it's just not going to happen. And I love that.

Now, it's really just about the love of doing it. Success in this business is really about being invited back. I have to be good enough to get invited back to the party.

NR: You've studied at the highest levels, at Harvard, and then at the Moscow Art Theater. What was that like?

JB: One of the best and worst things about being an actor is you can go and study technique for 15 years. But then there's a kid who can wake up in Missouri and decide, "Hey, my face looks pretty good. I'm an actor." And they're every bit as much of an actor as you are. It doesn't matter what degree you have. I love that about the profession, but it's also a challenge.

“

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AND I LOVE THAT.”

”

For me, coming from the family that I came from, training, preparing, and being ready to do whatever it took was tremendously important. That comes from Sidwell, too. My best friends in the world are still the people I went to Sidwell with. They are the smartest people in the world. There's something about growing up in this city, and going to

this School, and this fluidity and facility with being able to converse and get close with different kinds of people that I find in Sidwell folks. So, I'm extraordinarily grateful for that, because it really helps me with what I do. It helps me find empathy for all kinds of people.

Training in Russia—I wouldn't be able to do what I do if I hadn't done that. Theater training in this country can be a very coddling profession, where they hug you the whole way through it. It's not like that in Russia. You have to get into that school. Once you're in, they cut the class in half every year. It's extraordinarily disciplined. It's physically taxing. You have to train your body. You have to train your voice. You have to get rhythm. You have to be extraordinarily well read. There's also just a brutality and a cutthroat nature to it that I can only really equate it to high-level athletics in this country. But I really dug that. That really worked for me, because it's more honest. There are kids in this country who go to these graduate school programs or theater schools, they're paying all kinds of money, and nobody ever told them that they're actually not that good, and it's not going to work out for them. I know that's an extraordinarily brutal and hard thing to say, but in Russia, they'll let you know. If you can make it through their schools, you're good.

The other thing is that in Russia, there's a vitality to the work, because these were all folks that came out of communism. So, if you were putting on plays back then, you were doing them in secret. Actors and directors were assassinated. Vsevolod Meyerhold, a famous Russian actor and director, was assassinated in his apartment. At one point he was revered, but then they realized that maybe what he was saying was anti-state. Actors were sent to prison because it was illegal to have public gatherings. Even in state-sponsored

theaters, like the Moscow Art Theater, when the government decided the piece you were putting on was anti-government, they would literally lock you up. So, my teachers all did plays in hiding. They put plays on in subway tunnels and in abandoned buildings at risk of going to prison; that's how much it mattered to them. I really responded to that vitality and putting everything you have into it.

NR: One of your passion projects is *Small Engine Repair*. How did that journey start?

JB: *Small Engine Repair* was a play I did in Los Angeles 11 years ago. It was in between season one and season two of *The Walking Dead*. It was this teeny, little play that we put on at a 40-seat theater at 10:30 at night after another play. It had as humble beginnings as you can imagine. We didn't think anybody was going to come. But it was a really special, beautiful, artistic experience. We did the play, and all different kinds of people started coming. We had the theater community, which is a super progressive, forward-thinking, very smart audience. Then we had the professional fight world because I was boxing at the time. Then we had a bunch of cops and firemen coming. And then the play just exploded, moving to bigger and bigger theaters. Eventually, it ended up going to New York and winning all kinds of awards. It was very grassroots and beautiful. It was just such a fun, electric night at the theater.

John Pollono, who wrote the play and starred in it with me, and I became extraordinarily close. It was always a dream of ours to make this play into a film, and we finally did it. Making an independent film, free from a studio, is very difficult. There's no money. You have to call in a lot of favors. But we did it, and we sold it. It was a really beautiful experience.

NR: *Small Engine Repair* makes a statement about masculinity. Why was it important to make that statement?

JB: Well, when we first did the play, it was 11 years ago, and the world was different. A lot of the conversations around masculinity were different. The film explores this group of guys you don't really see much in movies. It did the best thing art can do, which is really hold a mirror up to society and make you ask questions, make you look at yourself and your own behavior, and ask yourself, "Have I been complicit in some of these things?" Not to give the plot away, but that's what's happening to these characters: They're laughing and they're joking. They're saying things that all guys have played a role in saying, but they don't realize who they're actually talking about. They don't see the impact. The dangers of that and that complicity being taken to a level far greater than what they thought is revealed in the piece. It's forcing you to laugh and go along on this ride, but then it serves as this Trojan horse to be like, "You see that thing you're laughing at? Well, look at what that could lead to." I think, art has to be controversial if you want to make a change, if you want to ask those hard questions. *Small Engine Repair* really does.

NR: Your other passion piece is about a community in Louisiana, a crime drama series for Amazon, *The Bottoms*. You've been planning the project for nearly a decade and are the show's creator, star, and co-writer.

JB: *The Bottoms*, or Ledbetter Heights in Shreveport, Louisiana, the folks from that community, they're my heart. They're family to me. Their story to me is sacred. The fact that they've trusted me to tell their story is something I cherish. I'm steadfast in treating that story with the respect it deserves, and to tell that story authentically and truthfully. It's a story about folks who

often are misrepresented. It's a story about how a community that they built and love got stolen from them. There is so much grace, beauty, love, kindness, and wisdom down there in, but for so many years, these kinds of communities were only portrayed in a very, very certain way.

I don't want to say too much about the piece, but overall, the drug war in this country has had two approaches. We've either said that neighborhoods like the Bottoms don't exist, we're not going to pay attention to them, we're just going to leave and not focus on them. Or we're going to hit these neighborhoods with the biggest, hardest, bluntest hammer that we can, and just crush it. And both approaches lead you to the same place, are equally futile, and are completely devoid of compassion and empathy. The story these folks have trusted me to tell highlights this very dark chapter of American history in really human terms.

NR: What's important for us to teach the next generation of students?

JB: Just get out there, and see the world. Listen more, talk less. Just because you went to Sidwell, you don't have all the answers, you don't. There is wisdom to be gained by everyone. And the quicker you humble yourself and quiet your own narrative of who you are in every conversation, you can start actually being a sponge and listening more. Just don't prejudge. That is key to growth. So, for these unbelievably young, smart, talented people that go to this School, they should just crave those kinds of situations, crave people who think differently than them, and crave people who were brought up differently than them. Everyone has a story to tell. There is something to be gained by every interaction if you just open your heart and open up your ears to people. ✨



Lara Hakki '11, Anna Perina '11
and Christopher Borges '11 catch
up at the Alumni Holiday Party in
DC on December 9.



ALUMNI ACTION



Dear Friends:

As we enter the spring season, I am filled with hope and excitement as we look to the future. There are many upcoming opportunities to deepen your connection with the Sidwell community and campus, and friends near and far. This spring we will welcome over 30 alumni speakers from all walks of life to share their experiences during the Let Your Life Speak Morning on Founder's Day. The theme is "Innovating a Brighter Future" which could not feel more fitting for this time. This spring will also mark the return of Reunion Weekend activities to campus, on May 13 and 14. For those celebrating milestone Reunions (classes ending in 2 and 7), we hope you will join the celebration on campus with your classmates!



If you have not been following, I am pleased to share that our athletics department has had incredible momentum during the winter season! I would like to congratulate our girls' basketball team (page 28), ranked No. 1 in the nation, for their hard work and resiliency as they stepped up to the challenge this season. The team's accomplishments have fueled tremendous support and pride from the broader community. These young women and the coaching staff are an inspiration to us all. Go Quakers!

In this issue, you'll see many of your classmates featured as they let their lives speak and live their values. You can read more about Samuel Rabinowitz '17 and his work in robotics (page 18) and Jon Bernthal '95, who shared his thoughts on navigating life as an actor and Sidwell Friends' impact on his path (page 36). Marcus Shaw '95 is featured (page 46) for his work to increase diverse representation in the alternative investment industry. Reading these stories reinforces the vast expertise and meaningful work of the Friends Alumni Network. I hope while reading, you too can find moments to reflect on how you are letting your life speak and living your values.

Reading your Class Notes always reminds me of our collective humanity and interdependence on one another. I am particularly inspired by the stories of reconnecting with loved ones and returning to passions such as traveling. We, too, are planning to reconnect this summer as our Regional Clubs return to in-person summer gatherings. Keep an eye out for invitations—these events are always such fun and a highlight of the summer.

I wish you a beautiful and hopeful spring season ahead!

In friendship and with gratitude,

Marika Cutler Meyer '94

Clerk, Friends Alumni Network Advisory Board



★
SEATTLE

L-R: Pascale Bronder '15 and Samuel Aslaner.



BACK ROW L-R: Pipo Bui '89, Juan Jewell, Susan Cozzens P'97, Samuel Aslaner, Pascale Bronder '15, Laura Anderson '15, Ellen Reeves, and Kyle Tenenbaum '07. **FRONT:** Jason Horowitz '82, Seattle Regional Club Clerk



L-R: William Melbostad, Chinh Le '92, Frances Barbour Melbostad '84, Dino Adelfio '04, Charlene Drummer, Alan Drummer '75.



★
SAN FRANCISCO

L-R: Frances Barbour Melbostad '84 and Fay Darmawi '84.



★
LOS ANGELES

L-R: Minh Le '91 and Jack Tamar '16

ALUMNI

Holiday

PARTIES

In December, alumni gathered in Washington, DC, New York City, Boston, San Francisco, Los Angeles, and Seattle for some holiday cheer with friends.



L-R: Advancement staff member Dawn Davis (left) with Andrea Johnson Razzaghi '78 and Eva Semple Davis '80.



L-R: Juliet Cunningham Oliva '65 and Dylan Everett '11

★
BOSTON

L-R: Ainsley Binder '81, Jonathan Socolow '82, Tova Ferro '82, Mark Grandfield, Suzanne Robinson Taylor '82 and John Taylor.



L-R: Roland Spier '14, Maia Berlow '14, and Emma Vincent.

★
NYC

L-R: TK



L-R: Mark Boss, Jennifer Smith Boss '86, and Santha Bundy-Farah

★
DC



Shaw

A Wealth of Opportunity

Marcus Shaw '95 on creating corporate diversity, helping Black talent connect to the world of finance, and embracing the burden of optimism.

“If there’s an opportunity to make an investment but you can’t fully appreciate the value of it because your lifestyle or background does not allow you to properly assess the value,” says Marcus Shaw ’95, “then you have to get somebody on your team who does.” As the CEO of AltFinance, Shaw is creating such teams by nurturing young talent from historically Black colleges and universities (HBCUs) in the world of finance. After more than a decade in the industry, Shaw has aligned his personal passion for diversity with his career. AltFinance runs a multiyear fellowship program to prepare young Black students for jobs in alternative finance.

“AltFinance was a tremendous vision by three large alternative investment firms: Apollo, Ares, and Oak Tree,” says Shaw. “In the wake of George Floyd and in the wake of having greater clarity on the true impact of not having diversity of opportunity, these firms said they wanted to do something about it. They had the tools and the resources in terms of being \$100 billion firms, but by their own admission, they hadn’t really done this work before.” So the three firms put up \$90 million to launch AltFinance and started looking for a financial leader who had done this work before. Enter Shaw. “They wanted to seed a nonprofit organization whose mission was increasing diversity in the alternative

investment space,” he says. “The way we are doing that is by creating pathways for HBCU students and communities.”

An HBCU alum himself—he attended Morehouse College—Shaw majored in mathematics and started his career as an engineer. Ultimately, his entrepreneurial spirit led him to business school at Duke University, but once there, he surprised himself. “In business school, I really fell in love with finance and saw it as an opportunity not only to build wealth for yourself and your family, but also as an opportunity to really understand how the broader economy and the markets work and interact with each other,” he says. “I found freedom in that.” Business school demystified the complexities of finance in a way he found liberating. “When you learn how certain economic tools that you use every day work, there’s something empowering about that. So, as I worked in that world, I felt this obligation to share that knowledge with others and to share opportunities with people who otherwise may not have access to that.”

After all, not everyone has the benefit of what Shaw calls the right “dinner table training.” Take, for example, Shaw’s parents—a psychologist with a military background and a DC public school teacher. “We never had a

discussion about money at the dinner table in my entire life,” he says. “We never talked about investing! I’m telling you, never in one day did we ever talk about money or investing. We talked about education, we talked about the military, we talked about race, we talked about philosophy, we talked about a lot of stuff, but we never talked about money.” If finance is foreign to kids with liberal-arts parents, it’s downright alien to kids who grow up without any kind of dinner table talk at all. A career in finance doesn’t even occur to a wide swath of young people as an option. And a lot of the best firms are not household names like Goldman Sachs or Morgan Stanley. AltFinance investor Apollo, for example, is unfamiliar to most people, yet the company recently purchased Yahoo! from Verizon in a \$5 billion deal. Shaw wants to share insights like these to help create a bridge between Black students and the world of finance.

“I know the incredible value that exists at HBCUs in terms of the talent,” he says. “I also know that oftentimes these students do not have the same level of exposure to career opportunities or networks as students at bigger schools or at schools that finance firms have historically targeted.” When young Black talent does make it in high finance, they are often doing it

without the benefit of access. “So imagine if all of a sudden you created more equitable pathways so that these companies are actually recruiting on these campuses, and they’re building relationships with young men and young women at HBCUs in the same way that they do with other schools.”

Shaw then goes a step further: Though diversifying their ranks is worthwhile in itself, Shaw argues that companies have a fiduciary responsibility to do so. “If I’m a company, I don’t want my bias to limit my access to talent,” he says. “A company ultimately has a responsibility not only to shareholders but to stakeholders. I have to make sure that I’m finding great talent wherever it is, and if that great talent is on the campuses of HBCUs, then I have a responsibility as a company to make sure that I am preparing that talent for careers in my industry.”

He says today the expectation is that companies will be inclusive. “No longer do folks get a pass for that,” he says. If, for example, a brand launches a marketing campaign that ends up offending a large group of people because the concept was not vetted by those with varied perspectives, the company is held to account. Further, diversity doesn’t just help stave off questionable decisions, it also creates opportunities. Shaw says a woman he knows, the chief diversity officer at a firm in the lodging and hospitality industry, once told him that when leaders in her sector became more tolerant of different lifestyles, they began to understand that people in the LGBT community spend a lot of money on travel. “Imagine if you create marketing experiences, create customer reward programs, create hiring practices to make people feel a greater sense of belonging to your brand,” says Shaw. “Imagine what that will do to the benefit of your company financially. At AltFinance, we are developing a solution for our industry, but we believe that this solution can be utilized and transformative for a bevy of industries.”

Shaw also knows firsthand what it is like to be the only Black face in a 250-person division inside a major investment



“
When you’re able
to lead in these
environments, you
can add certain
perspectives to
the mission of the
organization that helps
increase impact.”

bank. “I had an unbelievable team, but it was not a very diverse environment, and there certainly was some sense of loneliness,” he says. “But you want to win, so you work incredibly hard to try to prove your value and your worth. But it is exhausting—and that’s the element that I don’t know if people always appreciate. It doesn’t mean you’ll quit, it doesn’t mean you’ll give up, but it is exhausting. It’s like driving your car in second gear, just redlining it all the time. It was a great learning experience from a technical perspective, but from a cultural perspective it was really disheartening to see what could happen when you don’t bring the best from all aspects of the industry together.”

Shaw aims to change that culture. “I recognized that when you’re able to lead in these environments, you can add certain perspectives to the mission of the organization that helps increase impact,” he says. Now Shaw says his greatest sense of accomplishment stems from increasing the confidence of the young people who participate in the AltFinance program. He quotes a line from David Mamet’s *Glengarry Glen Ross*, “If you don’t get somebody’s attention then you’ll never get their

interest,” adding: “The finance industry by and large has never sought to get the attention specifically of young Black talent.” AltFinance even recruits freshmen for its program; that way they’re taking the most relevant classes from the outset and “framing their minds earlier around what it takes to be successful in their career, not just what it takes to be successful as a student.”

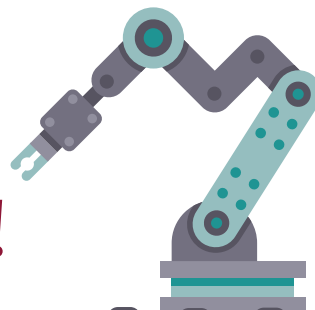
As a Sidwell Friends lifer, Shaw knows something about what it takes to be successful in both business and academia. He was positively influenced by being surrounded by kids from all different backgrounds at Sidwell Friends. “It’s like I have cousins from like every race and religion imaginable,” he says. “I never feel any reluctance or nervousness about reaching out to Sidwell folks, and that’s powerful.” He says Sidwell Friends gave him “the burden of optimism.” “You need to have that burden of optimism to do this type of work,” he says. “You have to believe something is changeable if you want to change it.” Shaw adds that while his experience as a Black student at Sidwell Friends provided him a strong basis, Morehouse ultimately made him complete. “Seeing that the Black narrative is not a monolith, and that students are coming from all over the country with all types of experiences, and everybody is brilliant, hungry, and has a great character,” he says. “I think the combination of those two experiences, Sidwell and Morehouse, was so valuable for me because it positioned me for the moment that I’m in right now.”

There’s no doubt about that. As Shaw puts it: “I am a big believer in leading from the front; when you lead from the front there’s no mistaking what you stand for.”

To learn more about AltFinance and their fellowships, go to altfinance.com.

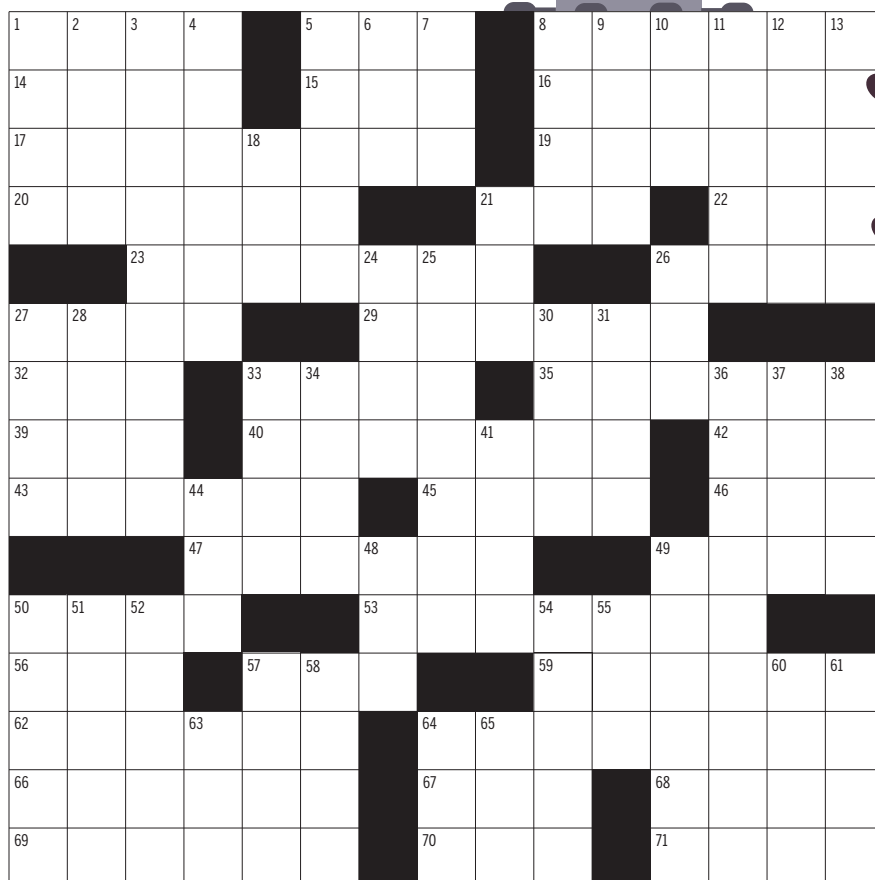
Know someone who is living their values?
Email suggestions to magazine@sidwell.edu.

Words with Friends: The RoBOTs Are Coming!



ACROSS

- 1 Rams quarterback Stafford
5 A dog might want one if he nudges you
8 One with a field of flowers?
14 Wind with two reeds
15 "She"ep
16 Pajama top, often
17 Oakland-based coffee company with a color in its name
19 V-8, for one
20 Pie chart part
21 "My lips _____ sealed"
22 Snack item
23 Cross-section of an Allen wrench
26 Super-fast Incredible kid
27 Wall-of-text abbreviation
29 Wool source
32 Bae alternative
33 Be the butt of a banana peel joke
35 Break or shatter
39 Denver-to- Albuquerque dir.
40 Super-small technological device, or a hint to what you might find in four squares in this puzzle
42 Unfiltered, like an emotional poem
43 Far-flung friend
45 Perfect Portions pet food brand
46 Land in la mer
47 Kids, crassly
49 Ivan the Terrible was the first
50 Gentle touch
53 Date
56 "To err is human, to _____ is pirate"
57 76ers legend, familiarly
59 Jazz virtuoso Garner
62 Hocked blob
64 Lowest of the low
66 Home of the Kalahari Desert
67 Historic time
68 Shawkat of "Search Party"
69 Modern bit of crosswalk technology
70 "The _____ Tell All" ("The Bachelorette" episode)
71 Strange: Pref.



DOWN

- 1 Unruly groups
2 Willing partner?
3 Reason to do the "Griddy," perhaps
4 Balance precariously
5 Jordanian city whose name means "rock"
6 Shoemaker's tool
7 Driver's aid
8 Annoy
9 Top-notch
10 Eggy drink
11 "Frozen" star Menzel
12 Stuffy site?
13 Canines, but not felines
18 Wrinkle-reducing injection
21 Oscar-winner Lee
24 Profit
25 Pitch-perfect, as an impression
26 Reservoir structure
27 Kitchen meas.
28 Go down in defeat
30 "Hamilton" Tony winner Leslie _____ Jr.
31 "Gosh darn it!"
33 Break loudly, as a high heel
34 "_____ Land"
36 Thomas Aquinas referred to him as "The Philosopher"
37 Big do
38 Decorative pitcher
41 An Angel may steal one
44 L.A. winter hours
48 Financial daily, in brief
49 H&R Block competitor
50 New England based women's clothing store
51 Sprang up
52 Award, as Ms. America
54 Pie nut
55 1978-82 sitcom planet
57 Pebbles's pet
58 Badonkadonk location
60 Cut of meat
61 "OMG HILARIOUS"
63 Tank filler
64 Sleep letters
65 Valuable Settlers of Catan resource



Whole in One

During the 2019/20 academic year, Upper School art teacher Catherine Dunn's students started a new project: drawing portraits of their heroes. Using Quaker-style consensus voting, the students landed on Upper School Principal Mamadou Guèye and Upper School math teacher Yolanda Rolle. By March 2020, the roughly 20 art students working on the project was nearly done—and then COVID hit. The group finally finished the portrait in 2021, and in December, they hung it in the Kogod Arts Center outside the Robert L. Smith Meeting Room.

For the portrait above, a photograph of Guèye was divided into a grid. "Each student worked from a very small, abstract section of a black-and-white photograph of Mamadou, taken in his office, in front of the textile that says, 'Teacher,'" Dunn says, adding, "He wanted that textile in the frame." Working with gray paper, charcoal, and white charcoal, the students faithfully recreated their sections of the photograph—each in their own style. "It's so big that the kids couldn't see what it would look like as a whole until they started hanging it up on the classroom wall," Dunn says. "They were surprised with the outcome—as was I!—because it only really comes to life when every piece is in its place. The whole accommodates everyone's different approach."

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Sidwell Friends

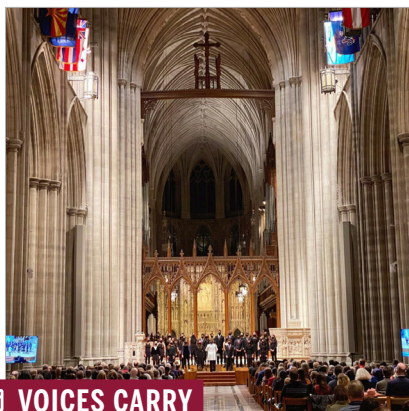
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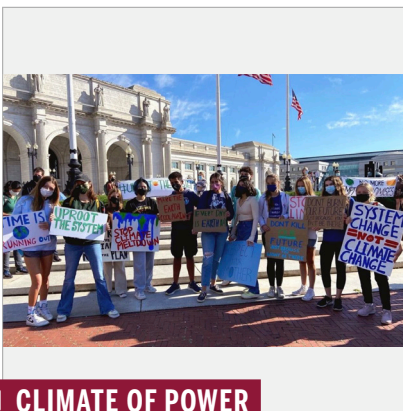
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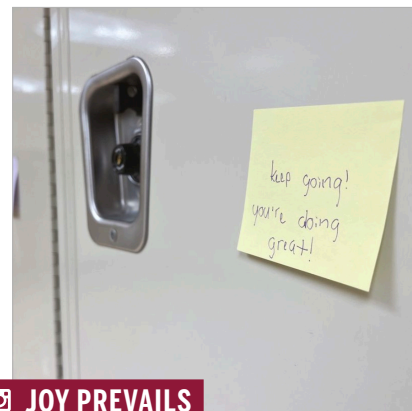
VOICES CARRY

US Chamber Chorus at the National Cathedral: 267 likes and comments such as "So beautiful. We were so moved by their voices!" and "So proud of this group!"



CLIMATE OF POWER

Friends Environmental Action Club Strike: This student-submitted photo garnered almost 200 likes and a "right on."



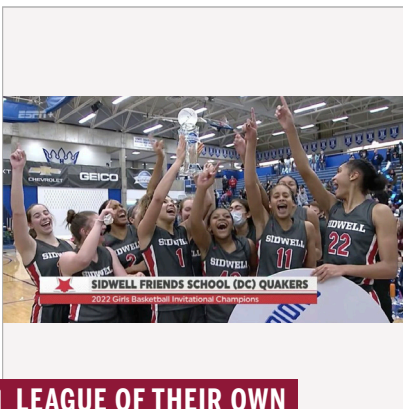
JOY PREVAILS

US Random Acts of Kindness Club: Locker notes encouraged students and Instagram followers, with 240 likes and comments like "What a great idea 🍌 Thank You."



EAT LOCAL

From Garden to Salad Bar: Radishes were planted and harvested by Lower School students and then showed up in the cafeteria. "this is amazing!"



LEAGUE OF THEIR OWN

Girls Basketball is No. 1: A screenshot from the big game earned 544 likes and over 20 comments. "They never gave up! Champions go the distance. ❤️"



HEAR THEM ROAR

LS Lunar New Year: Principal Adele Paynter captured this stunning shot of the School decorated for the Year of the Tiger. "Wow... that 🤔... 🧡💜💜"