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On the cover: Melissa Gaglia ‘16
In many ways our first day of school was familiar. Nightingale girls walked down 92nd Street as they have for 95 years. They greeted their head of school and walked through the blue doors as they have for at least a generation. They hugged friends and smiled at familiar teachers eager to welcome them to their new year, just like they did the year before and the year before that.

But along with the familiarity of that moment came exciting change. On September 7, 2016, when the 605 girls of the Nightingale-Bamford School walked into their newly completed school building for the first time, our long-held vision of a twenty-first century schoolhouse became our students’ present-day reality.

The schoolhouse has been reconstituted. For the first time, each and every Lower School student finds her home in a connected classroom—two homerooms separated by a movable wall that opens and closes to allow for all-grade programming, as well as small group work. This design is one that students in Kindergarten, third, and fourth grades had enjoyed for some time, but now it is the norm for all. We believe in connected classrooms because we believe in our mission. They emphasize community, allow for more social choices for girls, and assure a consistency of program while encouraging collaboration among teachers.

Those same Lower School girls can now walk down their hallway to an expanded library on their floor. A community space where girls from all five grades can pursue the joys of reading together and take pride in this special place created just for them. This is their library. On their floor. In their school.

The expansion has given Middle School girls access to a number of new classrooms on the sixth floor, as well as a specific community space they have aptly named the “Hub.” A space perfectly suited to educating girls’ hearts and minds, the Hub gives Middle School girls their own gathering place to socialize with one another, work on group projects, and meet with teachers. A new eight-day rotational schedule, continued on next page.

Head of School
Paul A. Burke celebrates the completion of our three-year schoolhouse renovation and expansion project.

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which includes a daily “enrichment band” when both students and teachers are free to meet with one another during the school day, emboldens our every girl promise. By giving both the time and the space for connections among students and faculty to grow, we strengthen the fabric of our Middle School and open up new opportunities for them to learn from one another.

The Upper School promotes—and celebrates—our students’ growing independence, and all aspects of our third floor give the girls every indication that they are the drivers of their own education. The Upper School Commons is a center of activity, filled with girls planning their next club meeting, strategizing on a group assignment, or meeting with their advisors. The Commons and two classrooms—a university-style public speaking theater and a seminar room—are open to the hallways via glass walls, illuminating the third floor with natural light and giving visible access to the teaching and learning that is central to this community.

Across all three divisions, girls of all ages are learning and working in new science labs, a makerspace, and a black box theater, all of which underscore student ownership of processes, as well as the enormous potential of hands-on learning. A new greenhouse highlights our capacity to live out Rachel Carson’s vision of all children—urban or otherwise—developing a fulfilling and lifelong relationship with nature, and our brand-new fitness center provides our students with a space dedicated to helping them grow up healthy and strong.

On September 7, our students walked through the blue doors brimming with excitement, ready to claim the new spaces as their own and reinforcing for all of us that they are at the center of all we do. Nightingale’s core idea is to educate the hearts and minds of every girl. Our mission can be found in our classrooms, in our community spaces, on our walls, and throughout our twenty-first century schoolhouse.

Paul A. Burke
Head of School

ART STUDIOS
Nightingale’s rich visual arts programming in a wide variety of disciplines—ranging from painting, ceramics, and photography to woodworking, sculpture, and animation—is now enhanced by a series of signature spaces filled with an abundance of natural light. A greatly expanded ceramics room and enlarged Lower School art studio give the girls more room to create new works, and the light that pours into the glass-enclosed Middle and Upper School art studio “makes students feel inspired,” says art faculty member Maggie Tobin.

Paul A. Burke
Head of School
JeNNy SMiTH FiTTNeSS rooM
Named for Nightingale’s beloved former athletic director, the Jenny Smith Fitness Room supports the health, wellness, and physical fitness of girls in all grades. Featuring a variety of equipment—including TRX suspension trainers, rowing machines, stationary bicycles, monkey bars, and free weights—the space is in near constant use by PE classes and athletic teams.

LAUDER FaMILy BlaCK BoX ThEaTer
The strength of this multipurpose space, which anchors the eastern end of the lower lobby, rests in its apparent simplicity. The room is flexible enough to support student-developed shows, drama productions, music rehearsals, dance rehearsals, and PE and dance classes, as well as a variety of events and meetings. The new space is named for the Lauder Family, whose generosity made it possible. Danielle Lauder ’12 visited the space this fall and said she hoped it would “provide a safe space for students to try things out, to be creative, and to do student-led performances.”

MAKERSPACE
Creativity and innovation thrive in the new makerspace, which features specialized equipment such as a 3D printer and laser cutter, as well as ample workspace for a wide variety of student projects ranging from circuitry and woodworking to robotics and coding. Art, science, and technology come together in this space, inspiring and challenging students to think in new ways.

wILLIaM B. HeLLeR TeRRACe
Open to Upper School girls and all faculty and staff, the William B. Heller Terrace on the third floor looks better than ever. With beautiful new planters accentuating the space and its accessibility enhanced by two doors leading directly from the Upper School Commons, the terrace is a popular spot for students to work together and enjoy the outdoors.

JENNY SMITH FITNESS ROOM
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Thank you Ayla, Mr. Burke, faculty, staff, trustees, families, and the Class of 2016. It is an honor to have been invited to speak today, 28 years after I myself walked down the aisle here at Brick Church, in a white dress and long white gloves, with a mix of excitement, pride, and nervousness upon graduating from Nightingale. The year was 1988. Ronald Reagan was president, Die Hard was in movie theaters, and you could see it for just $5. You could buy a new piece of technology called a “mouse” for roughly $90, shoulder pads were everywhere, and I had a perm.

So needless to say in preparing to talk with you today, I found myself needing to tune into the current context of this amazing group of women that make up the Class of 2016. I wondered about you and your experiences. Now I did have the good fortune of working with some of you last summer, and I met with the class a few weeks ago. And you were kind enough to answer an online survey to provide me with a little window into who you are, how you feel, and what’s important to you. So as I learned to do at Nightingale—I did my homework.

I asked you what one thing you would change if you were head of school and your most common answer—which was absolutely true in my day—was around having fewer rules and relaxing the uniform in general and, specifically, to allow boots and leggings. It was great to hear that the leggings versus stockings controversy is still alive and well. Now back in the 80s the precursor to leggings were called long johns or long underwear; these were designed to keep you warm underneath clothing, but we wore them with our skirts. I still recall a raucous assembly in the dead of winter senior year when we were told in no uncertain terms that in regard to long johns, “underwear is not outerwear.” So some things have indeed not changed. Perhaps future classes will have greater success in finally putting to rest what can now be called a multi-generational struggle. That being said, today, ironically, I often wish that I still had a uniform to wear, which would make it easier to get dressed in the morning and require little to no decision making or judgment on my part, while setting a clean and simple standard for how everyone should present themselves.

And, Class of 2016, I heard your battle cry loud and clear. Today, I train and coach people for a living. And often I work with women to help them unlearn things they were taught both explicitly and implicitly as to what they can and can’t do. And I always feel very fortunate for all the things I didn’t learn. I never learned that there might be limits on my potential or achievements. I never learned to speak quietly and defer to others. It wasn’t until after Nightingale that I started to fully appreciate this. I went to Brown University and, having an interest in business, I joined the Brown Investment Group freshman year. Lo and behold, I showed up to the first meeting and it was me and 40 boys. I was shocked and mystified. And while it took four years to convince another woman to join, as per Big Mac’s instructions, I was by that time president of the group. I hope and believe women have made more progress since I was in school and I am confident that in places where we haven’t, this class will continue to push out and up as hard as possible. You describe yourselves with words that I never learned to speak. I went to Brown and, having an interest in business, I joined the Brown Investment Group.

If you look at our school, you can see this is a group that likes to eat. In fact, you stand out favorite foods at the Nightingale cafeteria are anything Mexican and the provocatively named “Asian action station.”

When only a few meager hands went up, she read us the riot act. Keep in mind we were 10 years old at the time. But she and Nightingale set an incredibly high bar to which we were all accountable. She told us we could do anything, that she expected every single hand in the air. She interrogated us about why more hands were not raised. I recall someone mentioning rules about having to have been born in the United States. She said she didn’t care, anything was possible. We were stunned. And it wasn’t until many years later that I came to appreciate moments and lessons like that one.

And perhaps just as critical as the many things we were taught and learned, were the things we were not taught.

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write to yourself about your aspirations and future. When I met with the class a few weeks ago, a few of you asked me about planning for the future. I said you should have a plan to give yourself direction, but in the end it’s never a straight or direct path. Just know that your plan will change.

**If you are like me, you will carry your Nightingale education, experiences, and friendships with you forever. They will light your way and keep you strong.**

So what did I predict in my letter and did it come true? I thought some of my closest friends would be from Nightingale. I thought I would have a job related to business and having to do with the stock market or economics. I would still be interested in movies, living in a city (most likely New York), and my favorite place to vacation would be with my family in Turkey. Well, all those things came true, but while my closest friends are from Nightingale, they are not the ones I predicted. I never expected one of those cities along the way would be Hong Kong, and that I would find my calling in the people side of business. So I realize, upon reflection and to my surprise, that I got a lot of what my 18-year-old self hoped and predicted, but on a very different timeline, with surprises, successes, and failures along the way that I could never have imagined or foreseen. And through my interactions with this class, I am excited to see what adventures you will take in the years that lie ahead.

I asked you what keeps you up at night in terms of worries. And I wish I could tell you these will change as you get older, or not she'll get into the video game industry.

Some of you worry about the past—mistakes you’ve made and things you wish you had done differently.

Some of you worry about the present—those unfinished tasks and things you need to do, relationships, the fear of failure.

Some of you worry about the future—what to do with your life and the uncertainty of it all.

Boys still made the list a few times, too.

And, finally, my favorite, because it is so very specific—someone here is lying awake at night thinking about whether or not she’ll get into the video game industry.

I think the key thing with worry is to have just enough to stay motivated, to keep preparing and always striving to do better. Which seems like a perfect segue into the “wisdom and sage advice” portion of my comments. Originally I was going to share the things I wish someone had told me when I was sitting where you are. I was going to reflect on my life experiences and lessons to distill them into an incredible fortune cookie of insights. I was going to scour the Internet for the perfect quote from some inspirational historical leader or thinker—a quote that encapsulates this moment, prepares you for all that lies ahead, that you could carry with you forever. But when I asked you what piece of advice you would give to yourself starting high school, you provided me with the perfect list of absolutely timeless advice that applies to everyone here today, regardless of age, accomplishments, or experience. You did the work for me. So my advice is to listen to yourselves. You already know the answers.

First, don’t be afraid. Take advantage of opportunities, take chances, and try new things. Specifically, take time to discover what you really enjoy, what you are good at, and what matters to you. Then do those things as much as possible. I couldn’t have said it better myself. So as you think about your major and whether or not you should take a chance and try something new, take your own advice and go for it.

Second, don’t stress too much or over little things. Try to care less about what other people think. Calm down, RELAX, CHILL, and make sure you get the sleep you need. Have fun.

Third, don’t be afraid to speak up and say hello. Get to know seniors sooner, they can teach you so much. Find people you can count on, push yourself to be social, and go to parties more often. You clearly understand the importance of friendships, connecting into a community, and having what I would call your own board of advisors.

And finally, you told yourselves that four years goes by so quickly. Don’t forget how lucky you are. Don’t procrastinate.

In the blink of an eye you’ve finished and all you have to take with you are your memories, so make them while you can! Your words.

So, in closing, I invite you to listen to your own advice. You already have the answers. You just need to remember them and make them into habits. Take those chances. Relax. Discover things. Forge friendships. Be fearless.

I wish you all luck and congratulate you on your accomplishments that got you here today. If you are like me, you will carry your Nightingale education, experiences, and friendships with you forever. They will light your way and keep you strong. And it may be years before you can fully appreciate all that you learned and didn’t learn along the way.

And wherever life takes you, I hope you are wearing leggings and boots while eating Mexican food and drinking coffee wherever you want.

Eren Rosenfeld ’88 is Global Head of Talent Development at BlackRock, the world’s largest asset management company.

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Eren Rosenfeld ’88 embraces her niece, Aly Rosenfeld DeConti ’16, who introduced her to the audience.
After National Book Award–winning poet Mark Doty visited with Upper School students last year, he was inspired to write a blog post, reprinted with permission below, about his experience and the feelings that it evoked in him.

Recently I spent a morning at the Nightingale-Bamford School in Manhattan, a private school for girls that has a deep commitment to writing and literature. I started out the day talking to a class of seniors, young women with perceptive, not-always-easy-to-answer questions, the kind that bring out complexity and nuance. The class was taught by Brad Whitehurst, a poet himself, and with us was another teacher of poetry, Maya Popa. Maya was a student at the school when I read there last, in 2006, and like many young writers, even those who don’t know they’re writers yet, she must have been hungry for poetry, for a language that was in some measure commensurate with the inner life, or at least tried to be. Now the students call her Ms. Popa, and she’s publishing poems and moving toward her first collection. When the class was over, she and Brad and I walked out into the hall, on our way to the auditorium where Maya would introduce me (a lovely circularity, or at least a stitch in crochet chain) and I’d read to the Upper School.

But when we entered the stairwell, which was fairly dim, a marvelous thing happened. The girls of the Lower School, the little ones in elementary grades, began to come streaming up the stairs. It must have been all of them, there were so many, and every single one of their faces seemed lit up from within. You could see that they were thinking all kinds of things—a bit of nerves about the next class, an eagerness to join a game and move a restless body, a sadness here, a distracted look there—but those were the surface signs of engagement in a new-ish life, a small girl self, and through that shone a glow of exhilaration, this almost physical light.

I’m thinking about time a lot lately. The poems I’m scribbling at and not finishing seem centered on the mystery of time’s passing, this difficult amalgam of fluidity and relentless progression. Does anyone understand this primary, determining fact of us, what it is to be in time?

There we were on the stairs, myself the eldest, then Brad the fine and seasoned teacher, and then Maya, adult in presence and perception though recently traveled from the audience of young women at the reading up onto the stage. I wonder if this journey feels recent to her? Probably not; it seems a long way from one’s teens into one’s twenties, and not nearly so far from the thirties to the sixties, at least for me. Whatever the disparate experiences of the three of us going down the stairs, a startlingly beautiful future poured up towards us. Maybe the stairwell wasn’t really dark; it might be that the faces of a hundred and some hurrying little girls were bright enough to dim the space around them.
Nightingale alumnae gathered at the schoolhouse for Reunion 2016 on May 20, 2016. They shared a festive lunch in the library with members of the Class of 2016, toured the schoolhouse, and celebrated with one another at the all-alumnae cocktail party that evening. During the evening event, Brooke Brodsky Emmerich ’91 received the Distinguished Alumnae Service Award for her many years of dedicated service to Nightingale, and Marina Rustow ’86, a 2015 MacArthur Fellow and professor in the Departments of Near Eastern Studies and History at Princeton University, was honored with the Distinguished Alumnae Achievement Award.
The Class of 1991 takes a selfie for the memory books.

1) Frankie Hannan ’96, Allison Becker ’96, and Maria Kroutin ’96 enjoy time together at the cocktail party.

2) Justine Moncief ’96, Debbie Rubino Bhatt ’96, Margot Duffy Laksin ’96, Kate Nahon Gordon ’96, and Tiffany Hoffman ’96

3) The Class of 2006 came out in huge numbers for their 10th reunion.

4) Justine Moncief ’96, Debbie Rubino Bhatt ’96, Margot Duffy Laksin ’96, Kate Nahon Gordon ’96, and Tiffany Hoffman ’96

5) Back for their first milestone reunion, the Class of 2011 enjoyed spending time with one another at the all-alumnae cocktail party.

6) Outgoing Young Alumnae Committee co-chairs Gaby Santana ’06 [left] and Siena Knol ’06 spend a moment with Head of School Paul A. Burke.

7) All in the family: Alison Selin Weiskopf ’81 proudly poses with her niece, Daphne Sellin ’16 [left], and daughter, Victoria Weiskopf ’18.

8) Amanda Metzler Alan ’71, Judy Wortmann Guilbien ’71, Melissa Gordon ’71, Jane Wallace Pearson ’71, Alison Foster ’71, Susan Clurman ’71, and Jean Renfield-Miller ’71

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15) Amanda Metzler Alan ’71, Judy Wortmann Guilbien ’71, Melissa Gordon ’71, Jane Wallace Pearson ’71, Alison Foster ’71, Susan Clurman ’71, and Jean Renfield-Miller ’71
Thank you to the relatives and friends who have supported me and my classmates throughout the years, to the faculty who have come to know us so well, to Eren Rosenfeld who graciously agreed to speak on our behalf, and, especially, to the Class of 2016, whom I want to thank for allowing me the honor of speaking for you and for being the best friends I could ask for.

So, each year, every graduating class is recognized for being loud. In our case, I think there is something to be said for silence. Any group of 39 teenage girls has the ability to be boisterous and unruly. Any such group also has the potential to be quieted, if somewhat forcibly, to a dull roar. Dr. Willis, I’m looking at you. But silence—the kind of silence only good friends can partake in comfortably and mutually—pin-drop silence; it’s this sort of silence, that, when held collectively by a group of 39 teenage girls, is rare and, frankly, magnificent.

While, yes, we are loud, I have found that the two most meaningful moments our class has shared took place in silence during each of our senior retreats. We first experienced this silence at the start of the year, crammed onto the dark porch of Mr. Burke’s house, and, then, at the end, circled in the dimly-lit main room of the Jesse Lee house on Shelter Island. Our days on those retreats are mapped into activities and events by adults, but I believe that we only experienced this complete quiet during our unplanned, unchaperoned times together. Here was where we proffered our genuine thoughts and emotions to share as a ragtag family of sorts, and while not everyone did share, everyone was respectful, listening, and silent for those who did wish to speak.

This sort of silence reminds me of a dream I had recently. First of all, just bear with me, because while it was about everyone in the Class of 2016, it was also about the apocalypse. Okay, maybe it wasn’t the most realistic dream, but, after waking up from it, it resonated with me, and I wrote what I remembered down on eight full pages. It began in a bright room where my whole class was seated, and somehow we all knew that the world would end that night. We listened to Isabel and Marina as they distributed our yearbooks, which had been rush-ordered, of course, so that we could have a chance to see them before the end of the world. We siffled through those memories, chatted nostalgically, and ate dinner together. As we all filtered out into the night afterward, I noticed that the sky was a vivid purple. I heard a huge bang and gasped, thinking that maybe our time was up already. But when we saw that colorful sparks accompanied these noises, we realized quickly that this was not some awful cataclysm but a firework show. We all stared.

Dreams are just dreams, sure, but they have to be founded in something. And what I found to be more interesting than the bizarre nature of this dream was its tone. As we were all about to be swallowed up and out of existence, I would expect to have felt some sort of fear, but there was none at all. On one of the eight pages I filled after waking up, I wrote that this dream had been, I quote, “tinted with melancholy, the feeling that time was short but also with beauty and appreciation and quietness that I could not have foreseen.” Leave it to me to write something sappy like that about a dream I’ve had, but I knew I had to at least try to capture what I had been feeling. And it paid off, because the words I used apply not only to the Class of 2016 in my mind, but to the Class of 2016 in real life.

“Appreciation and quietness,” I wrote. Sound familiar? It’s that same appreciation and quietness I felt surround us at the retreats. It might not be the dawn of the end of the world today, but it is our graduation day, and, let’s face it, those two events are not that vastly different. Some of us have been here for thirteen years (myself included), some of us for four, and one of us for only two. But, like the end of the world, it’s the end of an era for us all. At one point, Commencement might have seemed elusive and far away. Tomorrow, it will, again, feel elusive, but this time in the past instead of the future. What I’m trying to say is that this climactic transition is only real for a few, short hours: right now. We’ve worked so hard to arrive at this point, and, yet, it’s a speck on a timeline. Successes, in general, tend to be specks. They’re moments where you achieve or win or conquer something. Nightingale itself has prepared us so well to attract success in our lives. We all have the poise and diligence necessary for it. But here I am talking about silence and dreams, neither of which can really be called successes. And I think there is a lot of merit in these silences and in these dreams, maybe less tangible merit than in a graduation day, for example, but even more fulfilling. We would still all be graduating on this day had we never met each other, most probably. But the people we are and the memories we have would have been entirely different had we not been together. In this case, it’s less the successes and destinations that matter, but what some would call “the journey,” the in-betweens that built and flavored and molded our time here. And while school can teach us to love our ambition and our success and our forward-thinking tendencies, it is much more difficult to be taught to love these in-betweens, the quotidian actions and people and places all around us. I want to characterize these in-betweens with the words I used to describe my dream: “appreciation and quietness.” Because, no matter how this class splinters or divides into groups or lunch tables, we are one community, one that exudes quiet appreciation. That we arrived at this day is, yes, a feat. How we arrived is even more striking, one path in a million that we could have taken. We arrived here through crying our eyes out at the fishbowl exercise in junior year, through discovering the “humanah hah” cheer in freshman year that somehow endured all four field days, through Megan getting lost on the reservoir although, apparently, she was simply heading to tutoring, through Tamara’s leadership in the cursed-milk incident, through walking into the lounge where everyone was dancing and you just joined in, through spearheading the best Halloween video in history, through a spontaneous pajama day that Ms. Thomas promptly shut down, through standing ovations for every single ISP presentation, through “Muffingate,” through the Nightingale Fairs, through Annie Skyping into classes for the first two months of sophomore year, through that moment at Frost Valley when we realized how much better we are than all the other schools, through class picnics, through Aly’s tears in English class, through “Junior Tea,” through the great Notability crisis when everyone’s notes were erased just prior to exams, through “Nightingale,” through sitting in silence together at our retreat.

The extent of the “appreciation and quietness” we have experienced together is possible only through the strength of these in-between moments, and we should do well to remember them above all because these memories, not memories of any ephemeral successes, are what will keep our legacy alive. In my dream, there was literally no time left to be forward-thinking and ambitious, so we did what we do best, what we frequently forget is our greatest asset: we appreciated the moment and the beauty of it, and, most of all, each other. At the very end of the dream, as the fireworks went off in starry explosions, someone began to clap, and everyone else began to join in wordlessly until we were all applauding. That’s when I woke up, and I don’t think there would be any end more fitting to that dream than the one where, in the face of adversity, we watched fireworks together, applauding, wistful, quiet, appreciative.

It’s been a pleasure growing up with you all. Thank you.
CLASS OF 2016

Congratulations to the 39 girls of the Class of 2016, many of whom are seen here smiling for an impromptu photo taken just before Commencement. Our most recent graduates are now attending the following schools, colleges, and universities:

- Alfred University
- Amherst College
- Boston College
- Brown University
- Bucknell University
- Colby College
- Colorado College
- Dartmouth College (2)
- Georgetown University (3)
- George Washington University
- Hamilton College
- Hunter College
- Indiana University
- Johns Hopkins University
- Lafayette College
- Oberlin College
- Occidental College (2)
- Pomfret School (PG)
- Rochester Institute of Technology
- Sarah Lawrence College
- Skidmore College
- SUNY Albany
- SUNY Buffalo
- Swarthmore College
- Tufts University
- University of Chicago (3)
- University of Pennsylvania (2)
- University of North Carolina at Chapel Hill
- University of Virginia
- Vassar College
- Wesleyan University
- Yale University
Nightingale has moved to an eight-day rotational schedule this year, which includes one block of time in each cycle—called the “Schoolhouse” block—when all students and teachers in the building are free at the same time, providing a great opportunity for community-building and cross-divisional programming. The Open Doors leadership program is using eight of those blocks over the course of the year, taking the opportunity to engage every student in developmentally appropriate conversations and activities about the same topic. In some sessions, grades will be paired across divisions to create opportunities for students to build new friendships and mentoring relationships. At the first Open Doors Schoolhouse block in September, each division looked at the theme of “leadership and storytelling” in different ways. Kindergarten and Class I students explored the qualities of a leader by learning about different professions and drawing pictures of what they want to be when they grow up. Students in Class II learned about examples of female leaders and made the connection that each girl already shares leadership traits with these women, while Class III and IV girls brainstormed the qualities of a good leader. Classes V and VI practiced active listening skills, while Classes VII and VIII reflected on their personal stories and created individual leadership shields, similar to a coat of arms. Students in Classes IX and X worked together on their active listening skills, and Classes XI and XII reflected on their own communication styles and developed self-awareness about message, tone of voice, and body language. To learn more about the Open Doors leadership programming planned for this year, visit nightingale.org/opendoors.
Bridge in particular. Over the course of the year, Class II students observed the bridge from the water as they rode under it on a Circle Line tour boat, listened to their teachers read a book about the history and construction of the bridge, and viewed a collection of images of the bridge by famous artists, including Joseph Stella and Georgia O’Keeffe. They also used a Lego program on laptop computers to build virtual bridges, and painted their own bridge watercolors, which Ms. Rice’s homeroom assembled into the shape of the bridge, as shown above.

Last year, PE faculty members approached Upper School Arts Board co-heads Julia Levine ’16 and Sumiko Neary ’16 about creating a mural in the new athletic training room on the seventh floor of the schoolhouse. The entire project was student-run: the girls held a mural design contest, obtained their own supplies, and painted the mural themselves. Over several weeks last spring, students from all grades of the Upper School volunteered after school to help paint the final design, which was a combination of winning sketches by Wayan Buschman ’16 and Xixi Wang ’18.

The new Lauder Family Black Box Theater transformed into a tango studio for an hour in September, when Upper School Spanish students had the opportunity to experience a tango performance by professional dancers Carolina Jaurena and Andres Bravo, with live accompaniment provided by the Emilio Solla music group. The program consisted of five pieces, after which the performers explained, in Spanish, the history behind the tango—including its Argentine and Uruguayan origins. Students had the opportunity to ask the dancers several questions in Spanish following the performance, after which the program concluded with a quick tango lesson for everyone assembled.

Nightingale’s Upper School Chamber Chorus traveled to Spain during the March 2016 spring vacation, visiting the cities of Córdoba, Granada, and Sevilla. While there, they performed three formal hour-long concerts, visited the English class of a local high school, and toured a number of world-renowned sites, including the Alhambra in Granada and the Mezquita (Grand Mosque) in Córdoba. Other highlights of the trip included a Flamenco lesson and performance, as well as multiple opportunities to sing more informally.
Marc Travanti. Their work was very impressive and as well as art faculty members Maggie Tobin and advisory team of parent architects and designers, they were lucky to receive guidance from a devotedponent of their history and design thinking classes, and they were able to use their learning to create memorials to historical subjects meaningful to them. The project built upon their work in both memory, history, and legacy. As their culminating study memorials and consider the intersection of class viii memorial project.

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As part of Class VIII American history, students study memorials and consider the intersection of memory, history, and legacy. As their culminating project last year, students were given the opportunity to create and design their own memorials to historical subjects meaningful to them. The project built upon their work in both memory, history, and legacy. As their culminating study memorials and consider the intersection of

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Our debaters worked very hard all year, and the depth of Nightingale’s program was rewarded with a second place overall finish, just behind Regis! According to debate coach (and history faculty member) Dr. LE Hartmann, “Sweepstakes awards are usually reserved for big programs like Regis, Stuyvesant, and Bronx Science. Quality points are assessed for rounds won and for speaker points accrued. The performance of the whole team counts, and we are thrilled. Since this is a collective award, it reflects the achievement of all our girls and the support our community has given us.”

The students to use all available networks to find a job that suits their interests and talents, and to be sure to research an organization thoroughly before going in for an interview. Aside from the practical advice, they spoke to the importance of finding meaning in your work and being open to new experiences and opportunities, even if you don’t feel fully qualified when you start. They also encouraged

their architectural models spent weeks on display in the schoolhouse at the end of the school year. Four finalists (one from each section) were chosen to present their memorial pitches at a morning meeting in May: Maya Evenhaim ’20 (Apollo 11 Moon Landing), Samantha Brown ’20 and Natalie Vogelsin ’20 (the Underground Railroad), Katharine Tilson ’20 (LPS), and Muniyat Choudhury ’20 (America the Beautiful). After the girls made their presentations, they were each asked follow-up questions by their advisory team of parent mentors: Charles Brainerd P’19, Rebecca Grunwald P’19, Jana Happel P’19 P’21, and Ronan Pierre P’19.

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Last March, Middle School students had the opportunity to hear from renowned ballerina Julie Kent. Ms. Kent dazzled audiences from 1993–2015 as a principal dancer with the American Ballet Theatre and is now the artistic director of the Washington Ballet in Washington, DC. In speaking to the students, Ms. Kent shared the experience of balancing ballet dancing with motherhood. In the photo above, Ms. Kent [at right] posed with mathematics faculty member Maya Popa ’07 listen to English faculty member Claire Mueller, an accomplished ballet dancer in her own right, who was thrilled when her longtime idol signed her first pair of pointe shoes!

Vickie Monta joined Nightingale’s business office as chief financial officer last spring. She comes to the school with a wealth of experience in the world of higher education, serving most recently as CFO at the Sloan School of Management at MIT. Prior to her work at Sloan, she spent two years at Boston College as executive director for academic, budget, and policy planning. She held a variety of positions within Harvard University for 14 years before that, the last of which culminated with her setting up a non-profit organization in Tanzania. Ms. Monta holds a BS in management from Lesley University in Cambridge, MA, and an MBA from Regis University in Denver, CO.

Ms. Monta has embraced her new role with great energy, stating: “From the moment I met the faculty, staff, and students at Nightingale, I knew I had found my new passion. Education has been such a critical part of my career and life, and what better way to round out my higher education experience than to be in an environment where the love of learning and education is born. Nightingale embodies all that is fundamental to providing girls with the best foundation for their future. The energy here is intoxicating and I come to work every day ready to tackle the challenges with which the school is faced and make possible the opportunities that it is poised to effectuate. I am looking forward to partnering with colleagues, students, and parents as we cut the path toward Nightingale’s next 100 years.”

Andrea Kassar joined Nightingale as head of Upper School in July 2016. Ms. Kassar has spent the majority of her life in independent girls’ schools. A Brearley graduate, she comes to Nightingale directly from Chapin, where she served for the past 16 years in a variety of administrative and teaching roles, including, most recently, director of middle and upper school admissions and English teacher. Ms. Kassar earned bachelor’s degrees in both English and psychology from the University of Chicago, where she was elected to phi beta kappa. She also holds a master’s degree in English and comparative literature from Columbia University and a master’s in psychology from the New School for Social Research.

When asked in late September to comment on her experience so far, Ms. Kassar was enthusiastic about the welcome she has received: “It has been such a joy to be on the third floor during these first few weeks of school,” she said. “The Upper School girls are full of excitement about their new classes and teachers, and the hallways are all decorated with their colorful signs for clubs and activities. The ‘all-in-this-together’ feeling of the Upper School is palpable. The students have been coming to school each day with a mature seriousness of purpose and also a wonderful sense of fun. The Nightingale community is warm and welcoming, and I am thrilled to be here.”

Noted author Mary Gordon read two of her short stories and answered questions about her writing process at an Upper School assembly last May. The author of over a dozen novels, short story collections, and memoirs, Ms. Gordon has received an O. Henry Award and Academy Award for Literature from the American Academy of Arts and Letters. In March 2008, she was named the official New York State Author and received the Edith Wharton Citation of Merit for Fiction. In 2010, Ms. Gordon was inducted to the New York Writers Hall of Fame, alongside such luminaries as James Baldwin, Elizabeth Bishop, Zora Neale Hurston, and Langston Hughes. In the photo at right, Ms. Gordon and English faculty member Maya Popa ’07 listen to English department chair Brad Whitehurst’s generous introduction before she takes the stage.
LATIN STUDENTS EXCEL ON NATIONAL EXAM

Nightingale students continued their consistently excellent performance on the National Latin Exam this year. Under the joint sponsorship of the American Classical League and the National Junior Classical League, the 39th annual exam was given in February to 142,271 Latin students from all 50 states, the District of Columbia, and 20 foreign countries.

In their first year of exam eligibility, 31 seventh-graders earned a ribbon and certificate for outstanding achievement in the Introduction to Latin Exam, and another 10 received certificates for achievement. Students in Classes VIII–XII earned 34 summa cum laude certificates and gold medals, 23 maxima cum laude certificates and silver medals, 11 magna cum laude certificates, and 7 cum laude certificates. Five Upper School students taking Latin for the first time also received ribbons and certificates for outstanding achievement on the Introduction to Latin Exam. In addition, special recognition was given to 19 students for earning a perfect score.

Three Nightingale students—Carolina Beroutsos ’17, Julia Gourary ’17, and Christina Stebbins ’16—also received special book prizes for winning a gold medal for four consecutive years.

NEWEST CUM LAUDE SOCIETY MEMBERS INDUCTED

Carolina Beroutsos ’17, Megan Yang ’16, Marina Cisneros ’16, Christina Stebbins ’16, Julie Coleman ’17, Lia Kiam ’17, Natalie Margulies ’17, Grace McCleary ’16, and Julia Gourary ’17 (not pictured) were officially inducted last April into Nightingale’s chapter of the national Cum Laude Society, which celebrates the academic excellence of juniors and seniors with exemplary academic records. Four additional members of the Class of 2016 were inducted into the Cum Laude Society at the end of their junior year: Annie Abruzzo ’16, Wayan Buschman ’16, Frances Cohen ’16, and Kate Wittmann ’16.

MIDDLE SCHOOL STUDENTS TRAVEL TO COSTA RICA

A select group of 12 seventh- and eighth-grade students traveled with science faculty members Nicole Seibert and Rebecca Dix to Costa Rica over spring vacation. The girls worked all year to prepare for the trip, learning basic Spanish (where necessary), studying the geology of Costa Rica, and researching native plants and animals.

Before their trip, the students compiled all of their research into a digital field guide, which they could reference on location. By all accounts, they had a wonderful time exploring the country: highlights included whitewater rafting, a visit to a cacao plantation, hiking over lava flows, and visiting the Poás volcano.

CLASS X DANCE HISTORY VISITS THE MET

As part of their unit on modern dance choreographers, Class X Introduction to Dance History visited the Metropolitan Museum of Art in September to view the exhibit “Simple Gifts: Shaker at the Met,” which included a screening of choreographer Martha Graham’s Appalachian Spring. A new addition to the curriculum, this trimester-long dance history course is required for all Class X students, who also take a trimester of art history and a trimester of music appreciation.
Students and faculty in all three divisions took part in a schoolhouse-wide Community in Action Day in April, which was organized around the theme of “Power and Privilege in Our Lives: Empower to Change.” Lower School girls came together to talk about inclusive communities and the importance of understanding and respecting each other. They then worked on different projects by grade, talking about how groups experience privilege for different reasons and at different times, and discussing the importance of standing up for their beliefs and using their voices. At the same time, Middle and Upper School girls listened to compelling storytelling from Crissy Caceres, director of diversity and inclusion at the Georgetown Day School, which they then followed up with smaller group discussions and activities that allowed them to explore issues of privilege and cultural competency in more depth. In one Middle School activity, for example, students were asked to adopt a stranger’s identity and collect beads representing different statements of privilege. This exercise allowed students to explore the idea of intersectionality, or the concept that because we have different aspects of our identity, we can experience privilege in some areas of our lives, but discrimination or challenge in others. Students then wore their character’s “privilege” on their wrist for the remainder of the day. At the conclusion of the day, all students gathered in the gym for remarks from Mr. Burke and division updates from student representatives.

Dr. Rebecca Urciuoli took on the role of head of Lower School in July, succeeding Mrs. Blanche Mansfield, who retired after more than 30 years of leadership in the Lower School. Dr. Urciuoli has a long and distinguished relationship with Nightingale. She arrived at the school in 1994 as an Interschool fellow and assistant Kindergarten teacher and, since that time, she has held many roles, including Class IV homeroom teacher, learning specialist, director of counseling, interim co-head of Middle School, and most recently, associate head of Lower School. A graduate of Princeton University, Dr. Urciuoli also holds an EdM and PhD in school psychology from Columbia University, which she earned while on a short hiatus from Nightingale. She and her husband, Christian, are the parents of two Nightingale girls, Jane ’19 and Nina ’23.

“I am thrilled to be working with all of the Lower School students and their families in this exciting time at Nightingale,” says Dr. Urciuoli. “I am struck on a daily basis by the talent and dedication demonstrated by our Lower School faculty. Our teachers work together to create an environment where every child is known and develops a strong sense of belonging to her community. It is a pleasure to bear witness to these years of amazing growth in Nightingale’s youngest students.”

Last May, members of Nightingale’s InnoVention team (Isabel Geddes ’16, Ayla DeConti ’16, Katherine Graham ’18, Annabelle King ’18, Brittany Rollins ’18, Zoe Rosas ’18, Cristina Sola ’18, and Jamie Spanfeller ’18) competed in the second annual InnoVention competition at the Urban Future Lab, which is part of NYU’s Tandon School of Engineering. The premise of the competition was for teams to create a product that solves a problem, develop a business model, and demonstrate a functional prototype. Teams had five minutes to present their pitch and then fielded two minutes of questions from a panel of judges comprised of two NYU engineering professors and the director of NYU’s Urban Future Lab. This was Nightingale’s first year of participation in the competition, which included 12 other NYC schools. The girls did extremely well, winning third place overall for Soteria, a bracelet that can detect the presence of the drug rohypnol in a person’s drink. The idea behind Soteria is to prevent sexual assault: sensors magnetically detach from an Arduino before falling into the drink; if rohypnol is present, an indicator light illuminates and a message is sent via Bluetooth to the user’s phone to let them know. Congratulations to the entire team and their advisor, science faculty member Phil Cook!

Last April, Nightingale Latin scholars competed against very strong teams from Brearley, Browning, and Spence in a Jeopardy-style contest known as Certamen. In what has become a nine-year-long tradition, Nightingale’s team walked away with the winning trophy, maintaining an undefeated status that dates back to their first contest in 2008.
The Nightingale community came out in force to cheer for the Nighthawks at Homecoming 2016 on October 14 and 15. The spirit-filled weekend kicked off with an appearance by the Nightingale at the blue doors on Friday morning, followed by a pep rally in the gym for Classes VIII–XII. Nighthawks tattoos, stickers, and face paint were all the rage at the Lower School poster-making party on Friday afternoon, which led up to the varsity soccer game at Asphalt Green. Hundreds of Nighthawks fans filled the sidelines to cheer the varsity soccer team to a decisive 5-0 win over Spence. Meanwhile, in Van Cortlandt Park, varsity cross country took first place over Spence and several other schools in the AAIS meet.

The festivities continued on Saturday, when more than 500 members of the Nightingale community came to the schoolhouse to enjoy fun activities for all ages (including a scavenger hunt through the new spaces), a delicious lunch catered by Dinosaur BBQ, and highly competitive JV and varsity volleyball games against Spence. The JV team beat Spence 2-0, while the varsity fought hard, but fell to a very strong Spence team 1-3.

At the end of the jam-packed two-day celebration, Head of School Paul A. Burke reflected with appreciation upon all the work that went into making Homecoming a success, stating: “It takes a community to build a community. We could not have done it without the hundreds of hours put in by our parents association and the Homecoming committee, led this time by the dynamic duo that was Amanda Oberg (P’24) and Kristen Durkin (P’26). Since the onset of the school year, Kristen and Amanda could be found in the early morning hours in our student center, planning and reconsidering, and then planning again.”

We extend a huge thank you to Kristen, Amanda, and the many other wonderful parent volunteers who worked tirelessly to put a fabulous weekend together!
Journalist Charlie Gibson visited Nightingale in October, speaking to the Middle and Upper Schools on the topic of politics and the media, followed by an informal Q&A session with Upper School students in history faculty member Arnolda Giroditer’s junior/senior presidential politics elective. Retired since 2007, Mr. Gibson spent much of his life covering politics for ABC News and he now sits on the board of the Commission on Presidential Debates. His career has included moderating presidential debates on presidential Debates. His career has now sits on the board of the Commission covering politics for ABC News and he 2009, Mr. Gibson spent much of his life presidential politics elective. retired since 2016. The hospice care he remained at home throughout. His hospital bed was in the living wearing for ABC News and he 2009, Mr. Gibson spent much of his life presidential politics elective. retired since 2016. The hospice care he remained at home throughout. His hospital bed was in the living room next to the window where he could watch the birds and the occasional deer. So much better than a hospital or nursing home. By participating in his daily care, I gained respect and appreciation of the care given by the CNAs and home health aides. Being a hands-on caregiver is not easy, but one can learn new skills at any age and caring for someone one loves is a privilege. On another note, our 11th great-grandchild is expected in early October.”

Penelope Reed Putnam ’48 writes: “My husband, Chris, died after a long illness on September 21, 2016. The hospice care he received throughout the past year was absolutely wonderful. The support they gave us both made all the difference. Chris remained at home throughout. His hospital bed was in the living room next to the window where he could watch the birds and the occasional deer. So much better than a hospital or nursing home. By participating in his daily care, I gained respect and appreciation of the care given by the CNAs and home health aides. Being a hands-on caregiver is not easy, but one can learn new skills at any age and caring for someone one loves is a privilege. On another note, our 11th great-grandchild is expected in early October.”

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50s

60s

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Diana Greerf MacVaygh ’54 writes: “My thanks for the most recent copy of The Blue Doors with the exceptional article about teaching writing! Good luck with all your ambitious plans. (May) you still keep NBS a loving, caring place.”

Pamela Holmes Bergen ’49 writes: “In July I moved into the Maryl Woods retirement home and am settling in nicely. It’s an enormous change, plus I have had to stop driving. Two close calls and the world is a safer place without me at the wheel. Keep moving on two legs. Best wishes to all.”

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Regan O’Connell Burnham ’65 writes: “Grateful for old friends, adjusting to being called ma’am, and trying to age gracefully; these are my efforts. I play flute for the giving, mentor a young girl, and spend as much time as possible with my grandson, the first grader. There is much to enjoy even as I say goodbye to so many.”

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Annabel Stearns Stehli ’57 writes: “Our 60th Reunion is coming up in eight months. WOW! How marvelous is that? I hope we’ll have a great turnout. My news is that I won the Chapel Hill Tennis Club Jack-Knife Dive Challenge on July 4, 2016, competing against buff 30- and 40-something men. (They didn’t come close.) Sorry, fellas. Keep practicing. Maybe you can beat me next year.”

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Diana Greerf MacVaygh ’54 writes: “My thanks for the most recent copy of The Blue Doors with the exceptional article about teaching writing! Good luck with all your ambitious plans. (May) you still keep NBS a loving, caring place.”

Pamela Holmes Bergen ’49 writes: “In July I moved into the Maryl Woods retirement home and am settling in nicely. It’s an enormous change, plus I have had to stop driving. Two close calls and the world is a safer place without me at the wheel. Keep moving on two legs. Best wishes to all.”

Penelope Lehman ‘58 writes: “Knock on wood—all is good with friends and family!”

Gay Booth Greenleaf ’57 writes: “Comy Wadsworth Robert, Deke Bonnett, and I had a mini-reunion at our 55th Bryn Mawr reunion in May, and we are looking forward to seeing classmates at our 60th NBS reunion in May 2017. I am continuing to make good progress in my recovery from spinal fusion surgery and resumed teaching the introductory class for seniors at the Taistel 40-something branch in Denver. Tai chi has made a big difference in my recovery. I have also been digging deeper into my family history. One recent project was tracking all the ships my father served on during World War I as an Ensign in the Navy Auxiliary Reserve.”

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Nicole Kohn ‘73 and Victoria Lynch Spellman ’77 got together in New York City in September. Nicole writes: “From 6 years old at Camp Hillard to Nightingale to today, Nightingale bonds for life. Ventas, amicita, fides.”

Erica Farber ’79 reports: “I’m a children’s book author, and my most recent series, Fiz Fizel, was recently nominated for the Sunshine State Young Reader’s Award, as well as the Massachusetts Children’s Book Award. Besides writing, I teach creative and essay writing to middle-schoolers and tutor for various independent school and private school tests. I love teaching and seeing that spark in my students’ eyes when they start writing a creative piece or suddenly grasp concepts from correlative conjunctions to onomatopoeia.”

Alice Babcock Pearce ’81 writes that she has joined forces with a team of realtors, the Sharon Miller’s Academy for the Performing Arts at their benefit concert last June for my 20 years of dedication to children and teaching the art of dance. It’s not big news, but it was lovely to be honored!”

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Christina Wright ’79 writes: “I am still working at Second Stage Theatre as well as at Madison Square Garden as a hip-hop dancer at the basketball games with the Timeless Torchers. You can see our performances on YouTube.”

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Christina Wright ’79 writes: “I am a private educational consultant and the founder of TheWrightTutor.com, working with students in NYC and around the world to help them with their college applications. I truly love helping kids and parents navigate this crazy process, and getting to know so many funny, smart, creative teens through their personal essays. I’m always so proud when ‘my’ kids head off to college in the fall!”

Amy Trumpeter Sobert ’84 writes: “My family and I spent a few weeks in London this summer. I was thrilled to be able to see my old friend Jean Garrett ’84 [at right, above] who is doing well! We dropped our children off at Oxford for a few weeks of learning and then later went to Hawaii and had a great time. I have been spending some time with Claire Solot ’84 when she comes to town, so it’s been a time of reinvigorating old and special friendships.”

Catherine Baxter Sidamon-Eristoff ’82 writes: “We are very proud of our daughter, Anne Elizabeth Sidamon-Eristoff ’16, who was graduated cum laude from Hotchkiss and is now attending Princeton. Our sons, George and Andrew, are a senior and sophomore respectively, both at Hotchkiss. My husband, Andrew, and I celebrated our 20th wedding anniversary last March.”

Robin Schaffer ’84 reports: “I have been a Pediatric Nurse Practitioner for 15 years and just recently finished my Psychiatric Nurse Practitioner degree. I am now focusing on pediatric and adolescent psych out of a private practice in my home. My specialty includes depression, anxiety, eating disorders, OCD, ADHD, therapy, and medication management for all of these disorders.”

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Francesca Harper ’87 is very busy these days as a dancer, choreographer, and teacher. She choreographed a work called “System,” which had its world premiere for the Dance Theatre of Harlem in October 2016 (music composed by John Adams and costumes by Elias Gurrola). Francesca and Dance Theatre of Harlem were recipients of a NEFA grant for this production, which will tour the United States this fall and premiere at City Center in New York next spring. She also had the honor of collaborating with fellow Louis Vuitton Innovation and Technology Award Recipient Elias Gurrola on her first clothing line and presentation for Fall Fashion Week 2016. Francesca is currently in residency at Princeton University and has been asked to choreograph a work for Princeton that will have its world premiere in December 2016. She also choreographs for TU Dance in Minneapolis, and another of her works will have its world premiere in November 2016. Her dance company, the Francesca Harper Project, traveled to Michigan in late October to perform (with a full orchestra) in Creatures of Prometheus, which was originally commissioned by the New Jersey Symphony Orchestra and performed at the New Jersey Performing Arts Center in 2012. In addition, Francesca’s solo performance about her mother, Denise Jefferson (who directed the Alvin Alley School for 26 years), will be performed in Stuttgart, Germany, in the summer of 2017. Closer to home, Francesca is excited to perform as Jazz vocalist Cecilia Robertson (music composed by John Adams) as part of the 2017-2018 season, will be performed in Chicago in November. In the spring of 2014, Katie Bolander ’03 wrote an article for The Blue Doors about her life as a Peace Corps volunteer in the Gambia. Although she had originally committed to two years of service, she extended her stay and has only recently returned to New York after three and a half years of working and living in West Africa. Before her departure, however, she teamed up with the Upper School Athletic Board to coordinate the distribution of gently used soccer gear to her “girls” in the Gambia. Katie served on Athletic Board throughout her time in Upper School and has stayed in close touch with her faculty advisor, Jeanne Finnigan-John. When Katie was home for a visit in the fall of 2015, Ms. John brought her in to speak to Athletic Board about her experiences. Katie shared how difficult it is to be female in the Gambia, where girls and women are expected to do the majority of onerous household chores, including fetching water (which involves walking to the nearest water source, filling a container, and carrying it home on their heads), cooking (with firewood or charcoal), hand-washing and hanging laundry, folding and ironing clothes (with a charcoal-fired iron), hand-washing dishes, caring for children, and going to the garden and rice fields. This leaves very little time for girls to do their homework or participate in extracurricular activities, but they seem to play sports, even though athletically, culturally, have tended to be reserved for the boys. Katie’s talk inspired Athletic Board to sponsor a sports equipment drive, and they collected a large number of cleats (for girls who had been practicing baseball), as well as warm-ups, t-shirts, soccer balls, and shin guards. They then raised $400 (by selling concessions after school) to cover the extra baggage fees incurred by Katie’s mom, who personally delivered the equipment last February. The girls are delighted with their new equipment, and Katie is thrilled that they have the opportunity to have a chance to be children and play. “With all their responsibilities and early marriages, Gambian girls grow up really fast,” she says. “But on the soccer field, they just seem like any other young girl. Furthermore, as a former athlete, I know how important it is to get an outlet away from your home and outside of the classroom.”
After more than 30 years as Head of Nightingale’s Lower School, Blanche Mansfield retired at the end of the last school year. In announcing Mrs. Mansfield’s retirement plans to the Nightingale community, Head of School Paul A. Burke stated, “I am grateful for her guidance of the Lower School throughout her tenure, as well as her sound counsel during my time as head of school.” Further noting that “the significance of Mrs. Mansfield’s impact on the education of our Lower School girls cannot be overstated...as head of the Lower School, Mrs. Mansfield has appointed, trained, and supported immeasurable expert teachers throughout the years; the dedicated and accomplished educators of our Lower School are her greatest legacy.”

Last spring, the Lower School surprised Mrs. Mansfield with a special assembly in her honor. Each class paid tribute to her in celebration of the bookplate that is being placed in each of the more than 200 Lower School girls, faculty, and friends.

Music faculty member Sarah Taylor Ellis’s musical adaptation of Jane Austen’s Emma was recently performed by the Broadway production company. Currently performing a short Dance Studio, Emma is looking toward a professional production in the near future. Sarah has also recently finished the first draft of a musical adaptation of Trojan Women with playwright Ellen McLaughlin. Along with Tony-nominee Jeannie Tazzoli and Oscar-nominee Diane Lane, Sarah served on the selection committee for the Elizabeth Swados Inspiration Grant, given by the Ziegfeld Club Inc. to an influential female music educator in New York. Sarah herself did on the board, Mr. von Mehren 67, a Second Language summer tradition of our triennial classics work in the math department, working at Nightingale. She was 57 years old. Former trustee Robert B. von Mehren P’81 died on May 5, 2016. In addition to the work he did on the board, Mr. von Mehren was instrumental in getting founding for the Axe-Houghton Foundation for the English as a Second Language summer programs that were held at Nightingale.

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Since 2006, Classics faculty member Jeff Keamay has served as Head of Upper School David Murphy reports: “Two articles on ancient Greek were published in European journals this summer, and two book chapters are due in print in some months. I submitted the completed Greek text of two Athenian orators to the publisher. I am glad to be able to keep up ties with former students and colleagues.”

Former Director of College Advising Joyce Slayton Ellin currently works as a Sino-American Education Consultant and spends most of the academic year teaching at American schools in China, where she has published two Chinese Guides to American Colleges and a Korean Guide to American Colleges. Her third edition of “9 First Choices: An Expert’s Strategies for Getting Into College” is in press.

Former science faculty member Thu-Nga Ho writes: “Benjamin and I recently became engaged. We will be getting married in Stowe, Vermont, next summer.”

Former Director of Finance Marina Radovich writes: “I met an alumnus, Ana Ladic ’94, during my travels in Ljubljana, Slovenia. She lives here with her husband and her daughters, Andja (3) and Katarina (6). She teaches English at a high school. Our visit was brief as she is busy like all working moms, but it was great to see another Nightingale face along the way. We’ll catch up!”

Former photography teacher Shelley Seccombe writes: “I’m very pleased that my work will be represented in an upcoming show at the Museum of the City of New York. This exhibit, ‘New York at its Core,’ will open in November and should be of great interest to history students, artists, architects, and New Yorkers of all ages. My archive of waterfont photographs continues to grow as the urban landscape perpetually changes.”

Liz Nagel Layne left Nightingale in June to help Head of School Emeritus Dorothy A. Hutcheson start the Greene School, a new independent school in West Palm Beach, FL. In announcing Liz’s decision, Head of School Paul A. Burke wrote: “After ten years of exceptional service to Nightingale, Liz has decided to go south. As some of you know, Liz will move to West Palm Beach, Florida, where she will once again—join forces with Dorothy Hutcheson, this time at the Greene School. Working for Dorothy and then for me, Liz has done it all, accomplishing all that one could on 57th Street. In addition to her work in support of the head, she has served in a similar capacity for the board of trustees...Liz has been invaluable to me over the past four years, supporting me at every turn. With a reach and an impact far beyond the head’s office, Liz is an integral member of our community, serving as yearbook advisor, coach, and advisor to Upper School girls. She has given in so many ways to Nightingale...I will miss her, but I know that this is the right move for her.”

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English faculty member Maya Popa ’07 was selected by writer Alan Shapiro this past spring as the winner of the Event Horizon magazine poetry competition for her poem, “Uranium in English.”

Lisa Liebman Adams ’72, P‘16 died on June 29, 2016, soon after her daughter June’s graduation from Nightingale. In remembering Lisa, Head of School Paul A. Burke commented that “her broad intellectual curiosities and swinging interests appeared unwinding.”

Classics faculty member Carolyn Wheeler retired in June after 25 years of distinguished teaching at Nightingale.
Katie Zorn ’95 is a member of the board of Fountain House, an organization dedicated to improving the lives of people living with serious mental illness.

Some of you may know about the passing of my brother, Danny Zorn, on Oct 29, 2012. Danny lost his battle with mental illness that day when he took his own life. Writing that never gets easier.

You may also know of my involvement with Fountain House, a leading community mental health organization and recent winner of the Hilton Humanitarian Award. I became involved with Fountain House in 2006 and recently joined their board. One of the organization’s most important recent initiatives has been the launch of the College Re-Entry Program, a private program for college students whose educations have been interrupted by mental illness. This cause is important to me, most especially because I believe Danny would have benefited from it greatly had it been around when he was alive.

Danny attended the Dalton School from Kindergarten to eleventh grade. He was a good student and involved in various extracurricular activities, such as The Daltonian—Dalton’s student newspaper. Most importantly, Danny discovered his love for acting when he performed in high school plays. Some Nightingale alumnae may remember him, as Nightingale and Dalton students often acted in productions together.

Due to some disruptive behavioral patterns, Danny was asked to leave Dalton in eleventh grade. He went on to graduate from New York University. He excelled academically at NYU, and I know that gave him a tremendous amount of confidence. Instead of completing his education there, however, Danny was offered his first role in a major motion picture. He left school, and he moved to Los Angeles to build his ultimately successful career.

When Danny was in his early 20s, his illness began getting worse. He came back to New York City to be closer to us, his family. A medication adjustment put him back on the road to health, but still I know he felt alone in his illness. What would life have been like for him if he had had the option to meet other young adults in his situation? What if he had been given the choice and the support to return to college to get his degree? His semester at NYU had been successful, but the idea he could return to school to get his degree wasn’t on his radar, and there wasn’t anywhere Danny could go at that time to find a community he could see himself fitting into.

The clinical programs that were offered to Danny were comprised of people of all ages, people whose illnesses were in various stages of recovery and severity. The College Re-Entry Program, on the other hand, serves young adults between 18 and 30 years of age who are all in the same place in their recovery, and who all have a common life goal of returning to school.

If you were to visit the beautiful townhouse that houses the College Re-Entry program, you would see a space not unlike some of the rooms we have grown to love behind our own blue doors. You would feel a sense of the familiar and see that the College Re-Entry students feel safe, capable, nurtured, and hopeful within its walls. That normalcy is essential to recovery. For the young adults in the program, the ability to recognize themselves in their peers, and in their surroundings, is an important antidote to the sense of alienation that can come with mental illness. Thanks to the College Re-Entry Program, I know that we have in place an opportunity for mental health and wellness on par with all the other extraordinary opportunities we have given our children to ensure their future happiness and success.

Being a Nightingale alumna is extremely special. I have felt deeply supported by our community throughout my life. In good times and in bad. As a community, we applaud each other our successes and rally around each other when life gets hard. We mentor, we guide, we provide. It is the same at the College Re-Entry Program. Those who have graduated have already come back to mentor current students, and I look forward to the day our graduates offer internships for current students, the way we do at Nightingale.

The other week I discovered an old Daltonian masthead from when Danny was a contributor. There is another name on that masthead, a classmate of Danny’s, who e-mailed to tell me she had recently joined Fountain House as a member. Danny wasn’t the only one in his class who would have benefited from the College Re-Entry Program had it been around when they were students. Mental health is a reality we can’t afford to ignore. Now, thankfully, we have options.

Author’s note: Too many students leave college and do not return because of mental illness. The College Re-Entry Program is helping to reverse that trend, however, with 84% of its participants successfully returning to college. The Danny Zorn Scholarship Fund has been established to help ensure that anyone who needs this help can get it, regardless of ability to pay. The fund provides financial support to College Re-Entry Program students both while they are in the program and when they return to school. For more information, visit collegereentry.org.

Heather E. Anderson ’87, Director of Institutional Advancement