

# Becoming

MAGAZINE

2021

Solar



FOOD  
JUSTICE



GREEN  
Transportation

GEO THERMAL



Class  
Notes

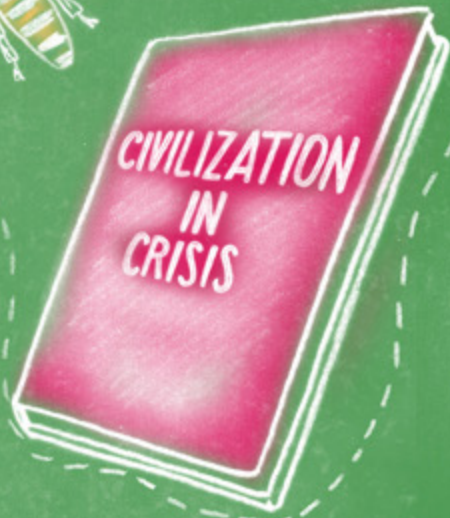
EAT  
Local



Design



THINKING





# Becoming

MAGAZINE

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**In a world with limited resources and unlimited ingenuity**, schools like Harley have a vital role in preparing students to meet present (and future) sustainability challenges. Sustainability offers a framework for asking enduring philosophical questions, such as: How do we create a better world? What is our responsibility to others? Thinking and teaching about sustainability is integrative and multidisciplinary – and the learning involved has statistical, scientific, and humanistic dimensions.

At Harley, we bring together environmental education and community engagement through collaborative projects and classes meant to inspire while creating a culture of continuous learning, growth, and development.

In this issue, we will hear from alums who utilize sustainable approaches in food, architecture, and transportation, and highlight a class, club, and project related to sustainability.

We will also find out how COVID is impacting our sports program and learn about our Lives of Great Purpose award recipients.

This has certainly been a year like no other. Enjoy the latest issue of *Becoming Magazine*!

From the  
editor:

Beth Bailey P '23, '26, Director of Marketing and Communications



# EDUCATION FOR A SUSTAINABLE WORLD

LARRY FRYE P '12, '15, '15  
Head of School

EVERY SCHOOL ANSWERS THE FOLLOWING QUESTION:

“What does it mean to be an educated person?”

Many do so thoughtfully, some perhaps less so, and some base their answer on the dictates of a state or church or other accrediting body. But whether they intend to answer this question or not, by outlining a program and its requirements, they proclaim to the world what they think constitutes “an education.”

Seven years ago, Harley opened The Commons, a building dedicated to education for a sustainable future. Harley always had a commitment to a kind of sustainability; certainly, respect for one another and for the environment has always been part of our ethos. But the development of The Commons—an entire building devoted to education for a sustainable future—was a new and bold step.

Taking that step was inspired by a gift from former trustees and parents **Arunas** and **Pam Chesonis P '10, '11, '16**. The Head of School at that time was **Tim Cottrell** (2006 to 2012), and Tim saw in the Chesonis gift an opportunity to put real meat on the bones of our commitment to sustainability. If you're going to teach students to “live sustainably,” what does that mean? The School put together what we called “The Barn Programs Group” (we informally called The Commons “The Barn,” and many still do) and then started to tackle this set of questions.

Fast forward to today: The Commons Team consists of five full-time educators: **Seth O'Bryan P '32, '34**, Commons Director; **Sybil Prince '00**, Mindfulness & Empathy Education; **Lisa Barker**, Food & Farm; **Jocie Kopfman '09**, Civic Engagement & Diversity, Equity, and Inclusion; and **Kima Enerson**, Maker Educator. Sustainability-related teaching happens throughout the curriculum, Nursery through Grade 12, to be clear, but Harley is one of a very few schools with a teaching staff dedicated to these ends.

What can we make of those titles? Well, they convey what we mean by “an education for a sustainable future.” Living sustainably, then, is not only to mind one's impact on the environment, although that is a necessary element. It is also to reckon with one's role in civil society and in the democratic process; to engage authentically in taking care of others; to understand and make informed choices about where our food comes from; and to have a hands-on “tinkerer's” mentality and skill set about solving complex problems. We think these are the habits of mind and skills that will help to secure a sustainable future.

In The Commons, for example, students in Grade 3 learn about vermicompost through the Food and Farm program. They take food scraps from their classroom, empty them into a worm composting bin maintained in the greenhouse, and then observe and record what happens over time. Ultimately, the compost formed will be used in the Harley Microfarm. Simultaneously, students are learning key steps to the process shared with them by Lisa Barker. They also received a tour of the entire Commons from Kima Enerson, to learn about different forms of renewable energy used in the building. Afterward, students built wind turbines and investigated the best place on campus to install them, based on variables that impact wind energy.

Not only do all schools answer the question about what it means to be educated, they should also respond to their historical moment. American curricula have changed as a function of industrialization, war, 9/11, Sputnik, the Civil Rights Movement, and more. As for today's historical moment, the ongoing viability of our ways of life—not to mention the livability of the planet itself—will be at the heart of any future narratives, should we still be around to write them. These are the central questions of our time—shouldn't one's schooling reflect this and attempt to meet the moment?

At Harley, it does.





IRIS GARWOOD-FIELD '21, MICAH SMITH '21, AND ZACH ELLIS '21



**FIRST ROW:** NATHAN BUSHNELL '23,  
DAVID VILLANI '23,  
TORI COLOSIMO '23 **BACK ROW:**  
ELIJAH FOSTER '23, ELLA JIMENEZ '23  
ZENEBE KELLEY '21





**2,000**

pounds of food waste that are composted monthly at Harley

**11**

percentage of Harley students and faculty who drive an electric car to and from school

**1,690**

metric tons of CO<sub>2</sub> equivalent that Harley produces in one year

**75**

percentage of electricity that Harley would save by changing to all LED lights

**882**

pounds of CO<sub>2</sub> eliminated from production if one person replaced all of their beef consumption with chicken for one year

**1,800**

gallons of water that are required to produce one pound of meat

**260 million**

acres of U.S. crop land cleared for livestock or their food

STATISTICS  
RESEARCHED BY  
THE UPPER SCHOOL  
SUSTAINABILITY CLUB

WITH ADVISOR  
LISA BARKER

# By the Numbers

**5 trillion**

number of plastic bags used worldwide each year

**9**

percentage of all plastic ever produced that has been recycled

**20**

percentage of the world's energy consumption that is renewable

**90**

percentage of people worldwide who breathe polluted air daily

**3**

number of times food waste from the U.S. and European countries could feed the world

**650**

average number of pounds of paper every American uses each year

**100,000**

marine animals that die each year due to plastic ingestion

**∞**

number of times an aluminum can can be recycled

Paul Barrows '80 and Eric LaClair '06

“This year ...  
we acknowledge  
the uniqueness,  
longevity, and  
versatility  
of the bicycle.”

—Tijjani Muhammad-Bande,  
President of the UN General Assembly,  
celebrating the 2020 United Nations World Bicycle Day





BY PAUL BARROWS  
AND  
ERIC LACLAIR

**B**icycles, used primarily for leisure and exercise, have been around for hundreds of years. Now, new developments in technology, such as bike docking/sharing stations, coupled with an increasing desire to help the environment and people's changed habits during the COVID-19 pandemic, are making bicycles more popular than ever.

In fact, cycling has proved to be largely pandemic-proof, growing in popularity in many areas.

*Becoming Magazine* checked in with two alums, **Paul Barrows** and **Eric LaClair**, who run DreamBikes in Rochester, about what they see happening with this healthy and environmentally friendly mode of transport.

## DreamBikes: Creating Opportunities with Two Wheels

DreamBikes is a 501(c)3 nonprofit organization that hires youth from the local community and provides them with training about how to repair bicycles and work in a retail environment, as well as all of the other skills necessary to operate a bike shop.

DreamBikes is actually in three states — the first shop opened in Madison, Wisconsin, in 2008. **Mark Joslyn '80**, a top executive at Trek Bicycle, which began the DreamBike concept, was on a bike trip with Paul and asked him for help finding real estate in Rochester where DreamBikes could open, then offered him a job managing the store.

Paul and Eric strive to provide “a well-rounded experience for our youth employees as we help prepare them for life after high school.” They sell used, refurbished bicycles to provide affordable transportation to those in need and donate bicycles to less fortunate members of the Greater Rochester community.



## The “Bike Boom” and the Changing Future of Transportation

Both Paul and Eric agree, if Rochester is examined as a microcosm of a much broader national “bike boom,” bicycles are without a doubt the future of affordable, reliable, clean transportation.

Over the past five years, Rochester has gained many miles of bicycle lanes and bike paths. Bicycles are now viewed as a viable means of transportation, especially in urban areas. They help their riders save money, while contributing to a healthier environment and lifestyle. This has been especially pertinent during the COVID pandemic, as many people have become wary of mass public transit such as trains and buses, but still need to be able to get around.

Younger folks are also turning to bicycles as a means of transportation; rather than spending thousands of dollars to purchase a car, they are opting to spend significantly less by purchasing a bicycle. Using bicycles also helps to minimize traffic and congestion—and, quite simply, riding a bike is fun!

Everyone at DreamBikes sees the bicycle industry only continuing to grow. The public is realizing that we all have to do our part to combat climate change and strive for a greener, healthier future; the bicycle is an easy answer to this problem.

More and more people are moving away from purchasing personal automobiles and are looking for other viable means of transportation, and for many, a bicycle is at the top of their list of solutions.

## City Streets Can Become Bike-Friendly: Here’s How

In order to make urban biking safe and beginner-friendly, the key is bike lanes that are separate and protected from auto lanes, as well as lower automobile speed limits.

Other changes that will encourage people to take up biking include urban planning that involves fewer major boulevards and highways and more two-lane roads with protected bike lanes (rather than four-lane roads with small shoulders), more “bicycle highways” with their own bike stoplights, and more secure bike racks and lockers.

**City planning should happen with bike equity in mind. Surveys show that the fastest growth rates in cycling have occurred among Hispanic, African-American, and Asian-American riders. However, minority neighborhoods often have fewer bike facilities, meaning riders face a higher risk of accidents and crashes. Urban cycling investments tend to neglect lower-income residents and people of color.**

## COVID’s Impact on Biking

Eric shares, “After working in the bicycle industry for nearly 18 years, I have never experienced a cycling season like this. We have sold and repaired more bikes than in any other year I have worked in the industry.”

The entire industry is reporting huge growth in 2020. The “bicycle boom” has been so extreme that many bicycle manufacturers and bicycle component manufacturers have been sold out of products for several months, with some companies even back-ordered on parts and bikes until mid-2021.

People who use indoor gyms did not have that option for a period of time in 2020, and those who worked out at home were often frustrated by having to spend so much time in one place due to lockdown orders. So they pulled out their old bikes or purchased a new or used bike and have rediscovered their love of cycling. The DreamBikes team has seen more people using bikes than ever before.

During COVID, some American cities are creating slow lanes to prevent crowding and encourage social distancing, while others, such as Oakland, are using this time to roll out new plans for bike areas by closing streets according to an overall bike-friendly design that was already in the works. Because cities are acting on a large scale, instead of just a few miles at once, this could be the beginning of a permanent transportation shift.

Bicycles are amazing machines that help to create more equitable and sustainable cities, while offering significantly higher levels of freedom and independence. Now is the time for a permanent shift in urban design and increased bike use.



# John Voelcker '81 gets paid to drive and write about cars—especially electric cars.

**He's been a journalist since 1985 and now covers auto technology, energy, and climate as a reporter and analyst. His outlets include *Car and Driver*, *Wired*, *Popular Science*, and *Tech Review*, and he appears on NPR's *All Things Considered*.**

John calls himself a mix of educator and analyst, explaining climate change and the global auto industry to multiple audiences. He spends much of his time on the road, driving more than 50 new cars a year. "It's a pretty great gig," he says with a grin.

## DRIVER, WRITER, ACTIVIST, EXPLAINER

I was a "lifer" at Harley. In the fall of 1963, my parents enrolled me in Harley's Nursery program, taught by **Miss Wadsworth**. I went straight through until Grade 12, except for Grade 3, when we returned to London (where I was born) for a year. I think a lot of little boys like to dive deeply into a specific area and learn everything about it. The topic may be narrow, but it can be really deep. If it has numbers and diagrams associated with it, so much the better! A lot of boys dive deeply into sports, or dinosaurs, or fantasy worlds.

Me, I got cars.



Classmates remember me drawing cars during slow parts of class. A few, including **Sam Hampton '77**—whom I've known since Grade 1—may recall the Morris Minor woody wagon my parents drove me to school in. That was probably the first car I remember

focusing intently on, learning everything I could about it.

It wasn't until 30 years after leaving Harley that I'd get paid to cover my passion. My so-called "career" has been all over the map. I was a systems consultant, I've been part of five venture-funded startups, and I've been a professional writer since 1985. I got my first editor job that year and built my first website in 1995. I've been very lucky to follow different passions throughout my life—"Become what thou art"—and to stay employed while doing it.

In 2005, I went out on my own as a full-time freelance writer. When I went solo, I knew I needed a specialty to set me apart—and, back then, there was no good reporting on hybrid or electric cars. They were seen by the auto press as weird, slow, stupid, and only driven by smelly hippies. That felt like a niche that needed to be filled. I ended up employed again, running *Green Car Reports* for nine years. In December 2010, soon after I started, the first modern electric cars arrived.

What a difference a decade makes. Now, the entire auto industry acknowledges that it will transition from cars that burn fossil fuels to those that get their energy from the

electric grid. But electric cars still have a lot of myths to bust—for instance, the "coal tailpipe." Here's the reality: Even if they're charged on the dirtiest grid in the U.S., an EV emits less CO<sub>2</sub> per mile than the average new gasoline car, when you do the analysis properly. On cleaner grids, their carbon footprint is so low, it equals that of a 100-mpg gas-powered vehicle (if such a thing existed). And their CO<sub>2</sub> per mile gets lower every time the grid decarbonizes—when renewable energy replaces coal, for instance. No gasoline car ever gets cleaner as it ages.

These days, I'm excited that carmakers are building EVs that are desirable vehicles on their own, regardless of the electric aspect. Tesla knew this from the start; now others are catching on. The Ford Mustang Mach-E is sexy and has a legendary brand, and the GMC Hummer EV will prove that big, audacious, honkin' trucks can be electric, too. They may not be your kind of vehicle, but the hard truth is that very, very few people consider climate or environment when they buy cars.

I headed to Stanford University for college. After 15 years in Rochester, I wanted to put some distance between myself and the life I knew. Plus, I

BY JOHN  
VOELCKER '81

CONTINUED ON PAGE 35

**WHAT'S THE BUZZ IN THE UPPER SCHOOL?** Despite the impediments of social distancing and health protocols, hands-on learning experiences are continuing to be made in the Intro to Beekeeping course taught by Lisa Barker, Harley's Food and Farm coordinator. In this class, students are introduced to the fascinating anatomy and life of a honey bee. While it seems that most students are spending countless hours behind a computer or seated at a desk nowadays, Intro to Beekeeping has revolved around student engagement and physical experiences, providing Harley Upper School students with new ways to collaborate, learn, and get involved with class lessons. Students are expanding their knowledge of bees by sporting beekeeping suits, getting outside on the roof, and working with Harley's personal bee colonies. Whether it be studying bee behaviors or extracting honey, students in Lisa Barker's Intro to Beekeeping class are getting the unique and collaborative "Harley Experience."

When Lisa began working at Harley in 2017, she knew very little about bees, yet her job as the Food and Farm coordinator came with a nerve-racking requirement: standing in as the beekeeping assistant for Harley's hives. Lisa says that she was "very overwhelmed and intimidated by it" at first, not wanting to make a wrong move and harm the bees in any way. After her first year at Harley, Lisa decided to learn more about the bees by taking workshops, training, reading all she could, and watching videos regarding the subject, soon finding herself "fascinated and in love with it." According to Lisa, "not only is there so much to learn about bees themselves, but they tie into so many bigger pictures related to pollinator health, the food system, the way that everything is interconnected within our ecosystem, climate change, and so many other things. So, the idea of creating a whole class around that seemed like a logical way to grow that part of our program." Three Upper School students in Lisa's Food and Farm class began to express interest in the bees as well, helping Lisa see "what a valuable part of an academic program a bee class could be" and ultimately igniting Intro to Beekeeping.

The class was put into action the third trimester of the 2019–2020 school year (in the spring), and it has continued throughout this school year, making online learning and the "hybrid" approach to schooling an interesting start to the class. Lisa says that she "never would have imagined teaching the class over virtual sessions," yet she still found a way to make this hands-on and highly interactive class live up to its expectations. One of the first groups of students Lisa took out on the roof to work with the bees included the three students who inspired the class. The students beamed, saying it was

## BUSY WITH BEES

"empowering." Lisa says that "seeing what an impact it made on those three students stood out to me as something that would be worth building on in the future."

What specifically do the students do with the bees in Intro to Beekeeping? How do they stay safe? These are key questions. Lisa says that the class spends a lot of time learning and partaking in safety training on how to approach the colonies and work alongside them, avoiding any injuries or personal anxieties. Each student is provided with a full beekeeping suit and gloves to ensure safety for all. Smoke is also used, "triggering a pheromone" and creating "a response within the bees, telling them not to sting." Students even practice beekeeping with Lisa on an empty hive set up inside the classroom before they head up to the roof to interact with the active hives. Lisa also discusses ways to "mitigate and prevent the sting," explaining that bees can indeed sense agitation or nervousness in humans. Bees only sting in dire situations, like needing to defend their colony from danger, since honey bees die after they sting. It proves important for

CONTINUED ON PAGE 35







GRADE 3 STUDENTS DIA RAHBARI, LEAH MUISUS, AND BROOKLYNN ANDERSON

# ENERGY UNIT

BY BETH BAILEY and  
SARAH CHAMBERS

OUR GRADE 3 STUDENTS ENGAGE IN AN EXTENSIVE ENERGY UNIT encompassing math, science, innovation, creativity, and technology.

The unit begins with lessons about static electricity. The students create both series and parallel circuits, using battery bulbs and wires. Later, they incorporate switches, as well. In a series circuit, all of the components are connected end to end, forming a single path for current flow. In a parallel circuit, all of the components are connected across one another, forming two sets of electrically common points.

Students learn how batteries act as a voltage source for an electrical circuit and that they have internal resistance, which causes their voltage to drop when they are under load. Using a multimeter, a tool that can measure both electrical voltage and current (and other things, like resistance), students can test the batteries for voltage and create their own resistor using a graphite pencil. They also test objects for conductivity.

This study leads to a robust discussion about where the energy we use in our homes and at school comes from, including learning about power plants and fossil fuels. Students uncover the pros and cons of using fossil fuels and study alternative ways of producing energy, such as solar, geothermal, hydro, and wind energy. A visit to The Commons allows students to view firsthand different forms of energy that are used and to track the energy produced at Harley compared to the energy spent.

Most years they also take a trip to the Irondequoit Imaginarium, a two-story, 9,000-square-foot net-zero-energy education center for art and science. Its huge windmills, solar panels, and water wheel demonstrate energy resources in action. And the Imaginarium's interactive display board, which is like the one at Harley in The Commons, shows the intake and use of the energy sources in the building.

Students design and build their own solar, wind, and water models using K'Nex building toys, as well as create solar lamps, wind blades, and solar chandeliers driven by a solar panel that is connected to Grade 3 classrooms out of materials in the makerspace.

By the close of the unit of study, students have learned what energy is and how different forms of it are produced, the negative effects of using fossil fuels, and what the cleaner alternatives are.



MADY ANDERSON, GRADE 8,  
SHARES A MIDDLE SCHOOL  
CLIMATE CLUB PROJECT:  
MAKING A REUSABLE BAG  
FROM AN OLD T-SHIRT.



DYLAN MAYALL, GRADE 8,  
SHOWING OFF A SPORK,  
PROVIDED TO EACH MIDDLE  
SCHOOL STUDENT AS THE  
RESULT OF A "PENNY WAR"  
FUNDRAISER BY THE CLIMATE  
AND SUSTAINABILITY CLUBS.

## CLIMATE CLUB

BY BETH BAILEY and  
SARAH CHAMBERS

CLIMATE CLUB WAS FOUNDED DURING THE 2019–'20 SCHOOL YEAR and is open to all Middle School students. Additionally, it partners with the Upper School Sustainability Club. So far this year, they have teamed up for a "penny war" to help raise money for reusable silverware for school lunches. Not long after Climate Club formed, the group needed to adapt to working together virtually, which they are continuing to do during the 2021–'22 school year.

They meet online during Middle School Day X, roughly every nine school days, when students don't have formal classes. That way they can have cross-grade interactions, since when the students are physically at school, the different grade levels are kept separate for COVID-related safety purposes.

"Members are really excited to see classmates from different grades," said club advisor **Sisi Chen**. "Not only do they have a shared passion bringing them together, but there is the added bonus of seeing friends they don't get to see much right now."

This year, their main project so far has been to put together a bulletin board in the Middle School hallway with information about different ways to recycle, reduce, and reuse. They have featured examples of how to upcycle clothing, demonstrated how to make T-shirts into reusable bags or cleaning rags, as well as provided information about composting.

Club members are also discussing how to improve composting at Harley and in the larger community. Right now, COVID is necessitating changes that are creating more waste in our lunch program, and Climate Club members are brainstorming ways to address this.

The students are passionate about helping the planet and working with their classmates to come up with creative ways to do so. For example, one student repairs his own computers to reduce waste by replacing only the failing components and continuing to use the others, instead of buying a whole new machine; another student has helped raise money for the World Wildlife Foundation. By sharing their knowledge and resources, the club members are collaborating as a group while practicing valuable skills such as teamwork, organization, prioritization, and creative thinking.



# Working Together for a Sustainable Future

OUR UPPER SCHOOL SUSTAINABILITY CLUB, along with club advisors **Seth O'Bryan**, **Lisa Barker**, and **Peter Hentschke** collaborated with students from the University of Rochester's "Global Sustainable Development: Policy and Practice" class to learn more about our school's greenhouse gas footprint. These students, led by their instructor, **Milena Novy-Marx P '21, '22, '26**, executive vice president of the Board of Trustees at Harley, worked to calculate our emissions, benchmark us against other similar schools, and provide recommendations for their class project.

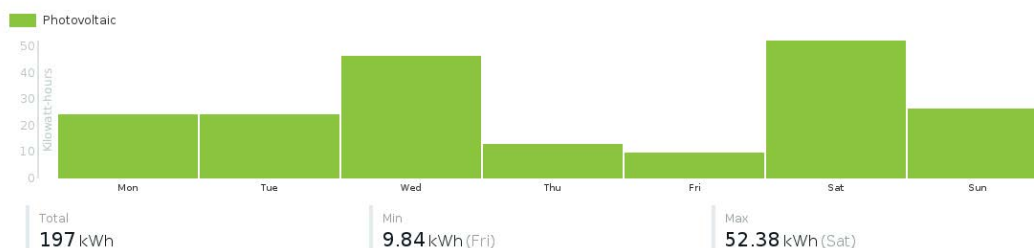
They dove deeply into our data, including emissions from purchased gas and electricity, staff/student commuting, and other travel such as class trips, alumni visits, conferences and the like. Our students worked with them to gather data on student transportation between home and school; calculations that were an important component of the overall greenhouse gas emissions estimation.

Some of their recommendations included: joining the Green Schools Alliance, developing a sustainability plan with annual targets, adding an EV charging station (coming soon!), and purchasing carbon offsets from sources such as the RENEW Energy Fund in Rochester, which supports low-income communities by increasing their energy efficiency.



## Sample Data from our Commons building

Solar Production / Last week



**Total solar energy production** in the Commons building by day.

March 1-7:

**What can 52.38 kWh be used for?**

Running 32 desktop computers for eight hours.

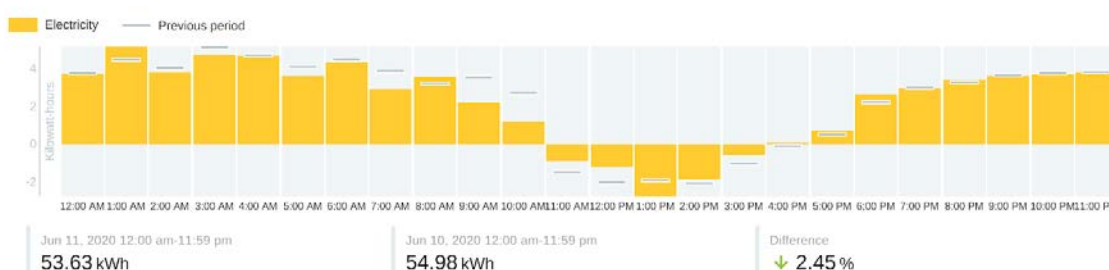
Solar energy by year / Last 12 months



## Solar production for 2020

Harley saved about \$910 annually and reduced our carbon dioxide emissions by an estimated 7,585.4 pounds.

Net Energy Consumption by Day / Jun 11, 2020 12:00 am-11:59 pm



## Net Energy Use

Example: On a typical summer day at Harley in The Commons (June 11, 2020). Between each hour of time in this range (11am-4pm), The Commons produced more energy than it used.

The line above each bar is the net energy used during the same time one year prior. Note the times in the middle of the day, during shoulder seasons and the summer, when we produce more energy than we use.

# Michael Zaretsky '86

**“I am currently the director of architectural engineering at the University of Texas at Arlington, and I was previously associate dean of faculty affairs and curriculum and associate professor at the College of Design, Architecture, Art, and Planning (DAAP) at the University of Cincinnati. On March 29, 2021, I will begin my new role as head of the architecture department at the University of Oregon.**

**I am a licensed architect and am deeply engaged in the relationship between social justice and the built environment. I am an active researcher and scholar and am involved in projects and initiatives that bring meaningful, innovative design to the communities that can benefit most from design thinking.”**

BY MICHAEL ZARETSKY '86

## Sustainability by Design: Architecture's Unique Role

**Much has been written about sustainability and sustainable architecture.**

My wife, Adrian Parr, and I co-edited a book called *New Directions in Sustainable Design* in 2011 (ISBN 9780415780377), which addressed multidisciplinary perspectives on the future of sustainability. We sought to address the larger issue of what it means to think sustainably. People tend to look to specific ways to “be sustainable”—but sustainability, to me, refers to an approach to living and designing. Buildings are not actually “sustainable” without an intensive use of resources and ongoing maintenance. But buildings and places are essential for our society.

**It is important to understand that buildings are responsible for approximately 40 percent of the carbon emissions produced in the United States. CO2 is, of course, one of the primary contributors to global climate change, and it is having detrimental impacts on our world in myriad ways.**

Initially, I approached sustainability from a technical lens that addressed green building strategies such as reducing energy and water usage in buildings, reducing waste, and seeking to improve air quality. All of these are critical goals for our future buildings, but it is important to remember that Homo sapiens have been living in buildings on our planet for over 100,000 years\*. We successfully created places that adapted to our local climates using local materials long before the advent of the Industrial Revolution. So, I always approach sustainable design by looking first at the local climatic and environmental conditions and exploring how people created habitation in that region before the Industrial Revolution. This is known as bioclimatic design or climate-responsive design, and it is where sustainable building design starts for me.

\*UNDERSTANDING ARCHITECTURE: ITS ELEMENTS, HISTORY, AND MEANING,  
3RD EDITION BY LELAND M. ROTH



The reality is that we receive enough solar energy or wind energy to easily provide enough power for all of our buildings and infrastructure. However, our current economic models stand in the way of larger scale adoption of renewable energy sources that would eliminate carbon emissions and provide much healthier and more sustainable energy sources for our society.



SUBMITTED PHOTO

There are many contemporary technical solutions that are allowing us to create buildings that use reduced amounts of energy, water, and resources. Thousands of buildings have achieved LEED certification, awarded by the United States Green Building Council (USGBC). LEED (Leadership in Energy and Environmental Design) status is a green certification indicating that a project has achieved certain criteria in terms of energy use, water use, air quality, site response and related factors. While this has some benefits, it does not go nearly far enough to make a significant difference in our emissions or our built environments. Real change will occur through policy and through cultural and societal imperatives.

While I am deeply engaged in this discussion about sustainable design, I realized years ago that my interest was more focused on the cultural and social impacts of design. Regardless of how energy-efficient a building is, it is useless if it is not built with the input and engagement of the users and stakeholders who will be impacted by the project. In reality, approximately 95 percent of the buildings in the world are built with no input from architects, so there is an emerging discipline that addresses the role that architects and designers play in the development of projects for those who typically don't have access to these services.

Over the last decade, my research has focused much more on public interest design (or social impact design). Public interest design evolved as a response to the equivalent public access that the medical and legal professions provide. Everyone has the right to receive medical care and legal services. Public interest design is a growing field that includes designers who believe that all members of society deserve access to design services.

Since 2008, I have been working with a nonprofit based in Cincinnati called Village Life Outreach Project ([village-lifeoutreach.org](http://village-lifeoutreach.org)). We partner with a nonprofit and three rural communities in Tanzania to produce sustainable solutions to the challenges that they face — lack of power, lack of clean water, lack of sanitation, lack of ongoing medical services, and lack of safe building construction technologies. I have been leading the design and construction of a zero-energy health center in Roche, Tanzania, which has been built with the Roche

community. I have worked with faculty and students at the University of Cincinnati and the University of Texas at Arlington in partnership with organizations across the United States and in Tanzania to create sustainable solutions that can be utilized and distributed by the local communities.

There are many innovative technical solutions on the rise aimed at producing much more energy-efficient buildings — and that is a good thing. However, I still believe that for us to address what it means for a building or place to be “sustainable,” we must address all of the social, cultural, economic, and political aspects of our built environment. There are many great thinkers working to address these issues. My hope is that this becomes embedded as a core component of our educational systems moving forward. We need our next generation to be focused on what it will take to create a truly sustainable society.

# Social Sustainability is Essential, Especially Now



PHOTOS BY QUINN HARTMAN '22

BY BETH BAILEY and  
SARAH CHAMBERS

**Chris Hartman '93, P'22, '24 is an academic, farmer, and founder and president of Headwater Food Hub in Rochester. Headwater is a wholesale food distributor based in Wayne County that links regional farmers and food producers with both individual and commercial consumers.**

**By managing supply chain logistics, aggregation, distribution, and sales for a network of farms, Headwater can be socially and environmentally responsible, while offering top-quality food.**

**Chris served as Harley's Director of Social and Environmental Sustainability from 2007 to 2016.**



According to the United Nations, social sustainability means identifying and managing business impacts, both positive and negative, on people. One part of social sustainability requires involving citizens, which leads to understanding, engagement, and knowledge. If we start with involving citizens, while focusing on varying individuals' quality of life and how a sustainable, healthy, and just society can be created, then education is one key component.

The way Chris sees it, The Commons at Harley serves many aspects of education that can help support the idea of social sustainability. Within the building itself there are sustainable features such as solar panels and the technology systems that run them and gather data. Students have the opportunity to review the data and look for trends that can be used in planning, accessing, and experimenting future modifications to the systems. Design/build thinking, a cornerstone usage of Commons spaces downstairs, allows students to work with their hands, problem solve, innovate, and understand green technology. Not everything they design works the first time; sometimes projects fail, but the process is invaluable. The challenges, and the thinking behind them, lead students to creative approaches backed by systematic problem-solving steps.

In the upstairs portion of The Commons are the Briggs Center for Civic Engagement and the Center for Mindfulness and Empathy Education, where students come together in groups and to engage as a population as they learn how to take action within the larger community. By learning to listen, understand, and value different perspectives, while having productive dialogues (even when they disagree), Harley students become well prepared for college and the post-college world. Many of them also become lifelong proponents of social sustainability.

As Chris puts it: "All of this is important ground-work because if communities cannot understand and listen to each other across differences, or come together to form some type of consensus on what needs to change, they cannot collaboratively solve problems, such as economic, environmental, and even food availability."

## Food Brings People Together

Headwater Food Hub is building a Good Food System model, bringing together people, farms, and local businesses with a focus on social and

environmental sustainability and community health. They work with a network of local, sustainable farmers and artisanal food producers to provide convenient access to this region's best foods. Through their direct-to-consumer project, The Good Food Collective, they offer year-round deliveries for individuals and families across Central New York, and via their wholesale program, they serve restaurants, institutions, and other distribution partners.

**“Part of what we’re doing in the world of sustainability is trying to understand in an action/research-oriented way. Not just as an intellectual exercise, but to dig deep into an understanding of what a sustainable food system can, and should, look like—and ask how we can work to practice and model successful versions of this.”**

At Headwater, their efforts focus on trying to build and steward a “good food” marketplace where farmers, food processors, logistics partners, and customers all benefit. The company’s customers include individuals, families, schools, and retailers who are trying to collectively and collaboratively build a real alternative to the big systems of food growth and delivery. Part of this involves agreeing upon a set of principles that define what constitutes a good, sustainable marketplace. Another key aspect is identifying measurable components and outcomes that allow various stakeholders to see where and how progress is being made.

## Harley, Horizons at Harley, and Headwater—Sharing the Bounty

This summer, the three Hs — Harley, Horizons, and Headwater — came together on behalf of families in the Horizons program, a transformational summer learning experience that helps students from low-income Rochester families who have trouble accessing enough food in general — and healthy food in particular — needs that have been further exacerbated by COVID.





# 1000 Words



**O**ver the summer, each Horizons family received a weekly box containing fresh fruits and vegetables, along with recipes and cooking tips. Students were supplied with everything they needed to create a family meal as part of their Horizons experience, with the goal of building community and enthusiasm by connecting people over the shared story of making a meal together.

This innovative strategy filled several needs at once. It connected people facing hunger and food insecurity with small and midsize family farmers struggling to find marketplaces, especially during COVID.

When it was time for Horizons to hold one of its largest fundraisers, organizers needed to reimagine the event as an experience that could be shared from home. Headwater helped create meal boxes for the dinners, since people couldn't be together in person. Participation was high, helping to raise funds for the program.



## Pandemic Pivoting

As restaurants were shuttered or found themselves with greatly reduced business, Headwater looked at how they could authentically support small businesses and provide fresh food for families. Using an innovative logistics/production strategy that relied on a unique web of relationships/partnerships with both individuals and organizations, Headwater was able to make a significant contribution to local and regional emergency food programs. The business model spun from 80 percent wholesale to zero in March, while the roughly 20 percent that was sold directly to consumers “just exploded,” according to Chris.

The company was able to become a valuable food access point for the Greater Rochester and Finger Lakes communities, making it a very interesting time to be in the alternative, resilient food space.

“The weaknesses of our national agriculture infrastructure came to light. The lack of flexibility became clear — all of these small alternative, regional, diversified food systems were able to shine and show how they could be available to increasingly interested communities.”

Based on the dramatic shift, Headwater's warehouse infrastructure and business process had to change practically overnight.

“We were hiring when many laid people off, and we are very lucky with the talent we have at hand because we face the tremendous task of creating a nearly statewide emergency food infrastructure. Our scope has increased; the need has increased,” Chris says.

This larger mission is one that Chris and the team at Headwater are eager to continue:

“Within social sustainability, a fundamental component of communities and societies is that they are able to come together with equitability and compassion in mind to become supportive, caring, and growing communities,” he says. “I’m excited that our network of connections and relationships has never been stronger. More people than ever are signing on to be part of this vision.”





## LIVES of GREAT PURPOSE

### Lives of Great Purpose Campaign: Sands Challenge Completed!

*"Everything you see on this campus is a result of philanthropy"*

– Larry Frye

The **Lives of Great Purpose Campaign** grew out of Harley's latest strategic plan, which prioritized improving compensation for our faculty, increasing engagement of alumni, parents, and the Greater Rochester community, as well as improving the school's financial sustainability through increased philanthropy.

#### The Sands Challenge

In 2018, The Sands Family Foundation made a \$3 million gift to Harley, the largest in school history, earmarked to fully fund the support and development of the school's faculty through a perpetual endowment dedicated to compensation.

"As a trustee emeritus and Harley alumnus, I value the passion and commitment of the Harley faculty," **Rob Sands '76**, CEO of Constellation Brands, said. "These educators provide students with the necessary academic foundation to face the challenges of a rapidly evolving world. This gift will support them in continuing to inspire and prepare students to become the next generation of leaders."

At the November 2019 public announcement of the Campaign, The Sands Family Foundation issued a \$1 million challenge offering a dollar-for-dollar match if the Harley community raised another \$1 million, making the faculty endowment \$5 million total.

Thanks to many donors across the Harley community, we reached the \$1 million goal in mid-December 2020 and secured the matching gift from the Sands Family Foundation! Thank you especially to **Eva '33** and **Vaughn '34 Morgan**, in our Lower School, and their parents **Kevin Morgan** and **Stacey Klimtzak** who made an incredible, surprise donation of \$195,000 to enable us to reach the \$1 million mark.

Donors also made three new spaces possible, as part of the largest campaign in the history of The Harley School. They are the **Peckham** Wellness Center, the **Winslow** Natural Playground and Outdoor Learning Center, and the **Moore/Brown** Center for Creative Media.

We will provide more Lives of Great Purpose Campaign updates in 2021. Don't forget, donations to the Harley Fund are included in the Campaign!

Make sure your support is counted in the Lives of Great Purpose Campaign by making your gift today at [harleyschool.org/becoming2021-giving](https://harleyschool.org/becoming2021-giving).

Thank you!

# Food Justice Warrior, Locally-Grown



Leslie Knox '97

The corner of Pennsylvania Avenue and First Street, near the Rochester Public Market, is a lively location. First Market Farm, an urban homestead that is working to increase access to locally grown food, community growing spaces, and educational programs, occupies close to 4,500 square feet in this corner of the city. The farm uses raised gardens and a greenhouse to grow food for emergency pantries and for people living in the surrounding area. A part of the Taproot Collective, this nonprofit organization focuses on access to sustainable urban farms, dignified housing options, and educational opportunities. The farm has partnered with multiple local organizations to reclaim the land and reconnect with the way food is grown.

Food insecurity affects nearly 30 percent of people in eight of Rochester's highest-poverty ZIP codes. Urban agriculture and community gardens are a great way to provide sustainable food production and supply those in need. They can help address issues of limited accessibility to healthy supplies of food, while also confronting other public health concerns, promoting positive social well-being, and generating green environments.

Leslie Knox '97 has served at Taproot in several roles, including volunteer/people coordinator, board member, and director of farm operations. During her time there, Taproot, supported by the Greater Rochester Health Foundation's Community Health Grant, created the Community Food Program, a family-based series of seed-to-table classes held in collaboration with the Rochester Public Market's new instructional kitchen. The classes have covered community gardening and cooking and food preservation.

**"One of the big reasons that I continue to work with Taproot Collective is that, fundamentally, I'm a helper. With my background in social work and the different ways I work to help the community, I've found being creative and wanting to make the world a better place through my own action is something that fundamentally balances and motivates me,"** Leslie said.

She added: "Taproot's efforts to make sure people know they have options while empowering them to make better choices has been an emphasis for most of my working career.

"I've learned the importance of walking the walk, as well as talking the talk. When my daughter and I go to First Market Farm to work or give tours or just see what's going on, we are both happy and excited. It's a safe educational space to build positive memories and really good friendships, too."





*"This has, somewhat unexpectedly, helped me be a more thoughtful person in what I do, why I do it, and in what kinds of connections and networks I form—as well as how and what I teach my daughter, empowering her to teach herself and ask questions and learn in a more independent manner. "*





Leslie is currently facilitating a class at the University of Rochester called “Food Justice, Urban Farming, Social Practice,” while acting as the community contact through Taproot Collective. The class is a combination of environmental humanities and advanced video art.

Students have been utilizing First Market Farm as an additional learning space while putting ideas into action around topics that are central to the class, such as fighting food insecurity and redlining. Among the final projects is a documentary about the organization, with interviews from the Taproot Collective board.

“Students come to Taproot to learn about concepts such as redlining, poverty, and the lack of economic opportunity. Sometimes, the line between the haves and have-nots is very physical and real,” said Leslie. “It’s about being able to see concepts and consequences in action, as well as discovering possibilities, or seeing part of a solution literally under their feet and growing around them. Taproot is something they can be a part of, and this helps the students become more well-grounded in the

actual functionality of society and how it is — and isn’t — working in these ways.

**“I also like to point out that Taproot has been a site for the City of Rochester Summer of Opportunity program and the Summer Youth Employment program for two summers, pre-COVID, and we thoroughly enjoyed working with these students. I’ve been a supervisor for these two programs at Taproot as well as at another site, and being able to have one-on-one contact is something I’ve grown to enjoy. It’s a gift to be comfortable enough with someone where there is a casual and comfortable exchange of thoughts, ideas, motivations, and questions.”**

“I appreciate youth who may not know everything but are confidently looking for answers and information. They are learning humility, because not knowing everything doesn’t make you less of a person — but striving to know more and know better does make you a better individual.”



Enjoy this story about **Leslie Knox** from *Alumni Happenings*, penned by Karen Saludo, Associate Director of Development and Alumni Relations.

## Harley Highlights

### Years attended

1994–1997

### Favorite memory

Playing an invented card, action, and drawing game of chance with my friends between class — and seeing Mr. Eades juggle devil sticks.

### Something you learned that influences you today?

A quality academic education doesn't necessarily mean you will be taught in a culturally-sensitive, diverse, and inclusive setting. However, you can have all of these things in education — and I need to be the change I want to see in the world to help make it happen.



**Taproot collective is a registered non-profit organization providing education and employment through urban agriculture in Rochester.**

**Harvesting honey from their on-site hive.**



# WORDS OF CHANGE: CIVILIZATION IN CRISIS

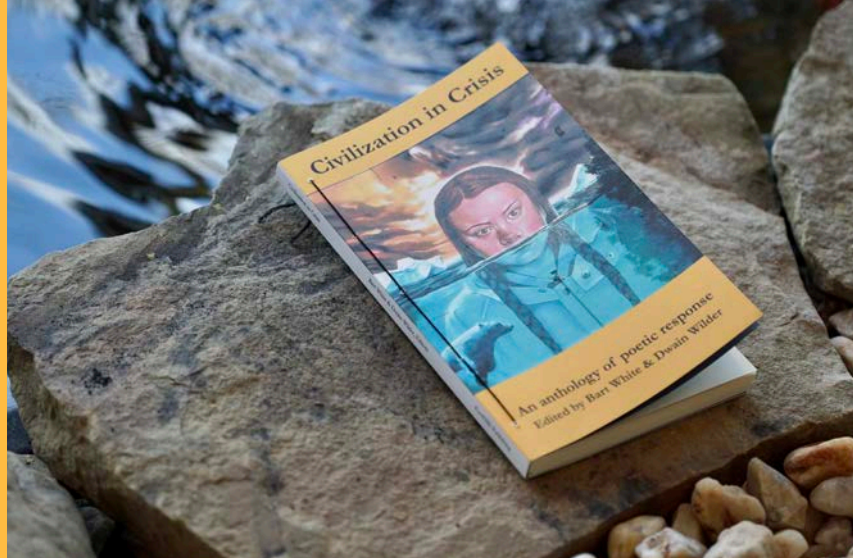


PHOTO: STELLA WHITE '21

I RECENTLY HAD THE PLEASURE OF MEETING WITH BART WHITE, the Lower School language teacher at The Harley School. He recently finished editing a new poetry book, *Civilization in Crisis*, and agreed to have a socially distanced meeting with me to discuss his thought process in creating this poetic masterpiece.

We sat in the Harley Gallery getting to know each other as he started telling me about his creative process. He had read an article in *The New York Times* about gas emissions, and it had infuriated him. He immediately reached out to his close friend Dwain, who ended up being a co-editor of this new book. They had previously worked together on an anti-fracking collection, and Dwain was excited to collaborate again. After they talked, they sent out a call for submissions, asking for poetry pieces about the horrible climate crisis. They received more than 300 submissions, which they slowly went through.

When Mr. White told me about all of these submissions, I was stunned and asked how he managed to go over all of them in full detail. He said that he used a yes/no/maybe system. He and his co-editors created a spreadsheet and one-by-one marked each with a yes, no, or maybe. If it was a maybe, they all got on Zoom call and discussed which way it should go. Then they continued with the process.

After collecting all of his submissions, he was excited to try to release the book on Earth Day of 2020, but due to COVID this was not possible. The book was finally released on December 14, 2020.

The book is handmade, with a picture of the famous mural showing environmental activist Greta Thunberg sinking into the ocean on the cover. I think the black hand-tied string binding really brings out the uniqueness of the book.

Mr. White hopes that this book brings awareness to the climate crisis in a fun and poetic way that starts (and furthers) conversations about change. I enjoyed speaking to Mr. White, and everyone should go check out his new poetry anthology, *Civilization in Crisis*. **To order: <https://www.wafflepoetry.com>**

BY LILY MEIRING





**HARLEY'S ATHLETIC DIRECTOR, PETER MANCUSO, FINDS HIMSELF THINKING ABOUT SPORTS IN AN ENTIRELY NEW WAY BECAUSE OF COVID. BEGINNING LAST YEAR WHEN SPORTS WERE HALTED ONE WEEK INTO THE SPRING SEASON DUE TO THE NYS LOCKDOWN; AND CONTINUING THROUGHOUT THE PANDEMIC, PETER'S COLLEAGUES CONTINUE TO CAREFULLY BALANCE SAFETY AND TEAM SPIRIT FOR EVERYONE WHO PUTS ON AN HAC WOLVES UNIFORM.**

**Peter, please share with our readers a few ways that things are different now.**

Once the pandemic hit and the 2020 spring sports were paused and eventually cancelled, we all knew the 2020–21 season was going to be very different. All of a sudden, we were waiting for the Governor's office to pass along rules and regulations for a restart and the 'chain of command' became very different.

Local health departments around the state were weighing in, as were schools themselves; there were a lot of different feelings about a restart in the fall. There were many people with many opinions who now needed to reach consensus on what the right path forward looked like. It took a lot of work, but we made it happen.

Back in Spring 2020, our athletes couldn't participate in team sports, so some of our dedicated coaches stepped up and figured out ways for students to continue training and stay connected with teammates from home. Our track and field coach, for example, had his runners use Strava, a free online website/app ([www.strava.com](http://www.strava.com)) that serves as a sort of social network for exercise. They could see who was logging runs, participating in challenges, and they could engage in group chats. It definitely helped with motivation—and keeping the team together.

After much discussion this past fall, we were allowed to move forward with varsity sports teams in tennis, golf, and cross country because they were outside for nearly all of the practices and contests. One major

change was that Allendale Columbia decided not to participate in the fall season. This was the first time since our schools joined athletic programs in 1972 that only Harley students comprised the teams. We did not field a boys or girls varsity soccer team based on school administration decisions, so some of our student-athletes gave a different fall sport a "go", which proved to be a great overall experience.

By only running varsity teams, some of our younger and up-and-coming student-athletes were unable to participate in interscholastic athletics, so we started up some after-school intramural programs that became very popular. Once the winter rolled around, we turned to swimming and both Harley and Allendale Columbia were confident we could make it work for both the modified and varsity teams.

**Q: Tell us about the modified swim team this winter.**

Well, **Lorie Rick** and **Lee Allen** are our dedicated coaches, and they just have such enthusiasm about working with kids in this age group. Allendale Columbia students were back in the mix and many students really wanted to participate—which meant the team was larger than usual. Students were excited about the opportunity to connect with friends, get moving, and, honestly, have the chance to be part of a team. Especially now when they have limitations on socializing outside of school because of the pandemic.

Nearly everything needed to be rethought. For example, how many kids can practice in a lane? We developed clear masking rules and

ran practices as multiple small groups instead of one large group. The kids were great about following all the protocols and were very excited to be back participating in athletics. Even busing was different as new guidelines allowed only one student per seat.

Another twist is the fact that Section V covers eleven different county health departments and some were interpreting rules and regulations differently and also adding more stringent guidelines. It added another layer to scheduling and playing contests.

**Q: Some districts just aren't running sports and other "extracurriculars" this year. Why is it so important that we are able to do so?**

In my opinion, the team camaraderie is very important for kids in Grades 7–12. There are so many positives that athletics brings to a student-athlete (physical, social, emotional, etc.), and the need was very apparent to me.

There are worries that student mental health will suffer, and sports teams right now can be a safe place to be together. In addition to sportsmanship and physical health, sports provide our student-athletes a way to be united, learn, and feel proud.

There were some districts in Section V that didn't participate in any fall sports, and they worked hard to get their student-athletes back in play for the winter. I'd say every Athletic Director, coach, and school administrator who worked to get their student-athletes back into athletics this year is feeling very happy they did!

# Daniel Greenebaum '10



**Daniel Greenebaum '10** is 2020's young alumnus winner for the Lives of Great Purpose Award. He was nominated by his brother, **James Greenebaum '07**.

Here is an excerpt of the nomination letter we received from James:

"Since graduating from Harley, Daniel has been a champion for the underdog (both literally and figuratively). He did not have the easiest time at Harley, often marching to the beat of his own drum and getting quite a bit of pushback (from both peers and administrators who challenged him during his adolescence).

He went on to become a leader in his college community at Rochester Institute of Technology, joining Sigma Alpha Mu fraternity and working up to roles of leadership within the fraternity and in campus Greek life. His "literal" advocacy for the underdog has been his annual fundraising and vocal advocacy for local pit bull rescue organizations that seek safety and support for animals who are often quite misunderstood. He even continued on to provide insight and leadership on a national level for undergraduates through student involvement and Greek life.

Daniel flourished during a year-long internship with the North American Interfraternity Council (NIC). At the NIC, Daniel traveled regionally to impart wisdom and foster healthy and successful college careers for students around the country. He returned to Rochester to attend a graduate program in counseling. He found his calling advocating for the students whose voices were not always heard. Daniel has a bright future and is a shining example of the Harley motto, Become What Thou Art. He has grown into a leader in the world of higher education and is an exemplary alumnus of The Harley School."

When James submitted this nomination, Daniel was completing his master's degree in Education, College Counseling, and Student Affairs at SUNY Brockport. As a student, Daniel interned for the RIT Center for Campus Life as an advisor for Greek life, worked in the RIT LGBTQ center, and also worked with students on the autism spectrum, doing weekly/biweekly sessions talking with them about anything related to their diagnosis. Following his graduation from Brockport, he was hired by RIT as a career counselor and neurodiverse coordinator. As a neurodiverse coordinator, his job was to collaborate with RIT students on the autism spectrum and with businesses offering these students positions. He said that many times companies look to recruit at RIT, but that while students on the spectrum look good on paper and have the appropriate skills, many struggle in a typical interview process. Daniel worked with both the students and the companies to make sure they had a mutually good working situation. He helped to facilitate the interview process and coordinated work "trials" and other additional opportunities for students to demonstrate their skills and show that they were able to work with the team. He worked to format the co-op process to make it easier for someone on the autism spectrum to be successful.

**Karen Saludo**, Harley's Associate Director of Development and Alumni Relations, had this to say about Daniel: "Every time I have spoken to Daniel since he graduated from Harley, he said to me, 'Let me know what I can do to help Harley.' Well, last summer, I took him up on the offer! I ran a Summer Learning Connections class about preparing for college, and I asked Daniel if he would speak to my students about the importance of picking a college with a solid career center, like RIT's. He not only presented data and slides to the students, but also shared fun stories of his time at Harley and his experiences after, creating a real connection. I was so thankful to have him as my 'closer' for the summer class."

Daniel has since moved on from the Rochester Institute of Technology and is now working at Hartwick College as a career coach. He is currently assisting students remotely, which has been a bit of a challenge, but he says he is certainly up for it.

**We were able to take some time to speak with Daniel about his work and his time at Harley.**

[Please click here to watch.](#)

# LIVE GRI PURP AWA

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Doug Gil  
Kate Turner  
Mackenzie Glaze  
Jocie Kopp  
Tim Wies  
Karen S

BY KAREN

VIDEO IN  
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SALUDO

INTERVIEWS  
TED BY  
IGGS '21

## Mary Hartman '90

**Mary Hartman '90**, who is a pediatric critical care physician at St. Louis Children's Hospital, was nominated by her mother, **Sara Prozeller Hartman '61**. Here is an excerpt of the nomination letter we received from Sara:

"During her junior year in college, following a summer volunteer job on St. Mary's Hospital's mobile clinic van serving persons in the city's 11 homeless shelters, Mary confirmed her decision to pursue a career in medicine. Post-graduation, she took one year off, working in St. Mary's Emergency Department as a phlebotomist and taking the required premed anatomy and physiology courses at the University of Rochester.

Four years later, Mary graduated from the University of Rochester Medical School (U of R), receiving the Alpha Omega Alpha award, which honors students in the top 10 percent of their class nationally. She chose pediatrics as her clinical specialty, completed a three-year residency at the U of R, and then moved to a three-year fellowship in pediatric critical care. She chose to care for children in the most extreme circumstances—all of them truly life and death experiences.

Today, as an associate professor in the Pediatric Intensive Care Unit at St. Louis Children's Hospital, Mary functions in a tense, complicated environment comprising sophisticated technology and medical protocols and a diverse group of participants (professional staff and families), all requiring precise coordination, direction, and genuine respect.

In addition to patient care and research, Mary is also engaged in the teaching program for residents and fellows, ensuring that by the end of their stay, when they all move on to other institutions, each is well prepared to assume the role of attending physician. The national reputation of the Residents and Fellows Program depends heavily on the quality of their graduates' successive careers at other institutions.

Critical care is an ever-evolving field, especially given the rapid advancement of technology and societal expectations. For example, an increasing dependence on family involvement in post-hospital patient care is one such change, and Mary's leadership in developing, implementing, and now directing the Neurodevelopmental Bridge Program at the hospital is remarkable. Traditionally, hospital care has been limited exclusively to patients, yet this program illustrates the extension of services to their families.

Mary and her colleagues started the program on their own time, and Mary earnestly set out to raise funds with the endorsement of the St. Louis



Children's Hospital Foundation because, at this point, these services are not covered by health insurance. She commenced an extensive "speaking tour," reaching out to community organizations and individual donors. Mary regarded this as her duty, and she is now making tours of other hospital systems to acquaint them with the benefits of the program to their patients and their families. Mary's background at Harley (Nursery through Grade 12) influenced her development into becoming a highly motivated, self-directed, determined student and adult who is focused on the "greater good," in the context of very complicated ethical considerations through the Hospital's Ethics Committee."

A classmate of Mary's from medical school, Dr. Jill M. Cholette, also shared a letter supporting Mary's nomination. She wrote, "Mary continues her successful research and teaches students, residents, nurses, and fellows how to care for critically ill children and their families. She is constantly receiving recognition for her humanity and recently won Washington University's Department of Pediatrics 'Unsung Hero Award' for her exemplary patient care and example of humanism in medicine. My impression of Harley as an innovative, independent school that fosters diversity, creativity, curiosity, and resilience is a result of my personal experiences with Dr. Mary Hartman."

Mary has been a steady supporter of The Harley School over the years and has been a member of The Harley Circle since 2017.

[Click here for a video interview.](#)

WE ARE APPRECIATIVE OF OUR DONORS!

## The Harley Circle



The Harley Circle is a giving society that supports the longstanding belief in Harley's vision and core values.

### Harley Circle Members 2019–2020

\* *deceased*

Anonymous (7)  
Jennifer Bradley Abbott '70  
Mrs. Lynn Agor  
Jeffrey Alexis and Christine Hay  
Landy Atkinson and Deb Wight  
Ms. Elizabeth August '82 and Mr. Thomas Mafriciu  
Mr. Robert August  
Paula Baker '76  
Mr. and Mrs. Frederick Beer  
Mr. Doug Bennett and Mrs. Abigail Stern Bennett '99  
Charlene Berry  
Matthew Berry  
Carole Bilson and Andrew Brown  
Randy and Carol Bloechl  
Norman and Phyllis Breen  
Ms. Whitney Brice  
Joseph '48\* and Nancy Briggs  
Ms. Valerie R. Bronte '99  
Mr. Stephen S. Brown  
Mr. Jim Brush and Ms. Carmen Brush  
Paul J. Burgo '97  
Catherine M. Callery and Michael D. Nazar  
Marshall W. Carter '87  
Mr. and Mrs. Daniel Chessin '80  
Mr. Timothy Conkling  
Patricia Corcoran  
Mary Critikos '54  
Mr. and Mrs. Andrew Curwin  
Mr and Mrs. William Dalton  
John D'Amada '75 and Kathy Durfee D'Amada '76  
Mr. and Mrs. Ralph Dandrea  
Mr. John L. Davidson '67  
Mr. and Mrs. Douglas Dickman  
Mr. Eric N. Dobson '07  
The Dorsey Family  
Mr. and Mrs. Timothy S. Douglas '82  
Mr. Nathaniel G. Duckles '04  
Mr. James B. Durfee '75 and  
Mrs. Vickie DelMonte Durfee '75  
Joseph Ellis and Deborah Kerley

Peter T. Ewell '66  
Mr. Louis J. Ewell '70  
Bud '40\* and Ruth\* Ewell  
Victoria Rodwin Ferentz '82  
Mr. Raymond Fiorini and Ms. Gail Fiorini  
Mr. Tracy Fox and Mrs. Pamela Comer Fox  
Scott Frame '73 and Katherine Kearns Frame '73  
Mr. Robert B. Frame  
Lawrence Damrad Frye and Robin Damrad Frye  
John '70 and Karen Gardner  
Lee Gartley '82  
Anthony L. and Earlene C. Gugino  
Mr. and Mrs. Matthew Haldeman  
Mr. and Mrs. Stacey Haralambides  
Mary E. Hartman '90  
Dr. and Mrs. Wade C. Hedegard  
Ms. Margaret Bennett Heminway '67  
Pete Henderson '70  
Ms. Suzanne Hess  
Ms. Irene Hess  
Charles Hosley '70  
Chris and Kristy Houston  
Mrs. Jeanne Hutchins  
Dr. and Mrs. Michael Kamali  
Kraig H. Kayser '78  
Srinivas Kaza and Lesley James  
Gary and Pam Kimmert  
Mrs. Caitlin Forsyth Kireker '04 and Mr. Benn Kireker  
Patti and Al Knauf  
VaNita and Jim Laurito  
Dr. and Mrs. Michael E. Leit  
Mr. Mark Goldstein and Dr. Dena Levy  
Dr. Kenneth Lindahl and Mrs. Kathy Lindahl  
Mr. and Mrs. Robert Bruce Lindsay III '68  
Coyne Lloyd '06  
Susan Mees Longfield '82  
Staffan '66 and Lee Craig Lundback '66  
Mr. and Mrs. Robert F. McGraw, III  
Jon and Susan Parkes McNally  
Dr. Mary Gail Mercurio



Mike '78 and Betsy Merin  
J. Merrill '73 and Katy Stein  
Neal '61 and Lynne Miller  
Prof. John Mills '57  
Mr. Craig Mills and Mrs. Constance Hutchins Mills '73  
Steve '64\* and Sandy Mossbrook  
Ken Motsenbocker  
Mr. and Mrs. Gary Muisus  
Mr. and Mrs. Franklin Nice  
Robert and Milena Novy-Marx  
Mr. and Mrs. Peter Obourn  
Chris '76 and Nancy Oddleifson  
Mrs. Karen Burnham Pangallo '59  
Walter Parkes  
Larry and Nancy Peckham  
D. Jeffrey Penney '79  
Dr. Ronald and Joy Ryen Plotnik  
Prozeller/Hartman Families  
Ms. Margaret Reed  
Drs. Lewis Rothberg and Shelby Nelson  
Mr. Evan Sacks and Mrs. Allie D'Amanda Sacks '03  
Jane Liesveld and Deepak Sahasrabudhe  
Ms. Karen Saludo and Mr. Dennis Drew  
Mrs. Marilyn Sands  
Mr. and Mrs. Richard Sands '69  
Mr. Robert Sands '76  
Dave and Nancy Schraever  
Kelly and Brian Scudder  
Mr. and Mrs. Thomas Shea  
Mr. and Mrs. TJ Shepard  
The Sisson Family

David B. Smith '69  
Mr. Jeff Smith and Mrs. Linda Gillette-Smith  
Mr. Niko Smrekar and Ms. Cara Cardinale  
Mr. Arthur L. Stern III '58 and Ms. Mary Haskins  
Dr. Andrew Stern and Mrs. Melissa McGrain  
Mr. and Mrs. Kenneth Sullivan  
Mr. and Mrs. Patrick Sullivan  
Lisa and William C. Sykes '76  
Deb and Mike Szuromi  
Mr. Kunal Tanwar and Ms. Anuradha Chaudhri  
Tim Tindall and Erica Harper  
Dr. T. Michael Toole '79  
Ted '98 and Jennifer Townsend  
Jim '61 and Anne Townsend  
Michael B. Trimble '70  
Mr. John S. Trow '76  
Marguerite Urban and Linda Spillane  
Kathryn Clark Valleau '63  
Drs. Anthony Villani and Zsuzsanna Marchl  
Herb\* and Jean Voelcker  
Mr. and Mrs. Ziad Wehbe  
Mr. Timothy S. Wiest '76 and  
Ms. Priscilla Rockwell Wiest '76  
Helen Wiley and Marian Payson  
Mr. and Mrs. Troy Willis  
Peter '72 and Deb Schaller Willsea '73  
Ms. Kathryn B. Wilson  
Mr. Alan Winchester and Dr. Larissa Temple  
Mr. and Mrs. Matt Winslow  
Mr. Daniel P. Yeoman '00 and Ms. Beth Bafford  
The Zupan Family

Harley Circle members make donations of \$1,000 or more annually and are the leaders of the Harley Fund. As a group, they provide nearly half of the annual Harley Fund goal. Sustaining Members of The Harley Circle make a multi-year pledge of support.

To learn more, contact Whitney Brice, Director of Development.

(585) 277-1116 • [wbrice@harleyschool.org](mailto:wbrice@harleyschool.org)

Thank you for your support to  
The Harley School.  
Check out the latest Report on Giving [here](#).



## Chris Becker

**Frances Dickinson '23:** Mr. Becker was a truly incredible teacher with a passion for his subject, and he shared his passion for chemistry with his students during each and every class. He pushed students to do their best and he worked hard to make sure they succeeded in his class. Whether it was re-working a homework problem, explaining labs, or helping students outside of class, Mr. Becker was always there to lend a hand.

His enthusiasm for chemistry was infectious, and it energized the class. He was also constantly innovating. During one lab, we produced an unknown gas, and he lit a match and stuck it in the test tube so that we could determine what it was. It was this kind of experience that made his class engaging. Mr. Becker had a love of learning, teaching, and his subject that made him an incredible teacher. I am so lucky to have been in his AP Chem class this year, and I wish him luck as he moves on to new and exciting opportunities.

**Kim McDowell:** "Chris's friendliness and seemingly innate ability to "go with the flow" made him readily approachable for students and colleagues alike. His easy-going rapport with students was evident before entering his classroom, his door having become a canvas for a creative jumble of chemistry and periodic table jokes and memes. He readily volunteered to chaperone any activity that involved being in the great outdoors, including the Class of 2021's senior prom, held outside because of the pandemic. When no one wanted to be first on the dance floor, Chris (never one to shy away from an opportunity to get down) took the floor solo. It worked! They all streamed onto the floor and danced their prom night away. While we'll miss Chris's expertise and even-tempered, fun-loving nature, we know he will make the most of his retirement with trips out west and time with his wife and their grandchildren."



## Tony Cinquino

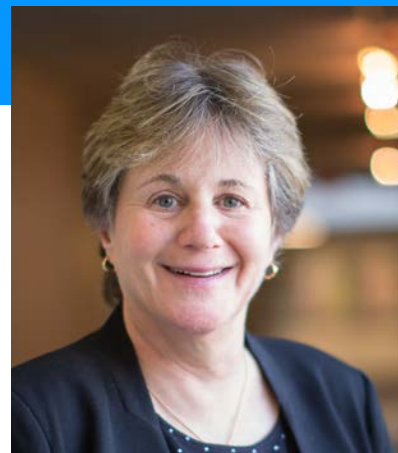
Tony taught at Harley since 1979, and before that worked at the Rochester Psychiatric Center (1973 to 1978) with children from ages 4–16. He helped children and parents by developing behavior modification programs.

Tony began teaching in the Primary (then for K, 1st, and 2nd graders) and has been solidly planted in Grade 2 for a good long while. In 1981, he was awarded the Richard Wilson Teaching Endowment for a course in Children's Literature. In the 80s and 90s, he created and ran a summer computer camp, as well as an adult computer workshop.

He has served as coordinator for Grades 2 to 4 numerous times, and has served on many committees. He is also the mastermind behind the Second Grade Overnight, Creek Walk, and the Twoville Post Office.

**Pam Kimmet** (past head of LS): "You are the model of a master teacher," and "Tony Cinquino is a self-renewing, dedicated teacher. His tremendous good humor and thoughtful ways enhance the affective climate in our division."

**Terry Smith:** "One can't imagine a Harley where Tony isn't demonstrating how to catch elusive crayfish, hosting the Halloween Parade after party with jokes and puns, dressing up as a pirate, or promoting the Estimation Jar and math packets. But, we also can't imagine Tony not fully embracing his retirement and new role as Grandpa! We wish Tony the best in his grand adventures ahead! His influence can be seen in all aspects of the Lower School, and his spirit and attitude permeate the entire school. We will miss him deeply as a colleague, but we all know that he will still be involved in the school as a friend from his position of freedom."



## Nita Goronkin

In December, Nita Goronkin retired after 23 years at The Harley School. Nita was in charge of human resources as the administrator and also accounts receivable. Her compassion and thoughtfulness for others was evident every day in her work. She listened to the concerns of faculty, staff, and Harley families, and spent the time to really get to know them on an individual level.

As an integral part of the finance team, Nita would constantly debate the right way to develop and administer policy with CFO, Ken Motsenbocker. Their discussions and attention to detail while developing employee policy were always respectful to the individuals while maintaining the integrity of the school.

Nita tirelessly advocated for her peers and made sure their voices were heard and that everyone was treated equally. She is greatly missed, but we are so happy for her as she takes this next step in her journey.

**Ken Motsenbocker:** "I know I could always count on Nita to be in the office and to recognize and represent the best interests of both the employees and the school."





## Ken Motsenbocker

In 2008, Ken Motsenbocker joined Harley as Chief Financial Officer — just as the country went into the recession. His work helped create the strong and solid financial footing we have today. His work reviewing and negotiating contracts and paying off the school's debt have made a lasting difference.

Ken helped manage many capital projects, such as: The Commons, an overhaul of our HVAC system, and everything from permits to contractors for the Peckham Wellness Center. He helped renegotiate our Industrial Development Agency Bonds and refinance them with a new bank at a more favorable rate, saving us a great deal every year.

What we will miss most about Ken is his dry wit, lavender-scented treats from his farm, and his banjo playing. In retirement, he looks forward to spending more time with his wife Connie, their 11 grandchildren, and his goats.

**Larry Frye:** "It is rare to find a CFO who so fully embraces the mission of a school, but that is Ken. From crunching numbers with the business folk on the Board Finance Committee to overseeing — and enthusiastically participating in — Lower School recess, Ken has truly done it all at Harley. He is a happy, curious, and playful person; and all the while he has helped oversee great educational and financial success for Harley."



## Victor Ortiz

Victor Ortiz joined the Maintenance Staff in 1982. As an evening maintenance crew member over 28 years, Victor left his mark with his quiet and friendly manner. He found humor in those every day, little things and always had a kind word to share with others.

Victor brought his lunch with him, usually leftovers that this mother made or chicken wings from the local convenience store, but on days when the dining hall cooked up some of his favorites, he would show his appreciation by eating both. We will miss his kind words, his friendly greetings, and his chuckle.

**Mike Buck:** "Victor was always a team player and would help out anyone and everyone who needed it."



## Bill Schara

**Kristin Sheradin:** Bill Schara is a rock star in the Upper School who mastered how to make learning both meaningful and fun. Students idolized him because of his "magic" in the classroom, and here are two of the reasons why:

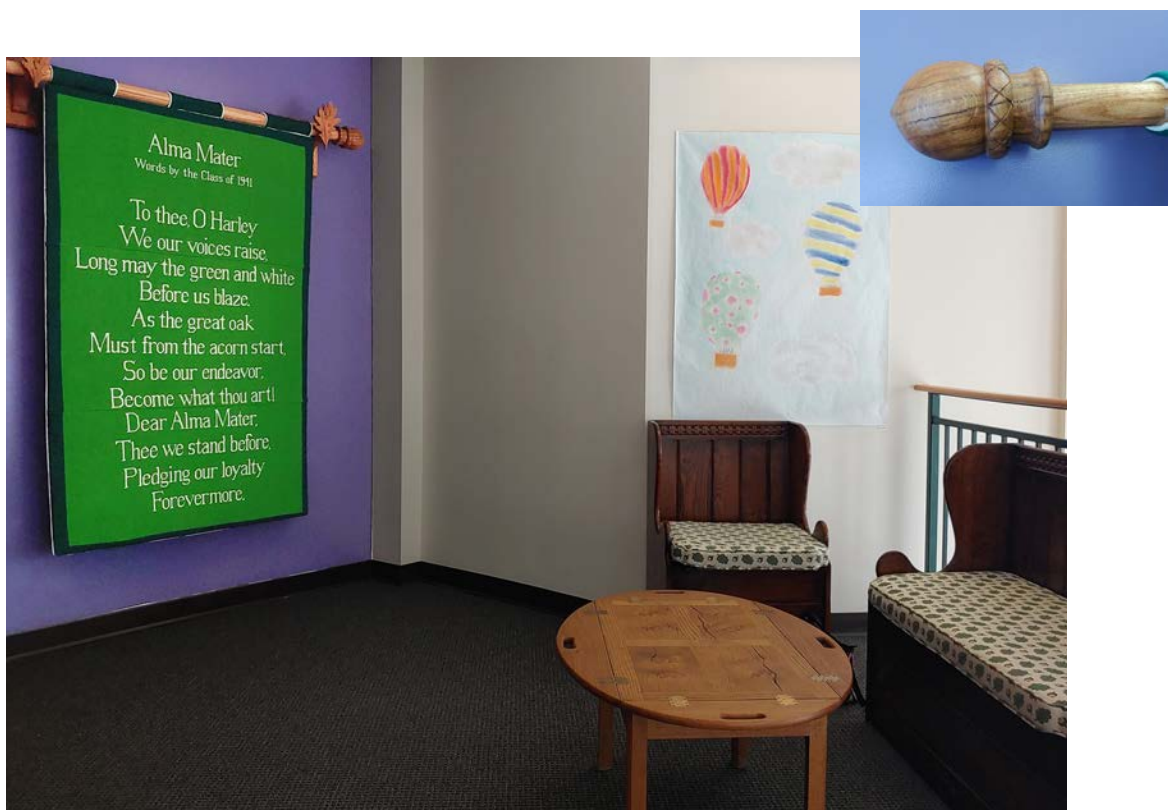
**Being Passionate!** Bill cared deeply about what he taught, and this made the students care, too. Through questioning, students actually felt the importance of what he was teaching—whether it was the injustices of capitalism or the Cold War.

**Being Provocative!** Using a technique, I fondly named "The Schara Hook," Bill would open a lesson, such as one on Marxism, with a provocative question like, "How many of you know how to properly skin a squirrel?" (It involves starting from the back end, by the way.)

He loved throwing out a line (to keep the fishing metaphor going) and seeking the angle that would capture teens' minds. He'd lure students into pretty much any topic — and they'd become "hooked" and want to know more.

His passion in the classroom was always inspiring, and his impact on so many students will be carried with them no matter what their futures hold.

**Kim McDowell:** "A lifelong teacher, Bill has taught first grade all the way through college. He began at Harley in Middle School in 1997 before migrating to Upper School. Bill insists that "He couldn't have asked for a better job," citing his appreciation for Harley's academic freedom and its people. Although he has taught history and social studies courses, ranging from World Revolutions to Food & Society,



## A newly decorated space: Harley-inspired from start to finish



In 2017, **Mary Critikos '54** was visiting Harley and noticed a group of students sitting on the floor, among backpacks and jackets, at the top of the stairs outside the theater. She saw this as an opportunity to beautify a space where students hang out, but she was also determined to have them hang out in a more civilized manner! She went home and perused some catalogs and eventually decided to order a bench, a chair, and a beautiful settee from a shop in England. Then she started working on a needlepoint of the Harley Alma Mater that would adorn the same spot.



She took her first stitch in 2018 and her last stitch in February 2020. The piece was finished with a beautiful cotton velvet backing by James P. Frank, grandparent to Harley graduate **John Papin '16**. Now all she needed was a way to hang it. Hoping to “keep it in the family,” Mary contacted **Karen Saludo** in the alumni office to see if there were any alums with woodworking skills. Mary wanted a wooden pole, finials, and brackets that “felt like Harley,” with a design that contained acorns and oaks.

Karen immediately suggested **Jacob LaDue '19**, a recent graduate who had already showed off his skills by crafting two benches for Harley.



Jacob was excited about the prospective project, but he was the first to admit that while he knew he could do it, he wasn't exactly sure how. Luckily, Jacob's father is also adept at woodworking, and Jacob turned to him for some advice. With the help of his father, (and also **Len Wilcox P '01, '03**) Jacob was able to pull it all together masterfully. The best part? The wood for the project came from a fallen tree on the Harley campus, one planted by **Joe Merrill '77** many, many years ago.



visited in March, and even then it was sunny, with students biking around campus in T-shirts. After Upstate New York winters, that seemed appealing. Being in California let me buy, sell, and drive old cars during college. At one point, I had five at once, and I spent as much time hanging out at friends' repair shops and San Francisco's midnight drag races as I did getting my engineering degree. But it was good to get out of my comfort zone, and I enjoyed living in Silicon Valley when it wasn't quite as crazy as it is today.

In some ways, the Class of '77 may have been the very last one to come out of the Sixties. I was too young to experience the civil rights marches

of the early 1960s, but I vividly remember the Kent State shootings. For a privileged white kid, seeing that people could be attacked or killed while peacefully standing up for their beliefs really shook my world. Outside of work, I spent 10 years in my 30s as a street activist for HIV/AIDS and LGBTQ rights causes. It caused my parents some grief, but my friends stuck with me — and some even joined some protests. Harley taught me about social justice before the term was invented, and I like to think it left me with a passion for trying to make the world a better, fairer, more equitable place.

The transition to EVs will take the rest of my life and beyond, but it's no

longer in question — although the U.S. runs the risk of falling behind the rest of the world in that respect. Today, I spend my time explaining the auto industry to utility executives, explaining the electricity industry to drivers, and explaining carbon emissions from transport to pretty much everyone. And that'll keep me busy until I decide to quit and work full-time on my old cars.

So I'm the guy to ask for advice on what new car to buy and whether an EV is right for you. I can also teach peaceful, nonviolent civil-disobedience tactics, but I do less of that these days. These days, I mostly spend my time in the Catskill Mountains — and wait for that next new car to be delivered.

## DRIVER, WRITER, ACTIVIST, EXPLAINER

CONTINUED FROM PAGE 9

the students to understand bee behavior to guarantee personal safety while working with the bee colonies.

A student in the class, Josie, discusses her experience with Intro to Beekeeping: "All of us [students] felt so comfortable [working with the bees] ... I was just so excited to just get in there and work. ... My favorite parts about the class were interacting with the bees, saving a small bumblebee from the water, and extracting honey ... it was such a fun process." Josie was also fascinated to learn about

various pollination methods and how bees have two stomachs, which factors into how they make honey. Delighted by her experience, Josie says she would "definitely take this class again. ... I would love to work with the bees more ... and I would really love to learn more about bees because there is so much to learn about them ... I could take this class for years."

Lisa says she loves "seeing [the students] observe the bees" and watching them "get to do something

they have never done before, learn so much, and feel empowered." Learning about the colonies, structures, and importance of bees in our food system has not only taught students scientific and life facts related to bees, but also how to respect these creatures and be aware of one's surroundings. Intro to Beekeeping is a hands-on, collaborative, and fun class that diverts from the basic school subjects, offering new opportunities and ways to learn for Harley's Upper School students.

## BUSY WITH BEES

CONTINUED FROM PAGE 10

**US Government to Philosophy & Ethics, Bill's favorite course has been "whatever kids are engaged in."**

**He's looking forward to a retirement that feels as if "every day is Saturday" and plans to spend plenty of time fishing, camping, hiking, traveling, and visiting his grandchildren. As Bill transitions from inspiring teacher to student of nature, I wish him plenty of dry campsites, memorable vistas, and hungry fish.**

**He's looking forward to a retirement that feels as if "every day is Saturday" and plans to spend plenty of time fishing, camping, hiking, traveling, and visiting his grandchildren. As Bill transitions from inspiring teacher to student of nature,**

**I wish him plenty of dry campsites, memorable vistas, and hungry fish."**



## Len Wilcox

Len Wilcox retired after 47 years of service at The Harley School. He held various roles including Upper School math teacher and computer science teacher. As head of the computer program, he helped Harley become one of the first schools in the area to introduce computers to the classroom.

Len said he will miss working with students, as well as the camaraderie he shared with his colleagues.

**Larry Frye: "With the retirement of Len Wilcox, [we are] losing an invaluable member of our faculty who has truly made a difference in the lives of so many Harley students. On behalf of the entire school community, we wish Len all the best**

## RETIREMENTS

CONTINUED FROM PAGE 33

**in his retirement. While we will miss his presence in our school, the impact he made during his time as an educator will continue on through every student he taught."**

[click here to see a piece written by Alex DeSantis](#)

**Do you need help  
setting up a  
class Zoom?**

**OLD  
FRIENDS**  
160VC-2

Although the COVID-19 pandemic has put our in-person events on hold for now, Zoom calls can be a great way to connect with classmates and make plans for a future event.

If you are interested in a class Zoom, please contact Karen Saludo in the Alumni Development Office.

Don't forget you can celebrate Reunion ANYTIME, so with fingers crossed for Reunion 2022, plan to gather and celebrate with your class!

Karen Saludo can help.  
(585) 277-1117 or [ksaludo@harleyschool.org](mailto:ksaludo@harleyschool.org)



# 2021 COMMENCEMENT



## PRESENTATION OF SPEAKERS

Olivia Woodring  
Vice-president,  
Class of 2021

## STUDENT ADDRESSES

Maggie Syrett  
Owen Tindall

## FACULTY ADDRESS

John Dolan  
US Psychology Faculty



## PASSING of the CLASS BANNER

Zach Ellis  
Sam Gilbert  
Noah Mendola  
Micah Smith  
Diya Tanwar and  
Owen Tindall,  
Class of 2021  
and  
Laila Ibrahim,  
Class of 2023

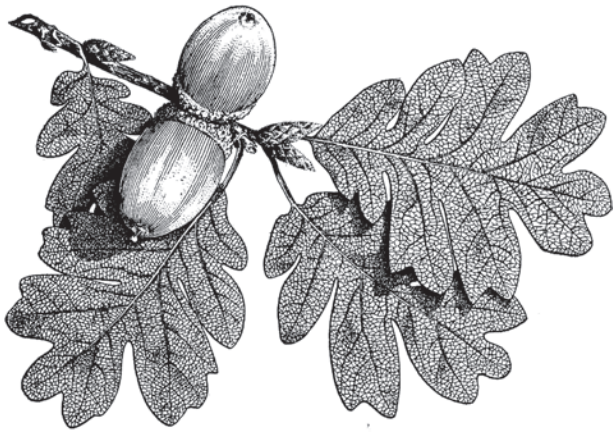
## Flag Bearers School Flag

Vieve Sherwood,  
incoming Student  
Council President

## American Flag

Julia Sankowski,  
incoming Student  
Council Vice-President





## IN MEMORIAM

Nonie Hartnett White '56  
Susanne Wilson Hershey '63  
Marc Dunthorn '66 (July 2019)  
Ted Boucher '73



### Richard Chapman – Teacher, Coach, and My Dad

BY JIM CHAPMAN '76

In the spring of 1958, my dad was 23 years old and I was only a few months old. He had just graduated from Springfield College in Massachusetts and accepted a position with the Wayne County, NJ School District to teach math and science starting in the fall. He and my mom were looking for a place to live when he received a call from the career counselor at Springfield College. There was an opportunity at a small private school in Rochester, NY and the counselor pleaded with him to go for an interview. He almost declined but decided since all expenses would be covered, he'd go and it would kind of be a little "vacation." I teased him years later, saying he was one the few people I'd ever met that considered Rochester a vacation destination!

He told me when he arrived he saw a small, unassuming campus, which included an old converted barn with creaky wooden floors, surrounded by oak trees. He met with **Dr. William Litterick**, the head of school at the time, and before the day ended he was offered the job. He told me he accepted because he thought there was something very special about the people and the place – and

was thoroughly impressed with the school and its mission. He also believed there was vast potential, with so many great things that could be accomplished, and he wanted to be part of it all.

I have many fond memories of him while I was growing up. When I was young, we played kickball in the backyard and he would pause in the baseline, daring me to hit him with the ball. It seemed the same thing always happened when I got to point blank range; he would watch my eyes and then dance, twist, jump, spin, and duck like a ninja at the last possible second. Of course, after I flung the ball with all my might I could only watch in disbelief as it inexplicably buzzed past him without even touching him at all. Then he would triumphantly trot off to the swing set pole, which was our game field's home plate.

On one occasion during a neighborhood party, four or five of his buddies grabbed him and were going to toss him in a pool but as they carried him along they got too close to a tree and in one motion he grabbed a branch, swung himself out of their grasp, and shot up the tree like a cat. I was in awe – thoroughly amazed by his quickness and athleticism, thinking he must be some sort of superhero.

So many of my fond memories involve Harley. I recall his first "office" – downstairs from the old gymnasium in an equipment room right next to the boiler room. I loved spending time there with him. His desktop was an old, wooden board which I could reach by sitting on a tall stool. Better still, there was all sorts of cool athletic equipment: balls, bats, bases, nets, rackets, mats, flags, score books, cleats, sneakers, uniforms, even an old line chalk for striping fields. There was also a washer and a dryer in there, which he had in constant use for all those old white towels with the green stripe down the middle.

“The lessons and values learned from playing on athletic teams may turn out to be the most important ones needed for the youth of today.”

I was overwhelmed by all the responses I received from the Harley community shortly after my dad's passing – in emails, texts, notes and cards – from classmates, alumni, friends, and faculty, past and present. Thank you to each one of you who took the time to reach out. I apologize for not replying, but please know I read each one and was quite moved by the special words you used to describe him as well as the special memories you

chose to share ...

“Beloved” – “patient” – “kind” – “caring” – “encouraging” – “humble” – “fair” – “inspirational” – “principled” – “disciplinarian” – “Big presence” – “a force” – “the real deal” – “fabulous teacher” – “fantastic coach” – “great sense of humor” – “always looked up to him” – “never wanted to disappoint” – “left a lasting impression” – “his lessons even apply today” – “Still see him in a windbreaker with the sleeves pulled up” – “still hear his whistle and his voice” – “a serious tennis adversary” – “taught me how to tie a Windsor knot”



My dad left Harley in 1982, but his work was not yet complete. He married Linda Avery in 1984 and with her raised three daughters and a son — caring for his family for the rest of his life; which today includes seven grandchildren and five great grandchildren. He served as senior administrator for an adult care facility in Montour Falls, NY until 1985 and then returned to teaching and coaching at the Augusta Preparatory School where he was coach of the golf team. I'm sure for those of us that have played a round of golf with him and witnessed his game firsthand, it's hard to imagine he actually led a group of aspiring golfers in, of all places, Augusta, Georgia!

From Augusta he moved on to Ligonier, PA, where he taught and coached at the Valley School for several more years until finally retiring in 1992.

Thanks to my dad I still appreciate and follow all kinds of sports ... but the first one I fell in love with, the first one he taught me to play, the one that is still my favorite, and the one which connected us most is baseball. As it turned out, baseball was also one of the last things we talked about.

He always had a place in his heart for the underdog — as a teacher, as a coach and as a baseball fan — so it's no surprise that his team was the old Brooklyn Dodgers. In one of our last conversations, though his body was failing, his mind was still quite sharp and I asked him to recall the old Dodgers ... position by position. He did so with no problem, "... the center fielder was Duke Snider, the catcher was Roy Campanella, the shortstop was Peeewe Reese, the second baseman was Jackie Robinson and the first baseman was Gil Hodges." I smiled and so did he; and then I told him he would soon get to go to the most spectacular ball field he's ever seen. One more beautiful than either he or I could ever imagine, a field where it will always be springtime and where the sun will always be shining—and there will forever be another batter stepping up to the plate with another pitch to be thrown.

On March 12, 2021 he died peacefully in his sleep — but the memories of him teaching, coaching and caring for others will indeed live on.

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## Edward Allen Boucher

1955–2021

Edward "Ted" Boucher '73 passed away on May 14, 2021, at the age of 65.

We had the chance to speak to several of Ted's classmates and former teachers about his time at Harley and were told that Ted was a serious student, intelligent, very studious, a member of the football team, a kind and thoughtful friend, and a lover of everything outdoors. His yearbook page reflects this sentiment with this quote by Henry David Thoreau, "I have never yet met a man who was quite awake. How could I have looked him in the face? We must learn to reawaken and keep ourselves awake, not by mechanical aids, but by an infinite expectation of the dawn, which does not forsake us in our soundest sleep ... There is more day to dawn. The sun is but a morning star."

Ted stayed involved with Harley after he graduated, joining the Board of Trustees from 1992 to 1995 and in 2003, his daughter, **Nicole '08** started at Harley in Grade 8. He and his wife, Peggy [Siebert] Boucher, have been strong supporters of The Harley School and the Horizons at Harley program for many years, including philanthropic support to the both institutions annually and a very generous gift to the School's Facilities Improvement Campaign.

Ted often spoke about the need to build stronger relationships with the alumni community, and thanks to his advice, Harley has made a concerted effort to share more communication and appreciation to the alumni community.



New and increased gifts to the  
**Harley Fund** will be  
matched dollar for dollar!

Help us tap every dollar  
of this match from the  
Sands Family Foundation.

Give at:  
[harleyschool.org/giving](http://harleyschool.org/giving)

**Thank you!**

