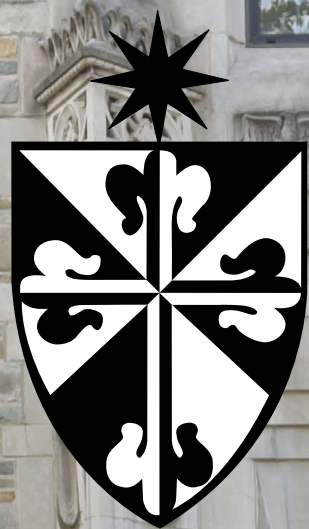




FRIAR REPORTER

SEPTEMBER 2021
SPECIAL EDITION

*The magazine for alumni, parents
and friends of Fenwick High School*



FENWICK'S ONGOING QUEST FOR DIVERSITY, EQUITY AND INCLUSION
FRIARS ENTER OUR 93RD ACADEMIC YEAR

MESSAGE FROM THE EDITOR

Dear Fenwick Friends,

Over the past 15 months, the Fenwick community has not been immune to the racial, ethnic, social and cultural reckoning that has occurred across America. As you know, Fenwick named a Director of Diversity, Equity and Inclusion (DEI) last summer. Subsequently, Fenwick has enacted policies, undertaken initiatives and put into action a number of items to address the legitimate concerns that have been raised by members of our community and to consciously focus on being a school community that is more welcoming to and supportive of our students, potential students and alumni of color.



Mark Vruno

A year or so into this DEI journey, you deserve to know what this specifically means for Fenwick. In this special edition of the *Friar Reporter*, Fenwick leadership is pleased to inform our community of what has been happening; what changes have been made or are being considered — and what is not being considered. We also want you to join us in celebrating some of our successes while, hopefully, answering your questions and allaying potential concerns.

Within these pages, you will read:

- **John Barron '76**, Fenwick Board Chair, addressing DEI from a “big-picture” perspective.
- Fr. Richard Peddicord, O.P., President of Fenwick, addressing DEI within the Dominican tradition and Catholic faith perspectives.
- Peter Groom, Principal, addressing the specific curriculum changes we are implementing this year.
- **Raymond Moland '96**, Director of Diversity, Equity and Inclusion, addressing the activities of his office to date and the plans for this year.

Thank you for reading.

A handwritten signature in dark ink that reads "Mark Vruno".

Mark Vruno
Editor

FENWICK'S MISSION

Fenwick High School, guided by Dominican Catholic values, inspires excellence and educates each student to **lead, achieve and serve.**

FRIAR REPORTER

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Fenwick High School is owned and sponsored by the Dominican Friars of the Province of St. Albert the Great headquartered in Chicago, Illinois.

On the Cover

Faces of Fenwick — Seven of the 1,104 students ushering in the Friars' 93rd academic year. From left: Josh Wicker '24 (Chicago), Tēa Pasquesi '24 (Elmwood Park, IL), Luis Gonzalez '23 (Chicago), Max Reese '22 (Elmhurst, IL), Jenna Dowd '24 (Willow Springs, IL), Ian Mullarkey '22 (Western Springs, IL) and Sheridan Holliday '23 (Oak Park, IL).

My 30,000-foot View of Fenwick

By John Barron '76 | Board Chair

The Fenwick community takes pride in always being up to a challenge. We see it every day in the classrooms, on the playing fields, in fundraising and in how all of us are constantly striving to keep our school in the very front ranks of high schools in America.

Last summer, however, we were confronted with a different kind of challenge. It was big, and it was unusual because it came from within.

In a very short time in June of 2020, a large number of alumni, especially younger alums, and many current students boldly “called out” Fenwick for its perceived underperformance on issues related to race, diversity and equity. Myriad heartbreaking testimonies of unjust treatment of students of color arrived in emails and petitions and were accompanied by urgent appeals to action. There also were charges that parts of the Fenwick “culture” were not aligned with who we think we are and want to be.

Fenwick was far from the only institution or business that faced a similar reckoning at that time, but it was more than clear that we had a problem. Our previous and ongoing efforts were not enough. A promise to “do better” was not going to cut it.

Fr. Peddicord and I, with input from the staff and the board, responded. We created a new and permanent committee of the board devoted to Diversity, Equity and Inclusion (DEI). We didn’t want to create a “task force,” which implies a job that has an ending. Our efforts needed to be ongoing and evolving. And we didn’t want to create an “ad hoc” committee, which the

past had shown to be ineffective and subject to entropy.

We charged the new committee with exploring any and all of the areas where Fenwick had an opportunity to think and do differently. We wanted the work to blend in with and enhance the best parts of Fenwick and its identity as a Catholic, classical, college prep school with the highest of academic standards that has always valued the diversity of its student body – ethnically, culturally and socioeconomically.

There were a few in the Fenwick community who immediately turned their backs on the school at even a mention of DEI. Sadly, to them I say goodbye.

There were/are others who remain curious or concerned about where Fenwick is heading. To be clear, Fenwick has no appetite for or interest in the vast and structural academic changes some other schools have employed. Some have wondered and worried whether Fenwick’s efforts in DEI would lead to it adopting Critical Race Theory in the classroom or becoming a “1619 Project” school, eliminating AP classes or lowering academic standards, etc.

No.

Here’s what we are doing.

Under the leadership of **Shafondra Matthews '01**, the DEI Committee, which is made up of both new and familiar faces, and includes Fr. Peddicord, Principal Peter Groom and me, meets monthly.

Since its inception, the committee has studied and made recommendations on many fronts, large and small. These include everything from student recruitment and hiring practices to training, service projects, curriculum, discipline and financial aid. Some ideas already have been implemented. Others are working their way through our processes.

Our DEI efforts strive to make *all* students feel accepted at Fenwick.



John Barron



At the same time the DEI Committee got underway in July of 2020, we also believed there were many things that could and should be done “in the school” immediately. **Raymond Moland '96** was promoted to Director of Diversity, Equity and Inclusion from his role as Dean of Students. He hit the ground running with a variety of programs, initiatives and activities, discussed elsewhere in this magazine.

The DEI Committee and Raymond have been instrumental in shaping a thoughtful, active response to the challenge we faced. I'm grateful to the many others who are helping us along the way.

In little more than a year, I'm proud that Fenwick has made progress in many areas:

- By formalizing a committee of the board, we have an instrument in place to focus on these important issues, to make recommendations and to serve as a watchdog over implementation.
- Hiring a Director of DEI brings day-to-day attention in the halls to the initiative.
- Recruitment and hiring have taken a more diverse turn with some great, recent additions to the faculty and staff.

- The entire Fenwick community, from the board to the students, is engaged in continuing DEI training.
- Parts of our curriculum are undergoing a nuanced modification to offer a diversity of voices and perspectives to our students. (See page 8.)
- Our efforts have attracted some benefactors who are especially interested in DEI. The recently announced scholarship partnership with St. Catherine and St. Lucy is a good example of that. **Read more about the partnership.**
- The new DEI section of the fenwickfriars.com website is a vibrant, newsy reminder of our commitment. **Check it out.**

Mainly, I'm proud that Fenwick has made DEI one of our centers of attention over the past year. It is not an “extra thing” we are doing. It is integral to all we do. And, as with everything at Fenwick, we intend to be leaders.

There is much, much more work to be done. But I think we can all agree that our efforts will be worth it if we can make Fenwick greater and ensure that *every* student feels they are in a place where they are important, valued and respected — and that Fenwick remains a place where students are educated “to lead, achieve and serve” in an increasingly diverse world. ✨



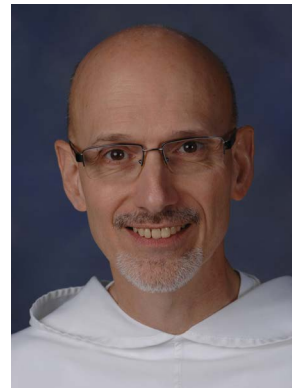
Our Friars of today: As always, the future is theirs to seize!



Unity in Our Diversity: The Dominican Way

Historically, we Dominican Catholics always have been a diverse lot, which truly is cause for celebration!

Fr. Richard Peddicord, O.P. | Fenwick President



Fr. Richard Peddicord, O.P.

The beginning of Fenwick High School's Inclusion Statement reads: "With Saint Dominic as their guide, Dominican friars, sisters, nuns, and laity have valued and promoted the diversity found in the one human family, while acknowledging that all people are called to the same eternal destiny in the Kingdom of God." The genius of Saint Dominic lay in his vision of a worldwide Order of Preachers which, respecting the givenness of ethnic and cultural differences, would nonetheless emphasize that all members of the human family are beloved children of God and, by definition, are called to union with God.

St. Dominic as depicted on stained glass in Fenwick's Pearl and Angelo Mazzone Chapel. Fr. Rinaldo Zarlenga, O.P., a Dominican Father from Rome, created the artwork. **Read more about the stained glass.**

Dominic, by ethnicity, was a Castilian — born in Caleruega, Spain. He was called out of that particular context because of missionary zeal and lived in the County of Toulouse (now part of France) for 10 years before the formal establishment of the Order there in 1216. He spent the last five years of his life in Italy — dying in Bologna in 1221. Dominic was “at home” in very different cultures and, as founder of the Order, did not insist on the brethren renouncing who they were or where they came from.

In those first five years with Dominic at the helm, the Order attracted vocations from all over Europe. Interestingly, Dominic’s successor was a German — Jordan of Saxony. To be a Friar did not mean giving up your ethnic or cultural identity; you did not have to take on the mindset of someone from Castile or do your best to enjoy French food. Being a Friar meant joining a mission that could send you to the ends of the earth — with the support of an inclusive community that is committed to prayer, study and preaching. There would be great respect for one’s natal culture but also the challenge to take on a “Dominican culture.” There would be formal religious attire to wear (the “habit”), there would be a rule of life to follow (the Rule of St. Augustine), and there would be a body of legislation (the Book of Constitutions) that would bind every member of the Order. This Dominican culture would ensure the unity among the Friars; but, it would not attempt to deny the givenness of diversity.

When one becomes a Fenwick Friar, one is called to take on the ideals of the “Fenwick culture.” We want everyone to “lead, achieve, and serve.” We have a dress code to emphasize the unity we share, the excellence to which we are all called. We learn the fight song and sing it to cheer on our fellow Friars in competitions. We wear black and white; we respect the Fenwick shield. Most importantly, we work on making the Four Pillars — prayer, study, community and preaching — aspects of our everyday life.

Fenwick High School, as a Dominican-sponsored ministry, strives to achieve the vision of unity in diversity that marked the way of life of the early Friars. Through our Diversity, Equity, and Inclusion efforts, we are working to make our community all the more welcoming, inclusive, respectful, fair and participative.

As I have said before, from a Catholic perspective, the work of DEI is literally “of God” (*dei*, you might recall is the genitive case of *deus*). The Catechism of the Catholic Church, synthesizing 2,000 years of Catholic teaching, reminds us that all people have been created in the image and likeness of God and “have the same nature and the same origin ... all therefore enjoy an equal dignity” (n. 1934). In light of this fundamental teaching, Pope Francis, in his encyclical letter *Fratelli tutti* (2021) writes: “The human person, with his or her inalienable rights, is by nature open to relationship. Implanted deep within us is the call to transcend ourselves through an encounter with others” (n. 111). Our DEI work will help us build relationships that are rooted in respect, appreciation and love — relationships that will benefit all members of the community.

The Dominican Order has not always lived up to its highest ideals, nor have the Catholic church and the other Christian churches. It is a truism that every institution must be open to reform, to be called back, as it were, to its founding inspiration. The example of St. Dominic and a myriad of witness of the Dominican Family provide the ideals necessary to keep the Order on the right track.

Those very same ideals inspire Fenwick High School in this 21st century to do the work of promoting unity in the one human family by reverencing our wonderful, God-given differences. ✱



Fr. Peddicord, O.P. presides over our opening-of-school Mass on August 23, 2021.

The Humanities at Fenwick

This is not the first time that Fenwick's curriculum has been refreshed. And, it certainly won't be the last!

By Peter Groom | Principal



Peter Groom

Curriculum analysis and development have been core exercises at Fenwick over the last 25 years. During this time, we have made notable changes in science and the arts to meet the needs of the 21st-century student. We have added AP sections, including a new AP Seminar course for the upcoming school year, when reasonable and/or necessary.

We have added a full year of Theology while revising that curriculum and one semester of Civics. We also have added a variety of electives in Social Studies to expand opportunities for our students to explore different perspectives. *(Please click the link at the end of this article for specific course offerings across the entire curriculum).* This evolution has continued over the last several years, especially in the humanities.

For example, from recent years, here are two areas of change to note.

- 1) *In the 1980s and 1990s, there was a movement away from the teaching of grammar in schools. We saw the negative impact this had on our students, especially in their study of world languages. We adjusted and added the inclusion of more grammar instruction in our English classes.*
- 2) *In our World History classes, we recognized the increasing difficulty of covering the history of the entire world in one academic year. Through these discussions, we concluded that, when studying history prior to 1500, it is most important to help our students understand the foundations of our political, religious and economic systems in the United States. As a result, we*

moved away from the study of non-Western and non-Mediterranean societies prior to 1500 to an extent, with the intention of focusing on the foundations mentioned.

When making this decision, we felt that this change would also enable us to spend more time on global societies since 1500 and how the world has changed since. As a result, the course is more western focused during the first semester and globally focused in the second semester. When studying these societies in the second semester, ideally we do so in more depth and get "further" in the curriculum. After all, is it more important for our students to know about the Shang Dynasty in China or how China's communist party has modernized its economy while maintaining communist party rule?

Fresh faces and minds are ready to learn as the new school year begins.



PREVIOUS SEQUENCING	
Sophomore year	
English II/World Literature	full year course
Speech	one semester course
Civics/AP Govt	one semester/full year*
* Some students may choose to fulfill the Civics requirement as juniors or seniors, meaning that they do not take Social Studies as sophomores.	
Junior year	
English III/American Literature	full year course
American History	full year course
SEQUENCING MOVING FORWARD	
For the Class of 2024 and future classes, the sequencing of these courses has changed. It will now look like the following:	
Sophomore year	
English II/American Literature	full year course
American History	full year course
Junior year	
English III/World Literature	full year course
Speech	one semester course
Civics/AP Govt	one semester/full year taken during junior or senior year

This past year, we announced another significant change in our curriculum that impacts the humanities. Before explaining this change, please see the chart above for an outline of the prior sequencing of courses.

With this curricular change, we now have more opportunity to intentionally develop academic skills with our students over their freshman and sophomore years. During this time, all students will now share two years of sequential Social Studies coursework. Our Social Studies and English teachers also will strengthen interdisciplinary instructional approaches to help students develop foundational skills in close-reading, writing, critical thinking and discussion. We believe that this consistency in approach and cross-curricular focus with our freshmen and sophomores will better prepare students for advanced humanities coursework at Fenwick.

2021-22 marks Fenwick's 93rd academic year!

As juniors with robust understandings of American history and literature, students will direct their foci outwards, broadening the scope of their humanities studies. Moral Theology and Speech will complement one another by pushing students to develop leadership and awareness of themselves in community

with others. Juniors' world literature course will engage students with a greater diversity of global perspectives across anchor texts while building new thematic connections with Moral Theology. In the Social Studies Department, juniors may choose to deepen their study of American history in AP Government or Civics, or to explore a wealth of elective and AP courses.

While we have changed the sequencing of our humanities program, we also have re-evaluated the novels and short stories that our students read. This process began a few years ago, when the English Department's world literature teachers reviewed the short works that their students examined. To deepen student exposure to global writers and different cultural experiences across genres, we expanded the number of diverse stories and voices that our students studied.

This process of self-evaluation has continued with the change in humanities course sequencing. Next year, our sophomores will study literature that will expose them to more voices that have lived the American experience. Through this study, our students will begin to see life through perspectives that they may have never considered before. The sophomore American literature survey chronology has also been broadened to include postmodern and contemporary texts at all levels, engaging students with more than another half century of the American literary tradition.

continued on next page





Alumnus John Schoeph '95 "holds court" in his latest French world-languages classroom.

continued from preceeding page

With these changes, our English curriculum will look like the following:

ENGLISH CURRICULUM	
English I	Western Literature
English II	American Literature
English III	World Literature
English IV	British Literature

While the sequencing of the sophomore and junior English courses has changed, the literary identities of these courses remain the same. Some of the authors that our students experience will change, but new texts will be consistent with the focus historically assigned to each course. The updated American and world literature courses will continue to be framed by an introduction to western literature during freshman year and a capstone study of British literature during senior year.

With these interdisciplinary curriculum developments, we look forward to continuing Fenwick's tradition of excellence in the humanities. This evaluation process has been and will continue to be an internal process based on historical feedback that we have received from Fenwick students and input from our teachers. While we have analyzed how other schools approach their courses, we are revitalizing a curriculum that is specific to Fenwick's mission and identity, with our students' needs closest to heart.

One of the most impactful conversations that I have had at Fenwick was with Ray Kotty just days before school started my first year as principal. I was nervous and uncertain about the road ahead. Mr. Kotty must have sensed this in me and shared a story about the history of the Dominican Order from which I continue to draw inspiration.

When Jane of Aza was pregnant with St. Dominic de Guzman, she had a dream.

In this dream she gave birth to a dog holding a torch in its mouth. This dog then set fire to the world. In the 800 plus years of the Dominican Order, their influence has expanded across the globe as they have spread the Gospel to people of all races and cultures. While doing this, the Dominicans have intentionally learned about the cultures of those to whom they have preached in order to gain a better understanding of them.

At Fenwick, we draw on the tradition of the Dominican Order to gain truth through understanding. Understanding others and spreading the influence of the Dominican Order has been at the core of Fenwick's mission since 1929. These curricular changes advance this mission. The more our students understand other people and cultures, the more they will influence the world beyond Fenwick. In doing so, they will set fire to the earth.

Click [here](#) for more information on Fenwick's curriculum, course offerings and course requirements. ✨

Diversity, Equity and Inclusion Update

The Friars have come far in only one year, but our journey is ongoing.

Raymond Moland '96 | Director of Diversity, Equity and Inclusion (DEI)



Raymond Moland '96

As you know, Fenwick has embarked on a new journey for our students. For the better part of a year, Fenwick has focused on Diversity, Equity and Inclusion. There has been much speculation about what this means for Fenwick High School. It means that Fenwick will continue to be the strong academic institution that it is but also refocus itself on being an institution of opportunity to all who want to challenge themselves to enter its doors. As an institution, we recognize that change was needed in our operations as an educational institution.

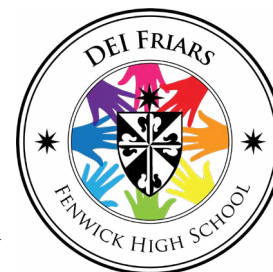
Below, you will find all the successes that Fenwick can share under this DEI initiative. We feel that these accomplishments have improved our institution for the mission of Fenwick, all of our students, and established a foundation of collaboration and outreach for future Friar families.

2020-21 Accomplishments

- An official partnership has been established and announced with St. Catherine/ St. Lucy in Oak Park. **Please click here for more details about the partnership.**
- Cultural Assessment was completed to allow students and Fenwick employees to voice their concerns about the Fenwick school culture. This feedback helped tremendously in further shaping the path for DEI at Fenwick.
- Training was completed by the administration, faculty and staff with Mr. Troy Cicero, DEI consultant.
- Student training focused on reviewing what has happened in our world, building Friar friendships and relationships, standing up for what is right, and bonding as a class.
- An outreach plan was developed and implemented for many surrounding communities including the Proviso area and the Chicago Westside. This effort was essential in addressing our students' request to diversify the student body.



- The **DEI webpage** was created. It includes statements by the Director of DEI and statements by the Head of the DEI Committee of the Board. Admissions information was added as well as other showcase items. A section of "Students in the News" was added to highlight current students and alumni, and finally, "Fenwick Community in the News" was added to highlight achievements and accomplishments across and surrounding the Fenwick community that shared DEI themes.
- A new student group called the DEI Friars was created. This group met with the Director of Diversity Equity and Inclusion and focused on providing a student perspective to address DEI concerns with the administration. The DEI Friars had representatives that were involved in RISE, a program through DePaul University and their partner The Chicago Archdiocese. **Read more about it.**
- A new Hiring Policy was adopted to assist in recruiting a more diverse faculty and staff at Fenwick High School.
- Admissions and athletics connected to the DEI outreach efforts through summer camp flyers and updated information about the happenings at Fenwick High School.
- Equity 101 book series – Two books, *The Equity Framework* and *Culture*, were read by some faculty members to provide a working understanding of Fenwick's DEI journey and open perspectives to why it was needed.
- The Friar Equity Fund was established to assist some families with the additional educational costs of attending Fenwick, including tech fees, books, iPad purchases, and the like. **If you are interested in supporting the Friar Equity Fund, please click here.**



THIS IS FRIAR NATION



DEI in action: Summer Youth Sports Camps (basketball, above, and lacrosse, below) are part of Fenwick's ongoing community outreach.

Overall, the school year has been very productive! Many of our students expressed their gratitude and happiness in addressing their areas of concern. We feel these efforts have made some necessary improvements to the Fenwick experience. Still, we know there is continued work to do.

This year, we will continue our DEI journey. We will do more to be visible in the surrounding communities that we serve and increase opportunities for children to be part of the Fenwick experience. The following represent just a few of the new initiatives being pursued to celebrate Diversity Equity and Inclusion within the walls of Fenwick.

- Assist Admissions/Enrollment Management to develop new relationships with schools and school districts. This will help to increase the pool of students offered the opportunity to come to Fenwick through our admission/enrollment management practices.
- Assist Human Resources to develop new relationships with employment agencies to identify and attract a more diverse applicant pool to fulfill vacant positions.

- Eliminate any current policies, practices, procedures or processes that lack the spirit of diversity, equity and inclusion for the students we serve and the individuals we employ.
- Math and Science Competitions will invite more students from surrounding schools and school districts.
- Continue faculty and staff training with consultant Troy Cicero.
- Increase Fenwick's visibility in surrounding schools and school districts by providing more student camps through the Athletic Department.
- Establish a student-led effort that supports DEI and Fenwick's belief that we are an institution for all students who want to accept the challenge and commitment of being a Fenwick Friar.

Please remember to visit the **Diversity, Equity and Inclusion webpage** for updates and the sharing of our future accomplishments under DEI. ★



Please join us for the

6 9 ^{T H} A N N U A L

Blackfriars G A L A

Friday, October 22, 2021

Cocktails 6:00 p.m. | Dinner 7:30 p.m.

Live Auction and Paddle Raise 8:30 p.m.

Drury Lane Theatre
100 Drury Lane
Oakbrook Terrace, IL 60181

Black Tie Optional

2 0 2 1 H O N O R E E S

Lumen Tranquillum

The Class of 1996

Fenwick High School's First Coed Class

Hall of Fame

Mr. Dennis J. Marani '72

Mr. Ronald A. Van De Walle '60

Hosted by the Families of

Mr. Frank '72 and Mrs. Catherine Moroni

Mr. Walter '60 and Mrs. Jane Morrissey

Lead Sponsor

Mr. Chuck '72 and Mrs. Terry Wolande

fenwickfriars.com/blackfriarsgala



UPCOMING EVENTS

Thursday, September 16

**PASS THE TORCH GOLF OUTING
AT OAK PARK COUNTRY CLUB**

Saturday, September 25

**CLASS OF 1980 & 1981 41ST/40TH
REUNIONS — MASS AND DINNER
AT FENWICK**

Friday, October 1

**CLASS OF 1996 25TH REUNION
AT TRITON COLLEGE**

Wednesday, October 6

**ALUMNI EVENT
IN MADISON, WISCONSIN**

Friday, October 8

**HOMECOMING VS. ST. PAT'S
AT TRITON COLLEGE**

Saturday, October 9

**VARIOUS CLASS REUNIONS
ON MADISON STREET
IN FOREST PARK**

Friday, October 22

**BLACKFRIARS GALA
AT DRURY LANE**

Saturday, October 23

**CLASS OF 1960 & 1961 61ST AND
60TH REUNIONS — MASS AND
DINNER AT FENWICK**

Sunday, October 31

**MASS OF REMEMBRANCE
AT FENWICK**

Saturday, November 13

**CLASS OF 1970 & 1971 51ST AND
50TH REUNIONS — MASS AND
DINNER AT FENWICK**

Friday, November 19

**FENWICK BAR ASSOCIATION
ACCIPITER LUNCHEON
AT UNION CLUB CHICAGO**

Get more information and upcoming events at fenwickfriars.com



Follow Fenwick on Twitter [@fenwickfriars](https://twitter.com/fenwickfriars) and Facebook facebook.com/FenwickHighSchool