

NEW THREE Rs
RIGOR, RELEVANCE
RELATIONSHIPS

CRS MEMORIES

FACULTY PROFILES

CLASS NOTES

THE
CURRENT

SPRING '10



ON THE COVER:

GENESIS CREWE IN MUSIC CLASS

THE CURRENT SPRING 2010

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With Our Eyes On the Future

There is the commonly known saying that if one is not moving forward, one is moving backward. While we may think that is true for individuals or large companies, this is also true of educational institutions and of schools such as CRS. We *are* moving forward.

We are teachers, trustees, parents and alumni committed to providing the best education possible for our students. We are also a community of learners. Grounded in our school's core values and our mission, as teachers at CRS we look at our educational practices and consider "best practices" as well.

You may not know that each year as faculty we focus on one area of the curriculum to review and study with an eye toward improvements, which may mean realigning our goals, tweaking the curricular content, reviewing the sequence of skills from grade to grade, or substantial revision of curriculum. You have heard us speak of our current work in social studies/theme. Each year as a school we also focus upon a particular aspect of diversity, with socio-economic diversity as this year's topic. As Head of School, working closely with the administrative leadership team, I also set priorities for the year's work and present and review these with the Board of Trustees.

It is the Board of Trustees that holds "in trust" the mission and future of the school. With this in mind, the Board focuses its attention to thinking strategically and to planning.

One of the primary responsibilities of the Board of Trustees is strategic planning. The strategic plan acts as the bridge between the school's mission and its policies, and sets forth what the school will seek to accomplish in the next three to five years.

We would like to bring you up to date about our initiatives.

The CRS Board of Trustees initiated the current round of formal strategic planning during the 2008-2009 school year. When it became clear that the economic crisis was going to dominate the discussion, the Board shifted its focus from long-range planning to the short-term financial needs of the school and community. While the economic picture continues to occupy a prominent role, the Board felt that the 2009-2010 school year and the successful completion of the Potential Energy capital campaign offered a fresh opportunity to organize our longer-range, strategic thinking.

With the results in hand from an initial 2008 survey of CRS parents and faculty, and input from the administration and the Board, a steering committee of Greg Phelps, Cathy Gately, (co-chairs), Susan Bernard, Elizabeth Clayton, Tracy Bodio, Elaine DeLuca, Ernie Parizeau and Tim Surgenor identified three topics that exert the most influence on the success of the CRS mission over a three to five-year time frame:

1. Financial Sustainability

While the Board has confidence in the school's current financial position, we need to examine the particular influence of enrollment and tuition trends, revenue generation, endowment, cost structure, and to develop a new financial model.

2. Middle School Trends and Opportunities

The growth and success of CRS's superb program in the middle grades (6, 7, 8) is attracting more applicants in recent years. Can we take advantage of increased demand without risking quality? What are the unique characteristics of middle school students and their social needs? Does CRS have the physical resources in place to meet program challenges?



3. Attracting and Retaining the Best Faculty and Staff

The CRS team-teaching model has unique benefits and challenges. What are the key factors in attracting top quality teachers? Compensation levels, benefits, career and skill development, and staffing models are topics that this working group will examine.

Working groups, comprised of trustees, faculty, staff and other individuals with relevant expertise have been established for each strategic topic. The groups meet independently to gather data but coordinate regularly, as there are obvious overlaps between the questions they will seek to answer.

By the end of the 2009-2010 school year, the working groups will present their preliminary recommendations for plans and further work. The CRS Board will focus on the coordination of these at its annual retreat in autumn 2010, and we hope that a strategic road map for the next three to five years will emerge.

The Board is committed to ensuring that the CRS mission is relevant and vital to the community it serves, and that the school has the resources it needs to fulfill the mission. The strategic planning process is the foundation and realization of that commitment.

Committee Members:

Susan Bernard -Trustee, former parent

Tracy Bodio - Trustee, parent

Elizabeth Clayton - Assistant Head of School

Elaine DeLuca - Trustee, parent

Cathy Gately - Trustee, Head of School

Ernie Parizeau - Trustee, former parent

Greg Phelps - Trustee, parent

Tim Surgenor - Trustee, former parent



THERE'S A NEW SET
OF "THREE Rs" IN
EDUCATION.

READING, WRITING AND
ARITHMETIC HAVE HAD
THEIR DAYS IN THE SUN.

Charles River School

A Model for New Ideas in Education

By Dean of Faculty Dabby Moder and
Assistant Head of School Elizabeth Clayton

Recently, Barbara Francis, professor of Education at Lesley College, spoke to the faculty about planning curriculum. One of the main topics was what she called the new three Rs of education: rigor, relevance and relationships. These new three Rs are particularly important for preparing students for 21st Century learning.

The Rigor/Relevance Framework was developed by educators at the International Center for Leadership in Education located in Rexford, NY. The main idea is that students should not only learn material, but also learn to apply that new knowledge to real world situations. This framework for teaching advocates for the acquisition, application, assimilation and adaptation of knowledge. The creators of this concept define academic rigor as "learning in which students demonstrate a thorough, in-depth mastery of challenging tasks to develop cognitive skills through reflective thought, analysis, problem solving, evaluation, and creativity." This type of rigorous learning can occur at any age, in any grade level.

Academic Rigor

These "new" ideas correspond well with the model in place at CRS for many years. Here, for instance, academic rigor has always been about the thorough, in-depth study of challenging topics that require reflective thought, analysis, problem solving, evaluation and creativity. While it may not match what comes to mind for some when thinking about "rigor" in the traditional sense, our goal is to see children actively engaging in learning activities that stretch them to expand their knowledge about the area of study, to think about it in new ways and to ask meaningful questions that will in turn further deepen their understanding.

Students are always working toward their personal best in their CRS studies, which means something different for each individual. To provide a rigorous education, teachers must know how to challenge each student to push beyond what he or she can already do and to reach for a deeper understanding, a higher level of competence or the development of a new perspective. That is what rigor looks like in a CRS classroom.

RIGOR

As far as the pace and content of the curriculum goes, I set the bar high. Though the more fragile students might be overwhelmed at first, I've found that most can step up their effort and achieve more than they thought possible. The constant theme for all kids is that the brain is a muscle that grows with use; everybody needs to be trying their hardest. Toward this end, I try to make the tone of the classroom one of support and encouragement. I make time for extra help and emphasize that all questions can and should be answered. I truly believe that hard work is the best predictor of long-term achievement.

Mary Walsh, Gr. 7 & 8 math



RELEVANCE

Relevance

Relevance, according to the International Center for Leadership in Education, is “learning in which students apply core knowledge, concepts, or skills to solve real-world problems.” When children work on solving problems that have a context for them, they become more involved and engaged in learning. CRS students are continually being asked to make connections between the thematic curriculum and their own experiences. Through hands-on activities, young children gain direct experience of the physical world around them, which is most relevant to them. As they get older and their understanding of the world expands, what is relevant to them becomes more abstract and allows for opportunities to consider different ways of looking at the world. At every grade level, we encourage students to apply their learning to real life situations whether it is Pre-Kindergartners laying snow on the sidewalk to watch it melt in the sun, or 7th and 8th graders taking part in a mock trial at Harvard Law School.

When children work on solving problems that have a context for them, they become more involved and engaged in learning.

Relationships

The final “R” is for relationships. A well-planned, engaging, rigorous and relevant curriculum is further strengthened by delivering this curriculum in a classroom where there are positive relationships between teachers and students. Not only do teachers truly value and enjoy their relationships with their students, they foster productive and pleasurable relationships among classmates. Collaboration is an integral part of the curriculum in every grade, where students are always more likely to be working in groups than on their own. We recognize that we can all learn from one another and that our differences in perspectives, learning styles, cultures and abilities all enrich our community. Learning by its very nature is a social activity. It is within the context of interactions, discussions and even conflicts that inevitably arise, that students learn the most valuable and meaningful lessons that education can provide.

In the Classroom

To challenge science students, I ask “why” questions during class discussions or while they are experimenting. This fosters novel thinking both for the student who answers, but also for the peers listening. It’s really cool when the children look at situations from angles not thought about before. That in itself generates more creative thinking. It also encourages risk taking!

Pam Moor, Gr. 3-6 science

At the end of sixth grade for their oral final exam, the sixth grade classroom is transformed into a French café complete with baguettes, croissants and pains au chocolat. The students must order in French, and, using the structures and vocabulary that they have learned throughout the year, must speak with their table mates in French for the entire period. They are always very successful and impressed by their own performances and by how much they have learned in one year.

Bon appétit!

Julie Weeden, Gr. 6, 7, 8 French



Each fourth grade student is given a math challenge packet with a variety of problem-solving activities to be done without teacher help. Some of the problems may be beyond a student’s skills/abilities but the purpose is to encourage students to engage in difficult work independently, thereby learning how to deal with frustration, use what they know, and accomplish the work to the best of their ability. They complete this work at their own pace. Once a challenge packet is completed, the student receives another one.

Teresa Baker and Matt Twiest, Gr. 4 teachers

RELATIONSHIPS



In second grade, the students write a reflection about their week every Friday. They break up into small groups to reflect on what they have done, what they have learned, and what was particularly memorable, fun or interesting. As a group, they need to agree on what they will write about. In this collaborative process, as the children hear one another’s ideas, they are reminded of events and projects that they might not have remembered on their own. They then work together to decide what is most worthy of retelling to others, how they are going to describe it, and who is going to do the writing. In this way, a simple end-of-the-week job is enriched through the sharing of their ideas and the fun of doing it together.

Dibby Moder, Dean of Faculty

PreKindergarten is all about learning to communicate and collaborate. Four and five year-olds are learning not only to express themselves to their teachers and each other, but also to listen to what others have to say, and to adjust their thinking and ideas accordingly.

One game we play involves using our developing knowledge of patterning to create a collaborative whole-class pattern. The children are shown a pattern made of colored cubes, and each child is then given a cube. The children are then asked to make a human pattern of cubes in our meeting circle without using voices. They can communicate with their bodies, their facial expressions, and gestures, but they cannot speak. Pre-Kindergartners learn very quickly that collaboration becomes extra difficult when you take spoken language out of the equation, but that the game ultimately forces them to spend more time listening and looking at each other, and working collaboratively as a group, than they might otherwise!

Karen Belsley Pratt, Gr. PreK



A Salute to Toby Dewey

Nissy Dewey Houghton, Yo-Yo Ma, Toby Dewey '62

TOBY DEWEY, CRS Class of 1962, Director of the Charles River Creative Arts Program and a former CRS teacher, will leave CRS at the end of this summer to take on a new challenge of starting up a similar summer program at the Cambridge School of Weston.

Toby's teaching career began at CRS in 1970 when he returned to his alma mater to teach in the brand-new 7th grade. He and his siblings had all attended CRS and his mother, Priscilla Dewey Houghton, was a CRS trustee and for years had been writing and producing plays for children in a barn in Millis. Seventeen CRS students who were all from Millis participated. In 1972, the trustees asked her to take over the reins of the summer program which she did with great energy, dedication and inspiration, establishing the 41-year old program as a model for arts education for young people. Toby joined his mother as co-director in 1981 and became director in 1986. Over its 41-year history, the summer program has been a model for similar programs throughout the country and abroad.

In addition to his work with the summer program, Toby has taken on many roles here over the years, directing the Grades 7 & 8 spring musical, writing plays, helping with alumni affairs, creating the advisor system for the 7th and 8th grade, coaching soccer and tennis, teaching Grades 5 and 7 & 8, serving on building committees for the construction of Foster Hall, the ECB and the Activity Center and always supporting the work of the school.

He reminisced about teaching fifth grade with Jane Detenber and Katie Hutchins during the "open classroom" era at CRS. "Alums will remember our subway study, I guarantee," said Toby. "After learning about the Boston subway system, students were blindfolded for the ride into Boston, and were then asked to follow clues to visit various parts of the city. Adults accompanied them and were there to keep them safe, not to give any help getting to the next destination. One year a driver saw our cars with kids in blindfolds and called the police, believing our students were being kidnapped!"

Toby, like his mother, uses a huge range of talents in directing CRCAP, from writing plays to fundraising and public relations. His biggest challenge is running an organized program while allowing the flexibility needed for creativity. "You have to allow for a certain wackiness when you want to encourage kids' self-expression," he says. That unexpected wackiness was perhaps most apparent in Toby when he taught The Theatre of the Absurd class for many years in the summer program.

CRCAP students range from ages 8 to 15; they choose their own schedule from over 135 courses including art, dance, drama, media, music, writing, and sports. "Students get the empowerment and responsibility of choosing their own schedule and feel they can be who they are; there is great acceptance in this environment. All students get to do something they love or try something completely new," states Toby. Many campers come from Boston public schools, creating the diversity that Toby feels is also crucial to a creative experience. Toby's "other life" is as director of Boston's Urban Improv, which he started with his sister Kippy Dewey '60 and Lisa Schmid Alvord '61. The program has the same ultimate goal as CRCAP: providing kids with creative ways of dealing with issues in their lives.

Toby has kept CRCAP true to its mission of 41 years: process, not product. The key is community and acceptance, which he says are two of the biggest benefits of the program he's developed: kids who may feel under peer pressure at their own schools can come to CRCAP and absolutely be themselves.

At the end of August when Toby moves on to start a new summer program, he will leave a powerful and long-lasting imprint here at CRS. And while he will be sorely missed, we can be glad that he is at the same time, implementing one of the goals of CRCAP: to use it as a model to recreate elsewhere, a unique summer experience for even more kids to enjoy. We will send him off with our gratitude and best wishes.

Teacher profiles

Rowena Chow

Teaching is second nature
in second grade



interviewed by parent Lisa Jason

What inspired you to become a teacher?

While in college, I spent two summers working with urban students in Philadelphia. I worked with third and fourth graders helping them to refine and practice their academic skills. This experience helped me to realize how important it was for a child to receive a solid education, regardless of his or her background.

Tell us about your own education.

I double majored in economics and Chinese at the University of Pennsylvania. Originally I thought I wanted to be in international business. After three years of working in the corporate world, I realized that was not what I wanted to spend my life doing so I went back to Penn for my master's degree in elementary education.

What kind of work did you do prior to attending graduate school?

I worked at an IT company, Unisys, as a recruiting consultant. I realized I missed working with children so decided to apply to graduate school and study education.

What part of your job gives you the most satisfaction?

This is my fourth year at CRS. I value the flexibility we are given in the classroom to develop and modify curriculum to meet the needs of every student. I like being part of a teaching team as it gives me an opportunity to brainstorm with my co-teacher and brings more than one perspective to the classroom. Being able to witness how much each child grows and evolves throughout the school year is a blessing.

What is your favorite book and why?

My all-time favorite book is *A Tree Grows in Brooklyn* by Betty Smith. I first read it when I was in junior high and I've re-read it at least 20 times since. It is a story about immigration and I was able to relate to the characters and their experiences.

Tell us about your family.

My parents and I are originally from Hong Kong. We moved to Los Angeles when I was five years old. My husband and I met in col-

lege. We dated for eight years before we got married. We now have a seven-month-old son, Connor.

What is your favorite color?

I like dark colors – especially gray and black, which you can tell because that's what I wear to school every day!

How do you spend your time when you're not teaching at CRS?

I used to love to travel. When my husband had a break from his medical rotations we would visit NYC and Philadelphia. Several times we traveled to the Caribbean as I love the beach and water. My favorite island is St. Thomas. But these days, all my free time is spent with my baby boy!

Walter Horak

The Art of Teaching

When I arrived here 18 years ago, I had taught previously for six plus years at various other institutions, mostly in New England. It was at one of those that a colleague, who happened to be a friend of fourth grade teacher Teresa Baker, tipped me off to the art position at CRS. Much earlier in the previous century, I had attended Harvard at a time when they allowed people like me in, then earned a teaching degree at the Rhode Island School of Design, and many years after that received an MFA in sculpture from UMass Dartmouth. I've been making sculpture for over 35 years, and when I wasn't teaching, I did blue collar work to keep my family and my art afloat.

Like many artists, I chose teaching initially because the school calendar allows time to get your own work done. Over the years at CRS, I've been grateful not only for that time but also for the respect that the school has accorded my "other" job. That said, I've also come to see that teaching art and making art have been, in my experience, fundamentally complementary. The myriad decisions that I make as a creator are really no different from the ones I expect the students to be making in their own work, so as I engage them, I am continuously and vigorously exercising my own aesthetics, not to mention feeding off their great energy and fearlessness (particularly in the younger grades). This invariably keeps me in shape for a return to the studio. Conversely, I'd like to think that the children benefit from the perspective and seriousness that a professional artist brings to the art room.



Walter teaches art to Grades 4, 5, 7, 8 and is a 7th & 8th grade advisor

It's probably the school's commitment to the above that has kept me here so long; that and the integral way art fits the curriculum. On the one hand an art project can be the handmaiden to ongoing studies in the classroom, so that students come to see that it is not some isolated or irrelevant exercise. On the other hand, my teaching partner Mary Sullivan and I have the freedom to try just about anything new and we often do. Ironically perhaps, we take it as a compliment that with all the changes the school has seen over the years, the art room looks pretty much the same as the day I arrived, underscoring our commitment to the old saw that values process over product...and/or neatness.

One interesting trend we've observed in recent years is that with the burgeoning of computer imaging and spectacular graphics, some children find their own work pale and unsatisfying by comparison. So increasingly our task is to provide something of an antidote, to get them to appreciate the use of real materials and to immerse them in some expressive (preferably messy) enterprise. Yet more than just an alternative to technology or even hard-core academics, I believe that the visual thinking that happens in those activities is valuable as never before. Bright, visionary thinkers continue to insist that creative minds will best meet the challenges of the 21st century, and though getting now a little long in the tooth myself, I couldn't agree more.

CRS Approaching 1

1119
september



New Hampshire 2006

Coming Full Circle

an alum entrenched in history

by Alumni Director Linda Fenton

DAVID RICHARDSON '30 lives in Hanover, NH. I met David for lunch to learn his story and discuss CRS's early years. Each time we got up to leave the restaurant, other patrons came over to comment on how interesting his tales were. They thanked David for their lunch experience and the history lesson they overheard.

As the Charles River School approaches its 100th birthday in 2011-12, some of the alumni members who were around at the very beginning of CRS have a lot to look back on. This is true of Richardson who was one of seven children from one of the original founding families. The life that Richardson went on to lead sets quite a precedent for current students to aspire to as they grow up.

David came from an impressive family. His grandfather was H.H. Richardson, the architect known for the Trinity Church in Copley Square, who, among hundreds of other achievements, also designed the library at the University of Vermont. His mother, Anne Blake Richardson, was one of the four women (along with Mrs. F. Murray Forbes, Mrs. Moses Williams and Mrs. Hugh Scott) whom we credit for starting Charles River School, as

the school began in an out-building along the Charles River in Needham. Anne believed that "the school should suit the child," a philosophy that could be said to persist at CRS today with its rich and challenging curriculum. All of the Richardson children went to CRS before they then split off to many different secondary schools.

David says, "Charles River School gave me the best education you could imagine, since we were taught to think. 'Think right and you'll get an A' was Miss Algie's philosophy." Yes, in the 1920s and 1930s CRS gave grades! In 2010 we still believe a hallmark of a CRS education is teaching children to think.

David tells stories of the early days of CRS, including one about the much-feared principal Miss Winona Algie, who performed the first "inverted fraction" with his brother Francis: instilling the idea in the child by physically turning him upside down -- when you divide by a fraction, you simply invert and multiply. David played a lot of sports, which were casual; everyone played in an area bordering the cemetery. Latin started early at CRS, and David loved it. Years later, in his eighties, he was part of a study group that read and trans-

00 years!

2011

Celebration begins September 2011



Football 1912

Looking for historical materials:

chevrons

athletic uniforms

report cards

class photos

graduation and play photos

stories

lated Latin classics at sight. This is the kind of permanent love of learning that we hope to instill in every student at CRS!

David finished Harvard in three years, attended Harvard Law for six months (not the career for him!) and in the summer of '41 took a Williams College seminar on Latin America to prepare people to work for government or private enterprise, improving relations between Latin America and the US. A call from Nelson Rockefeller to join the Office of Inter-American Affairs led Richardson to Bogota, Colombia until 1943.

As WW II raged on, Richardson trained and served as a naval air combat intelligence officer in Quonset and in Florida. His naval career finished with six months reviewing court-martials for the Atlantic sub, surface and air operations.

Out of the Navy, Richardson returned to Massachusetts and soon joined the US civilian committee in Boston to promote the Marshall Plan under Mrs. Harvey Bundy, Sr. Once the Plan passed, Richard Bissell, the main administrator, invited him to be one of his three assistants in the Marshall Plan. David was a troubleshooter who took care of sudden crises until the Plan ended in 1952. Later, in the role as a civilian economist, he helped to establish NATO, determining the military contributions from each country.

David continued his global involvement working with Jean Monet on the European Coal and Steel Community initiative to pool/integrate those industries in France and Germany and later other European countries. He was the principal leader of

US support for the effort. In 1955 his talents were needed with the Colombo Plan which had been established to strengthen the economic and social development of member countries in Asia and the Pacific. David negotiated loans from the US to Poland to lessen its dependence on Russia; loans were also made to Yugoslavia. Later, as an employee of the World Bank, David continued working on education, infrastructure and agricultural loans for Yugoslavia, then Turkey, Egypt, Greece and Cyprus. He retired in 1983.

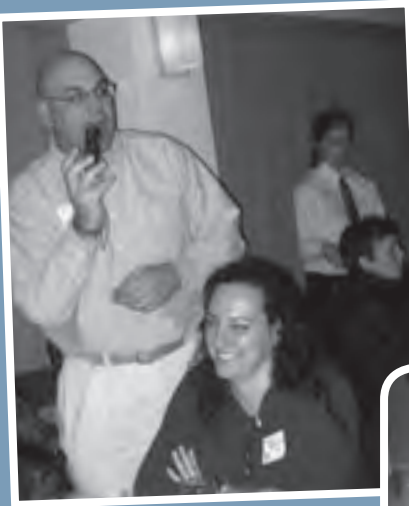
The Richardson family is still involved with CRS, bringing full circle the dedication to the school started by his mother. The architecture gene has been passed down to David Richardson's grand-niece Emilie Pickering CRS '01, who attends Boston Architectural College. Her mother, Alison Richardson, continues the family tradition by consulting and drawing landscape plans for our school campus. In his private life, David became, on top of everything else, a book-binder. He amassed an impressive book collection, of which — completing another circle — he has given nearly half to the library designed by his grandfather at the University of Vermont.

How many others, with the same foundation at Charles River School, will lead such an interesting life?

California Reunion

CRS alums and former faculty met at Perbacco Restaurant in San Francisco this February. Head of School Cathy Gately and Alumni Director Linda Fenton enjoyed reminiscing and storytelling with alums. See the Class News to catch up on the lives of our West Coast alums.

Zander Sprague '82 and Anna Hoffman '86



Mason Cabot '89



L to R: Former Gr. 5 teacher Diali Bose-Roy, Anna Hoffman '86, Mason Cabot '89, Zander Sprague '82, Andrew Kluter '87, Gretchen Heilner McCondochie '75, Alex Main '00



Gretchen Heilner McCondochie '75 and Alex Main '00



Andrew Kluter '87 and David Henkle Wallace '78

CAROLYN PEIRCE taught Grades 6, 7 and 8 at CRS from 1975-1988.

A big part of our history, let's catch up with her...

My family and I moved to Kensington, MD in 1988, and I spent my first year here teaching sixth grade at St. Patrick's Episcopal Day School in NW Washington (about 425 students N-8). Also during that first year I finished my thesis for a master's degree in world religions and art at Harvard, following up on interests of mine. I never had any career plans while getting the degree, just loved exploring the intersection of the topics. I have continued at St. Patrick's for the last 20 years as Head of the Upper School and then as art teacher in recent years, a position I have loved. I'll be retiring this June after 45 years in a career in education!

For the past 10 years I have actively volunteered with Samaritan Ministry of Greater Washington, a social service organization that helps people find housing, employment and low cost medical care; I volunteer weekly as a case

worker and have also been on the Board of Directors in every position including Board President. As for family, as some might know, my husband Tom died 10 years ago of a rare brain illness. I enjoy spending time visiting with my son Adam (Class of '82), his wife Lindsey and their sons Eli and Emmett in Connecticut and summertime in Maine, along with our extended California family. I've been fortunate to have good health, and I love getting outside hiking and bicycling with friends, painting, traveling and enjoying the many great offerings in the DC area.



1980

More CRS Memories

On a return to campus, **FRED CABOT**, Class of 1949, walked the rooms of the Founders House indentifying classrooms and recalling teachers from years gone by. With an uncanny memory for detail, honed as an English professor first at Middlebury College and then as Head of the English Department at Pine Manor College, Mr. Cabot has many wonderful memories of his years at CRS. His eyes sparkled while recalling his role as Aladdin in the school play and singing French songs with Madame Nyman. He also remembered fondly the 6th grade graduation party at Louisa Hunnewell's home in Wellesley because after eating hot dogs and going swimming, a thunderstorm blew in bringing great crashes of thunder and bolts of lightning. In looking back on his school days, Fred commented how fortunate he was to have a twin brother with whom to share his life experiences; he cherishes memories of his brother Ned who passed away some years back. Recalling teachers such as Mr. Gove who taught science or Madame Nyman, he said,



"I received lessons at CRS that have lasted a lifetime." Mr. Cabot thought of his elementary French teacher as he stood on the bridge at Avignon, recalling the song *Sur le Pont d'Avignon* that he learned at CRS.

Following CRS, he enrolled at Milton Academy and then attended Harvard College with fellow CRS classmates Dick Saltonstall, Paul Toulmin, Bob Crook, Jock Grew, Tito Francis and his twin brother Ned. While at Harvard, Mr. Cabot rowed lightweight crew and this summer he and his wife Liz will attend the 50th anniversary of his rowing at Henley in England.

Mr. Cabot has stayed in contact with many friends from CRS due in part to the fact that his sisters Virginia Cabot Wood '37, Elizabeth Cabot Minot '41 as well as an older brother Paul '42 also attended CRS. Fred remains active teaching adult education classes in English at Lasell Village in Newton, exploring the *Iliad* and other works by Homer. A life-long love of music, which began at CRS, led him to singing and serving on boards of the Longy School of Music and Boston's Landmark Orchestra. The years have done little to slow Fred down as he still spends much of his free time in Vermont with his wife where the only concession he has made to the years is that he cross country skis instead of going downhill. He split a cord of wood this past winter and commented that splitting a cord once, warms you twice!



MARY ARMSTRONG, art teacher from 1975-1989, inspired hundreds of our students to explore, make and appreciate art. "I have such wonderful and vivid memories of my students and eagerly await the alumni news. I feel so privileged to have had the opportunity of teaching all those years at Charles River." Since CRS, Mary has enjoyed working as a part-time faculty member at Boston College

(for over 20 years), teaching two art classes a semester. This ideal schedule allows many days for her own painting and studio practice. She and husband Stoney spend a month painting/teaching each June in Venice and continue to enjoy summers painting in their little house on the Maine coast. Reviews in *The Boston Globe* this January praised Mary's piece entitled, *The Floating World*, by writing, "...her paint handling is so gorgeous, her colors so romantic and vital, the viewer tips easily into the dream she weaves with her imagery." Congratulations to Mary on her show exhibited at Victoria Munroe Fine Art on Newbury Street.

ANNUAL FUND

Help us reach 100%

As the CRS Annual Fund enters its final months, we have already raised \$430,000 towards our \$500,000 goal. This year's goal is the most ambitious in the school's history and we are 86% of the way there.

Annual Fund gifts touch every member of our school community by supporting professional development for faculty, classroom materials, new technology purchases, field trips, sports equipment and all of the school's day to day costs.

Help us reach 100% by making a gift to the Annual Fund today. Your gift, no matter the size, has a profound impact on our school.

Donate online at www.charlesriverschool.org/giving or mail to: Charles River School, P.O. Box 339, Dover, MA 02030.



One Woman's Journey leads to a Health Care Solution



Elizabeth Sheehan, parent of students Emma and Ben Croll, took the path less traveled to arrive where she is now. She attended Duke University and became a physician's assistant, working in emergency medicine first in rural North Carolina, then in New York City and finally in Quincy, Mass. She then decided to take a break and "walked around the world" at age 32 – a single woman hitting the road on her own. Her travels began in New Zealand, then through Indonesia – where she visited remote villages whose residents were so isolated life resembled the stone age. Over the next nine months she travelled through southeast Asia to Africa. In Cambodia, she visited minefields and learned there was no medical care for

the injured. She returned to work as the medical director of the Halo Trust, a British charity teaching mine clearance to local villagers. Elizabeth taught emergency triage procedures to de-miners for when colleagues stepped on landmines (which happened often). During this time she met and married a British bomb disposal expert.

The couple returned to London where she enrolled at the London School of Hygiene & Tropical Medicine and The London School of Economics. She earned a joint degree in public health and health policy. She and her husband moved to Mozambique where Elizabeth evaluated the decimated health care delivery system for USAID. She learned that "the critical issue in international health was not about treatment but about access; that health care delivery was the road block to saving millions of children and women around the world."

Elizabeth returned to the US five years ago and settled in Dover with her two children. While thumbing through an article in *Foreign Affairs* magazine about the failure to deliver rural health care, she saw a photo of a metal shipping

container transformed into a medical clinic by Rensselaer Polytechnic Institute students. Liz had seen thousands of empty containers around the world and knew first-hand that women and children were dying due to a lack of clinics with medicine and doctors. She founded a nonprofit called Container2Clinics (C2C) almost two years ago.

C2C is a sustainable model for health care delivery that can meet the health needs of poor women and children and their communities through vaccinations, safe pregnancy and delivery and health education. C2C's first clinic, with donated equipment, will be shipped to Haiti in partnership with Americares and UNHCR. C2C hopes to branch out to Central America and have 20 containers up and running in five years.

Elizabeth appreciates the ways her children learn about the world at CRS, their exposure to geography, values and different cultures. She loves talking about the travels of Marco Polo with her daughter, and believes this kind of education allows students to follow their interests and to expand their life experiences.

www.containers2clinics.org

CURRENT EVENTS

MATHCOUNTS: It All Adds Up



Members of the CRS MATHCOUNTS team qualified for the Middle School Massachusetts State MATHCOUNTS Final that was held on March 6th at Wentworth Institute of Technology. The team of Alastair Bastian, Joshua Calka, Will Egan and Daniel Moder, all eighth graders, advanced to the state tournament based on their strong performance at the Metro-west Chapter Competition on February 6. Congratulations to Alastair, who placed 25th out of 112 students and to the team which placed 20th out of 28 teams. MATHCOUNTS is a national organization that fosters excellence, confidence and curiosity in middle school students through fun and challenging math programs.



FRIDAY ~
with a chance
of *MEATBALLS*

A Friday night spaghetti supper to benefit the Haitian relief effort raised \$2,345 this February.

There was tossed salad, pots of pasta, servings of sauce and mega amounts of meatballs for the 250 parents, students and siblings who came to the Activity Center for dinner and a chance to play games in the gym. Hula hoopers rocked, jump ropes twirled, parents played kids in a 7th and 8th grade basketball game (kids won 27-25), floor hockey teams covered their positions and the Macarena dancers held their own. These funds bought tents and supplies for nine Haitian families through the U.S. Association for International Migration.

Our community responded to the call for donations with a generous spirit in other ways: Parent Council collected loose change, and the 6th, 7th, 8th graders turned over the profit from their dance, all of which helped raise an additional \$746.57 over a three-week period for the Red Cross and Doctors without Borders.

Turkish Visitor



Zeynep Önder, an educator born in Turkey who taught at CRS in the late 1990s, returned to campus in February to enhance the third grade's study of the Middle East. Teachers Enrique Polletta and Wendy Schapiro consulted with Zeynep as they developed and planned the Turkish portion of their Marco Polo theme. Zeynep then visited as a guest speaker, giving an authentic perspective on life in

Turkey by speaking to the students about food, culture, clothing, customs and traditions in her birth country.

Parent Discussion 101

Dean of Faculty Dibby Moder led two parent programs in February on the topic of raising resilient children; one for parents of Pre-K and Kindergarten students and one for parents with children in Grades 6-8. The topic, which was suggested by parents, is relevant for kids of all different ages. Using the book *Raising Resilient Children* by Robert Brooks, Dibby commented that resilience in children is by no means a new concept. The idea of how children deal with adversity is a very important one since children gain self-confidence by being resilient and effectively handling challenges. The groups discussed how parents can help kids take an active role in problem solving.



CURRENT EVENTS

Piper Taylor '10 "Woman Suffragette"



2010 Research Assembly

Seventh and eighth grade students hosted their annual research assembly in February, presenting a wide array of topics and individuals who have made significant contributions to society. The presentations, which are one part of a research project undertaken in social studies classes, required students to be able to articulate a thesis and converse

with both adult visitors and younger students about the topic or historical figure of their choice.

Foster Hall was packed as visitors moved from one booth to another, looking at displays and hearing about issues as diverse as fast food and obesity, the fall of the Berlin Wall, and racism in children's literature. Students

Bryan Cleveland '11 "Satchel Paige"



who researched historical figures came dressed as their subjects and presented information in character. This made for some interesting anachronistic matchups, as architect Frank Lloyd Wright stood side by side with baseball great Satchel Paige while Niccolo Machiavelli, Nelson Mandela and Lena Horne, among others, conversed nearby.

Dale Chihuly Over Dover



American glassblower Dale Chihuly hung chandeliers over Venice (www.chihuly.com). Our Pre-Kindergarten artists, after watching excerpts from *Chihuly Over Venice*, hung their creations over Dover, structures that captured and reflected light and shadows just like Chihuly's chandeliers over the Venetian waterways. "For two months we studied light's structure and behavior, its aesthetic, environmental and

narrative aspects. Children experimented with objects on a light table, an overhead projector, a shadow screen, flashlights and a 'mirror room' in the dramatic play area. We explored the color spectrum of a rainbow and the concept of shadows," states Pre-K teacher Karen Belsley Pratt. Teaming up with the art and drama departments, the school was treated to a shadow puppet show, a display of constructions designed to capture light and make shadows, and our own brand of chandeliers hung all over the classroom.



Third Graders Deliver Books to Head Start

Head Start, a comprehensive early education and support program for low-income families, welcomed a visit from CRS students in January. Parent Council spearheaded a book drive and third graders delivered 10 cartons of books during their visit to the Framingham facility. While at Head Start, the CRS students heard about the organization's mission and program from Director Cheryl Smith. Then, in groups of two and three, the students spent time in various classrooms, engaging with the younger children and reading books to them. The CRS students reported that they "felt like teachers" when working with the younger children and that they were happy to be able to bring books to classrooms which were in dire need of them.

Introducing Mark Saladin - Coach and "IT Guy"

Mark Saladin may not be well known around campus yet, but he's not hard to find. At 6' 4", he is a presence! Mark joined the CRS faculty last February to assist Huy Tran in the computer lab as Technical Support Analyst. This winter he coached the seventh grade girls' basketball team.

Mark finds the best part of coaching to be the opportunity to get to know and interact with the students, and he likes having the opportunity to contribute to CRS in this additional role. He explains that the girls are excited about playing basketball, they keep practice fun, take instruction well and give their full effort. He adds, "It has been wonderful to see how their skills have improved, along with their level of camaraderie and sportsmanship."

Mark realizes that his challenge as a new coach is to gain more experience and develop a repertoire of drills in order to make practices fun, non-repetitive and motivating. He has received great feedback from both the athletes and parents. The girls have made him feel very appreciated and the parents have complimented him on his coaching style.



Mark works part-time at CRS so that he can also volunteer in his Dorchester neighborhood. He loves to read, especially science fiction. He also enjoys working with his hands, learning about technology, playing soccer and cooking.

And what do his athletes think? "Mark is one of the best coaches we've had." "He is caring, and funny." "He helped us each to develop and improve and work together as a team. We worked hard in practice and it showed in the games. The team really bonded with his guidance."



The season for the Grade 7 boys was one of much success on and off the court. From the very first day of practice to the last game of the season, the team gave it all in each and every practice and game.



The Grade 8 boys team ended the season with a thrilling and exciting game against Belmont Day School. After a furious rally by CRS, Belmont Day held on to win 43-38.



Grade 8 girls were challenged with difficult games, but ended the season with a thrilling victory over Belmont Day School.



The Grade 6 girls team was a hardworking bunch. Quickly mastering passing and shooting, they moved on to dribbling effectively in game situations. The season ended with a well-suited match against Derby. It was close down to the last second. Though CRS finished with a two-point deficit, no one is a loser in such an exciting game.



Highlights from the Grade 6 boys season included a one-point win against Fessenden and a come-from-behind tie against Tenacre. The team evolved considerably in their ability to pass effectively, to defend aggressively, and to shoot accurately. Win or lose, they consistently embodied the ideals of good sportsmanship.

CLASS NEWS



SALLY (VIRGINIA) SORTWELL BRUN '29 and
BETTY SORTWELL ROSS '26

1920s

We heard via her daughter that **BETTY SORTWELL ROSS '26** is 95 years old and living in Wiscasset, ME. Betty lived a very active life, traveling to many parts of the world with her husband who was in the Foreign Service. After his death she settled in Wiscasset and became an accomplished water color painter. She has four grown grandsons. Betty's sister **SALLY (VIRGINIA) SORTWELL BRUN '29** also lives in Wiscasset and is 93 years old.

1930s

CYNTHIA THORNDIKE THACKARA '34 was one of four Thorndike siblings who attended CRS. She keeps in touch with her entire CRS class by phone, email or by visiting. We met Cynn timer in her hometown of Laguna Beach, CA and were treated to several great stories about her friends, particularly classmate **LEW DABNEY '34**. Skating on the marshes of the Charles River, her team of Thorndike sibs was called the Medfield Skunks and they played against Lew and **CAROLINE DABNEY '35** who were the Millis Eagles. Cynn timer keeps busy with her family, three children and many grandchildren.



CYNTHIA THORNDIKE THACKARA '34

1940s

NANCY RICHMOND BLACKETT '40 wrote, "Considering *Treasure Island* was our class play in 1940, it was a joy to dine at the Admiral Ben Bow Inn in Penzance, Cornwall (UK) last summer while travelling with my daughter **NANCY '69** and her husband." Last October, **BARBARA BAKER CAMPBELL '43** traveled to the Dordogne Region of Southern France with the Tufts Alumni Travel and Learn program. They saw some fascinating castles dating back to the Crusades. **PAUL TOULMIN '49** could not join the CRS alumni dinner in San Francisco this February due to recent surgery. He writes, "A hip replacement has become so commonplace, having one is not really an unusual event, unless you are the recipient! I am still working full time in public radio, KQED, not because I need to but I am worried about what I would find to do if I did not have a place to go five days a week. I realize that retirement allows one to find volunteer opportunities and the time to travel — and travel is becoming a greater priority."

1950s

CAROLINE PARKER HOPPIN '50 taught in the Brookline Public Schools, then served as director of admissions at The Park School for 24 years. Since her retirement in 2001, she has remained active volunteering for several years in a writing program at Boston's Mission Hill Pilot School. Over the years, she sat on many educational boards and devoted much of her time to the Brookline Community Foundation. She and her husband, Fred, a retired physician, continue to open their house to families who have loved ones being treated at area hospitals through a program called Hospitality Home. Presently, they enjoy spending time with grandchildren and traveling, but remain committed to improving the quality of life for the broader community.

1960s

CARE STANDLEY '69 vividly remembers her CRS years and all the teachers' names. "When I was in second grade, I went into third grade for math, no big deal, matter of fact. In fourth grade my dad wanted me to learn italic instead of cursive handwriting; by sixth grade my poor teacher could hardly read my handwriting and I would get a lot of spelling words wrong due to handwriting. CRS set a high standard for me with my own three boys, who all went to public school, and had and have a good education, but not the individual attention I remember getting at Charles River." Care continues her passion of creating tapestry projects. CRS exhibited a piece of her needlework, "3 Sons," at the Arts Weekend last year and she shows and sells her work in California, Arizona, Connecticut, Ohio, Oregon and Texas. Care attended the California College of Arts and Crafts and the San Francisco Tapestry Workshops. She has received awards from the Handweavers' Guild of America and the American Tapestry Alliance.

1970s

GRETCHEN HEILNER McCONDOCHIE '75 is one of five Heilner siblings who attended CRS. She's living in the California Bay Area with landscape photographer/writer Alasdair and 11-year-old daughter Cally. Gretchen is co-creator and owner of Silver Leaf Sweets.

Visit her website, www.silverleafsweets.com, to see her hand-crafted custom cakes. Before her first daughter was born, Gretchen was an art therapist. Motherhood keeps her busy but she still sells her paintings to private clients and teaches drawing privately and in workshops to children and adults. She writes that siblings **FRED, DAVID '69** and **ELSA '74** all live in Maine. **MARC '65** lives in South Africa. Gretchen remembers doing skits with **ROSEMARY MAHONEY '75** and the overnight field trips in 5th and 6th grades. CRS visited **HARRISON MILLER '75**, in Palo Alto. The father of four children, he is a general partner at Summit Partners. He attended CRS for the 7th and 8th grades, a transition from public school to our small, individual-centered environment which served to turn around his educational experience. After graduating from Princeton with a major in religion and a minor in poetry, he taught at the Collegiate School. He joined Summit's Boston office in 1988, staying for two years before heading to Stanford for an MBA. Harrison's career includes being part of the founding management team at Lightspan Inc., an e-learning leader selling software and internet-delivered services to institutions. Harrison served as vp and general manager of Platform Services at Amazon.com for five years. He returned to Summit Partners in CA and now co-heads the firm's venture capital activities in North America, Europe and Asia. He and friend **GEORGE LEE '80** were great organizers of the effort to name the new gym lobby for classmate **PETER HUNNEWELL '80**. **SASHA NYARY '75** and family are enjoying living in Northampton. In January she began a master's program in Library Science. **ERIC COLE '77** wrote that he had lunch with **JAMES BREAGY '77** who has moved back to New England after 27 years. Eric is working for Ameriprise after 20 years with Fidelity. His brother, **JEFF COLE '78** is living in Boulder, CO. Congratulations to **TEE MINOT '78** whose bookstore, Christopher's, received a special recognition at the opening of the new library branch on Potrero Hill in San Francisco. We chatted with **HEATHER DUNCAN '79** who graduated from Swarthmore College and went on to Claremont University for graduate school. She has been teaching biology and

chemistry for 12 years at the San Francisco University High School, an independent school of 390 students. Heather reports that she absolutely loved science while a student at CRS. She has twin six-year-old girls and a 16-year-old son. **MARY GREGG '79** is living in Haverford, PA and teaches second grade at a Friends school. She frequently thinks about her CRS teachers and explains that they continue to guide her teaching style today.

1980s

CHRIS MIX '81, a physician by training and a kidney specialist, has worked at the biopharmaceutical company Amgen since 2003. In 2006 he became responsible for running a development team for drugs used in the treatment of complications of kidney and heart disease. He designs, oversees, and analyzes data from clinical trials being conducted to test the efficacy and safety of these drugs. Chris and wife Susie are runners who have recently taken up swimming and participating in triathlons. Their family includes twins who just celebrated their 3rd birthday and Owen, age 5. **ZANDER '82** and Dawn **SPRAGUE** are happily involved in the lives of daughters Katy and Addy. It's preschool and kindergarten, gymnastics and a busy home and work schedule that keep the Sprague family hopping. Zander continues to work at Intel while various other projects as a speaker and coach engage him on a regular basis. They live in Castro Valley, CA and Zander's commitment to endurance athletic events, half and full marathons, gives the family opportunities to travel to races up and down the coast. Zander continues to run with Team in Training which raises money for leukemia and lymphoma research. **WHITNEY ROBBINS '82** was in the spotlight at Mass. Audubon's Broadmoor Wildlife Sanctuary for two months this winter. Her art show entitled "Rookery" featured large-scale charcoal drawings of a great blue heron nest she saw each day commuting to teach at The Rivers School from home in Bolton, MA. Hung nearby were more abstract mixed media paintings with materials collaged with respect to her heritage: fabric swatches from her grandfather's textile mill, family photos, stamps and other ephemera from scrapbooks, tea bags, clothing, paints, architectural plans from her recent home



HARRISON MILLER '75



WHITNEY ROBBINS '82
artwork from Audubon show



CARL LADD '83



Mission Electric Motorcycle
MASON CABOT '89 engineer



LEAH TAGER SANTAT '89 and family

activities. Whit writes, "Naturalist tendencies and avian interests are in my genes. Most of the art I've made in the last decade has featured birds or trees and I am thrilled to show this body of work at Broadmoor." **CARL LADD '83** and his wife Samantha co-founded Osprey Sea Kayak Adventures, a sea kayaking/environmental education school in 2001. Previously, he spent five seasons in the desert Southwest teaching desert ecology, environmental and experiential education for the Boojum Wilderness Institute. He also spent four seasons studying and teaching tropical marine ecology in the Sea of Cortez and the British Virgin Islands. Carl has been teaching kayaking skills, rescue and safety to school groups, private organizations, individuals and instructors since 1995. Earlier he taught outdoor skills ranging from backpacking, back country skiing, rock climbing, high angle mountain search and rescue and sea kayaking. Check him out on the web at www.ospreyseakayak.com. **ELLIOTT PERKINS '83** lives in Paso Robles, CA and is a software developer. Prior to 1998 he lived in Portland, OR and worked at the Oregon College of Arts and Crafts as a potter. Elliott has one son, age 8. He found Athletic Director Paula Converse's advice to "keep shooting until he hit ten in a row" as useful as an adult as it was to him when he was a child. **ANNA HOFFMAN '86** is living in San Francisco and attended the CRS gathering in February. She and her partner Amy Paul have two children: a son, Asher, four, and a daughter Olivia, six. Anna works for Oracle in Global IT. She wrote, "We really enjoyed meeting local graduates across the years and sharing memories of CRS. It was also wonderful to hear about all the positive changes, though I can't imagine PK-8 today without gymcraftics! It was terrific to see photographs of the updated campus in the memory book that Linda Fenton kindly put together – including many nostalgic shots of our favorite teachers and staff and us as youngsters to jog those long-ago memories." **ANDREW KLUTER '87** is a planner. His job for six years has involved transportation and engineering, parking and traffic issues in the San Francisco area. Andrew consults with TJKM Consultants. He went to Univ. of Pennsylvania and ended up at Berkeley for grad school. He has called

California home for nearly 10 years but has fond memories of CRS: studying and playing on the loft structures in many classrooms and he can still recite the various themes in each grade! **WILL WILLIS '88** writes that he is enjoying reconnecting with CRS through his participation in the Alumni Council. He recently helped **GIL CUNNINGHAM '88** move into his new home in Cohasset and enjoys quarterly burrito lunches with **JASON SUGAR '88**. **LEAH TAGER SANTAT '89** lives with husband Dan who is a children's writer and illustrator, and two children, Alek, age four, and one-year-old Kyle in Alhambra, CA. Leah is a research technician and has been doing cell research at Cal Tech for the past seven years. She tells that mom, **JILL TAGER**, former CRS Pre-K teacher in the 80s, is still teaching preschool in Santa Rosa. **MASON CABOT '89** is the vp of engineering at San Francisco-based Mission Motors. He is part of the three-man founding team that designed, engineered and produced an all-electric zero emissions sport bike that set the speed record of 150 mph. The bike was unveiled at the TED2009 Conference and boasts a range of 150 miles on a single battery charge (the battery pack is made from high energy lithium-ion cells). "This is the first motorcycle of its kind that allows you to have all of the performance you crave as a motorcyclist as well as be kind to the environment," reports Mason. The electric drive is completely smooth (no shifting) and the first Mission One motorcycles will be delivered late this year at a limited edition price of \$68,995. Mason comes to an engineering background after graduating from UVA with a degree in electrical engineering, and several years at Intel doing computer processor design and more. Currently he is awaiting business school admissions decisions to determine where he'll be for the next two years. We enjoyed catching up with him in CA.

Calling all 1986 classmates - reunion in the works for July 2010. Join the group Charles River School Class of 1986 on Facebook to reconnect and learn details.

1990s

Congratulations to **JASON KOLBE '90** and his wife Maureen Farrell on the birth of their daughter, Cecilia May, on February 4. **KATIE KONTRIMUS NOVAK '96** will complete her MBA from University of Hartford this summer. **SIMON FUCHS '93** is the post production supervisor at Tenth Planet/America's Best Dance Crew and lives in LA. **JAIME RAMIREZ '94** calls California home. After four years at Thayer Academy, she headed to Pitzer College and majored in political science with a fifth year as a Fellow at the Center for California Cultural & Social Issues, where she worked in a juvenile detention center tutoring high school students and creating a diversity program for incoming Pitzer College freshmen. Currently she is working at a boutique law firm in Beverly Hills, but her life's ambition is to run a specialty toy store. JR and her fiancé Jeff are planning a wedding for Thanksgiving weekend. **JEFF RAIDER '95** is in his second year of business school at The Wharton School at the Univ. of Pennsylvania. While at school, Jeff has worked with three classmates to launch a new brand of prescription eyewear called Warby Parker. Warby Parker's model is to design its own collection of refreshed vintage inspired styles, craft them out of the finest materials on the same production lines used by many marquee European brands and sell them directly to customers on the company's own website for a fraction of the price of similar glasses in stores. Jeff and his teammates try to deliver great value to customers by cutting out all the middlemen who charge exorbitant prices for glasses. The company's first limited run collection of 27 styles all cost \$95, including prescription lenses. In addition, Jeff and his teammates have instilled a strong social mission in Warby Parker. For every pair of glasses that Warby Parker sells, the company will donate one pair of glasses to someone in the developing world who wouldn't otherwise have access to proper vision care. Go to www.warbyparker.com and see how to make a difference. **JANNA BURKE '98** has moved to New Jersey to pursue her operatic singing career in NYC. She is currently rehearsing for a production of Donizetti's *Don Pasquale* as a chorus member with Bronx Opera. Janna will begin coachings

for the role of Suor Dolcina in Puccini's *Suor Angelica*, and an ensemble role in *Il Tabarro* with Dell'Arte Opera in Manhattan. *Suor Angelica* and *Il Tabarro* are two of three short operas in Puccini's masterpiece *Il Trittico*. If she isn't busy enough, she also works in the fund-raising department at the Metropolitan Opera. "I see Emily Lisbon in the city all the time. I feel so fortunate to have her as such a close friend — we have been since PreK at CRS." **EMILY LISBON '98** is off to Tuck School of Business at Dartmouth College this September. Currently in her second year working in digital marketing at Digitas in NYC, she is looking forward to a her summer vacation in New England before heading to Lebanon, NH. She is in contact with **RAAJ RUPAREL '98** who, after graduating from medical school in Antigua, is doing his rotations back in the US. His field of interest is general surgery.

2000s

ALEX MAIN '00 majored in psychology at Brandeis University, starting out in clinical psychology, but gradually becoming intrigued with research. Outside of the major requirements, she took several classes in anthropology, sociology, English, and theater. While at Brandeis she participated in musical theater, with roles in *Tommy*, *Hair*, and *Urinetown*. Alex says she has always been interested in why people act the way they do and the roles individual differences in our experiences and predispositions play in diverging social and emotional outcomes. Studying children is the perfect way to get at these phenomena. Alex was drawn to the undergraduate research program at Berkeley called the Summer Research Opportunity. It was specifically designed for first generation college students to get research experience to give them an edge when applying to graduate school. "I fell in love with the Bay Area for the weather, the variety of things to do, and restaurants! Plus Berkeley has a very strong graduate program, so it seemed like a perfect fit. I have very fond memories of CRS. Before I came to CRS my extracurriculars consisted solely of sports, and while I maintained this passion at CRS and beyond, I got a very strong background in the arts which was invaluable in my development. I developed lasting friendships and a positive attitude toward school that



JASON KOLBE '90 with daughter Cecilia May



JAMIE SCOTT HAVERTY '93 visited in March. Pictured here, Jamie, son, Joey and Desi Ayers



JANNA BURKE '98 in the role of Donna Elvira in Mozart's *Don Giovanni*



LEAH SHORSER-GENTILE '06 in dance concert



Spanish teacher, Kent Rouillard, BJ VAN REES '02, SPENCER ROSS '02 and science teacher, Pam Moor



ARCHY BAKER LASALLE

I certainly did not possess before I arrived in fifth grade. I really value the open style of learning that goes on at CRS, for it really fostered my intellectual and creative development." **SPENCER ROSS '02** and **BJ VAN REES '02** stopped by CRS just before winter break. They caught up with former teachers and coaches. BJ is going to attend graduate school and Spencer has joined the Navy. **ANNA ALBANI '03** is a junior at Boston College. She works at the BC Bookstore and Boston Beer Garden. **KATIE REED '05** graduated from Carleton College and will be attending Brandeis University's program for elementary education. **LEAH SHORSER-GENTILE '06** applied early decision to Skidmore College in November, excited by their dance and science programs and is pleased to have been accepted. Leah choreographed and performed a solo dance at the annual Cambridge School of Weston concert in early March. She continues to thrive at CSW and it's hard for her to think about this chapter coming to an end. Congratulations to **EMILY WINGROVE '06** who was named All-ISL point guard in basketball for the third time and the league's Most Valuable Player. She finished her career with 920 points and 384 steals helping the Nobles' team to four ISL Championships. Emily is most passionate about soccer. This fall she received All-ISL and All-New England recognition, and will be continuing her career at Brown University. Mademoiselle **ZIZ RASKIN (AKA ELIZABETH) '07** spent five months living with a family in Brest, France as part of the American Field Service. Ziz's biggest challenge was attending Elysee Kerichene a French high school. All classes were in French and she had 34 students in each class. Even with a foundation in French from CRS and Cambridge School of Weston, Ziz found she just couldn't summon up all the vocabulary to constantly talk in class. However, as time marched on, she began to think and dream in French and immerse herself in the culture. She also immersed herself in the myriad excellent French cheeses, now loves fois gras, has tasted frog legs, kidney, tongue and escargot! Ziz was impressed with her classmates' dedication to their studies. "There is real concentration on academic achievement. Students attend school 6 days a week and there are no extracurricular activities. Unlike CRS, where teachers see the

value in exploring ideas for personal growth and moving at your own pace, teachers in France must follow a nationally mandated course of studies so there is no variety in style of teaching – all my classes were completely lecture based with no time to ask questions. After this five-month experience which involved traveling in France, Ziz remarked, "Alors, I feel now I can do anything at Cambridge School after living in France and really learning the language." **TORI CABOT '08** is a sophomore at Milton Academy. In the fall she played soccer and in the winter participated on the swim team. She is also a member of the Chamber Singers.

Former Faculty

ARCHY BAKER LASALLE has been awarded the 2009 Excellence in Teaching Award from Center in Santa Fe, New Mexico. The nationwide award honors a high school, college, or postgraduate teacher's dedication. Archy was nominated for this prestigious award by a former student, **EMILY SCHIFFER '95**, also an award-winning photographer, who is currently living in New York City. Archy was Emily's first photo teacher at CRCAP. **JANET FUCHS**, former Grade four and music teacher, checked in from her home in Marina del Rey, CA. In early 2009, she and her partner founded Haven By Design LLC, a green building and consulting company in Los Angeles. They are Certified Green Building Professionals, GreenPoint Raters and Advisors, and HERS raters. They provide innovative and affordable green building solutions, energy audits and residential retrofits. **SYLVIE ESSEX**, former sixth grade teacher, visited CRS with her youngest son, Jasper, in February. Sylvie will be returning to teach 6th grade in September. **DIALI BOSE-ROY**, Grade 5 teacher 2003 to 2007, joined the San Francisco dinner party at Perbacco, catching us up on her new position as middle school math and science teacher at the San Francisco Friends School. The school is in its eighth year, adding a grade each year and Diali is the first 6th grade teacher. She finished her master's in leadership studies and remains committed to a career in school administration.

In Memoriam

ERIC CUTLER '30 died at the age of 91. He lived most of his life in Westwood and Dedham. After Charles River School he attended Noble and Greenough and Harvard University where he was captain of the swimming team and a member of the Porcellian Club. During WWII he served as a pilot with the Army Air Corp. He then worked at Harvard University as the Assistant Director of Admissions until 1965 when he became Assistant Director of Athletics, holding that position from 1966-83. An avid birder and environmentalist, Eric served as a director of the Mass. Audubon Society and councillor at the Manomet Center for Conservation Sciences.

While on a trip to Tbilisi, Georgia, **FRANCIS O. "BUTCH" HUNNEWELL '50** died suddenly. He was described in *The Boston Globe* as a man who "cut a unique path in the world of business that took him to continents away from Boston. He was extremely inspiring, courageous and very adventurous." Following graduation from CRS, Hunnewell attended St. Paul's School and Harvard College. He spent three years in the Navy on the USS Kitty Hawk as a navigation officer and went to get his MBA at the Harvard Business School. Mr. Hunnewell was deeply involved with schools and organizations dedicated to the arts, serving on the boards of the Walnut Hill School for the Arts, New England Conservatory, the Boston Philharmonic and as chairman of board at the NPR radio program "From the Top." He was the son of one of CRS's earliest students, **HOLLIS HUNNEWELL '16**, and the brother of **H. HOLLIS HUNNEWELL '41** and **LISA HUNNEWELL VON CLEMM '49**.

BETSY DRINKER '61 passed away in December. She was the beloved daughter of Priscilla Page of York, ME and the sister of **SUSAN DRINKER '60** of Glenwood Springs, CO, **NICK DRINKER '66** of Exeter, NH, and **AMY T. DRINKER '68** of Marblehead, MA. Betsy, a long time resident in the Boston area, grew up in Dover and attended Charles River School, Beaver Country Day School and the University of Colorado in Boulder.

She had a lifetime of adventure, travel and personal introspection, and her generous heart and open acceptance were embraced by many people in all walks of life. There will be a memorial service for Betsy on May 22 in Boston; for more information contact Sue Drinker at sdrinker@drinkerduurance.com. You are invited to visit the website www.PAFOC.com to read or contribute remembrances.

HOPE HYNES, mother of **EDWARD HYNES '69**, passed away at the age of 92. Mrs. Hynes graduated from Dover High School, Simmons College and Boston University. She was a former home economics teacher in Pennsylvania and at Needham High School, and an assistant librarian at the Dover Town Library. Hope was a member of the Dover Branch Alliance and Dover Church. She will be remembered as an active volunteer at CRS and recognized for her unflinching support for Simmons College.

NONA MAHONEY, mother of **ROSEMARY '75** and **JOHN '73 MAHONEY**, passed away in October. Nona grew up in Dorchester, attended Emmanuel College and went to graduate school at Columbia University to study journalism. She returned to Boston and worked as the women's editor of the *Boston Post*. While doing an interview she met Dr. John P. Mahoney and they married in 1953. Nona faced many challenges in her life, having contracted polio while pregnant with her third child, her husband died while her several children were just entering their teens and she survived bouts with alcoholism and breast cancer. Following her husband's death she became certified to teach children with learning disabilities and started a Montessori school. Later she rekindled her interest in acting and joined Next Move Unlimited, a theater company that included actors with disabilities, and she volunteered at Talking Information Center recording books for blind listeners. She was 86 at the time of her death.

ELIZABETH BAILEY ZALDASTANI passed away in February. A graduate of Bryn Mawr College she apprenticed at Shady Hill School from 1954-55 and later taught fourth grade at CRS. She received a master's degree in

reading education from Boston University. Her husband was originally from the country of Georgia and the family was instrumental in starting a college preparatory high school with the goal to enable young Georgians to attend college in America.

Charles River Creative Arts Program Celebrates its 41st Season

Over 130 classes are offered in the visual and performing arts as well as sports and writing. Students choose their classes, creating their own unique schedules.

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June 29 - July 23 and

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June 14-18 and June 21-25
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Hours 9:00am to 2:30pm
Half-day available

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June 14-18
Ages 9-14
Hours: 9:00am to 4:00pm

Wet Adventures – The Boston Area Exploration

June 21-25
Ages 9-14
Hours: 9:00am–1:00pm M, T, F
9:00am to 4:00pm W, TH



Creative Writing

June 14-18 and June 21-25
Ages 9-14
Hours: 9:00am – 11:45am

For more information go to www.charlesriversschool.org
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Alumni Weekend

Friday, May 14 to Sunday, May 16

*Saturday, 3:00 pm
Alumni Council Teacher Award*

The entire school community is invited to join members of the Alumni Council in recognizing faculty and staff who have served for 25 years.

*Paula Converse
Toby Dewey
Desi Doulos-Ayers
Mimi Earley
Linda Fenton*

Reunion May 14-16	
	Friday 9 am to 12:30 Visitors Day
<input checked="" type="checkbox"/>	Alum Classes 1922-1995, grandparents, former faculty, lunch with the Head of School
	Saturday Campus and Evening Events
<input checked="" type="checkbox"/>	11am - 1pm Young alum lunch 2003-10
	12:30-1:15 Class Agent Meeting
	1-3:00 Field Day events with Paula Converse
	Saturday Events for kids 1-3:00
	6:00 Alumni Gathering, Rice Barn Needham and Dillons on Boylston St., Boston
<input checked="" type="checkbox"/>	Playground activities, face painting, arts & crafts, decorate cupcakes etc.
<input checked="" type="checkbox"/>	Class of 1960 50 th Reunion
<input checked="" type="checkbox"/>	Class of 1985 25 th Reunion
	Sunday Road race, fun run, cookout
<input checked="" type="checkbox"/>	Fun run 11:30am, 5K to follow

*Remember
to RSVP
508-785-8215*