

THE ALUMNI MAGAZINE OF THE CHARLES RIVER SCHOOL

THE CURRENT

FALL '09

FOUNDATIONS OF LEARNING
VARIATIONS ON A THEME
FACULTY PROFILES
CLASS NOTES

+

ANNUAL REPORT OF GIVING
POTENTIAL ENERGY CAMPAIGN NEWSLETTER



ON THE COVER

FIRST GRADERS AT POWISSET FARM, DOVER

THE CURRENT

FALL '09

is a publication of
The Charles River School P.O. Box 339
Dover, Massachusetts 02030

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FROM THE HEAD OF SCHOOL

Though the rainy cool days of this summer seem to be a distant memory, I remember well my workshop with other experienced heads of independent schools from around the country. More than twenty seasoned senior administrators came together with two school consultants/psychologists to discuss our experience with school leadership during these difficult times and to learn from and with each other. Many of the challenges faced in this climate of economic downturn were common experiences for us all as school leaders, while other problems involved significant issues with school culture, governance, etc. Time and again, as I listened to various scenarios, I felt so fortunate to be at Charles River School with the clarity of our mission, an effective Board and talented faculty, and a remarkably supportive community.

Similarly, this fall at school as I stood with the students, faculty and staff for our time of silence and reflection at our Thanksgiving assembly and Simple Meal, I looked about Foster Hall with a grateful heart. Yes, our "Simple Gifts" here at CRS are indeed significant. And recently when our new Alumni Council members walked the campus to see the recently expanded instructional spaces of "their school" they were pleased to see the campus improvements and to hear from several of us, including alumni who are current parents, that the heart and soul of the school remain unchanged. And what **is** at the core of CRS? My **short list** response includes the following:

- respect and appreciation for the individual child
- celebration of children and learning
- talented, creative faculty and staff
- high expectations and challenging, engaging curriculum
- supportive, inclusive community
- ethic of care, thoughtfulness and generosity.

As you might imagine, my longer list is indeed long, as I envision your personal one would be too.

I encourage you to peruse this edition of the CRS *Current* – to read about our academic program, our stories of alums and current faculty, our facilities improvements to support our vital program of academics, including the arts and athletics. We also have a summary of our accomplishments with our POTENTIAL ENERGY Capital Campaign and our 2008-09 Annual Giving Report.

If you could see the vitality and creativity in our classrooms, hear the young alums speak of their preparedness and success in secondary school and college, observe the personal connections and conversations between students and faculty or tour the campus with an eighth grader, you would understand how extraordinary and very special Charles River School really is. We hope that the articles and reports in this *Current* will help to give you a glimpse of life at CRS.

We are most appreciative of your interest in Charles River School. On behalf of the school community, I thank you for your support, which makes a tremendous difference to the life of this wonderful small school.

All my best,

Catherine Gately

Small School. Big Difference.

A CRS Education You Can Take it With You



by The Publication Committee

Lucky are those who recognize experiences in life that change us forever. Although many CRS students consider high school something that lies impossibly far in the future, the day comes when they receive their diplomas and say goodbye. While they may not realize it, they will take with them the stuff of lifelong memories, savored remembrances of close relationships with friends and teachers and years of immersion in the very unique educational milieu of Charles River School. And while CRS students may stand on the graduation stage unaware of how exceptionally prepared they are for new and exciting challenges that lie ahead, their parents and teachers clearly see confident, enthusiastic and articulate graduates.

Toni Chute, retired CRS teacher and director of studies, reflected on numerous graduation ceremonies – “Students at graduation exhibit confidence, self-awareness and poise. Through their individual presentations which include musical performance, dance, magic, computer presentation and reflective speeches, each student demonstrates the variety of interests and skills unique to that graduate. Those who choose to give a speech reflect on challenges met, horizons expanded, and all note the caring and support received from teachers and friends over the years.

In Sophie Vitzthum’s graduation speech last June, the audience learned about the profound effect of involving students in every aspect of their learning experiences. She detailed the challenges of becoming a knight in the first grade’s Middle Ages theme, of taking the role of a world traveler following the route of Marco Polo while she was in third grade and then the numerous learning experiences she took part of as she assumed the persona of a Polish immigrant as part of the fifth grade thematic study of immigration and migration. These experiences will forever be in Sophie’s memory because her teachers set up challenging, relevant, hands-on learning experiences which were integrated with language, math, science, music and even computer learning. Education comes alive and engaged students gather the requisite skills, build great bodies of knowledge and expand their thinking—hallmarks of a CRS experience.

“It’s about engaging students and cultivating an interest in learning. We help a child to develop confidence and from there they take off and soar,” says Head of School Cathy Gately. “The child-centered approach we take here is supported by developmental psychologist Howard Gardner. He believes in ‘uncovering’ rather than covering material. Rather than explaining a mathematical rule, we will work to help students discover and understand the rule. Then we will add the algorithm that goes along with it. Students can delve deeply into subject matter, from learning about African culture by speaking with a visiting West African and watching him dance (and they trying the dances themselves!); to actually discovering the basic tenets of algebra in second grade by manipulating Cuisenaire Rods. Making these connections is how CRS deepens learning for students.”

TWO IMPORTANT FUNDAMENTALS TO A CRS EDUCATION ACADEMIC and PERSONAL GROWTH

The first centers on academic and personal growth. When each child’s unique strengths are recognized and nurtured, it is possible to attend to each child’s personal, social, emotional and physical growth.

CHILD-CENTERED LEARNING

CRS’s child-centered approach to learning is equally important. “Of course we continually work to develop the basic competencies of reading, writing, expressive language, and mathematic competencies, but we also focus on thinking skills. In this way, children develop self-confidence while building problem solving and creative thinking skills,” says Gately. “We hold kids accountable for skills, while we add an overlay of actively experiencing the topic.

When children experience this two-pronged approach to education, they come away with a strong understanding of who they are as a person and as a learner. They can advocate for themselves as they embark upon their high school and college years. The CRS approach helps them to go forward into the world with an open mind and a wonderful foundation beneath them.

Peter
Quagliaroli '86

Teacher Coach Advisor Dad

Peter Quagliaroli reflected positively on his years at Charles River School saying, "CRS carries out its mission of respecting and challenging the individual in the in between spaces in addition to inside each classroom."



As a student I flourished in an atmosphere where you're known, not just for your successes and accomplishments, but even for your foibles, and through it all you are challenged to do your individual best." Peter attended CRS, Roxbury Latin, Cornell University and now teaches English at the Groton School, serves as varsity boys head soccer coach and is the Associate Director of College Counseling. He enjoys sharing the various pieces of his own education with his students, challenging each to achieve his or her personal best. "All teachers draw on the lessons they learned from their favorite and most effective teachers," reflects Peter. "Time and again, my CRS years offered me examples of good people fully dedicated to the moral and artistic development of the children in their care. From my first year in kindergarten to my last years in 7th and 8th, I benefitted from the work of teachers and coaches dedicated to the mission and life of the school."

At Groton, Peter advises about a third of the junior and senior classes on their "next school" choices. In his third year of college counseling, Peter helps his advisees make informed choices, attempting to match students' aims and goals while respecting and keeping a close eye on each student's individuality. Peter claims the three schools he went to not only helped him to understand himself as a student, but were also critical in allowing him to define who he was as an individual. Given the chance to do it all over again, Peter declares that he'd choose the same schools and path: "I came out of CRS feeling I was a strong math and science kid, but mostly I was happy to have had a balanced focus on the academics with a strong exposure in the arts. At Roxbury Latin, there was an

increased focus on a traditional curriculum in the classroom and hard work on the field, and I was ready for both thanks to the skills I learned and the confidence I gained while at CRS." While hitting the books hard in high school, lessons about sportsmanship from Paula Converse and other coaches, in addition to his hard work with the Needham Soccer Club and Charles River United, set Peter up as a three-year starter on the varsity soccer team and captain in his senior season at Roxbury Latin.

Peter matriculated to Cornell planning to focus on pre-med sciences, but he soon shifted to English and American Literature and hasn't looked back since. He eventually realized that he could achieve the goals most important to him if he pursued a career in teaching and coaching at the high school level. "I couldn't wait to get back into education," he confessed. Upon graduating from Cornell, Peter left Ithaca, NY and headed to Worcester Academy as an English teacher and the head varsity soccer coach. While also working on a master's degree a few years later, Peter was asked to be an assistant coach with Harvard's men's varsity soccer, and soon thereafter, had a short stretch as a teacher and coach at The Westminster Schools in Georgia.

Quagliaroli's family includes wife Laura who recently received her R.N. degree, Jack (age seven) and Joey (age five), and a yellow lab who often naps in Peter's office. The boys attend Applewild School, "a school Laura and I chose for its mission and focus that seems so similar to CRS," though Peter confides that the boys "would surely be at CRS if we lived closer."

Jonathan
Greco '04 Mathematician Researcher Writer

Inspired by mathematics at CRS, Jonathan Greco is studying at Yale University to become a physicist.



A 2004 graduate of CRS, Jonathan is currently a sophomore at Yale University. While at CRS, Jonathan was an active participant in MATHCOUNTS, an international organization with thousands of teams that compete throughout the country. As a freshman at Millis High School, Jonathan realized that the Millis Middle School didn't have a MATHCOUNTS team, so he decided to start one. "I wanted to inspire the kids in the same way [CRS teachers] Mary and Bill Walsh inspired me," he said. "I can't imagine I was as successful at conveying the importance of mathematics and curiosity for learning as they were, but I thought it was important to pass it on."

In 7th and 8th grades at CRS, a K'NEX car race project helped Jonathan develop an interest in robotics. "The part that appealed to me most was that it helped build an understanding of the basic principles of engineering," he said. Along with a parent of a classmate, he also helped to start a robotics club at Millis High. "It was similar to the K'NEX project, but we built machines that were hundreds of times heavier and bigger and had to perform a bunch of tasks."

George Mumford, a 1940 graduate of CRS and former Tufts University professor, taught astronomy to Jonathan's seventh grade class as a substitute for one of the regular science teachers. "I thought Mr. Mumford was really interesting. His class was the foundation for my love of physics," Jonathan explained. "Physics is an incredible way to harness the power

of math." During the school year, he takes classes like ordinary differential equations, physics lab, and -- his favorite -- classical mechanics. "It's one of the most difficult courses I've ever taken," he commented.

Last summer he began working with Paul Tipton, a Yale professor, designing and constructing sensors for the Large Hadron Collider in Switzerland, the world's largest and most powerful particle accelerator. He hopes to see it in person within the next few summers. "Only post-docs and professors have enough knowledge to fully understand the innermost workings of the collider. I need more experience before I can contribute to the theory that will be tested," he said. "That's many, many years out."

Jonathan belongs to the Yale Political Union, which meets once a week and holds debates with guest speakers on a variety of issues. "While physics aims to discover the secrets of the universe," he said, "politics and philosophy show you the moral aspect." He also writes for *Yale Scientific* magazine and participates in intramural sports.

"CRS prepared me well in math," he said. "But I also learned to articulate ideas through performing and public speaking, which taught me to convey my ideas with clarity."

He plans to study physics through graduate school, and then continue to research. "Physicists have many options," he said. "I haven't stuck to one idea just yet."

Variations on a Theme: Keeping



by The Publication Committee and Teachers

Take risks. Be flexible. Try new things. These are basic tenets at CRS, and not just for students. Faculty, too, are constantly reevaluating what they teach, making adjustments and trying new things in the classroom. This fall, students in the first and seventh grades are enjoying revamped curricula created with an eye toward topics that are relevant to students' lives and provide a greater focus on global awareness.

CRS faculty members spend considerable time evaluating what they teach and developing guidelines to create continuity from grade to grade. While each grade level is organized around its own unique theme, the skills students are mastering build upon one another. So, while teachers enjoy freedom within their classrooms and have great flexibility with regard to what and how they teach, care is also given to ensuring that each grade level builds upon the ones before it.

Because thematic education is central to the CRS education, it is important that the themes are critically assessed to ensure that they are serving the students' needs. Dean of Faculty Dibby Moder explains that thematic teaching connects experiences and information from different disciplines, helping students to learn more effectively. "Brain research supports that the most powerful method of learning is when kids can place new information into a context meaningful to them, a context created by a unifying theme which is of high interest to that age."

Faculty discussions have centered on the fact that themes are most successful when they are relevant, purposeful and can

be explored in depth. "We are focusing on different aspects of the thematic curriculum," explains Moder, "including how to provide students Pre-K to eighth grade with greater global awareness. We see this as a necessary part of preparing children for the future." This exploration led to some significant changes this past fall.

FIRST GRADE

For many years, the first grade studied the Middle Ages. In an effort to develop a more contemporary theme with greater global significance, teachers Kiera Wilhelm and Amy Lisbon Branton changed the theme this year to *Our Natural World*. The theme will develop over time as the teachers experiment with what works best. Some of the guiding concepts of this new theme are: our connection with the land, where food comes from, how living things sustain themselves and the interdependence of all living things.

This rich theme offers many options for investigation that are both accessible and relevant to this age group. The students' excitement about what they are learning in the classroom naturally spills into their lives outside of school. As Kiera Wilhelm commented, "The curriculum is relevant in the grocery store and in their backyard." The class is also taking advantage of the proximity of Powisset Farm, a 108 acre Trustees of Reservations property in Dover. Throughout the course of the year, the first grade will travel to Powisset on multiple field trips, utilizing the farm as an extension of their classroom and enabling them to readily make connections to what they are learning at CRS.

Studies Relevant



In addition to greater relevance, the new first grade theme also addresses the school-wide concern for global awareness. First graders not only learn where foods come from, they also make connections between food and different cultures, focusing in part on the cultures represented by the children in their class. This global perspective is reinforced by the first grade's leadership in the UNICEF collection each Halloween. While this community service project is a wonderful way in which to reinforce math skills such as counting, sorting and adding, it is also a powerful learning experience about the need to provide food and water for children around the world and the imbalance of natural resources.

SEVENTH GRADE

A similar transformation has been taking place in the seventh grade social studies curriculum, where changes have grown out of a recognition that, in the words of teacher Chris Raskin, "We want to prepare kids to enter a world in which they can interact with others in an informed and non-judgmental way." Rather than continuing to teach a two-year progression of American history, Raskin has added an examination of India and China. These countries were chosen after considering what areas of the world are covered in other grades and because they are emerging market forces.

The 7 & 8 grade theme, *Perspectives on Justice*, has not changed; rather, the thematic approach has enabled Raskin to weave India and China into the curriculum by asking students to make comparisons between the countries. For example, they can examine the influence of British colonization on both

India and the United States, or consider what people in various countries do when they wish to rebel against their government.

Seventh grade students have traditionally grappled with the idea of the origins of an American identity. This year, the class will do a similar investigation of India, and with the help of primary documents will seek to answer whether or not there exist certain traits or characteristics which constitute an Indian identity. The seventh grade English curriculum will also reflect this more global focus. Raskin and English teacher Leigh Hutchinson are collaborating to find literature that will dovetail with the changes occurring in social studies.

Much like in first grade, the seventh grade curriculum is still a work in progress as Raskin continues to refine what material they will cover. She points out that the skills the students are learning are the same no matter what country they are examining, and she feels strongly that the students benefit from being able to make comparisons between the United States and the rest of the world.

While the first and seventh grades serve as prime examples of recent changes in theme, they are not the only grade levels in which teachers are infusing the curriculum with a more global outlook. Teachers at all grade levels embrace the flexibility they have to make changes in order to prepare our students for a rapidly changing world.



PROFILES

teacher



lisa
Larcenaire

LISA TEACHES KINDERGARTEN

What's something we don't know about you?

I recently decorated my sunroom and photos of it were featured on a decorator's website!

What are your favorite books?

Two recent favorites are: *Extremely Loud and Incredibly Close*, by Jonathan Safran Foer and *On Beauty* by Zadie Smith. My favorite children's book is *The Story of Ferdinand* by Monroe Leaf.

What is it about CRS that has enticed you to stay for 15 years?

The CRS philosophy and my personal philosophy are such a great match. I love being able to have so much input into the program. As a result, I can really teach with conviction and the knowledge that we are serving these 5 and 6 year olds in the best way possible.

There is also a wonderful emphasis on professional growth. I have been given many opportunities to attend workshops and I always come back with new ideas or a solidified understanding of why we do what we do.

Is there anything else you'd like people to know about you?

I'm going to share a poem my 13-year-old son wrote about me and gave me for Mother's Day last year. He knows me really well!

What inspired you to become a teacher?

I am endlessly fascinated with human development, motivation and psychology.

How would you describe your job, and which part of it gives you the most satisfaction?

I am a facilitator. I put forth materials, concepts and opportunities and watch as the children explore and develop. When a child tries something new, or masters something challenging, I see true self-esteem develop! I also love working with families and getting to know people on a personal level.

What advice would you give your students?

Do not be afraid to make mistakes.

What's the best piece of advice you have received?

That it's not what happens in any given day in the classroom, it's what happens over time. I love the community of the kindergarten – the way we have our own rituals, jokes and memories that develop over the year and that are unique for each class.

How do you spend time outside of school?

Driving my kids around! I am also into fitness, cooking and have started an interfaith book group. I love talking with my sisters and walking with friends.

Determined, witty, caring

Mother of Julia and William

Lover of coffee yogurt, running and friends

Who feels that her hearing is fine, that she is always right, and that she is loved

Who needs hearing aids, more free time, less driving

Who fears being surprised, cooking a bad meal, and anyone touching her projects

Who gives great gifts, ideas and help

Who would like to see herself always win, and everyone doing as she says

Resident of Northborough

Mom

written by Lisa's son William



MATT TEACHES FOURTH
GRADE AND COACHES
TENNIS.

matt
Twiest

What inspired you to become a teacher?

My sister was really the one to get me interested. She suggested I take a look at it because she thought I was well-suited to the task. I started volunteering with kids and from that point on I never looked back.

How would you describe your job, and which part of it gives you the most satisfaction?

The best part about teaching is that every day is different and you have to work extremely hard. Because of that, you have to stay on your toes and keep your sense of humor about you. The most satisfaction definitely comes from working with the kids.

What advice would you give your students?

It is all about your attitude and making sure you are working hard. You can't ask more than that.

What's the best piece of advice you have received?

My dad used to tell me that "anything worth doing is worth doing well." That makes a lot of sense to me.

How do you spend time outside of school?

I'm always trying to find time to spend with my fiancée Jessie Lenox. Other than that, I'm into running, skiing, playing music with my band, and reading.

What's something we don't know about you?

Let's see – maybe that I was in graduate school for musicology before coming to my senses and becoming a teacher.

What are your favorite books?

This is a tough question. W. Somerset Maugham's *Of Human*

Bondage was a book I read right out of college and I remember it had a big impact. Also, I have always felt like Cormac McCarthy's *Blood Meridian* was one of the most incredible books I've come across. My favorite author is Italo Calvino.

Of your many interests, about which are you most passionate?

Music has got to take the cake. There just isn't anything like playing music with a group of people when it just clicks and you are really into it. I have a pretty good ear, but I have to work at it, so it has always been challenging and stimulating to push myself and get better. Plus, I just love listening to music – just can't get enough.

How did you find out about Charles River School?

Jessie Lenox and I went to graduate school together and she got a job here first. That was what put CRS on my radar screen. A while later I was contacted about a job.

How does the CRS philosophy of sportsmanship play a role in how you coach?

In my opinion, CRS is a great place to coach because of how central sportsmanship, fun, and fair play are to the school's approach. I was so proud the first time I traveled with my tennis team – they were shaking hands, complimenting the other players and winning/losing with grace.

What is it about CRS that has enticed you to stay as long as you have?

As a teacher, I love the freedom to develop and implement curriculum. It is challenging and daunting, but it really is at the heart of teaching and very intellectually stimulating. I also just love the community. The faculty is top notch, the families are supportive and involved and the kids are a pleasure to work with.

NEW TRUSTEES



It's hard to miss **TRACY BODIO** when she is on campus. She is a small but powerful bundle of energy! She brings a positive approach to everything she does. And she does a lot. Tracy is the Chair of Parent Council, but she has also co-chaired the school auction, helped coordinate the CRS Arts Weekend and has served on the Community Service Committee. As mother of Ryan (Gr. 5), Alex (Gr. 4) and Isabella (Gr.1) and her CRS volunteering, Tracy has her hands full, but still finds time to serve on the board of directors of Smiling Kids, Inc., a Massachusetts-based charity that provides birthday presents to children and teens in need throughout the state. Prior to her family and volunteer jobs, Tracy worked in the health care industry.

She is a graduate of Boston College with a degree in Business and Communications and earned her MHA from UMASS Medical School. Tracy lives with her husband Rob and family in Ashland, MA.

You have made a big commitment to CRS with your volunteer activities and board membership. Why do you feel this is important?

"I feel that my children's education is a partnership between our family and the school. Becoming involved fosters that relationship and helps to strengthen the partnership."



Loyalty, dedication and enthusiasm are the words that spring to mind when describing **TEDIE BASTIAN**. She has worked tirelessly for CRS since 2003. Tedie, mother of Alastair (Gr. 8) and Isabelle (Gr. 5), has served the school in a variety of capacities. She is currently an 8th grade class parent in addition to serving on the Board of Trustees. Tedie has also been a tour guide and Parent Council's representative to PIN (Parents Independent School Network), and has worked on multiple auctions and fairs. She lives

in Dover with her husband James and family. Prior to becoming a mother and volunteer, Tedie taught Japanese to American high school students in western Mass. She also worked in banking and taught English while she lived on Okinawa Island in Japan. Tedie has a BA from Williams College.

What attracted you to CRS?

"I liked the campus: the new buildings and improvements to the old buildings showed that people cared about the spaces where learning takes place. I liked the families I knew who sent their kids to school here. And I liked the location of the school: rural, bucolic, but not so far from the city. Last but definitely not least, I liked the thematic nature of the program, and the commitment to educating the 'whole' child."



J. GARRETT PARKER JR. and his wife, Helen Peters, live in Needham with their youngest daughter, Adut Ayuel (Gr. 7). Their eldest daughter, Kate, graduated from CRS in 1998. Garrett is the chief financial officer for Risk Management Foundation of the Harvard Medical Institutions Inc., the patient safety and medical malpractice insurance organization owned by and serving the Harvard Medical Community. He is also vice president of Controlled Risk Insurance Company, Inc. where he is respon-

sible for all the financial activities of the program. Garrett holds a BS from the University of Pennsylvania and an MBA from the Wharton School and is a director of the Boys and Girls Club of Boston.

Why CRS? How has the school impacted your family?

"CRS makes the impossible possible," says Garrett. "The school takes the dreams of parents, students and faculty and wraps it all up," he adds when referring to the excellence of education his daughters Kate and Adut have received. "They create a spark; I've seen it in both girls."

NEW TEACHERS



Steven

STEVEN BERTOZZI – Grades 7 & 8 support teacher, coach

Steven is a recent graduate of Kenyon College, where he majored in English. He spent his junior year at the University of Exeter in England, studying languages and literature. He is a graduate of Concord Academy, where he was involved in a number of community service projects, including Citybridge, a tutoring program for inner-city middle school students; peer mentoring; and the student action leadership board. Steven continued pursuing his interest in social action at Kenyon. He volunteered on a Sioux Reservation one summer and in New Orleans for Hurricane Katrina relief work during the winter of 2006. He also worked with elementary and middle school students in a variety of capacities, including as a tutor, mentor and coach.

BA Kenyon College

Describe your perfect day. Exploring a new area of Boston; ocean swimming; an Italian dinner and dessert in the North End; running with my Golden Retriever; going to a play; reading outside; spending the evening with family and friends.

Do you have a hobby? I'm a movie buff. I love memorizing seemingly frivolous trivia, or going to see the same movie four or five times in theaters, watching and analyzing film.

On what reality show would you make a good contestant?

The Amazing Race.



ENRIQUE POLLETTA – Grade 3 co-teacher



RACHEL KELLAR – Grade 5 co-teacher

Rachel began her teaching career while an undergraduate student at Bates College. During that time she was a teaching assistant in the Lewiston Public Schools, and served as a mentor to both elementary and middle school students, teaching leadership, conflict resolution and social skills. Following her graduation from Bates, Rachel attended Lesley University. As part of her graduate training, she served as a full-time intern at the Pike School in grades one and four. After completing her master's degree, she taught a variety of age levels at the Fiske School in Wellesley, and most recently third grade at Nashoba-Brooks School in Concord.

BA Bates College; MEd Lesley University

Describe your perfect day. Wake up in a new city and spend the day exploring new streets, stopping at a cafe, finding a great museum or exploring new stores.

Do you have a hobby? Under the guidance of co-teacher Ms. Miller I have taken up knitting as my new hobby.

On what reality show would you make a good contestant? I would love to be on Project Runway.

Enrique comes to us with years of experience in independent schools. He most recently taught first grade at Brimmer and May School, and also held administrative positions there as the assistant head of the lower school and admissions associate. Prior to his years at Brimmer and May, Enrique co-taught in kindergarten and first grade at Greenwich Country Day School. He has an avid interest in soccer, tennis, biking and running, and says that his favorite pastime is spending time with his wife Arlynn and son Wyatt.

BA, MEd Bridgewater State College

Describe your perfect day. A cup of coffee, a newspaper and breakfast at our local diner followed by hiking with my wife and son and then dinner out.

Do you have a hobby? At the moment my son is my hobby, but outside of him... hiking, mountain biking and soccer are my hobbies.

On what reality show would you make a good contestant?

The Amazing Race.

CURRENT EVENTS



Summer Program Presents Robotics 101

CRS started a June Enrichment Program and offered a week-long robotics class taught by former 7/8 science teacher Sean Hamer. Several rising 5th - 8th graders spent the week of June 15, 2009 participating in a LEGO robotics class in which they tackled many different engineering challenges. We will expand the summer program and offer even more choices for our CRS students and students in the surrounding communities looking for a fun learning experience in mid-June.

A BigBelly Reduces Waste



The CRS community is attuned to the amount of waste being created on campus thanks to several initiatives which seek to raise awareness and encourage discussions about how to reduce waste. This summer, CRS was given a BigBelly solar trash compactor which we installed next to the new 7 and 8 Science Building. The BigBelly utilizes a solar compacting system and reduces pollution by cutting down on the frequency of trash collection trips. In the dining room, first and fourth graders have been weighing and tracking their food waste to determine how much food is thrown out each day. The project provides a visual reminder to all students and is helpful in encouraging everyone to take appropriate portions of food.

STRIPES, PLAIDS AND POLKA DOTS



Kindergartners have been studying patterns and recently came to school dressed in the pattern of their choice. They let us take a group picture before they embarked on a Pattern Parade into the Pre-Kindergarten to show off their stripes, plaids and polka dots.

Parent and Faculty Education



CRS welcomed Jenny Ladd from the organization Class Action to campus on October 27th to lead a workshop for parents and faculty on the topic of socioeconomic diversity. The discussion ranged from participants' own memories of when they first made observations about class differences to helpful language to use when discussing class and related topics with children of all ages. This was the third time that a representative from Class Action came to CRS; faculty participated in two professional development workshops on class issues last year.

CURRENT EVENTS

Halloween and Community Service



Halloween at CRS is always fun, and it also provided opportunities for students to participate in community service. In early October, students decorated and filled bags with Halloween treats to be distributed through the town of Westwood's Meals on Wheels program. Our Community Service Committee organized a Halloween costume drive, collecting gently used costumes for children at REACH, a domestic violence shelter in the Greater Boston area. Many students also participated in Trick or Treat for UNICEF, raising money to provide clean water, education and medicine for children worldwide. The first grade was in charge of sorting and counting the coins and cash collected by students from every grade. In the week following Halloween, Parent Council collected candy which was donated by students to Treats 4 Troops. Students also drew pictures and wrote letters to the troops thanking them for their service and wishing them well.



It's All in the Mix

Eighth grade science students recently created polymers—long chains of molecules strung together that form everything from plastic to DNA—out of common household items, including Borax, glue, cornstarch, water and food coloring. The students worked in small groups, experimenting with different compounds and demonstrating how to create their polymers to the class. Each group explained the unique properties of its polymer, such as the ability to be formed into a ball that bounces or to stretch like Silly Putty.

6th, 7th, 8th Graders Excel at Model UN



In mid-November, 24 CRS students from grades 6, 7, & 8 participated in the Northeastern MUN Conference as delegates representing the countries of Antigua and Barbuda, Burundi, Norway, Colombia, Romania, and Libya on five different committees. Three of our delegations earned recognition awards. These awards are given for knowledge of the UN, the MUN protocol/procedures, knowledge of topic and negotiation skills.

The MUN Club is looking forward to representing Mexico at a conference held at the United Nations Headquarters in NYC in April.



Field Hockey 2009

The field hockey team ended the season with a 5 and 5 record. The students learned new positions, drills, stick work and team strategy. Congratulations to the 8th graders and best of luck as you move on to your new school.



CURRENT EVENTS

TOOLS OF THE TRADE



Pictured above are some of the tools which help fifth graders delve into the literature they read. Each student keeps a laminated bookmark with topics for guided reading, including questions, predictions and text-to-self connections. Students keep track of their questions and observations in notebooks, coding each entry to correspond with the topics on their bookmark. In class, students roll question cubes which help them formulate discussion topics. For example, "Where might the main character go for help?" or "What could be the reason for Jessie's anger?"

CRS Alumni Council holds kick-off gathering

North Cunningham '60, Susan Jackson Roer '75, George Mumford Jr. '76, Alison Campbell '83, Jessica Thompson Somol '84, Chair, Tiffany Shea York '85, Brooke Earley Asnis '86, Peter Quagliaroli '86, Gil Cunningham '88, Will Willis '88, Brad Gay '90, Azurae Chambers Hood '90, Amy Lisbon Branton '95, Molly Plummer '95, Lucy Gutman '97, Kate Merrill '94, Jonathan Kleiman '00 signed on to help expand alumni communications with CRS and among our 1,000+ alums, increase participation in alum and school events and to ensure strong participation in fund-raising activities.

Like to join?

Come to the next meeting on February 10, 2010 at 6:30pm for dinner

jessicadthompson@hotmail.com



Peter Quagliaroli '86, Kate Merrill '94, Amy Lisbon Branton '95 at kick-off meeting.



CRS Celebrates 58th Annual Fair



Class of 2005
Where are they now?



- | | |
|----------------------|--|
| Annie Cornell | Lehigh University |
| Jessica Foley | Colby-Sawyer College |
| Michela Gaffney | Muhlenberg College |
| Anne Howard | Rochester Institute of Technology |
| Sarang Kaur Khalsa | University of Colorado at Boulder |
| Christopher Lee Lane | Roger Williams University |
| Alfredo Martinez | Bunker Hill Community College |
| Emily Moder | Princeton University |
| Camille Murphy | Columbia University |
| Patricia Nicolas | Spelman College |
| Brian O'Connell | Gonzaga University |
| Tyler Parsons | Vanderbilt University |
| Samuel Pearce | Brown University (deferring one year) |
| James Perkins | Boston University |
| Thomas Raffoul | Providence College |
| Carly Reed | Muhlenberg College |
| Renuka Shukla | Trinity College |
| Jaclyn Sinesi | American University |
| William Sobo | The Hyde School |
| Emaline Surgenor | Wellesley College |
| Sarah Thornton | Davidson College |
| Parker Winslow | University of New Hampshire |



Grades 5 & 6 Boys Soccer



Grades 5 & 6 Girls Soccer

This fall CRS sponsored three soccer teams: a grade 5 & 6 boys team, a grade 5 & 6 girls team and a grade 7 & 8 co-ed team. As always, players on all teams had a variety of opportunities to play and participate at many levels. *Congratulations to the 5 & 6 girls team who finished an undefeated season for the second year in a row!*

The Charles River Creative Arts Program
celebrated its 40th season in style!

Over 200 CRCAP alumni from all over the USA came back on July 11th for a picnic supper, an intense 4-square tournament, an evening version of our Noontime Show and a dance party with music by past and present staff. During the evening the "Nissy" Award, named after CRCAP Founder Priscilla Dewey Houghton, was presented to Martha Donaldson Hennum and Aleta Pierce Deyo. CRCAP recognized Martha and Aleta for their extraordinary commitment to the arts and their understanding of the key role the arts plays in the lives of young people.



Founder of the Charles River Creative Arts Program Priscilla Dewey Houghton with her husband Amo and Steve Durning, Director of the Writing Department

2010 Season

First Session: June 29 - July 23

Second Session: July 28 - August 20

CLASS NEWS



JOAN SANGER GRIFFITH '51 hosted a dinner party for CRS at her home in Baltimore this November.



LES RYBURN FOSTER '65



SHAPPY DONNELLY LAPOINTE '78



Kai Bauer, James and Sophie Allen
FRANCES ROBBINS BAUER '79 and **ANNE WALLACE ALLEN '79**

1940s

MORGAN PALMER '45 came to CRS for the alumni lunch at the Fair. He is a "regular" at our alumni gatherings and enjoyed being with the high school alums. He met several parents and staff and discussed the school while feasting on hot dogs from our world-famous grill!

1950s

TED CHASE '51, now a Professor Emeritus of Biochemistry at Rutgers, was elected to the Franklin Township (Somerset County, NJ) Council. He has served for four decades in many roles in his community: on the Planning Board as chair, on the Zoning and Environmental Commission, and on the Open Space Committee. Ted is married with two grown children and lives near Princeton, NJ.

BARBARA RUSSELL WILLIAMS '54 writes from Bellevue, WA. She is the manager of the Living Lab School field trip program at Bellevue Botanical Gardens. The 36-acre gardens feature hands-on projects to reinforce the Bellevue School District and state's K-5 physical-science curriculum. Barb has been teaching at the gardens since 1999. Husband Steve is an avid hike leader and president of the Issaquah Alps Trails Club. **CATHERINE KOSTICK RAVINSKI '59** is married and living in Miami, FL, where she is employed as a Federal Administrative Law Judge. She left Boston after graduating from Wellesley College and Suffolk University Law School, and has served in various legal positions with the Social Security Administration for the past 33 years, including Staff Attorney in Mayaguez, Puerto Rico; Appeals Judge in Falls Church, VA; and Hearing Office Chief Judge in Miami. She stepped down as Chief Judge after nine years in order to devote more time to holding hearings and instructing classes of new judges that the agency is hiring. Cathy sends her greetings to all her '59 classmates.

1960s

Congratulations to **AILEEN SANGER BRIGGS '60** who was married in May and is living in Plymouth, MA. **LES RYBURN FOSTER '65** has called Annapolis home for 26 years. She and her husband have four

grown children. She remains friends with CRS classmates **FRAN AIKMAN**, **FRAN WHEELER**, and **SARAH CROCKER**. Les enjoys working in art galleries and is president of her garden club. She fondly remembers grades 4, 5, & 6 producing *The Mikado*, in which she played one of three maids, and then starring as Mrs. Van Winkle in their grade six graduation play *Rip Van Winkle*. "CRS gave me my best friends to this day," she mused.

1970s

FRANK FOSTER '74 is living in Santa Barbara, CA with his wife and three children. He is working in early stage venture capital for DFJ Frontier. **SHAPPY DONNELLY LAPOINTE '78** is teaching mathematics and coaching at Eaglebrook School in Deerfield, MA. She is also the coordinator of weekend activities for the student boarders. She and her husband, who is also in education, have three children. Pursuing her love of the outdoors, Shappy is involved with the Eaglebrook Mountain Club and works on the ski patrol. She commented that the wonderful relationships that she formed with teachers at Charles River and their dedication to teaching are something that has stayed with her throughout her life. **GARY PAN '78** lives in Virginia, and is serving on the board of the Wolfe Trap Foundation for the Performing Arts, the Northern Virginia Technology Council and the National MS Society. He wrote that as the scout master of 90 boys he has quite the extended family. In June, **ANNE WALLACE ALLEN '79** and family drove cross-country from Idaho to visit family and friends on the East Coast. On the way, they stopped to visit **FRANCES ROBBINS BAUER '79** and her seven-year-old son Kai at their home in Deer Lodge, MT. Anne and Frances were at CRS together from fifth grade on. Anne works as a freelance writer for The Associated Press and is married with two children, Sophie and James, ages 11 and 9. **ANNE RUNDLE '79** came to our Fair as she does every year, bringing son Will who logged a lot of time playing all the games. Anne lives in Merrimac, MA and comes back to the Dover area to catch up with her mother.

Alumni Council Going Strong. Interested? Questions?

Contact: jessicadthompson@hotmail.com

1980s

PAM PARKER '80 lives in Damariscotta, ME and works for Maine's Bureau of Land and Water Quality which oversees programs that regulate and license sanitary waste discharges into Maine's streams, rivers, bays and the Atlantic Ocean. Pam, a leading advocate for new regulations, co-authored national precedent-setting cruise ship legislation regarding discharge from ships. In her spare time she enjoys sailing and competing in local triathlons. Pam has wonderful memories of her time at Charles River and credits her experience here with much of her later academic success. She counts among some of her dearest friends her schoolmates from CRS. **JESSICA THOMPSON SOMOL '84** is very excited about her move from Needham to Dover in early January. As the chair of the recently organized Alumni Council she is looking forward to reconnecting with old friends and other CRS alums. Alums with toddlers joined us at the October Fair. **WILL WILLIS '88** and Duds Jr. joined alum families with little kiddos for lunch in the Dawson Play Barn. **WINNETT CUNNINGHAM ORDWAY '90** traveled from Freeport, ME to the Fair with daughters Lyman and new baby Farley. **COURTENAY CABOT VENTON '87** came with her husband and two children who thoroughly enjoyed the tricycles; she also brought her husband and dad, **ROBERT CABOT '50**. **GIL CUNNINGHAM '88** and wife Jenna hung out with all the toddlers while juggling hot dogs and hamburgers!

1990s

BRAD GAY '90 is living in Westwood with his wife Kate and daughters Caroline and Emery. He is working as a lawyer for EMC. Brad recently toured the campus and wrote, "If you haven't seen the changes, you need to stop by; they are amazing." **ROBERT WILKENS-IAFOLLA '91** is living in Washington, D.C. and covering Congress and the Obama administration for the Los Angeles *Daily Journal* and San Francisco *Daily Journal*, two legal-affairs newspapers that are circulated statewide in California. He returned to the East Coast in time for the historic 2008 presidential election. Previously he was living in Los Angeles, first earning a master's degree at USC's Annenberg School

for Communication and Journalism, then covering the federal court for the *Daily Journal*. Wilkens-Iafolla reports that, as the old saying goes, "D.C. remains a city of northern hospitality and southern efficiency." We enjoyed seeing **KATE MERRILL '94** at the Alumni Council meeting in October. She is living in Boston, working at Tufts-Medical Center as a nurse and is recently engaged. When we heard from **JAIME RAMIREZ '94** in early summer, her life was in a whirlwind. She had just become engaged and was in the midst of wedding plans. **MOLLY PLUMMER '95** and her mother Jane, a licensed psychologist, opened a new practice in Westborough, MA. Molly primarily works with children and adolescents. "It is great to have my own space and helpful to have a source of wise guidance the next room over." Molly is also in Newton finishing a fellowship in neuropsychology and in Wellesley working at Architects for Learning. **APRIL HODGE '95** and husband Alex visited CRS last spring. "It was so good to tour the campus; many good memories came into my mind. I really loved seeing Ms. Baker, **AMY LISBON BRANTON '95**, and everyone else who is still there from the 1980s era." April and her husband just moved to Eugene, OR in September while he is pursuing a master's in landscape architecture. April found a job working at Sacred Heart Hospital on the neuro unit as a physical therapist. Grade four teacher Teresa Baker, **EMILY SCHIFFER '95**, and Archy LaSalle (CRCAP photo teacher and Teresa's husband) met up in NYC last summer – a wonderful mini-reunion. In July the trio got together again and all attended a Tracy Chapman concert at the House of Blues in Boston. **LUCY GUTMAN '97** is living in the North End of Boston and working at KPMG. She recently finished a master's in accounting and is a quarter of the way through the CPA exam. **ALEX FISHMAN '99** is in his first year at Boston University Law School and is living near Coolidge Corner.

2000s

SARAH PARSONS '01 finished her junior year at Dartmouth College where she was a finalist for the ECAC Hockey Student Athlete of the Year, was a member of the ECAC All-Academic Team and the Academic All-



AMY LISBON BRANTON '95 and husband Mike Branton



ROBERT WILKENS-IAFOLLA '91



JAIME RAMIREZ '94 and fiancé



AMY LISBON BRANTON '95, APRIL HODGE '95 and husband Alex



Archy LaSalle, Teresa Baker, EMILY SCHIFFER '95, and friend Thierry Kehou

Ivy Team. She spent the summer training with USA Hockey and doing an internship. Congratulations to **JOHANNA MURPHY '01** and **ELISE TRAUB '01** who graduated from Wellesley College and who both received the Oprah Winfrey Award for Volunteerism. Elise interned in the Government Affairs department of the U.S. Humane Society after graduation. Johanna will join the Peace Corps in February. **SHARA ZAVAL '01** is living in Chicago and working as a writer and editor. She stopped by for a tour of the campus and to visit with Steven Bertozzi, a classmate from Concord Academy. Steven is teaching with the CRS 7th and 8th grade team. **KATIE REED '02** will be graduating from Carleton College with a major in history, focusing on South Asia, and a minor in educational studies. She will be applying to graduate schools in Boston and hopes to teach 3rd, 4th or 5th grade while getting her master's degree. **SPENCER ROSS '02** has enlisted in the Navy and heads to Chicago in December for boot camp. **TYLER PARSONS '05** graduated from Noble and Greenough School with high distinction and spent the summer in Chatham working at the Chatham Bars Inn before heading to Vanderbilt University. **EMMA MARSHALL '06** is a senior at Beaver Country Day School where she runs on the cross country team and will be co-captain of the softball team. **ALLISON JOYCE '07**, a student at Dana Hall, won the varsity open championship at the Interscholastic Equestrian Assoc. National Championships held at Lake Erie College in May. Allie was also the high point rider for all the hunt seat competitors at the event. We enjoyed seeing many familiar alumni faces at the Fair on Saturday, October 17. Many recent graduates, including almost the entire **CLASS OF 2008**, came back and enjoyed seeing friends and teachers and gathering for lunch together.



FACULTY NEWS

ANNA M. JONES, head of CRS from 1978-1993, and her husband Ollie now live in North Branford, CT. Mimi Earley and Linda Fenton visited them in October and found them well and in good spirits although Anna has had a difficult few years coping with complications from a hip replacement. After retiring from CRS, Anna went on to serve as interim head of school at the Willow Hill School, Dutchess County Day School and Belmont Day School. She has also served as a trustee at several schools, most recently at The Foote School in New Haven from which she graduated. This summer, former CRS teachers **BARBARA FRICKE** and **PETER RUSCITTO** reunited with Mimi and Jim Earley after 30 years. In 1976, Peter was hired as assistant headmaster, to teach 7th & 8th grade English and social studies, and to coach the soccer and lacrosse teams (co-ed teams playing boys' rules). During that time, Barbara Fricke taught physical education and coached at CRS. Barbara has been the athletic director at Providence Day, a K-12 independent school in Charlotte, NC for many years, while Peter is the business manager at Friends Academy in North Dartmouth, MA. The mini reunion occurred because Barbara was in Boston this summer completing a master's degree in counseling.



Peter Ruscitto and Barbara Fricke

IN MEMORIAM

FINLEY PERRY '29 died on August 17, at the age of 92. He was born in 1917, attended CRS, Noble and Greenough School, Harvard College, and Harvard Law School. He worked in Philadelphia during the final years of World War II then moved to Boston in 1945 and entered private law practice with Johnson, Clapp, Ives, & King. He remained with the firm until his retirement in 1995. He served as a volunteer on many committees and boards in the Town of Dover where he resided for 54 years, and also served on a number of private foundations, trusts and other concerns in the Boston area. He is survived by four children, **FINLEY H. PERRY JR. '58**, Sandy Perry, **FAITH PERRY '64** and Thomas S. Perry. **BARBARA RICE KASHANSKI '44** died on August 25, 2009 after a long battle with Parkinson's Disease. She lived in East Haddam, CT with husband John.

We were saddened to hear that **LINDA BONAVIA**, mother of **GINNY BONAVIA '95**, passed away this July. Linda was known for her sweet, caring and devoted nature. She helped out with many activities at CRS and played an active role in Ginny's education. Linda enjoyed singing with Ginny while accompanied by her husband John on the piano. We extend our deepest sympathies to John and Ginny. **MARY FLAGG CAMPBELL** passed away at age 99 this October. Mary's sons include **NELSON B. LEE JR. '44** (son of **NELSON LEE '18**) and Elisha F. Lee of Dedham. Three of her grandsons attended CRS: **GEORGE LEE '80**, **NED LEE '71** and **ELISHA LEE '70**. Mary was a regular supporter of our school. CRS sends **NICK '94** and **MAC '96 CONSTANTINE** our sympathy on the loss of their mother, **BOBBI CONSTANTINE**. We all remember Bobbi's sense of humor, her love for her family and her willingness to volunteer, especially at the Fair.

Thank you to all alums who updated their information and sent us class news via our website.

And congratulations to ANNE WALLACE ALLEN '79, the winner of the \$100 Amazon gift certificate.

THE CURRENT

FALL '09

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