

THE ALUMNI MAGAZINE OF THE CHARLES RIVER SCHOOL



THE CURRENT

SPRING '09

SPORTS LEGACY

A PHILOSOPHY THAT TRANSCENDS THE YEARS

+

ACTIVE LEARNING IN THE EARLY GRADES

EXTRA CURRICULAR ACTIVITIES

FACULTY PROFILES

CLASS NOTES

FROM THE HEAD OF SCHOOL



During this year if you were to visit the school campus and look into classrooms, you would see children happy and engaged in learning with their classmates and teachers. As an adult, you would likely be struck by the wonder of children along with their thinking and insights. Clearly they are learning and growing as they are both challenged and nurtured. This is the usual picture at CRS.

At this same time, the adult world is naturally feeling more uncertain with the global economic downturn, and we wonder and ask what is ahead.

In the late fall Tim Surgenor, CRS trustee and Treasurer, an avid sailor, likened the school's situation to a boat sailing along in clear weather, though the forecasts call for a tremendous storm ahead: a perfect storm. We sail on wondering when we will we feel the gale and speculating what will happen during the storm. And so we make plans to keep ourselves safe and we sail on.

This imagery struck me as most fitting. At school we are not weathering the global storm in a sailboat, yet the situation is one of uncharted, turbulent waters.

Fortunately CRS entered this situation in a position of strength: full enrollment (220 – the largest in the school's history); dedicated faculty, staff and Board of Trustees; excellent educational program; successful secondary school results; committed parent body; strong sense of community; balanced budgets; good philanthropic support; etc. Yet, all this is not something we want to take for granted.

As administrators and trustees, we have spent a great deal of time this year considering what is prudent for us to do as stewards of the school. After much thought and discussion, we agreed that what was most important was to preserve the CRS community: our families and our faculty and staff. Other priorities were to maintain full enrollment and to protect the educational program.

Among our actions taken:

- ◆ increase financial aid funds to help retain students
- ◆ extend financial aid to families experiencing extraordinary circumstances such as job loss
- ◆ put capital projects on hold
- ◆ reduce spending in this year's budget
- ◆ assess alternatives regarding our bond (debt)
- ◆ renew focus on our endowment investment decisions within our guidelines
- ◆ continue a strong focus on development

We are pleased that our enrollment for next year is strong as is our continued admissions interest.

Our Annual Giving support remains robust and we are excited to have a matching challenge grant for the capital campaign from The Richard Saltonstall Charitable Foundation and the Willis family. At this time, more than ever, Annual Fund and capital campaign support is vitally important. Regarding our endowment, while we certainly experienced a decline in its value, fortunately our endowment transfer to the operating budget is based on a small percentage of the endowment's twelve quarters rolling average. With this three-year averaging, the effect of the recent endowment's decrease on next year's budget is small.

At our spring Arts & Reunion weekend events, the positive energy and appreciation for the school were palpable. Parents (present & past), alums, and faculty had such a wonderful time enjoying each other's company and reconnecting with friends. It was CRS community spirit at its best. We have so much for which to be thankful.

The school has weathered storms and challenges in the past. As we see our 100th anniversary ahead in 2011, we are reminded of the clarity of our mission, our values and our tremendous community support and blessings. In the words of Pat Bassett, President of the National Association of Independent Schools, "Steadiness, persistence, courage, focus, caring, and the optimism of unshakable beliefs – these are the values that will guide us as we weather the storm." And that we will.

Carly Kately





Teaching Children to Love Sports

A CRS Legacy

by The Publication Committee

CRS has a long history of instilling a love of sports in its students. The school has turned out hundreds of serious athletes and three Olympians (Peter Wylde, equestrian, Juliet Thompson Hochman, crew, Sarah Parsons, ice hockey) over the years, but perhaps even more significant is the program's success in creating an appreciation for sports in children who might otherwise avoid competitive athletics.

CRS students played pickup football games and ice hockey on the Charles River in the school's earliest years. Two well-known Harvard football coaches, Percy Haughton and John Parkenson, coached the early CRS football teams, according to an interview in the 1970s with the late Robert Scott, Class of 1921. He also said the best player on the team was a girl, Beatrice Howell '21.

Today 95% - 100% of CRS students in Grades 5-8 play at least one season of interscholastic soccer, field hockey, lacrosse, tennis, or basketball. Many play all three seasons. They remain at school until 4:30 four days a week, practicing and playing other schools at home or away.

Madeline Lee Gregory '43 remembers playing against Dedham Country Day School and The Meadowbrook School. She said the fact that every student participated was an important part of the program.

As early as 1912 girls proved to be among the best athletes at CRS.

The goals of the program are for students to learn new skills and have the experience of playing on a team. Everyone plays and all are encouraged to participate, thus giving them the opportunity to compete in a safe environment, to enjoy physical activity, to learn about teamwork and time management and to see how practice pays off.

Michael Ruddy '67 remembers when CRS sports teams were made up of 5th and 6th graders and included interscholastic flag football, soccer, basketball, baseball and hockey. "We practiced hockey at Channing Pond, and if the pond wasn't frozen we went to Nobles," he said. "There were only five boys and 13 girls. Everybody played everything, but we seldom won!"

Matt Earley '81 recalls the controversy caused by girls and boys playing on the same sports teams before there were separate teams.

"I remember Whitney Robbins (the only girl on the lacrosse team) scoring eight goals against Fay. The Fay team had made a big deal about a girl playing against the boys but they simply could not stop her."

In the 1980s, the school experimented with fielding a baseball team, but ultimately it didn't work for the majority of students.



Football 1912



Field Hockey

"The skill level was too demanding, and it didn't provide enough aerobic activity," says Paula Converse, CRS athletic director. Since then, girls' and boys' lacrosse has become an official spring team sport. "Lacrosse benefits the majority of students, matches the culture of the area, and increases aerobic activity," Paula adds.

Paula joined CRS 29 years ago, and took over as athletic director 22 years ago. She coached every season until the athletic director job took up most of her time. "We had an increase in the number of teams, the number of coaches and the number of kids," she said. Paula now looks forward to teaching and coaching some children of her former students: Juliet Thompson Hochman, Jessica Thompson Somol, Matt Earley, Elise Otis Hicks and Brooke Earley Asnis who fondly remember the experience of playing sports at CRS.

"I loved every minute of my athletic life. CRS coaches, especially Paula, prepared me well for varsity-level sports in high school. Her enthusiasm for kids and sports made a huge difference in my young life," comments Brooke.

Whitney Robbins '82 remembers Paula as a fabulous role model. "She was spunky, athletic, and a great teacher – someone the students wanted to be around. She was supportive and competitive, but in the right spirit. She took kids to their full potential."

The facilities have changed over the years: playing fields once existed where the Community Building now stands. Today's athletic fields were once a cranberry bog. The old tennis "bubble" which preceded the old gym brings back memories for many. "The one thing I remember about the bubble," says Peter Wylde '79, "was being terrified of the doors and getting stuck between them."

The philosophy of the sports program is consistent with that of the overall education program. Coaches are educators, and see their coaching positions as an extension of their teaching.

"At this level, it's all about developing skills," says Paula. Her first choice is to have coaches who are teachers or at least on the CRS staff. "This way, they embrace the CRS philosophy, and they know each student individually." Because kids of different ages and different abilities all get the chance to play, making sure that each one has a good experience is paramount.

Additionally, all children at CRS participate in physical education at least twice a week and recess twice daily. The P.E. program teaches a full range of skills, while creating an interest in athletics.

Kate Merrill '94 also believes that CRS athletics prepared her well. "I just loved being part of a team and the camaraderie. I loved arriving at high school with years more experience in field hockey and lacrosse than my peers, as our CRS program started in fourth grade. I still think that the early exposure to sports as one of Charles River School's strongest attributes."

Kids who gravitate toward competition find it easy to shine, while kids who aren't natural athletes love to participate in the fun and non-intimidating atmosphere. "Kids feel comfortable taking risks here, whether it's in the classroom, performing at a sharing assembly or playing on a team," says Juliet Thompson Hochman '81. Such experiences serve them well throughout their lives.

Juliet, an Olympic rower, is convinced that her experiences playing field hockey and basketball at CRS helped her to move quickly through her Olympic training. Most athletes move through Olympic rowing training in about four years, but it took Juliet only one. "There's something very supportive, very broad-based that allows kids to excel here. CRS is a great place to learn how to be an athlete, even if you're never an athlete again."

[For more information on CRS Athletes see Class Notes](#)

Peter Ruscitto = Coach Teacher Role Model



1978 Lacrosse Team with Coach Peter Ruscitto on right

“Of course it’s fun to win, but there is so much to be learned on the field and young athletes of all abilities should get a chance to play.” Peter Ruscitto

Juliet Thompson Hochman '81 credits Peter Ruscitto as one of the most influential people in instilling her love of sport. He taught her to support her teammates, created a love of movement and injected in her a love for competition. She spoke to him about his experience as a teacher and coach at CRS.

Although he claims to eschew any formal coaching philosophy, it is not hard to define Peter Ruscitto’s approach to coaching and teaching elementary and middle school students. Ruscitto arrived at CRS in 1976 as an assistant to the headmaster and 7/8 English and social studies teacher. Coming into an environment in the 1970s where teachers and coaches allowed students a high degree of self-direction in both the classroom and on the sports field, Ruscitto instilled a more traditional respect of structure and expectations for both individuals and his teams as a whole. While supporting CRS’s continued philosophy of no-cut, full-participation teams, he demanded more of students on the field in terms of individual effort, consistency and sportsmanship.

“Coaching and teaching are basically the same thing,” Ruscitto remarks. “It is a huge advantage as a coach to have players who are also your students. You can better determine what makes them tick as individuals, and you can better understand why a kid might be having a bad day in practice or

in a game if you have already seen them that day in the classroom.”

Ruscitto’s former students remember a firm, fair coach and teacher with high expectations. He was the only one to wear a tie at a time when no other teachers donned formal apparel. There was no messing around in his English or social studies classes and laps were run for tardiness at practice. Michael Earley '83, now a teacher and coach at Falmouth Academy, remembers Ruscitto explaining, “If you hear my voice on the field, I am not yelling AT you, I am yelling TO you.” Hearing this recently, Ruscitto quipped, “I guess that must be my coaching philosophy: it’s all about the prepositions.”

Despite his high expectations on the field and in the classroom, Ruscitto does not confuse achievement with restrictive competition. He still feels very strongly about elementary and middle schools offering opportunities for all children to participate on their after-school sports teams. He remembers that there were parents in the late 1970s who wanted a more competitive sports experience for their child. Ruscitto applauds CRS’s continued stress on the participatory aspect of the interscholastic after-school sports program, remarking “Of course it’s fun to win, but there is so much to be learned on the field and young athletes of all abilities should get a chance to play.”

Olympian



PETER WYLDE attended CRS from 1970 to 1978. As early as age 15, he knew that he wanted to pursue international show jumping. That was when he first rode at the Washington International Horse Show. He competed at the Pan American Games in 1999, earning both a team and individual silver medal, as well as the World Championships in 2002, earning an individual bronze medal. After that, he was on his way to Athens to compete in the 2004 Olympic Games. “It was a great feeling to earn my spot on the U.S. team. It was the embodiment of a lot of hard work and years of training and competition. Being together with so many different and amazing athletes was an incredible honor,” he says.



A Customized Curriculum Sets Early Education Apart

by Dibby Moder, Dean of Faculty

Charles River School has a clear and avid commitment to providing a developmentally appropriate education for four- to six-year-olds. While many schools would say they share this same commitment, where we differ is in actual classroom practice.

Children are active in both body and mind. At CRS, we know that young children experience and process the world through their bodies and their senses. The emphasis on hands-on manipulation of children's physical environment is at the heart of the early childhood education at CRS. As children actively explore with body, mind, imagination, feelings and language, we create learning experiences which start with these immediate encounters. We then draw forth their inherent capacity to reflect, wonder, hypothesize and articulate their thinking about these experiences. We give them the tools so that they can find the answers to their own questions in ways that make sense to them. This is how knowledge grows and it gives children the self-confidence to say, "I can figure this out."

We know that all children come to us with a range of experiences and knowledge they have been building since birth. That is where we start the educational process, planning our program in response to each child's prior knowledge, interests and questions. What children bring to the learning process is important; it is through the interaction between students and their teachers, as well as among the students themselves, that learning takes place. In the dynamic process of expressing one's own ideas, listening to others', actively exploring and problem-solving, children reconsider, expand and refine their thinking. It is an active, ever-evolving process.

"Theme" is one vehicle through which we develop these active thinking skills. Each grade has at least one unifying theme that serves as a focus of study for the year. Through our integrated thematic curriculum, art, music, P.E., language arts, math and science are all interconnected. Concepts taught in one class may reflect an aspect of the theme topic that broadens and deepens their understanding of the topic as it is taught in other classes.

Developmentally appropriate education at CRS also means that children know why they are working on particular skills. We introduce new concepts in a meaningful context so what they learn makes sense to them. New skills are a means to more fully understand their world and to express their ideas. There is a real-life purpose for what they are doing and they understand that these skills are necessary to be more effective in their endeavors.

For example, we teach early writing skills in order to communicate thoughts on paper, whether it is to write a letter to a friend or to record an experience for future reference. In art, the teacher draws forth children's ideas and interests, and then teaches them the skills necessary to express those ideas through their art work. In physical education, we teach children locomotor and manipulative skills to help them move their bodies in purposeful and creative ways. They express their imagination and feelings through movement, using their bodies to show "mad" or "excited" or "worried" or to move like a tiger or a blender. In each class, the child owns the learning process, while the teacher facilitates and guides it.



Each child is very well known at CRS. Teachers spend time every day talking with one another to assess children's progress, their areas of strength and their areas of challenge. Consistent with our philosophy that integrated learning experiences are the most meaningful, we know that seeing children in many different contexts gives a fuller picture of who they are. In this way, we are truly educating the "whole child."

Essential components of this process are the daily opportunities for free play or choice. When given choices, children tend to become more active and more engaged with one another. It is a rich learning experience in which they learn to take the initiative, to manage themselves in relation to one another and to compromise for the sake of keeping a game going. When a conflict arises the children are encouraged to express their points of view, listen to other opinions and problem-solve together to find a mutually acceptable solution. While it may not be a solution that would occur to the teacher, what is important is that the resolution makes sense to the children.

Bringing forth children's innate abilities to think, question, imagine, create and explore in the framework of carefully crafted purposeful lessons is the basis of early childhood education at CRS. We see our youngest students as bringing to the school a wealth of abilities, interests and curiosity about their world. Our job is to solidify a positive attitude toward learning that will sustain each child now and in the future. As we engage their curiosity, imagination, thoughtfulness and problem-solving abilities, we guide their educational experience toward increasing levels of interest and joy in learning.

One recent morning, the Kindergarten class was wondering how polar bears could possibly live in the very cold Arctic Ocean. The students knew that polar bears have a layer of fat surrounding their bodies and questioned whether that made a difference. To find out, teacher Lisa Larcenaire prepared a tub of icy water and made "polar bear gloves" out of plastic bags filled with Crisco. The children each put one hand into the polar bear glove and then submerged both hands into the icy water. They found that the "polar bear" hand could stay in the water for a long time, but the "people hand" quickly got very cold.



Bequest & Matching Funds

Spur Success \$7 million POTENTIAL ENERGY Campaign

Alfred Pope '23 joins The Thorndike Legacy Society

The POTENTIAL ENERGY Campaign received news of a bequest from the estate of Dr. Alfred Pope '23. With this bequest, Dr. Pope, joins The Thorndike Legacy Society. The Society recognizes alumni, parents and friends who have included Charles River School in their wills or with planned gifts. Richard Thorndike and Alfred, classmates and friends, supported our school every year with annual fund gifts, stepped up to help us make changes to the campus during capital building and endowment campaigns, and both wanted this small school to reach great heights in years to come. This gift will be directed to the endowment.

If you would like to explore gift planning, contact Development Director Linda Fenton at 508-785-8215.

\$100,000 Matching Gift Inspires New Donors

thanks to

The Richard Saltonstall Charitable Foundation

Thanks to a magnificent challenge matching gift of \$100,000 from The Richard Saltonstall Charitable Foundation and the Sally '52 and Dudley Willis Family, contributions to the building and endowment campaign are being doubled. We applaud our newest donors who have used \$47,000 of the challenge! To other members of our community, your support will...

- fully fund the construction of facilities that match the exceptional quality of our programs and
- grow the endowment to ensure outstanding educational opportunities for future generations.

We are energized by our success and invite you to **JOIN US** in supporting **Charles River School**.

Building for the Greater Good



MATT AYERS '93, currently a partner at Aedi Construction specializing in eco-friendly building practices, was the project manager for our newly expanded Science Center.

Q: How did you get interested in building, specifically the green aspect?

A: I worked for a builder during summers and school vacations for four years. After college, I thought

I would go to law school, but realized that I was much more interested in building. I started my own company, and was renovating brownstones in the North End of Boston. There were three of us collaborating on many projects, and we eventually formed Aedi Construction. We signed up for a project with the United States Green Building Council that was a LEED (Leadership in Energy and Environmental Design) pilot program. We transformed a house in Cambridge into the first LEED-certified three-family residence in the country. After that, we built three two-family homes in Cambridge. That project brought us a lot of publicity through the *Boston Globe* and HGTV. After that, we realized that green building was the way to go.

Q: Why was Aedi Construction hired to renovate the Science Center?

A: Our company can provide the expertise in choosing from among the green products and services available in the market place. In the renovation of the Science Center we used blown-in icynene insulation, high-recycled-content blue board and a biofuel-compatible Buderus boiler heating system. There are four roof-mounted sun tubes that enhance natural light and save electricity, while photovoltaic solar panels on the roof offset a portion of the building's electrical use. Energy efficient windows are also positioned to light all spaces naturally. The light fixtures are high efficiency and fitted with light sensors. Paints, sealants, adhesives and caulking are all low VOC. Rain harvesting barrels were added for use in irrigation. Finally, we worked with a great recycling company that removed all the waste from the site in one dumpster, sorted it and provided us with a recycling report. It's the choices and connections like these that make the entire project more efficient and effective.

PROFILES

teacher



kent
Rouillard

KENT TEACHES SPANISH AND ELECTIVES, COACHES BOYS' LACROSSE, AND IS AN ADVISOR FOR 7th & 8th STUDENTS.

What inspired you to become a teacher?

I guess you could say it's in my blood. Both of my parents taught and worked in independent schools. At one point, my father was head of a school about the size of Charles River. Growing up on the campuses of independent schools in New England, I guess I never really saw myself doing anything other than teaching at an independent school.

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

I teach and I really enjoy the role of advisor and feel very fortunate to be at a school that has an advisor program like ours. We meet with our 7/8 advisees individually once a week and have the same advisees over a two-year period, allowing us to get to know each student really well. I have made many lasting relationships and am still in touch with

many of my advisees to this day. And I'm in charge of purchasing the faculty coffee. Making sure that there is enough coffee for Monday morning is a huge responsibility.

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

"Self-praise is no recommendation." It is a quote that has been handed down from generation to generation on my mother-in-law's side of the family.

What advice would you give your 8th grade students?

"Do the right thing and you won't have any regrets!"

Do you have any hobbies?

Cooking, photography, traveling and collecting cookbooks. I have well over 150 cookbooks.

What is your favorite book?

Heat by Bill Buford.

Had you coached prior to CRS? How does the CRS philosophy of sportsmanship play a role in how you coach?

I have coached high school soccer, squash, alpine skiing and lacrosse. The CRS philosophy is in line with my coaching style. I always try to make sure that each player has a good experience.

What is it about CRS that has enticed you to stay for 11 years?

The autonomy in the classroom, a strong language department, an incredible language lab and the ability to teach, advise and coach.

Why do you think the 7/8 grade program is so strong?

The short answer is that the whole team of teachers is passionate and committed to teaching this age group.



musician songwriter mom



mica Moellering

MICA TEACHES MUSIC, ELECTIVES, DIRECTS THE CHORUS AND SERVES AS MUSICAL DIRECTOR FOR THE 7th & 8th GRADE MUSICAL.

What inspired you to become a teacher?

Originally I fell into it. When I was in high school, a neighbor asked if I would teach her child piano. Through word of mouth I gained additional students. I was part of CRCAP's CIT program and taught show tunes and rounds classes. After college I started working at Artbarn Community Theatre in Brookline, a kids' theater program, and I suddenly realized I was a teacher! Before that revelation, I had seen myself only as a musician.

How did you start your music career?

In second grade I was in an after school program. They had a piano and I would spend all afternoon figuring things out – working out tunes. In fourth grade I convinced my parents to let me study piano. I was fortunate to have a very inspiring teacher and by 6th grade I was writing my own songs. My 7th grade music teacher showed me chord progressions,

which gave me more tools for composing. In high school I was enrolled at the New England Conservatory extension program where I spent hours studying jazz, theory and band.

Tell us about your education.

I started college at Oberlin University and then transferred into the combined Tufts/New England Conservatory Program. During that time I realized I really wanted to focus on music, so I matriculated as a full-time student at New England Conservatory. I received a BM in jazz piano performance. Oberlin opened my eyes, I met my husband at Tufts and I got an education at New England Conservatory.

How do you describe yourself as a musician?

I see myself as a songwriter first and a rock 'n roller second.

How would you describe the role of arts at CRS?

The arts at CRS are treasured, accepted and highly valued. I find that teachers will go out of their way to support what I do.

What advice would you give your students?

Be open to learning and trying as many things as you can. Say yes while you are figuring out who you are and what you are going to do.

How do you spend time outside of school?

I spend as much time as I can with my husband Kurt, my son Carson who is 4½ and my dog Parker.

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

I'm insane about jigsaw puzzles!

What are your favorite books?

Prince of Tides, *Secret Life of Bees*, and *For Whom the Bell Tolls*.

CURRENT EVENTS



2009 Musical

CRS 7th & 8th graders put on musical "Guys and Dolls"

Grade Three Visits the Islamic Academy

An essential part of any educational experience is exposure to other cultures and different parts of the world. In mid-March CRS's third grade visited the Islamic Academy of New England, located in Sharon, Mass. The IANE serves students from the surrounding communities and provides an American education while integrating Islam in all aspects of the learning process. The visit came about as a result of the third grade's study of the people, architecture, food and religion of the Middle East during Marco Polo's journey. Early in the winter term, CRS students exchanged letters with students at the Islamic Academy and they eagerly looked forward to meeting their pen pals in person.

The meeting of the two cultures was a wonderful opportunity for our students to learn about and understand the Islamic faith. The students were eager to connect with one another, and the welcoming faculty at IANE encouraged the students to ask questions. Each question was taken as an opportunity to bring cultures together, to break down stereotypes and to learn. Over a lunch of pizza, the table was full of laughter and the students found that they shared much in common.

Sixth Grade Instruments

Proving the old adage "one man's trash is another man's treasure," the sixth grade performed an original composition at a sharing assembly this winter played entirely on instruments they created from "found" items...in other words, from trash. The project was the brain-child of music teacher Mica Moellering, who enlisted the help of art teacher Mary Sullivan. Ms. Moellering

wanted the students to experiment with percussion and asked them to conceive of and create their own instruments using materials they found at home and supplies the teachers bought at Home Depot.

Three main criteria emerged for successful instruments – they needed to be structurally sound in order to endure

Exploring Diversity

Members of the CRS community have been exploring the issue of socioeconomic diversity this spring. Faculty and staff participated in workshops with members of the organization Class Action during the January professional development day and again during a faculty meeting in February. The Diversity Committee also organized two thought-provoking discussions for faculty and parents around the 2004 national bestseller *The Working Poor* by Pulitzer Prize winning author David Shieler.



the practices and performances, they needed to be visually interesting and above all they needed to produce a quality sound. What began as random sound was formalized into an actual composition during music class, as Ms. Moellering and the sixth graders focused on layering sound to achieve the effect they were looking for.

April Arts Weekend and Reunion

Donoghue Family and Jim Ayers '83



Jim Minot '66, Fred '49, & Liz Cabot

Champagne Toast



Morgan Palmer '45 unveils a plaque in memory of Peter Hunnewell '80



Susan & Peter Bernard, Karl Jackson



Nissy Dewey Houghton, Lew Dabney '34, Amo Houghton



Rosita Richmond Watson '34, Robin Brooks McDowell '37



Visitors' Day February 5

CRS hosted a Visitors' Day during which alumni, past parents and grandparents had an opportunity to spend a few hours on campus to reconnect with the school. The guests attended classes, took a tour of renovated spaces on campus, saw a fantastic sharing assembly and then had lunch with Cathy Gately and faculty members. The day was such a success that we are already planning another Visitors' Day for next fall.

Mizero Children's Choir of Rwanda Visits CRS

This winter CRS hosted the Mizero Children's Choir of Rwanda. The choir is comprised of 13 Rwandan children, aged 11-18, who are all orphans as a result of the 1994 genocide in Rwanda or because of the devastating effect of AIDS on their country. The children performed two concerts and also participated in a short cultural exchange program that included classroom visits and home stays with CRS families. The Mizero Choir had ample opportunities for interactions with CRS students. They came to the 4th grade classroom where the language



barrier didn't stop the CRS kids from teaching the Rwandan students to play checkers. In second grade music class, the youngsters greeted the choir members with a welcome song, and then the two groups of students sat in a circle together and sang. Charles River School teachers also organized an indoor soccer game between the choir members and the school's seventh and eighth graders. Music teacher Andy Holiner was instrumental in bringing the group to the school.

Annual Fund



With just days left in the fiscal year, **NOW** is the time to make a gift to the CRS Annual Fund.

We are closing in on our \$475,000 goal thanks to the generosity of many in our community.

YOU can show your support for CRS and have an immediate impact on our students and teachers by making a donation today.

The Annual Fund closes on June 30th, so make your gift today.

Send a check, make a gift online at www.charlesriversschool.org, or call Kat Whitten, Annual Fund Director, at 508-785-8268.

*Charles River School Annual Fund:
Every Child, Every Classroom, Every Teacher, Every Day.*



Charles River Creative Arts Program

On Wednesday, June 24th the Charles River Creative Arts Program will kick off its 40th season. CRCAP, founded in 1970, provides an environment in which young people can pursue and develop interests in the arts. Approximately 275 students attend each of two four-week sessions. Students choose their own schedule from more than 130 classes. From 1974 to 1980 CRCAP received a grant from the National Endowment for the Arts designating it as a nation-wide model for multi-arts programs. Programs based on CRCAP have been established in several foreign countries and 20 states including six other programs in Massachusetts.

This summer CRCAP will offer 135 classes in art, dance, drama, gymnastics, media, music, writing, photography, sports and textiles. A guest artist program enriches the curriculum and over the years James Taylor, William Hurt, YoYo Ma, Julie Harris, Tracy Chapman and Madeleine L'Engle have performed and shared their life experiences.

On Saturday, July 11th, CRCAP will have its 40th anniversary celebration with alumni coming from all over the country. There will be a 4-square tournament, performances by alumni of all ages and the "Nissy Award" will be presented to Martha Donaldson and Aleta Pierce Deyo. If you are a CRCAP alum and are interested in attending, contact the CRCAP office at 508-785-8250 or visit www.crcap.org.
- Toby Dewey Director



CLASS NEWS

1930s

CRS visited **ERIC CUTLER '30** in Needham—the town he lived in when starting CRS in 1924 at age 5. He has vivid memories of our football team since it included girls, baseball games for which he was the pitcher, running around the lone school building each morning, games of capture the flag in the barn and playing “Hare and Hounds” with Boyntie Glidden after school. (In Hare and Hounds one tears up paper to leave a trail for someone to follow and find you.) You could use these nouns to describe Eric: athlete, ornithologist, cellist, father, coach, husband, Major, Harvard employee and octogenarian. Eric modestly discussed his swimming prowess at Harvard where he was an All-American in his junior and senior years. As a freestyler and long distance swimmer, he loved the 220, and the 440. His time at Harvard continued for 36 years with stints as assistant director of admissions, one year as assistant alumni secretary, and many years as assistant director of athletics. In his 70s, Eric ranked #3 in the country in squash. Eric directed the Mass. Audubon Society and volunteered for the Manomet Center for Environmental Studies for years. Sage advice to us all from this sharp ornithologist: “Go to Plum Island all year round, visit Monomoy and Chatham to see the shore birds in August or September. Get out and get involved in nature!”

1940s

NANCY RICHMOND BLACKETT '40 recently moved from Dedham to Westwood. She still has a garden or two to maintain which keeps her outdoors and happy. She is looking forward to visiting southwest England with her daughter **NANCY '69** and son-in-law. **GEORGE WRENN '40** wrote he remembered CRS and Miss Algie very well. **BASIL GAVIN '41** called the alumni office in March. He is working in accelerator physics at the Lawrence Berkeley National Laboratory and enjoying active days on the Mendocino coast. He lives in Albion, Calif. **BARBARA BAKER CAMPBELL '43** has made several trips to Dover this year. She attended our first Visitors' Day in February and the Arts Weekend and reunion in April, where she displayed several paintings.

1950s

Looking for a good ‘beach read’ this summer? **ROBERT FULLER '51** shamelessly suggests that you pick up a copy of his new crime novel, *Unnatural Deaths*. It's set in rural Maine, a locale with which Bob is quite familiar, having practiced law in Maine for 38 years prior to retiring. Check Bob's website, www.unnaturaldeaths.com, for a plot synopsis and reviews. **LOUISE RUSSELL '52** wrote, “Charles River School was a special place to begin a career in art with a focus on nature. Besides many an unfettered recess tangled and tumbled in blackberry vines and wild grasses and my fondness for Mrs. Peirce, her piano, compassion and wonderful sense of humor, I remember the art classes and a kindly approach to our offerings. I recall help with an earnest attempt to recreate our pony in watercolor, a little Palomino named Lady, and later a prize for a painting of fall reflections in Channing Pond, which someone artfully hung upside down. I continue to paint animals and the world of nature and hark back as I write to those early CRS years with warmest of memories.”

1970s

LISA LEWIS '71 is living in Newport R.I. She wrote that her daughter and twin boys attend a school that reminds her of CRS. **ANDREW DOUGLAS '78** lives in Little Compton, R.I. with his wife and daughters Virginia (10) and Sophie (6). After 13 years in business, **VIRGINIA WOOD '78** closed her restaurant, Ken's American Cafe. She is looking forward to new adventures in 2009.

1980s

ANNA HOFFMAN '86 wrote that she and her partner have two children and have settled in Oakland, Calif. Recently **ELI BJORKMAN '88** received a voice-over license. He is now recording commercials, promos and documentaries in Panama and auditioning for jobs in the U.S. For the past four years he worked as a language consultant. He writes he is a performer at heart and is enjoying this new field of work. **JOHN MURPHY '89** moved back to Brooklyn, N.Y. after nine months in San Francisco. He's employed as an equity analyst with Green Arrow Capital Management. **STEPHANIE KLUTER RAEI '89** moved to



Eric Cutler '30



Peter Toulmin '37 at Arts Weekend



Robert Fuller '51



50th Reunion Class of 1959 at Arts Weekend

SEARCH FOR YOUR CLASS PAGE ON FACEBOOK. NOT THERE? START ONE!



Members of the Class of 1988 at the Arts Weekend

Chloe Comins, Cortney Thompson Rowan, Heather Bond Weisenflah
Gil Cunningham, Jason Sugar, Will Willis

Pittsburgh, Penn. in 2006 with her husband who was in the Artist Diploma program at Duquesne University. At that time Stephanie worked for the Pittsburgh Symphony as Manager of Corporate Support. She left the PSO in the fall and is looking to work in the private sector. Congratulations to **CHRIS WILLIS '89** and his wife Pam on the birth of their daughter, Augusta, who was born in early May. The Willis family are living year-round on Nantucket where Chris is a chef at Sfoglia Restaurant and Pam opened *Little Miss Drama* a jewelry store on Old South Wharf.

1990s

DEBORAH TUCK WIRTZ '91 wrote that she and her husband had a baby girl in June 2008. Almost a year old, Eliana Jade is happy and growing. After CRS, **DORYN WALLACH '91** went to Weston High School, attended the Fashion Institute of Technology and then Simmons College, from which she graduated magna cum laude with a major in human services and sociology. Doryn now resides in Greenwich, Conn. with her husband and daughter. She is still in contact with **DEBORAH TUCK WIRTZ '91**. Congratulations to **BEN MERRILL '92** and his wife Melissa on the birth of their son Thomas Wattson Merrill II. He joins big sister Liza. **JAMIE SCOTT HAVERTY '93** ends each email with this thought: "One day, all children in this nation will have the opportunity to attain an excellent education." She has already fulfilled that dream as a graduate of CRS, Milton Academy, Princeton University's Woodrow Wilson School of Public Policy and Harvard University's Kennedy School of Government. Currently, Jamie is the Director of Math and Science Operations at Teach For America, a program modeled after the Peace Corps through which recent college graduates commit two years to teach in urban or rural school districts. Jamie credits a summer internship at the Freedom School in Dorchester with leading her down the path to her current responsibilities. Freedom Schools are run by the Children's Defense Fund to provide a safe and educational environment for children who are unable to afford alternative summer activities. Jamie was hired the following summer as the site coordinator for the entire

Dorchester program, and she expanded her leadership role as a national trainer for the program the next summer. After college, Jamie moved to Philadelphia, and took a job teaching 9th grade math at one of the most troubled schools in Philadelphia. Despite the incredible challenges, Jamie lists this job as the most rewarding of her career. After graduating from the Kennedy School, Jamie ran a pilot program at Teach For America and now leads training programs across the country to improve academic gains in math and science. Reflecting on how her life started on this course, Jamie said, "From an early age, CRS instilled in me a deep appreciation of community. As I grew up and became able, it only made sense to give what I could to all the communities of which I was a member." Without wanting to sound corny, she concluded that in the words of JFK, "For those to whom much is given, much is required." And, she says, "CRS gives us all so much." Jamie married Jay Haverty, her high school sweetheart and fellow Milton Academy alum, in 2005. They live in Union Square in New York with their dog, Chelsea. This spring, Jamie and Jay are moving back to the Boston area – and they are expecting their first child. **ELIZABETH CROSS '94** has settled in Boulder, Colo. where she is in her first year of a psychology doctorate program. She also works as a massage therapist and finds time to visit Boulder's incredible hiking trails with her two dogs. She wrote that she met up with **BOB STEIN '93** before Thanksgiving and, after 16 years of no communication, they had a great time! "It's amazing how some things never change." **BRAD FEULING '95** works for Kong and Allan, a unique consulting firm specializing in supply chain operations and corporate expansion. They have continued to expand their industry partnerships, including developments in Malaysia. The company is located in both the US and Shanghai, China. After graduating from Muhlenberg College, **NICOLE LOMAX '95** entered a graduate program at the Actors Studio Drama School in NYC. She is living in New York, acting, shooting commercials and was recently in *Essence* magazine and on the Rachel Ray talk show. **MELISSA MAROTTO '95** is celebrating three years as the Director of Chrystie Street Ballet



Jamie Scott Haverty '93
with dog Chelsea



TOM RAFFOUL '05 spent time helping in 2nd grade for his Senior Project at Xavarian High School

Company. She has a student base of 150 students and they will hold their first annual ballet performance in June. After leaving CRS, **JAYE-LACEY PEARLMAN CENTOR '96** went to Dana Hall and was a three-sport captain in field hockey, fencing and lacrosse. She continued fencing for two years at Brandeis University before getting involved with the Student Events Department, as a major entertainment coordinator. While a student at Brandeis, Jaye-Lacy returned to Dana Hall as an assistant field hockey coach and helped lead the team to a league championship. Following graduation, she was able to combine her passion for sports and events and for three years worked for the Branding and Communications Team at the National Collegiate Athletic Association. She was married in May of 2007 to Josh Centor at the Warren Center in Ashland, Mass. This past summer Josh was hired as the Assistant Athletic Director at Carnegie Mellon University and they moved to Pittsburgh. Lacey is on the event staff at the Senator John Heinz History Center. They love everything about their new hometown - Go Steelers! - especially being close to **JILL PEARLMAN MCKERROW '86** and her family of five. **ANDREW KAPLAN '96** is in his fourth year of medical school at the University of New England. Congratulations to Andrew on his May marriage. **CHELSEA KING '96** wrote that she is living a pretty normal LA lifestyle, always way too busy but never actually doing anything. She's adopted two cats that are fat and crazy, take all her money, leave their insane amount of toys all over the place and make her very happy. **KATIE KONTRIMAS NOVAK '96** is half-way through a MBA program at the University of Hartford. **JEFFREY RAIDER '95** was married in April 2008 to Laura Breckner, a college sweetheart from Johns Hopkins. He graduated Phi Beta Kappa from Hopkins in 3 years and went on to get a master's degree in International Studies in the SIAS Program in Washington, D.C. After four years in private equity/consulting with Bain & Charles Bank Capital, Jeff is at Wharton working on his MBA. **JESSICA SILVERMAN '96** is finishing her fourth year of medical school at Washington University in St. Louis and applying for a residency position in anesthesiology. **DIANA RODIN**

'96 is finishing her master's in public health at U.C. Berkeley and writes that she is really enjoying living in California. **EMILY MERRILL '98** is living in Maine, giving riding lessons to children and adults as well as training and selling event horses. She went to South Carolina for three months this winter for intense training and competition. **KIA AUSTIN '99** wrote that she is living in NYC and enjoying every minute. She graduated from American University in 2007 and in October finished a MA in Art Business at Sotheby's Institute of Art. She loves working at Sotheby's auction house in the IT/ Finance Department. **MICHAEL RAIDER '98** is working for Bassish & Associates in Washington, DC. He does due diligence for private equity funds around the world. Michael was the youngest person in the history of the company to be promoted to VP in 2009. **RUTH POLAND '99** graduated from Washington University in St. Louis. In the summer of '08 she worked at a camp in N. Mex. Ruth is now working in Brattleboro, Vt. at the Youth Horticultural Project as an Americorps Vista participant. **EMILY POWERS '99** is currently living in Leadville, Colo. where she is working at the High Mountain Institute, a wilderness high school. Emily also does freelance photography and she exhibited some of her photos at the CRS Arts Weekend in April.

2000s

We enjoyed working with **JONATHAN KLEIMAN '00** this year. He returned to CRS in December to help with some projects in the Development Office. It didn't take long for everyone to realize just how talented he is and he served in just about every position from Technology to EDP! We will miss Jon as he heads off to Ethiopia to work on a documentary about the state of girls' education in that country. This school year **MADLINE SURGENOR '00** interned as a middle school math teacher at the Park School in Brookline. Working with two teachers, she had responsibilities both in- and outside the classroom including helping to coach field hockey, basketball and track. In September, Madeline will be working at the Bement School in Deerfield, Mass. teaching middle school math, serving as a house parent and coaching. **CLARE BERNARD '01**



Reunion at Milky Way ~ January 2009

Janna Burke '98, Mike Branton, husband of Amy Lisbon '95
Sam Duffley '01 Madeline Surgenor '00
Abby Padien-Havens '01, Vicki Prete '01



JASON YEAGER '01 played at Arts Weekend



ANDREW BERNARD '03, No. 1 squash player as a sophomore, Bowdoin College.



BEN CORNELL '03
a leading scorer for
lacrosse at Skidmore
College



SOPHIE VITZTHUM '09

photo by Susan Jones



MARK BORRELIZ '06

was awarded the Donald E Kerr Memorial Award for being an outstanding graduating physics student at Johns Hopkins University. She also received an honorable mention from the National Science Foundation. Clare will continue her studies at Boston Univ. in the fall, concentrating in the study of theoretical particle physics. **LIZZIE CUMMINGS '01** graduated from Georgetown University, with a major in French with a double minor in Arabic and government. Liz spent the spring semester of 2008 in Cairo, Egypt and the summer in Tours, France. She attended the Southern States Inagural Ball and was just feet away from President and Mrs. Obama. Following graduation she will be working in the DC area. **SAM DUFFLEY '01** graduated from MIT with a degree in mechanical engineering. We enjoyed catching up with Sam at the reunion at the Milky Way in January. **EMILIE PICKERING '01** is living in Boston while attending architecture school. She is looking forward to traveling in Europe this summer. **ERIK SURFACE '01** graduated from Denison University with a major in computer science and minors in Spanish and music performance. Erik received the Frank Bellino award for most outstanding graduating string player. An animal advocate from the age of nine, **ELISE TRAUB '01** was very involved in the effort to put an end to betting on dog racing in Mass. She was one of 60 coordinators and was responsible for canvassing seven area communities. Wanting to get more experience in the field of animal welfare, Elise spent part of last summer at the Best Friends Animal Society in Utah. She graduated from Wellesley College in June, and after taking a break from academics, would like to go to law school and work in the area of animal welfare. **JASON YEAGER '01** is in a combined program with Tufts University and the NE Conservatory. Jason attended the Arts Weekend and entertained the crowd with his wonderful jazz piano pieces. **DAVID GAINSBORO '02** writes that he is still in touch with **EBEN ALEXANDER '02**, **LAUREN FINKELSTEIN '02** and **JIM FRANTZ '02**. David will be studying abroad in Vietnam next semester. **ANANT SHUKLA '02**, a student at Boston University, is an AP biology tutor at MATCH Charter High School, he is a member of the student government and doing research at

Brigham and Women's Hospital. **AVERY BORRELIZ '03** finished her sophomore year at American University. This summer she has an internship with the Aids Action Committee in Boston. She will be working with the marketing department. **ISABEL CAIN '04** is finishing her freshman year at Skidmore College where she is a member of *Terpsichore*, a student dance group. She plans to major in psychology and minor in English. **JONAH RUDDY '04** just finished his first year at Bates College where is studying environmental science and politics. Congratulations to **CAMILLE MURPHY '05**, a senior at Framingham H.S. who was named All-Scholastic for cross country and for her outstanding track performances: running the second fastest times in the U.S. for 1000 meters and the fifth fastest mile time, 4:52. Looking for a new challenge, **EMALINE SURGENOR '05**, a senior at Dana Hall, went out for the ice hockey team which is made up of students of varying abilities. She was the only person new to the sport, but loved it. Emaline spent time helping out in the fifth grade at CRS this May. A two-sport athlete, **MARK BORRELIZ '06** competes in gymnastics and fencing. Mark began competing in gymnastics at the age of seven and continues to work out and compete at the state and regional levels during high school. Most recently competing at level 8 (of possible 10) at the Regional Championships, he placed first on floor, third on the pommel and fourth in the All-Around. Somehow Mark also manages to practice and compete in fencing. He fences sabre and is team captain for Buckingham Browne & Nichols. He placed fourth in the High School State Championship this spring. Mark also fences outside of school, and qualified for the Junior Olympics, which were held in Albuquerque, N. Mex. Congratulations to **EMILY WINGROVE '06** who was named an ISL Soccer All-Star and to the Mass. State Prep Team. In basketball, Emily was named an ISL First Team All-Star and to the All-New England team. **CARA VANIN '07**, a sophomore at Rivers, was a member of the Rivers varsity field hockey team that made it to the semi-finals for class three teams for the first time in 11 years. The team placed third and Cara was named All-New England. She is an honor student and continues to study drawing and painting.

NICK LAYCOX '08 is enjoying his freshman year at Beaver Country Day School. This winter Nick continued working with children in the Vermont Adaptive Program – “Skiing for Every Body.” The program offer lessons to individuals of all ages with any disability. He is also working with the Ski Patrol at Killington Mtn. We were thrilled to see Nick at the CRS road race and cookout in April.

SOPHIE VITZTHUM '09 is an accomplished soccer player who plays midfield for the Mass. Premier Renegades who won the New England Championships. At CRS she plays basketball, soccer and lacrosse. Sophie is most passionate about alpine ski racing, where she competes in slalom, giant slalom and super G. Sophie races against many athletes who attend ski academies where they train daily. However, that hasn't stopped her from finding success on the slopes. This past winter, Sophie's silver and bronze medals at the New York State Championships qualified her to compete in the Junior Olympics at Gore Mountain. This was the culmination of four years of hard work and training in both the winter and the summer.

FACULTY NEWS

AJ SULLIVAN, English teacher '96-'99, is currently teaching English and social studies to seventh grade students in Springfield, Mass. He is living in Northhampton where he ran into former student **ALEXANDRA BOTTI '00** who was attending a play at Smith College. **ROBIN PUTNAM AHMANN**, former 5th & 6th grade math and science teacher, is leading an active life in Washington State. She teaches fourth grade and works to keep up with her children who play soccer, ski race, and volunteer at the food bank.

IN MEMORIAM

DR. ALFRED POPE '23 died in February. He was a Harvard Medical School professor emeritus of neuropathology and former director of the Ralph Lowell Laboratories at McLean Hospital. Dr. Pope received his undergraduate degree from Harvard University, his medical degree from Harvard Medical School and post doctoral degrees in pathology and biochemistry at HMS, Children's Hospital, and Mass. General Hospital. He was regarded as a pioneer in

psychiatric research during his five decades at McLean and HMS. His ground-breaking psychiatric research forged the field of micro-neurochemistry. He developed new techniques for analyzing the brain which resulted in the most current and effective treatments for Alzheimer's disease.

SHEILA GUILD ISELIN '43 died in November 2008. She attended Radcliffe College where she was the captain of the tennis team. She worked at Babson College, moved to Plymouth in 1987, and transferred her passion for tennis to golf and won eight White Cliffs Golf Club Championships. She is survived by her three daughters and her brother, **HENRY R. GUILD '40**.

After a lengthy battle with cancer, **JOHN H. WYLDE '50** died on February 23. Born in Dover, he attended Milton Academy and Harvard University. An avid athlete, John was captain of the hockey team at Milton, a ranked tennis player and a hockey goalie for Harvard's teams. He pursued tennis as a career for three years and then joined the family business, Patterson, Wylde & Co., a Boston-based international steamship agency. He served as president of the company from 1972 to 1988 when he retired. He served the Wareham Community as a member of the Finance Committee and as selectman.

JAMES TEDESCO '75 of Sherborn died in March. He was the father of Leah and Olivia Tedesco and husband to Maria. After graduating from CRS, Jim attended Tabor Academy, Colgate University and received an MBA from Northeastern. He spent 20 years in marketing and sales positions with various software companies including Lotus, Inso, Corporate Software, and PTC. Jim also was an author and president of his own publishing company. He wrote a book with his father, “Portable and Prefabricated Houses of the Thirties,” a history of the E.F. Hodgson Company that existed between 1892 and 1944 in Dover. Jim's hobbies included tennis, golf and skiing. He had seven dogs: six dachshunds and a German shepherd. Together with his daughters he trained and showed their dogs with two of his dachshunds earning the title champion.

Katrina Tagget, daughter of **SARA TEDESCO TAGGET '73**, passed away in September 2008. Katrina was a senior at Michigan State University majoring in Public Administration and Public Policy. Katrina was a strong scholar earning a 4.0 GPA in her major and a 3.74 GPA overall. Our love goes out to the Tedesco and Tagget families.

Our school holds on to a wonderful memory of CRS's very first honorary Grandparents' Day/May Day chairs **ROBERT "ANGUS" JOHNSTON JR.**, who passed away in February, and his late wife Eleanor. The couple enjoyed being actively involved in school activities with daughters **LEE '66** and **CANDACE '69**. They remained closely connected to and generously supported CRS as their granddaughters **KATIE '96** and **KIM '99 KONTRIMAS** attended Charles River. Angus and Eleanor were married for 52 years and we've learned that Angus loved his yard, gardens and most of all his family. A Bowdoin College graduate, his favorite college activity was singing in the *Meddiebempsters*. He served in the US Navy during WWII and, for most of his working career, was associated with The John Hancock Life Insurance Company.

Former parent **ANN HUTCHINSON** died in November 2008. She was the mother of **GEORGE '64, WILLIAM '71, THAYER '68** and **SARAH '66 HUTCHINSON**. Mrs. Hutchinson was born in Boston and attended Milton Academy, Vassar College and Lesley College. She was a gifted teacher of children with learning disabilities.

DIANE HOKE, mother of **JONATHAN '02**, passed away unexpectedly in November. Diane studied and loved literature and drama. In her early career she worked in the family business. Most recently she served on the board of trustees at the Summit Montessori School and Allegro Music School.

THE CURRENT

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