



THE CURRENT

SPRING '11

MIDDLE SCHOOLERS AT THE TOP

CRS MEMORIES

ALUM PROFILES

CLASS NOTES

From the Head of School



On the cover:
Eighth grade students

THE CURRENT SPRING 2011

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

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CRS fifth graders and teachers experience risk-taking and stretch beyond their comfort zones with the support of classmates and staff during their three-day outdoor challenge courses at Sargent Camp in NH.

What does learning look like at Charles River School?

It is developmental, takes many forms and happens throughout the day. Children here are indeed actively learning. They are thinking and learning how to learn. They are typically happy and enjoying the relationships with other children as well as with their teachers and advisors.

Children are curious. They ask questions. They wonder how and why and make discoveries. In CRS classrooms the children's natural curiosity is fostered; teachers encourage children to think expansively and critically and to share their ideas.

Children make predictions and meaningful connections, they discuss various ways to solve a problem, to explain a point of view, to think creatively and to analyze. Children are involved in interdisciplinary studies, projects and activities with classmates, and sometimes with children in other grades and with their buddies.

A child may work independently as well as collaborate with others as part of a team, learning the give and take of working with

peers, sharing ideas and experiences, so that one's thinking is often enhanced as a result of the exchange of diverse perspectives. Risk-taking and having successes and failures are all part of the learning process. Children often present a project or share their story, song, work of art or performance with others in the classroom or with their parents or on stage at an assembly for the school community, which is another form of risk-taking with positive results.

Students here are fully engaged in mathematics and communication skills, literature and science, language and technology skills, arts and self-expression, wellness and competitive sports skills. In the CRS community children also gain self-awareness and confidence and learn about respect, responsibility, citizenship, diversity, and our global community. As their teachers, we care a great deal about who they are as individuals, as kind, caring people who will make a difference in the lives of others. They are our children and our future leaders.

Sixth graders learn about solar energy and solar ovens in science class; they organize and run a family bingo night at school and raise funds to purchase 10 solar oven through The Friends of Haiti organization.

What do our children need to learn to be prepared for the future?

This is the million-dollar question that educators are grappling with today ... and will be for some time!

For a few years now I have served as a Commissioner on the NAIS (National Association of Independent Schools) Commission on Accreditation, along with twenty-one educators who are Commissioners from state, regional, and international associations.

In addition to our work on accreditation standards and processes, the Commission also examines and assesses the evolving educational environment. Twelve of us served as The Schools of the Future Committee. We researched, reviewed current literature and agreed upon a list of the Essential Capacities for the 21st Century. Our committee produced a white paper, entitled *A Guide to Becoming a School of the Future*. (See box on far right.)

Thinking about children's learning experiences at CRS, one realizes that many of the Essential Capacities for the 21st Century are already taking place daily here at Charles River School. Examples include:

"...Creative thinking, problem-solving, develop cross-disciplinary knowledge, address complex problems, complex communication – oral and written, communicate clearly to diverse audiences, listen attentively, speak effectively, collaborate sensitively, facilitate group discussions, global perspective, use creativity, explore and experiment, foster integrity, honesty, fairness and respect, etc."

Many of these critical capacities are major elements of a CRS student's program — valuable, desirable learning experiences for children **now** and **for their future**. These elements enhance a child's personal development and his/her learning.

While all schools, including CRS, have more to learn about educating for the future, CRS students are fortunate that they already have a strong essential foundation. We go forward improving on this outstanding educational experience so that our children will continue to be healthy, creative, well educated global citizens, prepared to be leaders in the world in which they will live.



As part of fourth grade's African thematic study, a native Nigerian, Sidi Mohamed Camara, came to work with our students, teaching them about his country and culture. Pictured here, Sidi is teaching an authentic Nigerian dance.

NAIS Commission on Accreditation
A 21st Century Imperative

A Guide to Becoming a School of the Future

1. Analytical and Creative Thinking and Problem-Solving
2. Complex Communication—Oral and Written
3. Leadership and Teamwork
4. Digital and Quantitative Literacy
5. Global Perspective
6. Adaptability, Initiative, and Risk-Taking
7. Integrity and Ethical Decision-Making

Tony Wagner from the Harvard Graduate School of Education interviewed over 600 CEOs asking them the same essential question:

"Which qualities will our graduates need in the 21st century for success in college, careers, and citizenship?"

Wagner's list of *Seven Survival Skills* after hundreds of interviews includes:

- Critical Thinking and Problem-Solving
- Collaboration Across Networks and Leading by Influence
- Agility and Adaptability
- Initiative and Entrepreneurship
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination.



“Those of you who may be young parents looking up a long hill, rest assured it is worth staying the course. CRS offers your children the gift of a program that includes a beginning, a middle, and an end that can be the most wonderful springboard to the rest of their lives.”

Reed Austin '65, parent of Kia '99, Katey '02, Reed '04

When You're in the Middle, You're at the Top

By Walter Horak, art teacher

The goal of the CRS middle school is to maximize the value of having 6th, 7th, and 8th graders remain in a nurturing environment where they can have opportunities not only to become adventurous and self-reflective learners but also to become pillars of the community.

“Staying at CRS for Grades 6th, 7th and 8th allows them to be the oldest students in the school, rather than the youngest,” advocates former board President Peter Bernard, parent of Clare '01, Andrew '03, and Martin '09.

With younger children looking up to them, middle schoolers engage their younger buddies in monthly get-togethers, lead assemblies, give tours, help out at school events, and perform meaningful community service. Paradoxically though, they remain in the “safe harbor” of a middle school, lead by example and thereby achieve a certain maturity and wisdom. Unquestionably this helps to ensure a smooth passage to high school.

The intimate scale and a group of dedicated faculty enables “an ability to be flexible in this environment, which greatly benefits the students and simply would not happen in a bigger school. The bottom line is that our academics are on a par with the best schools out there and each child’s

needs are attended to,” declares Mary Walsh, coordinator of upper grades. Underscoring Mary’s assessment are the matriculation record of CRS graduates to fine independent and public high schools and the level of preparedness that they acknowledge upon arriving and throughout ensuing years.

Undoubtedly, close bonds with teachers contribute to this readiness. The 7th and 8th grade advisor program is really a culmination of close student-teacher connections nurtured throughout the elementary years. Beginning in 7th grade, students meet weekly, one-on-one with a faculty advisor, and over a two-year period what develops is a rich relationship where academic, personal, and social needs are addressed and

goals set and met. During the oftentimes turbulent period of adolescence, there is something secure and reassuring in having a willing ear and an adult advocate, and with that, there are contingent benefits. As social studies teacher Chris Raskin points out, “In a safe learning environment, 7th and 8th graders will take risks and try new things, and this is the case whether a student is an ‘end-to-ender’ (attends CRS from PK - Gr. 8) or quite new to the school.”

“I transferred from public school to attend Charles River for 7th and 8th grade. When I arrived, I lacked confidence in my academic abilities, especially in math and science. The 7/8 team’s focus on my individual needs and learning style turned me around as a student. The experience instilled in me a belief in my abilities that helped me to excel in high school.”

~Erik Surface '01



Seventh graders with PK buddies

In a recent informational meeting at school, alumnus Dan Moder, Class of 2010, compared the letter grades of his current high school to the “non-graded” comments he had received at CRS. Dan noted that letter grades really didn’t tell him much, and what he had come to value was the amount of feedback, good and bad, that he had received at Charles River throughout his years here. The flow of information that comes from written reports and the discussions that ensue between student and teacher, and student and advisor, encourages students to be reflective, to take stock of themselves as people and learners. Having attended CRS for just his 7th and 8th grade years, Jared Mason ‘02 revealed in his graduation speech, “At Charles River, I’ve learned to measure my success not by grades or victories, but rather by the effort and integrity I displayed in the process.”

Certainly much of this confidence comes from each student having experienced a challenging academic program and finding success. According to Mary, “Personal best is always the goal.”

“I attended CRS for two years and that experience changed my life. I was awarded the “Sarah Baughman Award” for most improved student at graduation. My favorite teachers were Alice Fryer, Nick Noyes, and Dan Gray. These teachers helped me discover strengths I never knew I had and got me to work on them.”

~Frank Araby ‘75

“The 7th and 8th grade program at CRS was an invaluable experience for all three of my daughters, Johannah ‘01, Eliza ‘02 and Camille ‘05. Through it they developed a strong sense of who they were, what mattered to them, and began to learn how to navigate this world. Johannah entered CRS in seventh grade. Although she was excited at the prospect of Charles River, she approached the first day with much trepidation. She was going off to the Farm School for three days and did not know a soul. I will never forget her white, pinched little face framed in the window as the bus pulled out from the Dover Library parking lot. And so it was with much trepidation on my part this time when I returned to the school after three days to pick her up. A different child bounced off the bus, smiling and happy (albeit a bit dirty and bedraggled), and full of stories of chickens and whispering with the girls in the night. Johannah found her voice at Charles River, developed her passion for social justice and grew in every sense of the word. For this, and for the comparable experiences of my other daughters, I will be forever grateful.”

~Patti Murphy, parent





Practicing Diplomacy

Developing Ambassadors

by Rachel Keller, fifth grade teacher

What do Lesotho, Bangladesh, Egypt, China, Malaysia, and Ghana have in common? They are all nations that have been studied by CRS students in the Model UN program.

If you walk into the 7/8 building on a Friday afternoon, you'll find a group of 6th, 7th, and 8th graders discussing pertinent global issues after most of the CRS community has gone home for the weekend. These students are members of the Model UN program (MUN). In its third year, the program began under the leadership of 7/8 social studies teacher Chris Raskin and continues under the guidance of Raskin, librarian Marta Willett, and 7/8 support teacher Steven Bertozzi.

According to Marta Willett, "MUN is a fun, exciting way to learn the intricacies of world diplomacy and to discover creative solutions to compelling real-life current events."

Currently, there are 26 CRS middle school students involved in the club. Eighth grader Tali Randazzo commented, "I enjoy Model UN because of the experience it gives me in dealing with problems. I am exposed to current events that I would not already know about. It's also a ton of fun!" The students prepare for the conferences sponsored by the United Nations Association of Greater Boston and the United Nations Association of the USA. The conferences provide an authentic simulation of a United Nations session, where the students meet in committees to discuss issues as "ambassadors" of their assigned country.

In the fall, CRS Model UN members attended the Middle School Model United Nations conference held at Northeastern University. They represented the countries of Egypt, China, Malaysia, and Ghana on committees focus-

ing on various issues, including the humanitarian crisis in Haiti, overfishing of the oceans, environmental refugees, migrant workers, and drug trafficking.

This April, the 6th Annual Middle School Model UN conference was held in New York City. Approximately 1,200 students from all over the country and world participated. Our students were assigned the nations of Lesotho and Bangladesh. Each student researched the assigned country and then examined a topic through the lens of that country. Working in pairs, the students focused on the following topics: terrorism, global epidemic outbreaks, languages, environmental refugees, religious tolerance, primary education, marine catastrophes, and child labor. Jenny Deveaux, a sixth grader and new Model UN member remarked, "MUN is interesting because you get to discuss real issues in the world and learn more about new countries."

The Model UN members prepared for the conferences by writing position papers, practicing public speaking skills, and drafting possible solutions to conflicts. The position paper requires the students to complete research about *why* an issue is important for a UN committee to discuss. In addition, students prepared opening remarks for the conference and studied other nations that they wanted to work with as allies.

Model UN allows these middle school students to practice diplomacy, engage in problem solving, learn to build a consensus, form alliances, and think on their feet. The experience of being part of Model UN provides students with skills they will use for the rest of their lives.



FROM CHARLES RIVER SCHOOL TO RWANDA

by Jonathan Kleiman '00

It was while drafting the mission statement for Akilah Institute for Women in Rwanda that I began to reflect on my own education at CRS. We were perusing the CRS Parent Handbook for inspiration, reading aloud passages like, "At Charles River School, we value children as individuals who develop at their own pace and learn in their own way." I told my colleague that I got comments instead of grades on my report cards, and that we weren't allowed to have snowball fights during recess. I credit that school for shaping me more than any other I attended.

I didn't tell my colleague, but from that moment on I worked hard to turn Akilah Institute for Women into a school with values like CRS.

I arrived in Rwanda in January 2010 to help open Akilah. We were a team of eight who had come to Rwanda to create a school that would train young women in leadership and hospitality. Our students, high school graduates over the age of 18, did not have the means to attend a university or find meaningful employment. Most were orphans, having lost their parents in the 1994 genocide. We would train these women to be leaders in Rwanda's rapidly developing hospitality industry. Students would take classes in hospitality, English, leadership and ethics, and health and nutrition.

We worked feverishly to make sure everything was perfectly set up for the start of school. We wanted to offer our students the best parts of our own educations. It was in this context that I began thinking of my time at CRS and resolved to covertly turn Akilah into a school like CRS. I added words like "cultivating and nurturing students" to the mission statement. I argued for the creation of an advisor system for students. I pushed for the inclusion of a period for group sharing, which would combine aspects of a sharing assembly and a morning meeting. When our students arrived for the first day of classes, we were ready.



Over the next six months, I spent my time teaching and producing marketing videos for Akilah. I tracked the small strides individual students were making, and followed the evolution of the Institute as a whole from behind the camera. By the middle of the first semester, several students found jobs in hotels and restaurants -- jobs that a few months before they would never have landed. And watching that, like watching a child taking its first steps, was thrilling to us as a staff.

But even more thrilling was watching the students' confidence blossom and their personalities sprout. After only a few months, they were glowing with pride in a way African women rarely do. Students who arrived with slouched shoulders and droopy expressions were now dancing and singing and lecturing in front of their peers. They were taking risks in the classroom. During a group share, a student said, "Before Akilah, no one ever told me I was smart. Now I know I am smart and can do anything." And another said, "Before Akilah, I didn't have a family. Now you are all my family." These students were, in other words, reaping the benefits of an innovative and progressive education. I was so proud.

You can find out more about the Akilah Institute for Women at www.akilahinstitute.org.

Jonathan and his wife, Caroline, live in Massachusetts with their daughter, Eliana.

A Shared Legacy

With a combined 37 years teaching and working at Charles River School, JANE DETENBER and JENN McLEAN share a legacy of good works and service to the school that happily endures to this day. Although their respective tenures span different generations, Jane and Jenn each helped the school community navigate its way through periods of significant change and did so with humor, warmth, enormous respect for others (especially children), and a willingness to accept a wide range of risks and challenges. Besides all they contributed to the community, Jane and Jenn each experienced a strong measure of personal and professional growth along the way and so embody all the best of CRS as an environment where everyone is a learner.

by Walter Horak, art teacher

“I got in through the back door of the Summer Program” is how Jane describes her arrival at CRS in 1972. She had landed a job at Priscilla Dewey’s Summer Program and there met Toby, who had not yet joined his mother’s landmark enterprise. Toby had, however, just completed his first year teaching 5th grade at the school and upon meeting Jane, had the good sense to ask her to join him in the fall. Concurring with Toby, Head of School Lew Kimball offered her a job, and the rest is history. To this day, Jane and Toby remain fast friends and among their many collaborations over the years, getting Jane hired that summer was obviously one of their best.

The 70s and early 80s were the heydays of open education, and Jane and her colleagues became avid practitioners. Although Charles River was struggling financially at the time, the demographics of the region were evolving in a favorable way, the winds of progressive education were blowing, and the school community seemed to have plenty of committed, creative people around. Positive ferment emanated from places like the School of Education at Harvard, and Jane cites a two-day, school-sponsored workshop with David Purpel, then a professor at the Ed. School, as having had seminal influence on the CRS faculty. In succession, Lew Kimball and Anna Jones were supportive Heads of School, as were many members of the Board of Trustees.

Back then, the Community Building, formally the New Building, was brand new and had, by design, far fewer walls than now. This allowed for movement and overlap between grade levels, free access to specific stations where much individualized learning took place, and abundant opportunity for collaborative exchange. All this openness may have required enormous flexibility, courage, and creativity on the part of faculty and students, but Jane remembers a host of meaningful activities and traditions emerging over time.

See page 11 for a list of memories

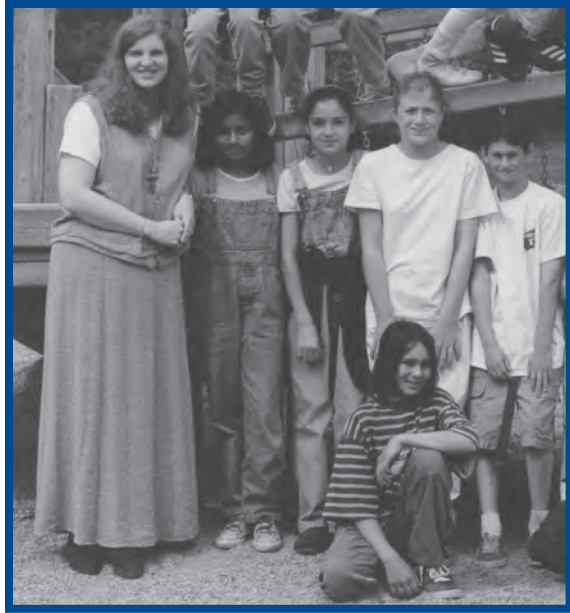


Jane Detenber on May Day

For all the fun, real learning was going on, and Jane can list any number of CRS graduates from those days of “open ed” who have gone on to lead significant lives and have impressive careers. Among them are Jane’s son Ben, class of ’75, now Director of Communications at Nanyang University in Singapore, and Jane’s daughter Sarah, class of ’78, mother of two adopted children from Vietnam and Cambodia respectively. All would no doubt credit her and other teachers for creating an environment where an individualized approach to learning, freedom to explore, and commitment to community were core values. Meanwhile, Jane’s own classroom experience inspired her work on any number of faculty committees, notably one to help clarify the school’s mission statement.

Of course, Jane had a succession of teaching partners. About her first one, she quips, “Toby and I were quite an item,” and as for the last, Jenn McLean, she exclaims, “We had a ball!” In between were several others, including one who was, in terms of temperament and background, an entirely different personality from Jane and who insisted that in order to get along they would have “to learn to push against each other.” Jane reveals that the two of them benefited enormously from the experience, gaining, above all, an abiding respect for differences.

Following her departure from 5th grade in 1996, Jane took over in the library and introduced an automated catalogue, helped to edit and “juice up” the collection and literally ushered the library into the modern age. When she retired in 1999, a school-wide assembly was held in her honor, fond good-byes resounding in Foster Hall. For the event Jane wore a May Day garland in her hair; a more appropriate crown one could not have imagined.



When JENN McLEAN arrived at CRS in 1995, she was completing the first of two personal circles. Both her parents had been educators, and for most of her young adulthood, Jenn had been especially resistant to the notion of teaching as a career. Although she loved singing and had obvious ability, the challenges of a musical career appeared too daunting, and so it was in college that a captivating introductory course in education kindled her interest in what she had long resisted, much to her parents' amusement. Following a number of student teaching assignments, a year in a Pennsylvania 6th grade, and graduate work to obtain a master's from Harvard's School of Education, Jenn joined the CRS faculty and Ms. Detenber's 5th grade classroom. In the course of interviewing for the position, she recalls being inspired by the school's vibrant and friendly atmosphere, the presence of so much art on the walls, and the students' high level of engagement.

By Jenn's admission, she and Jane were an "odd couple" – one a rookie the other a veteran, one tall the other short – but they got on famously. Jenn appreciated Jane's "wisdom and wit, her openness, her understanding of where the kids were developmentally, and her priority of having them make a community." Jane's wealth of experience and deep understanding of the CRS culture allowed Jenn to get up to speed quickly. Without ever feeling like second-in-command in the classroom, Jenn nevertheless had the good sense to embrace her mentor without reservation.

Thematic education was an approach Jenn valued highly, especially the way it encouraged deeper thinking on a subject. The 5th grade themes of immigration, slavery, and the mills had multiple "hooks" for kids and could accept different approaches from year to year. During Jane's and Jenn's year together, the Ellis Island trip couldn't be made, and in its place the 5th grade put on shadow plays that dramatized

some aspect of immigration. While these came off beautifully, it was the videotaped dress rehearsal that stirs Jenn's memory. Full of pratfalls and mistakes, outrageous visuals, and Jane's unplanned and unexpurgated recorded commentary, the film was a howl. Of course the kids got to see it, and as successful as the stage performance had been, it was the video out-take that had everyone literally rolling in the aisles. Talk about relishing the creative process!

When Jane moved on to the library, Jen Worthington joined Jenn in 5th grade and so the eponymous tandem of the "Jens" was born. During the three years of that fruitful partnership, Jenn also accepted the nomination of her peers to be the faculty representative on the Board of Trustees. In that role she came to appreciate large policy issues and to realize how seriously committed parents and board members were to the school. At the millennium, CRS was once again wrestling intellectually with its dual challenge of being a creative and rigorous school, a school charged with serving kids with diverse needs in the present and preparing them for demanding academics for the future. In spite of her admitted nervousness (she was not yet 30 years old!), Jenn was instrumental in helping the school community put a stake in the ground about our philosophy.

Jenn's fine work on the Board probably contributed to her move to administration and appointment as acting director (1999) and then full-time director of studies (2000). At that point motherhood intervened, and she split the position with Toni Chute, admitting that childbearing and administering had become literally and figuratively a heavy load. Outwardly at least, Jenn appeared to carry both loads with aplomb, and her trademark sense of humor never wavered. Jenn's final administrative post was dean of faculty in 2005, and in the ensuing two years, her enthusiasm and clarity of vision helped define the goals and parameters of professional development for teachers. After a comparatively short 12 years at the school, the arc of Jenn's accomplishments looks mighty impressive.

Toward the end of that arc, Jenn was feeling a pull toward a career in psychology, having always loved the psychological aspects and implications of teaching. In 2007 she made a painful decision to depart CRS for a doctoral program in psychology at Antioch New England. "I grew up at CRS and loved everything about it," Jenn admits, "and leaving was hard." Intellectually it may not have been such a stretch to leave education for her present studies, but Jenn feels extra reassurance now that her own children, Chloe in grade five and Grady in grade one, attend Charles River keeping her connected to the school.

100 memories coming yo

2011
september



Oral History Project

With the September 2011 start of our Centennial year in sight, students in grade eight took part in an oral history project organized by social studies teacher Chris Raskin. Eight alumni from 1940-1960 were interviewed on campus by our students. Alumni shared memories of their experiences, creating an historical record.

North Cunningham '60 said, "The students today are much more aware of issues such as diversity, more so than when we were students at CRS. Today, we are keenly aware of diversity and its positive impact on the school. In the early 1960s, however, diversity was never discussed."

Sally Saltonstall Willis '52 recounted that in her time at CRS the students were much more naive about the larger world than students today. She commented that students in the 1950s were more insulated with less technology and not as aware of larger world issues.

The students thoroughly enjoyed hearing old stories of the school and even coaxed Boynton Glidden '55 to sing a stanza of the school song.

We would like to thank Madeline Lee Gregory '43 David H.D.S. Greenway '48, Sally Saltonstall Willis '52, Boyntie Glidden '55, Matthew Schmid '58, North Lyman Cunningham '60 and Charlotte Gregory Surgenor '67.

No 5

Head of School Miss Algie

From 1917-1947 Winona Algie was the Head of CRS. If a student asked her in math class, "What's an inverted fraction?" the result was remarkable! Eleanor Perry Merrick '36 (and many others) remembered when Miss Algie took "volunteers," grabbed him/her by the ankles, and flipped them upside down, inverting the student in front of the class. Lesson learned!

No 22

Blindfolds, Boston and Subway Capers

For a map-reading exercise, Jane Detenber and Toby Dewey put together a treasure hunt that had small groups of students with parent leaders traveling Boston's subway system. By all accounts a success, the trip did have an unintended consequence. Having to wear blindfolds on their way into town, a few kids in the back of Jane's station wagon apparently pretended to be kidnap victims, so it was no surprise that a passing motorist took down her license plate number and called the police. Later that day, Jane had to evade legal proceedings during a long, thorny, exculpatory phone conversation with someone from the Division of Domestic Violence.

No 34

Ellis Island Simulation

Since the early 90s, the fifth grade has participated in an elaborate Ellis Island simulation during which each student assumes the character of an immigrant during the early 1900s. Students research their characters, keeping detailed journals and prepare to leave their home country and go through the process of arriving in America at Ellis Island. For one day each year Foster Hall becomes Ellis Island and nervous students wait patiently for their turn to enter our country and begin a new life. More than one fifth grader has been detained by immigration official Mimi Earley, in character as an officer of the law. Each spring, the class finishes its studies with a visit to Ellis Island and the NYC Tenement Museum.

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Memories from Jane Detenber (aka Ms. D):

- A large upright *PIANO* was brought into school and Second Grade Teacher Madeline Page played it while students arrived in the morning.

MACOS

- 5th grade teachers implemented an impressive science program funded by the National Science Foundation, "Man, A Course of Study" (MACOS for short).

PARACHUTE

- A large opened parachute hung outside a doorway and served as a reading area for 5th and 6th grade.

FIRST MAY DAY

- Jane's collaboration with Nancy Harris and Mary Armstrong led to the first May Day celebration, an outdoor affair that went well but for the runaway antics of a young calf brought in to add an agrarian flavor to the proceedings. The Maypole dance originated here and became the school's annual rite of spring.

SWORD DANCE

- Speaking of rites, the sword dance, of Winter Festival fame, also originated in Jane's 5th grade.

ORANGE PILLOWS

- The 5th grade started using orange colored cushions to designate seating for student-run meetings. With names of students added to the cushions each passing year and in many instances shared by siblings, they became a fabled item and acquired a certain historical luster. Mimi Earley to this day expresses exasperation on the subject: the year her son Mike was in the 5th grade, he volunteered his mother to embroider both Ms. D's name and his own, an onerous task.



FORTS on the HILL

In the 1950s boys and girls had separate forts in the pine trees next to the cemetery in the front of the school's playground and also on a knoll behind the tennis bubble. Our forts really were just spaces under the trees where we would gather to plan who knows what! Since the knoll was covered with pine trees, we made our forts from materials at hand: dead branches and pine needles.

Rennie Clark Roberts '55 and North Lyman Cunningham '60

No 78

2010-11 Annual Fund



CRS makes a difference in children's lives, but we can't do it without your support!

In one way or another, every CRS student benefits from the Annual Fund every day. Annual Fund gifts help us recruit and retain talented teachers, update and improve our facilities, and purchase new equipment and supplies for classrooms, the library, athletics and the arts.

Your support is a vital part of the Annual Fund. Gifts from alumni, parents, grandparents, faculty and friends enable us to continue to provide an excellent education for current students and make a difference in our ability to fulfill the mission of the school. Thus far, we have raised \$380,500 towards our \$500,000 goal.

Please join with the hundreds of other members of the CRS community who have already made a commitment to this year's Annual Fund.

Give your gift online at www.charlesriverschool.org/giving or mail to: CRS, Box 339, Dover, MA 02030. Thank you!

Summer Dreams Come True

by Summer Programs Director Michael Descoteaux

2011 is a big year in the 42-year history of the Charles River Creative Arts Program. Having bid a fond farewell to former director Toby Dewey and administrative coordinator Tina Johnson, we prepare to build on the storied traditions of the nationally celebrated arts camp with several exciting new ventures.

Creative Starts will introduce young children to the multi-arts experience, expanding our community to include students from 6 to 15 years old. These new two-week themed sessions will provide campers ages 6 to 8 the opportunity to explore creative self-expression in an engaging, supportive, and fun environment.

For our 8 to 15 year olds, classes such as Land of the Giants, Klomp!, Edible Art, Rockstar Videorama, and Improv-a-Musical (and 125+ more) bring out the no-limits creative energy unique to **CRCAP**. A quick tour of our summer campus reveals a magical journey through costume shops, art studios, video editing labs, outdoor Shakespeare theaters, animation stations, test kitchens, recording studios, jam sessions, fencing duels...a world where imagination is the only requirement.

We are thrilled to welcome back many beloved staff (some who have been with the program for up to 40 years!) and to



introduce a few extraordinarily accomplished new counselors. With over 70 professional artists, dedicated CITs, and notable guest artists, our staff remains one of the best in the industry.

If you or a family you know would like to join us this summer, please visit www.crcap.org for all the great details. If you'd like to drop by and meet the new team, we'd love to see you. Feel free to email me at mike@crcap.org.

Charles River Creative Arts Program

2011 Summer Season:

June 27 through August 20

(2 and 4 week sessions)

Openings in all sessions!

CURRENT EVENTS

Living the Lessons of “Lovingkindness”

By Sylvie Essex, sixth grade teacher and the sixth grade class



On November 5th, 2010, we, the 6th graders of CRS, embarked on an unusual journey. With lyrics memorized and harmonies learned, we set off by bus for the PBS recording studio in Westwood, Mass. to record sixth grade teacher Mr. Walsh’s song, “Lovingkindness.” In addition to the hours we spent rehearsing the song, we also had many conversations in class about the Buddhist practice of Lovingkindness meditation, the universality of the “Golden Rule,” and our own understanding of the importance of inclusion and the power of love in our own lives. In short, we felt that we were prepared and that we knew what to expect. However, over the course of that day and the months that followed, we came to realize that the magic of Lovingkindness is in its ability to exceed expectations.

As soon as we stepped into the studio, we were awed by the amount of equipment and expertise that goes into recorded music. The time we spent there showed us what real recording artists go through. It’s not as easy or as glamorous as people think it is. A song is never perfect the first time; you have to sing it over and over again. We spent several hours recording take after take of the melody and the complementing harmony, as our teachers (Bill Walsh, Mary Walsh, and Mica Moellering) helped us adjust everything from our enunciation to our vocal projection, our expression to our timing. Throughout this, sound engineer Peter Kontrimas (whose nieces are CRS alums) maneuvered the controls to hone the different takes. By the end of the session, we had a new appreciation for all the hard work that professional singers go through to record and produce a song.

As satisfied as we felt that day, and as pleased as we were to listen to the finished product once the final mixing was complete, we knew we were not yet done. Our

ultimate goal, you see, was to do all we could to put “Lovingkindness” into the world. That meant one thing: YouTube. We mapped out a series of images and quotations to accompany each line of the song. Using iMovie, we incorporated images to support the theme. Then, in honor of all the peacemakers of the world, we posted it to YouTube on Martin Luther King Day.

Our study of Lovingkindness originated with discussions in Theme class, but our learning has gone far beyond that. It was a challenge and a privilege to put that message into the world. We recognize that it is an amazing, unique experience for eleven- and twelve-year-olds to have created something so meaningful to us that can be seen by anyone with internet access anywhere in the world. In fact, as of this writing, the movie has been viewed 5420 times on YouTube and shared by 638 people on Facebook. Someone even posted it to Pakistani YouTube. The majority of the feedback we’ve gotten is really touching and it’s such an honor that complete strangers have taken the time to let us know that the message has affected them. It makes us feel good, like we’ve made a difference, however small it was, and that people listened to it, thought about their actions, and tried to be a bit kinder, a bit more loving in their own lives. Even when we’ve received a negative comment, we’ve realized the importance of not fighting back to negativity, of choosing forgiveness instead. As one of our classmates put it, to really live the lyrics we sang requires that you enlighten your own mind with the light of love. And that, as we say in 6th grade, is the Biggest Idea of all.

(Our movie can be viewed on YouTube by searching for “Lovingkindness for Martin Luther King.”)

CURRENT EVENTS

What's Cooking in First Grade?

Chocolate Cake with White Frosting

By primary grades teacher
Theresa Leone



In the story *The Seven Silly Eaters* by Mary Ann Hoberman, the seven children mix each of their favorite foods together to make one flavor cake for their mother. So what does this book and digraphs*, also known as *h-brothers*, have in common? When this question was posed to the first grade class, they explained, "When you mix some letters like ingredients together you can't take it apart. So the letters become one whole thing. All *h-brothers* have h's and you mix them together and get one sound."

After hearing the story *The Seven Silly Eaters*, the first graders brain-stormed words that relate to making a cake, but the only words that were written on the board were the following: smash, mash, dish, wash, white, whisk, ship, chocolate, chewy, chunks, chips, smooth, thick, and thin. The first grade detectives then played

**A digraph is a pair of characters used to write a distinct sound*

"What's my Rule" with the list of words and together they figured out that every word contained an *h-brother*.

The detectives soon turned into chefs and **whipped up chocolate cake with white frosting**, which they ate for snack. This activity solidified the children's understanding of digraphs in a way that they can easily relate to, and clearly helped them when tackling reading and writing activities. Recently, when asked about both digraphs and blends the children referred to their cake-making experience and expressed, "A blend makes two sounds that you hear together; the sounds don't mix in a blend." "But when t, s, w, and c mix together with an h, they each make only one sound." "*H-brothers* make one sound that is different from any other sound in the alphabet."

So... if you ever want to teach digraphs, just bake a **chocolate cake with white frosting!**



Grade Four hosts New England Paralyzed Veterans of America

What is it like to live life, and live it fully, in a wheelchair? Fourth graders got a sense of this while hosting members of the New England Paralyzed Veterans of America (NEPVA) in December. The visit tied together several areas of study for the fourth grade, including the Olympic and Paralympic Games and people with disabilities.

Mike Guilbault, the assistant sports director of NEPVA, and the other two visitors spoke with the students about their own athletic pursuits, including competing in the Paralympic Games. Then the students competed against them in wheelchair races through an obstacle course and got pointers on how to play basketball from a wheelchair. Students lined up and took shots as they normally would, then settled into a wheelchair and tried to make a basket. They immediately found that their regular shooting technique wouldn't work and had to adjust their style to incorporate more of their upper body strength.



Pirates of Penzance

Spring production performed by Grades 7 & 8 students



Honing in on Executive Skills



On Monday, January 3 the CRS faculty and staff spent the day working with Dr. Richard Guare, a neuropsychologist and the director of the Center for Learning and Attention Disorders in Portsmouth, NH. The focus was executive skills. Examples of executive skills include planning and organizing, self-regulation, goal-directed persistence, sustained attention, flexibility, metacognition, and time management.

There is general agreement among professionals in education and psychology that greater numbers of children and adolescents are experiencing difficulty with these types of skills.

In the morning of our professional day, Dr. Guare presented a brief overview of the range of executive skills, what executive skill deficits look like in children and general intervention principles for managing these weaknesses. The staff then broke into smaller groups to talk more specifically about executive skills in early childhood, middle elementary years, and in early adolescence. We received a wealth of information about strategies to develop these skills in both individual children and whole classrooms. Future faculty meeting time will be spent discussing ways we have applied what was learned from Dr. Guare.

Dr. Guare has co-authored two books that we recommend: *Smart but Scattered* and *Executive Skills in Children and Adolescents*.

On Stage with the Boston Ballet

CHELSEA PERRY, a seventh grader dreamed of being a ballerina since she was two. Although she has been dancing since 2-1/2, it wasn't until she was in fifth grade that she realized that ballet was something she might consider doing professionally. In December, Chelsea won the part of Clara in Boston Ballet's version of *The Nutcracker*. She was chosen from among hundreds of other dancers, and performed in eight of the 40 performances. "It was amazing to perform. It was like I was living it; it was so much fun," she describes.



Chelsea takes ballet lessons in Newton at the Boston Ballet studio, and intends to audition for the pre-professional program with Boston Ballet. "It gives you more opportunities to perform," she says. Tryouts are at the end of the year.

We wish her good luck.

CURRENT EVENTS

Winter Does Not Interfere with Second Grade Learning at CRS!

The abundance of snow on campus this winter was greeted with enthusiasm by most students who enjoyed playing on the huge snow mounds and creating games on their transformed playground. The weather also presented an opportunity for second graders to continue a writing and observing assignment that they began in the fall. In September, each student chose a tree on the CRS campus to examine, draw, and write about. In January, each student went back to his or her tree and created a winter drawing and accompanying description. The children worked on making detailed observations, and then transferring those observations into sketches and writing. Back in the classroom, the students compared and contrasted their "winter trees" with their "fall trees," and they look forward to spring so that they can revisit this project once more.



CRSUMMER 2011

Did you know that summers at CRS now offer more than just our famous Creative Arts Program? Charles River School is excited to offer another fun-filled season of summer programming for youth ages 4 to 14. We're offering 2 weeks of "minicamps" to pique a wide variety of interests, from sports to robots to indoor skydiving. Here at [CRSummer](#), playful exploration is the name of the game. Come dabble in poetry, invent a flying machine, or even snorkel a coral reef in Key Largo! See all the camps at www.charlesriverschool.org/summer

CRSummer! 2011
Week 1: June 13-17
Week 2: June 20-24
Ages: 4-14

SAVE THE DATE



CENTENNIAL GOLF TOURNAMENT

Brookmeadow Country Club
Canton, MA

September 21, 2011

1:00 pm Shotgun Start

Dinner Reception

Invitations will be mailed this spring.

The Reality of “Project Runway” for Taylor Hayes ‘08



Last summer Taylor Hayes was awarded the Alex Cohn Grant at Beaver Country Day School. This award is presented to an upper school student to pursue an extra-curricular interest or passion.

Taylor's interest in design and sewing started when she was a CRS second grader. She attended sewing classes locally and design classes at the Rhode Island School of Design.

The Alex Cohn Grant allowed Taylor to attend an advanced class this past summer at the School of Fashion Design on Newbury Street in flat-pattern making techniques which are used to construct and size clothing from drawings. At the conclusion of her classes, Taylor began to work on her collection-- often working for an entire day on one garment. "I flipped through magazines to find pictures and colors that inspired me and I visited many fabric stores to find the colors that I had in mind. I was often surprised

with my luck in finding just the right fabrics, and I didn't mind spending beautiful summer days inside, sewing," she states.

Fashion design is a process. It all starts with an idea or inspiration followed by a sketch, then a pattern and fabric,

and finally constructing the final piece. According to Taylor, "It is very rewarding to design and create something beautiful that someone will want to wear."

Once Taylor finished her collection, she directed a professional photographer and two models in a staged

photo shoot at Larz Anderson Park. Her posters, pencil and watercolor sketches, patterns and mood boards were hung, along with the her seven stunning garments, in her school's Lincoln Gallery this fall. Congratulations to Taylor for her successful show and for following her long-time passion!

"I love this process. I love making something out of nothing and seeing the end result."

CURRENT EVENTS

Mimi Earley is retiring after 30 years as Admissions Director at CRS.

Mimi

30 yrs



It's a family event - all are welcome!

Join us for a BBQ
on Sunday, May 15, 2011
12 - 2 pm

under the tent on the
CRS playground

Rain or Shine

RSVP by May10

to Linda Fenton

Lfenton@charlesriverschool.org

or 508-785-8215

Celebrate!



by Leigh Hutchinson,
Grades 7 & 8 English teacher

Hanging on to a rental car steering wheel in the pitch black and pouring rain while oncoming cars soaked my windshield, driving at 75 miles per hour, was not part of my summer grant proposal for professional development. My trip did include saner moments and miles of beautiful scenery in South Dakota. Last October's trip was professionally-enriching.

CRS provides grants for faculty and staff to travel, take courses, expand their horizons—all with the goal of enriching our school community. I petitioned the grant committee for funds

Granted, CRS is Broadening Horizons

to set up a long-term cultural exchange and writing program between Native American students in South Dakota and CRS students in several grades. The trip was a challenge, given the terrain and remote location of the school. I met with three principals and several teachers at the Tiospaya Topa School in Ridgeview, South Dakota; all were ready to participate. At Charles River the second grade curriculum involves studying Native American culture and history, climate and geography. Why not enrich this knowledge with first-hand experiences getting to know Native American youngsters of the same age? The exchange would take advantage of the great sense of excitement and accomplishment second graders feel when they are able to use relatively new letter writing skills.

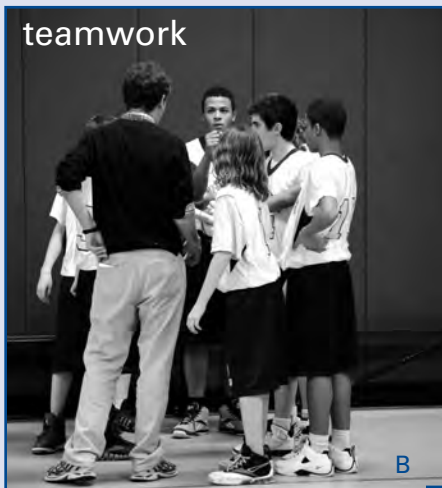
Although my visit to the reservation classrooms was short, my favorite student question was, "Who is the king of Massachusetts?" Clearly all of us would

benefit from sharing more about what makes us the same and what makes us different. With the Okay to proceed, I headed back to Dover with a plan and a fuller understanding of the importance of expanding our connections to the world outside Dover, MA.

On a map, it's a long way to Ridgeview, SD but in reality it's only a computer click or two away. Sixth graders will start Skyping next month and 7th and 8th graders have been emailing their contemporaries at the reservation. Initial emails focused mainly on similarities: favorite music, movies, and sports teams. Recently they have started to touch on differences: "Why did your parents name you Angel Bear Eagle?" "You are learning Lakota? Will you teach me some Lakota words?" I hope these friendships become important enough to continue long after our students graduate. These connections could offer on-going opportunities to experience the diversity that exists within our own country.

Fall and Winter Sports

provide a vehicle for learning about:



- A - 8th grade boys basketball
- B - Coach Bertozzi strategizing with 7th & 8th graders
- C - 7th & 8th grade boys soccer
- D - 6th grade girls basketball
- E - Boys soccer
- F - Field hockey
- G - Field hockey
- H - 8th grade girls basketball
- I - 6th grade boys basketball
- J - Girls soccer and Coach Dave Gundaker

THE CURRENT

SPRING '11

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DOVER, MA 02030

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CRS Turns 100! A Year of Celebrations September 2011 to June 2012

Save the Dates

- Square Dance
September 17
- Golf Tournament
September 21
Brookmeadow Country Club
- Family concert with
Improv Boston
November 6
- Concert with
Dar Williams
March 31, 2012
- And more fun to follow



*Celebrate Good Times!
Gala Weekend
April 28 and 29, 2012
Family Festivities
Art Show
Cocktails, Dinner and Dancing**
* Over 21 event

Check website for more details
www.charlesriverschool.org/alumni/100