

# *the* CURRENT

SUMMER 2017

THE MAGAZINE OF CHARLES RIVER SCHOOL

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Today's CRS  
students are  
tomorrow's  
**entrepreneurs**  
& **problem**  
**solvers**

## Innovation Begins Here

Jeffrey Raider ▶  
'95, founder of  
Warby Parker  
and Harry's



CHARLES RIVER  
SCHOOL



# the **CURRENT** SUMMER 2017

## **CHARLES RIVER SCHOOL MISSION**

Charles River School honors the pursuit of academic excellence and the joy of childhood. We nurture each child by igniting curiosity, encouraging creativity, and cultivating intellectual engagement. Our graduates know themselves, understand others, and shape the future of our diverse world with confidence and compassion.

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Gretchen Larkin

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**CHARLES RIVER**  
SCHOOL







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# Fostering Innovation

IN LATE JUNE, I joined seven of my Charles River School colleagues and nearly fifty others from secondary schools in New England for a day of provocative and collaborative learning. The day-long workshop, sponsored by Independent Curriculum Group, brought together thought leaders from our schools to help one another understand how the term “innovation” can be meaningful and active — as opposed to the buzzword du jour in our schools. Keynote speaker Tim Fish, Chief Innovation Officer at NAIS, pushed our group’s thinking. He asked us: *Why does innovation matter? Does innovation have to be brand new? Why does innovation need to be a part of our strategic planning efforts? Do faculty have structured agency to innovate?* These were actually harder questions to answer than one might presume.

As the only PreK-8 school represented in a sea of secondary schools (many of whom know our graduates well), our secondary school colleagues were eager to understand how we, at CRS, instill the import of questioning, creating, and the necessity that one be able to think independently, all the while preparing our children for high school.

We shared that these skills, which are inherent to innovating, are embedded in our philosophy of teaching and learning. We do not believe innovation has a beginning, nor does it have an end; the seeds to identify problems, empathize, confidently question, take a risk, fail, and try again are rooted in a Charles River School education. Thus, our discussions led to mission-driven innovation, and how essential it is to afford faculty time to both reflect on the past and to collaborate on the future so students may flourish.

Since our founding, Charles River School has fostered and revered innovative thinking; as a result, our alumni approach life and all of the wonderful opportunities before them a bit differently. Within the pages of this issue are stories of just a few of our alumni who embody the mission of Charles River School. They are entrepreneurs who clearly demonstrate a keen ability to question the status quo and an ability to innovate. It is not a coincidence that the CRS alumni base is filled with entrepreneurs. Nor is it a coincidence that our alumni attribute their growth mindset and their thirst for creative solutions to the CRS experience.

*Gretchen Larkin*



▲ Gretchen Larkin (with Board of Trustees President Sarah Lapidès) speaks at the Groundbreaking Ceremony about how our new middle school building will provide learning spaces that support progressive learning and innovation





Reflections from PreK-2 students as part of "The Compassion Project"

# PreK-2 Students Explore Compassion

By PreK/K Teachers Karen Pratt and Vanita Srikanth


**THIS SPRING**, PreK-2 students embarked on "The Compassion Project," in which they explored compassion through literature and related activities. This project worked to help our youngest students develop compassion, empathy, and cultural competency — all necessary in our modern world.

Young children everywhere share the developmental journey from egocentrism to understanding that people around them have different viewpoints and ideas. From ages four through eight, children develop a broader point of view through play and collaboration, and begin to learn to understand, to share, and to compromise.

Each Thursday, individual teachers met with a rotating group of PreK-2 students to explore different facets of compassion and empathy; students listened to a selected piece of literature, engaged in discussion with their group members, and collaborated on activities to help them understand and connect with the book in a meaningful way. Activities included imagining what it might be

like to be a student in a school where you do not speak the same language as everyone else, talking about the "ripple effect" of kindness, and thinking about colors that express how someone feels when they are "invisible."

Some of the literature selected for this project included *Peach Heaven*, by Yangsook Choi, about a little girl in South Korea who helps farmers who have lost their harvest; *Each Kindness*, by Jacqueline Woodson, which teaches the reader that even a small act of kindness can have a profound impact; and *Fly Away Home*, by Eve Bunting, about a homeless boy who lives with his father in an airport.

The project culminated with a display of student work — artwork, videos, and pictures — relating to each book, and showing empathy and compassion. In October, members of the PreK-2 teaching team will lead a workshop on "The Compassion Project" at the Progressive Education Network (PEN) National Conference. 





# MAY DAY

**AT THE BEGINNING OF MAY**, we welcomed grandparents, parents, and special friends to campus to help us celebrate this longstanding CRS tradition. The day included a student panel, classroom visits, the 7th and 8th grade Egg Drop contest, and a special assembly where each grade performed; acts included African drumming, a May Pole Dance, Chinese ribbon dancing, and skits. Students beamed as they shared their classrooms, work, and performances with their special guests.

**[1]** PreK/K students perform a play at the assembly **[2]** 7/8 students share a hip hop routine **[3]** 4th grader Nathan Gomes with mother Olga Gomes in the Tech Lab **[4]** 6th grader Dana Lowitt with grandfather Bill Schawbel **[5]** Head of School Gretchen Larkin with the Otter **[6]** 5th grade students and families watch the performances **[7]** PreK/K student Nora Haber with special guest Martha Goodloe 🐾





From top: 3rd grader Micah DePina-Holmes measures a silkworm's growth; 3rd graders and parent Peggy Ye work to harvest the silk

# 3rd Grade Raises Silkworms

Adapted from the silkworm journal  
by Annie Kenney, Science Teacher

**THIS SPRING**, 3rd graders raised silkworms in science class. Throughout this project, students learned about and experienced first-hand the life stages of a silk worm, a particularly memorable experience as part of their thematic classroom study of Marco Polo's journey along the Silk Road.

Students experienced the eggs hatching, fed and held the silkworms, measured them and recorded their growth, observed them cocooning, emerging, mating, and then harvested the silk. Parent Peggy Ye visited the class to share her childhood experience raising silkworms in China and helped students with the silk harvesting.

Many students also had the opportunity to bring the worms home to help care for them. Ollie Li reported that when he first got home, he had the box of silkworms in his room, and then he took them downstairs before he went to bed. "When I was in my bunk bed, I looked up and saw a silkworm had escaped and was climbing on top of the bunk above me. I was really tired, but I picked him up and went downstairs, put him in the box, got some more masking tape, and taped the box so no more would escape."

Visit <http://bit.ly/crssilkworms> to experience this exciting project as the 3rd graders did, through a wonderful and entertaining journal (with lots of photos) developed by Ms. Kenney. 🐛

## CRS Head of School Joins AISNE Board

**THIS SPRING**, CRS Head of School Gretchen Larkin joined the Board of Directors for AISNE, the Association for Independent Schools in New England. AISNE works to shape the educational landscape for independent schools through leadership, education, service and strategic advocacy. Gretchen is honored to be serving in this position, and looks forward to supporting the future of independent schools in New England. 🐛

aisne





Dancing the night away



Desi collects trivia answers

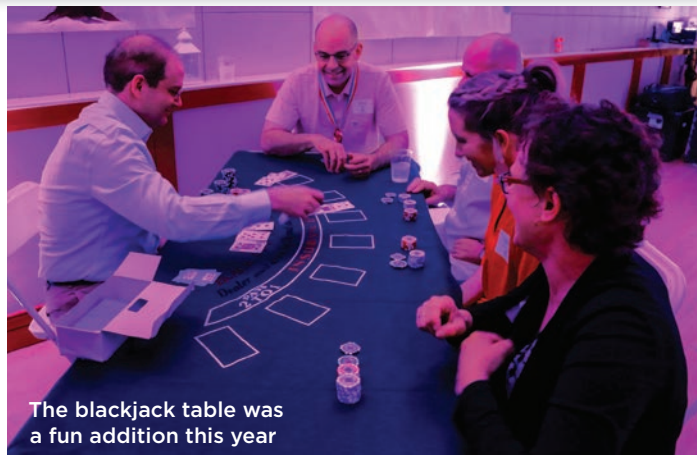
# SPRING FLING

IN MAY, CRS parents gathered for a festive night of trivia, dancing, blackjack, and more! The evening kicked off with cocktails and dinner, followed by trivia where teams had the chance to see if they are smarter than CRS students. Competitive personalities showed their colors as Desi made her way between the tables, collecting responses to questions. Foster Hall was transformed into a nightclub with lighting, a DJ, and decorative flowers. Parents danced and visited, and the photo booth and blackjack tables were in high demand!

A special thank you to the planning committee who made this great evening possible: Co-chairs Leslie Jackson Judge '91 and Jen Harrison, David Itzkovits, Inna Margulis, Robin Pedder, Galina Prusova, Suzy Willard Rosenthal, Spring Salvin, Masha Yatskar, and Peggy Ye. Thanks to all who helped set up and who gave of their time and talents during the event, and to Bully Boy, Zelus Beer, and Dover Wine Company for their generous donations. 🍷



The winning team: Elizabeth Clayton, Steve Ginsberg, Rob Salvin, Mick Judge, Jeff Meyerhardt, and Sarah Lapides



The blackjack table was a fun addition this year



Mixing and mingling



Debate around trivia responses gets heated

# Sports

This winter and spring, the CRS Otters had great showings across the board in Basketball, Fitness Club, Boys and Girls Lacrosse, Track and Field, and Tennis. Fitness Club and Track and Field were new additions to our offerings, giving students the opportunity to experience a non-competitive fitness-building class, or explore the multiple disciplines of Track and Field.

## BOYS 8TH GRADE BASKETBALL

The Boys 8th Grade Basketball team, led by coach Billy Beauzile, finished the season with five wins and two losses (5-2-0). The team implemented a fast-paced offense and each player was key. Throughout the season, the boys focused on learning and effectively running a series of plays; these could be run by any member of the team, which made it very difficult to guard against the team, or plan a defensive strategy. This was a unique team of athletes, and each player brought something different to the table. We wish our 8th graders the best of luck next year: Freddy Clayton, Ben Croll, Andrew Daniels, Nick Derenzo, Chris MacLean, Trevor McDonald, Max Meyerhardt, and Austin Qu.

## BOYS 6TH AND 7TH GRADE BASKETBALL

The Boys 6th and 7th Grade Basketball team, led by Becca Hurd and Brian Gernux, finished the season with three wins and five losses (3-5-0). The team had a strong season with three great wins, including an extremely close game against Tenacre. The boys demonstrated growth both personally and as a team. Under the strong 7th grade leadership of Kam Kerr and Thomas Devlin, the boys learned plays, mastered skills, and came together to play as a unit. We look forward to seeing them back in the CRS blue and gold!

## GIRLS 8TH GRADE BASKETBALL

The Girls 8th Grade Basketball team, led by Zack Swale, finished the season with three wins and five losses (3-5-0). The girls improved their communication and teamwork throughout the season. Their play toward the end of the season was strong, and led to some impressive victories. We wish our 8th grade girls the best in their future schools: Bella Bodio, Melanie Chen, Paige Derenzo, Caroline Earley, Izzy Guiliano, Carly Sipp, and Charlotte Somol.

## GIRLS 7TH GRADE BASKETBALL

The Girls 7th Grade Basketball team, led by Elizabeth Clayton and Roxanne Aurisma, showed steady progress throughout the winter. The talented group of girls began to hit their stride in the second half of the season, and it was impressive to watch their confidence grow almost on a daily basis. The girls had a few very close games, and they played with grit and composure when the pressure built. This will be a group to be reckoned with next year as 8th graders!

## GIRLS 6TH GRADE BASKETBALL

Girls 6th Grade Basketball, led by Elizabeth Clayton and Roxanne Aurisma, had a great season building their skills and working together as a unit. They finished their season on a high note with an amazing win against Derby Academy. We look forward to their continued development in the coming years at CRS.



Boys Lacrosse ▶  
battles Shady Hill



Girls Lacrosse  
scrimmages





## FITNESS CLUB

Fitness Club, led by Jordy Hertzberg, had a stellar first season! Students created a variety of workouts and designed fitness obstacle courses throughout campus, turning everyday objects like couches and stairs into exercise tools. They focused on individual growth and building a team dynamic, and had a great time encouraging each other throughout! As the season progressed, the students held Challenge Days, where they created a fitness activity and challenged anyone in the class willing to push their limits. We wish 8th graders Douglas Lilly and Philip Spyrou the best at their future schools.

## BOYS LACROSSE

The Boys Lacrosse team, led by coach Cam Lucey, finished with two wins and three losses (2-3-0), with two games cancelled due to weather. The boys improved tremendously as a group over the course of the season. With a small roster, a lot was asked of each player, and they all delivered. The wins showed the cohesion they developed as the season progressed, and how each player learned to play for the team and not the individual. We wish our graduating 8th graders the best of luck: Freddy Clayton, Ben Croll, Nick Derenzo, Chris MacLean, Trevor McDonald, Billy Mullahy, and Austin Qu.

## GIRLS LACROSSE

The Girls Lacrosse team, led by the coaches Meghan Stanton and Kathryn Olivier, faced some top-level teams this spring, and they played with amazing poise and resiliency. Their accuracy and precision in passing and shooting improved throughout the season. The team finished the season with two wins and five losses (2-5-0), with two games cancelled due to weather. We wish the best for our graduating 8th graders: Caroline Earley, Vivi Lorusso, and Charlotte Somol.

## TRACK AND FIELD

The Track and Field team, led by Becca Hurd and Paul Rupprecht, had a fantastic first season. Team members learned about events of the sport — ranging from 100 meters, 200 meters, 400 meters, 800 meters, one-mile, relays, shot put, and long jump — and what each discipline requires for success. The 4th–8th graders were up to the challenge and pushed their comfort-zones and limits. 4th grader Gabby Wood had a remarkable first experience on the track, going undefeated in the 100-meter dash, competing against 7th and 8th graders. We wish our graduating 8th grader, Douglas Lilly, the best.

## TENNIS

The Tennis team, led by Paula Converse and Rachel Kellar, finished the season with three wins, three losses, and one tie (3-3-1), with many of the matches ending in tie-breakers. Singles players Tommy Hicks at #1 and Patrick McGucken at #2 were both undefeated this season, and our singles group of four players tallied 16 wins with just seven losses for the season. A number of doubles players had winning records, notably Tori Eysie and Thomas Devlin who had four wins and one loss at first doubles. Graduating from the tennis team this spring are Caroline Bedikian, Andrew Daniels, Leela DuBois, Izzy Guiliano, Patrick McGucken, Carly Sipp, and Philip Spyrou. These players will be missed; good luck to all of you as you move on to your next adventure. 🏆




Members of the Track and Field team warm up on campus



# Sports Day

**SINCE IT BEGAN** in 1968, Sports Day has been an all-school tradition that emphasizes participation, teamwork, friendly competition, and inclusion. This year, due to Mother Nature, the morning's festivities took place in the gym. Students moved outside for the afternoon games, where activities included hyperspace, throwing, jumping, and relay races.

Sports Day is also a time to continue the long-standing tradition of Blue and Gold teams, a tradition passed down through generations, as all members of a family are part of the same team. This year, the BLUE team emerged victorious! 

The Sports Day Shield hangs in the Activity Center lobby



This year's winning team is announced



Buddies compete in the potato sack race



Director of Athletics Paul Rupprecht leads the giant parachute



3rd grader Lucas Bain tosses for the Gold team



4th graders Nathan Gomes and Henry Booth take on the hurdles



Blue v. Gold relay tradition

# Congratulations to the **CLASS OF 2017**



*Members of the Class of 2017 will be attending the following schools:*

- BEAVER COUNTRY DAY SCHOOL
- BRIMMER AND MAY SCHOOL
- CARROLL SCHOOL C9
- CONCORD ACADEMY
- DEXTER SOUTHFIELD SCHOOL
- DOVER-SHERBORN HIGH SCHOOL
- GANN ACADEMY
- MIDDLESEX SCHOOL
- NATICK HIGH SCHOOL
- NEWTON COUNTRY DAY SCHOOL
- NOBLE AND GREENOUGH SCHOOL
- POMFRET SCHOOL
- RIVERS SCHOOL
- ST. SEBASTIAN'S SCHOOL
- THAYER ACADEMY
- WORCESTER ACADEMY

**CAROLINE  
BEDIKIAN**



"At CRS, I have learned to be myself and live life to the fullest. I also learned that, despite what anybody else thinks, I need to stand up and speak up about what I think is important (thank you Leigh!). I will remember all the rough patches I went through, and how I learned from them."

"CRS has been my second home for a long time. It has taught me what true friendship is, to take risks, and to work hard at everything I do. I am so thankful for the time I have had at CRS and I couldn't have asked for a better experience here."



**ISABELLA  
BODIO**



"I have thoroughly enjoyed my 10 years at CRS. It is a place where individuals can be themselves, and learn in an environment surrounded by all of their friends. In PreK, I was a shy kid who was afraid to try an activity outside of my comfort zone. Growing up a part of a community as special as CRS, I have learned to try out everything that I can because you learn from your mistakes. I will miss all of the teachers and the students who made my years memorable."

**MELANIE CHEN**



**PAIGE DERENZO**



"Charles River School has made an outrageous impact on my education, and has changed my life significantly. I will miss all my friends and teachers. CRS has turned into my second family, and I am extremely fortunate to have been given the opportunity to be educated in such a warm and nourishing community."

"After my four years at CRS, I've learned to not be afraid to ask for help, value my unique friendships, and always, always, always take opportunities. As one of my favorite hip hop artists once said, 'Nobody gives you a chance, you gotta take chances.'"

**FREDDY CLAYTON**



**HAYLEY DONAHUE**



"I will miss the sense of family here at CRS. I have grown up with my classmates and I am really going to miss them. They are like brothers and sisters to me."

"The one thing I will miss most about CRS is the small and integrated community. I will miss knowing everyone's names and being able to connect with every single student on a personal level. As I move into high school, I will have great friends, but no one can compare to the friends I have made during my CRS time."

**BEN CROLL**



**LEELA DUBOIS**



"CRS has given me the confidence to always be myself. Because of the supportive and caring community, I have felt comfortable taking risks and trying new things that have shaped who I am today."

"Throughout my time here in 7/8, I have looked forward to coming to school each day and absolutely love learning. CRS has taught me to go the extra mile in everything I do, from academics, to music, to sports, and community service. Without CRS, I never would have become the person I am today — a confident, engaged and excited learner who always strives to do my best. I know that everything I have learned at CRS will stay with me for the rest of my life."

**ANDREW DANIELS**



"I was taught through education and mentors that we are the future, not the past or present. We must stand up for what our conscience tells us, embrace our lives like there is no tomorrow, and live life to the fullest. I would like to thank my parents for allowing me to have an education. I have also learned that my education at Charles River School is not a necessity — it is a privilege."

**NICHOLAS DERENZO**



**CAROLINE EARLY**



"Through my 10 years at CRS, I have made countless memories with friends that I will never forget. I will always have these memories, and will always remember my time at CRS."



**ISABELLE  
GUILIANO**

"CRS has been a great experience where I've made friends and experienced the CRS teaching ways."



**CHRIS  
MACLEAN**

"CRS has taught me to value friendship and education, and to take advantage of opportunities."

**PATRICK  
McGUCKEN**



**CHRISTOPHER  
ETHRIDGE**

"I will always remember all the great times that I had with my friends and teachers. I will miss all of my teachers, my friends, and the tight bonds with people."

"One of the things I will remember from CRS is how nice it was to have a small class where every person in the class knows me. I feel comfortable talking to everyone and being myself. I do not need to change for anyone."

**DOUGLAS  
LILLY**



"CRS has given me a gift greater than knowledge. It has given me experiences to hold onto for life."



**VIVI  
LORUSSO**

"Ever since my first day at CRS, I felt like each class was bursting with energy and curiosity. I was always interested in what I was going to learn every day."



**TREVOR  
McDONALD**

"What I'll miss most at CRS is the friendships I made in the two years I've been here. I had a wide variety of friends with different interests. It amazed me that I was friends so quickly with not only the kids in my grade, but the kids in other grades, as well."







**MAX MEYERHARDT**

"As I look back at the memories I have at CRS, I realize that I have taken for granted so many things over the years that this school has given me. The friends, teachers, and experiences will always have a place in my heart, and I will miss them greatly when I go to high school. I have been at this school since Kindergarten — as long as I can remember. I am proud of the person CRS has helped me become, and I would not have wanted my life to go any other way."



**BILLY MULLAHY**

"Besides the wonderful skills I have learned in the classroom, I have also learned life skills at CRS that I will hold onto forever. I have made many new friends at CRS, and for that I am very grateful."

"CRS has taught me the importance of a small community. The biggest thing that I will remember and miss is the size of the community. At CRS, almost everyone knows each other. Not every school has opportunities for PreK and 8th grade to interact daily."



**AUSTIN QU**



**CARLY SIPP**

"It is less important to have more friends and more important to have *real* ones."



**CHARLOTTE SOMOL**

"My experience here changed my life. I've been going to school here my whole childhood and the memories go on forever. I've learned so many important things from risk taking to respect. I'll always remember the community, the campus, and my classmates from PreK to 8th Grade."



**PHILIP SPYROU**

"CRS encouraged me to go outside my comfort zone, to try new things, and to improve as a community member."



# Design Thinking at CRS



7th grader Theoni Ethridge presents her group's idea to parents and other students at the Design Thinking Showcase

## Solving Today's Problems, Laying a Foundation for Tomorrow's Entrepreneurs

By 7/8 teachers Mary Walsh, Leigh Hutchinson,  
and Director of Academic Technology Steve Trust

**CRITICAL THINKING**, collaboration, creativity, and communication are the broad strokes of what have come to be known as “21st Century skills.” Each year, students employ these in the 7th Grade Design Project, through which they learn and then implement the Stanford University design thinking methodology.

The design process always begins with empathy — identifying and working to understand another's problem. This leads into extensive interviews and research, and then students employ rapid prototyping and testing to promote innovative solutions based on the user feedback that they receive.

The project also promotes independent project management; there are no teacher-created rubrics beyond product delivery to the user. Groups manage their own time, and teacher assistance and intervention is limited to helping procure materials within a limited budget. In a very real way, students are asked to implement all of the collaboration, communication, and project management skills they have learned over their years at CRS, completely on their own.

This year, 7th grade students responded to the requests of CRS faculty to design, test, and implement new teaching tools to help younger students gain hands-on experience with abstract concepts and skills. These focused on two areas: Devices for PreK/K students to play with the qualities and quantities of water; and manipulatives to help Music Teacher Mica Moellering's students understand the time values assigned to music notes in a given measure. In both cases, students were tasked with designing a curricular tool that had been previously attempted by the teachers themselves, but did not work or needed improvement.

Perhaps the best way to understand the process is to highlight the journey of one particular project from conception to final delivery — the music note manipulative for Mica's classes.

Mica had a difficult problem to solve: she had created a paper card system where the length of the beat a music note represented was proportional



to its physical size, and only so many notes would fit inside the empty space of a measure. For example, a 4/4 measure could only physically accommodate the size of one whole note, or two half notes, of one half note and two single notes, etc. However, as she explained in the interviewing stage of the design process, her system had significant drawbacks: it was time consuming to set up and put away; it was used on the floor so many students in a class could not properly see it; and the paper cards were flimsy and often slid out of place.

After the interview process, students immediately went to work rapidly prototyping possible solutions and experimenting with different materials. Early in the process, students came up with the idea of laminating each note and adding magnetic strips to the back. Then notes could be placed on a properly sized magnetic whiteboard easel that everyone in a class could easily see. There was one significant barrier to this solution: It was very cost prohibitive given their budget.

After extensive research, the design group came up with the novel solution of using a sheet of galvanized steel; magnetic, sturdy enough to support the weight of laminated notes with magnetic backings, and it doubled as a writing surface, so it could be flipped over and used as a music notation board with whiteboard markers. Students also created properly-sized storage boxes for each type of note to help organize the materials. The finished product now sits upon an easel stand in Mica's music room and has been used successfully in class multiple times.

It is no surprise that some of the standard elements of a Charles River School education are now being touted as 21st Century skills. Our students have long been immersed in problem solving, requiring them to draw on their critical thinking and collaborative skills.

A quick survey sent out to a few alumni asked a very general question: *What correlation can you draw between your current success and your CRS education?* We received some interesting replies. ►►

## SARA REMSEN '04

- Co-founder & Head of Product, Waypoint
- MIT M.S. Integrated Design and Management
- B.A. Dartmouth College

I've faced many challenges over the years — from teaching 9th grade biology at Nobles to getting my master's at MIT. Right now, my biggest challenge is launching my company and building a successful business. Every step along the startup journey is challenging, especially with a cutting-edge technology like augmented reality because there are no existing rules about implementing the technology. Augmented reality is going to be a game-changing technology that enables completely new ways of working. My Waypoint team is currently working out of both MIT's Martin Trust Center for Entrepreneurship and Harvard's Innovation Lab; we will be launching our product in the fall.

CRS encouraged me to develop my own interests and experiment with the world around me. I didn't realize it then, but I was already learning the key skills of an entrepreneur — exploration, experimentation, and resiliency. My CRS education helped shape how I see the world, rather than just telling me what the world looks like. It also developed my love of technology at an early age... I remember learning logo programming with the turtle when I was nine! My teachers were instrumental in my personal growth at CRS. Their patience, dedication, and love helped me grow up from a shy child to a confident and self-assured adult.

Our team has a unique origin story: we met at the biggest augmented reality and virtual reality hackathon at the MIT Media Lab in October 2016. We locked ourselves in a conference room and developed an amazing product that won the entire competition — and we came out of it liking each other even more. Winning was just the icing on the cake. We knew we had something special and that we needed to continue working together.

My dream is to become a leader in my field so I can push the boundaries of a technology that provides new opportunities for others. Attending CRS was the first step in that journey, and I am so grateful to have had so many wonderful experiences that helped me grow as a person.





## ALEX IANSITI '13

Harvard University '21

Charles River School not only taught me to love learning simply for learning's sake, but also the importance of challenging my weaknesses rather than avoiding them. Currently, I am planning on

moving up to a Sophomore computer science course first semester next year which supposedly has 18–24-hour problem sets, so now it's game time. I am attempting to write my own programming language in C, half to prepare for next year, half just for pure fun. I don't have a lot of experience in such a low-level (difficult to write) language, so it is definitely a project out of my comfort zone.

I was actually talking to my dad the other day about Charles River School, and he remarked how fun all of the old projects were. As I toiled over the lyrics to my Hephaestus-themed rap song, I got my first sense of a project where the final product didn't matter. Yes, I did want a dope rap. More than anything, though, I just wanted to see how far I could take it. Along the way, I pushed my creative side and learned how cool history could be, and I learned that success is innately tied to learning in general.

If I have a goal I don't achieve, I don't care how close I get as long as I gained some intellectual payoff in the meantime. Whether it's going out on a senior project trying to build an autonomous go-kart or trying to implement a wireless localization algorithm, I feel that going after these goals and absorbing as much as possible along the way gives me that sense of success I seek.

My dream job is to run my own start-up, and this goal started with my 7th grade research project. Back before Facebook's IPO, Chris Raskin allowed me to study "The Zuck" for my research project. I learned that raw dedication and passion pushed Mark Zuckerberg to keep working until Facebook was the hottest thing on campus. He rightfully owns his spot in history because he obliterated the classical definition of success, and proved that a kid can fundamentally alter our society for the better or worse, depending on your opinion. Nonetheless, researching Zuckerberg proved to me at a young age that this startup dream was tangible. So, from that point onward, I've kept working to pursue that dream. And without CRS, I would have never had these ambitions in the first place.

1 [miltonmagazine.org/on-a-frontier-at-18-years-old/](http://miltonmagazine.org/on-a-frontier-at-18-years-old/)

1 [seas.harvard.edu/news/2016/09/lab-lessons](http://seas.harvard.edu/news/2016/09/lab-lessons)



## EMILY SCHIFFER '95

- *Photographer, Teacher*
- B.A. University of Pennsylvania
- M.F.A. University of Michigan

CRS saved me. I arrived in 5th grade after five years in public schools. Despite my love of learning, I did not enjoy school. I was a really creative kid, but not a traditional learner. For example, in my previous school we had to keep a journal. I'd write long stories in mine, and they would come back covered in red pen with notes about my terrible spelling and grammar and nothing about the content of what I'd written.

In 5th grade, I had Ms. Strick and Ms. D. They'd return my 10-page typed stories with notes praising my creativity. They asked questions that pushed my plot and character development. And they also helped me improve spelling and grammar. This is just one of many examples of how CRS repaired my relationship with school and improved my academic confidence.

In 5th grade, my mother asked me about how I liked my new school and I told her that I felt like I'd been trying to climb a mountain with a cement block on my back, and that CRS got rid of the cement block. (This comment is now a popular family story).

My dream job is and has always been being an artist. Success is building my life around what I love — dreaming up bold ideas and finding a way to make them real. My elementary experiences in both public and private schools played a large role in my desire to teach. I've designed curricula, started photography programs, and taught in a variety of contexts around the globe. As a teacher, I base most of what I do around how it felt to be a learner at CRS.

1 [emilyschiffer.com](http://emilyschiffer.com)



## BRENDAN WEBB '10

- Owner, UTrucking
- Logistics Intern, Esquel Group
- Washington University '18

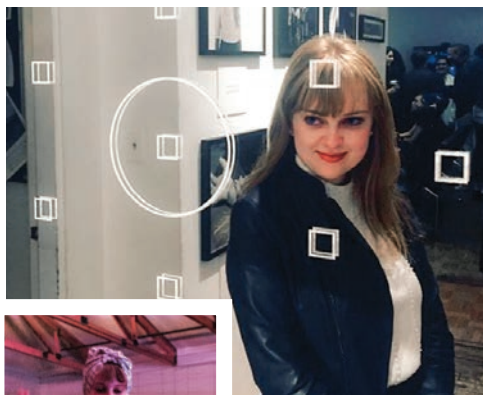
My teachers at CRS inspired me to think differently and that has played a large role in my desire to follow alternative career paths and pursue entrepreneurship. I have been involved with a small business at school. Though I didn't start the business myself, I became one of six owners of UTrucking during my freshman year. I actually invested and bought shares from a senior who was graduating at the time. I had to interview with the other members of the ownership team to make sure I would be a good fit. I have always been passionate about business and entrepreneurship, so I think that made me an attractive candidate. The most valuable lesson I learned at CRS was to be a creative and open-minded thinker.

Last year, a large national company entered my business's market. They had reputation, resources, and lower prices. We adapted our marketing strategies to use our strengths as a student-run business, and within a year, the other company abruptly left the market.

My current role is Logistics Intern at Esquel Group, one of China's largest garment manufacturing companies. They supply shirts to many of America's biggest brands, including Polo, J Crew, Banana Republic, etc. As part of my job, I work on many different projects to optimize the efficiency of warehouse, factory, and transportation processes.

In the future, I would like to own my own company, but I am honestly not sure what kind. I have many ideas and inspirations. I have always been interested in starting a tech company, and I have a dream of owning my own clothing brand someday.

[utrucking.com](http://utrucking.com)



## TAYLOR HAYES '08

- Assistant Designer, Jeffrey Dodd
- B.A. Pratt Institute



The root of my artistic passion and expression began at CRS. Certainly, learning to solve problems with creative thinking was developed during those years. The themes sparked a curiosity about other cultures that I carried with me. I still remember a lot about the Middle Ages from the 1st grade! Or, Marco Polo from 3rd and Greek mythology from 4th. Giving us assignments like creating a fictional immigrant coming through Ellis Island in 5th grade, where we wrote diary entries from their perspective, was crucial to developing great storytelling abilities. Embodying a character and seeing life through their eyes made me personally attached to my school projects.

That carried over to college when I would do research for designing. Being able to take many ideas, distill them down into one streamlined idea, and express it visually into a cohesive collection takes a lot of thought and passion for what you're doing. I can definitely see how those skills were developed at CRS.

Starting in my junior year in the fashion design program at Pratt Institute, part of the curriculum involved end of semester presentations on work from multiple classes. We would conceptualize, design, and sew a range of looks, and present them as a final for our classes, ultimately presenting them to our whole grade plus professors and visiting critics, adding up to about 75–80 people.

The first year I was pretty nervous. But, because of sharing assemblies and the speech team I took part in at CRS, I am generally comfortable with public speaking. For example, in the research project for 7th grade social studies, we wrote a research paper and then embodied the person we studied while answering questions at an assembly. With speech team, you had to tell the story in your voice and gestures.

And, even though that's not quite what happened for these presentations in college, I was able to present a clear vision because I knew my concept inside and out, and that showed. Ultimately, I was nervous but also excited to get up and show what I had been working so hard on. After the first presentation, I got feedback from teachers and critics saying my confidence and ease of presenting set me apart from other people in my grade, and my maturity and knowledge of my work came across.

CRS allowed me to believe a path in the creative field was not only possible, but wonderful. I am so lucky my love of art and design was encouraged at a young age. CRS helped me achieve the milestone of being a full-time designer. Honestly, I'm so happy with what I'm doing now I don't know what I would change. Well, I guess having my name on the door would be nice, too.

[taylorjhayes.com](http://taylorjhayes.com)



# Campaign & Construction Update

Students Beni Robledo, Lilah Branton, Melanie Chen, Colin Levine, and Julian Ram-Tylerbest with Head of School Gretchen Larkin at the groundbreaking

By Jessica Thompson Somol '84, Director of Development





**BULLDOZERS HAVE ROLLED** on to campus, and the *ELEVATE & CELEBRATE* campaign continues! The goals of this campaign are threefold: Build a new middle school building; grow the CRS endowment; and protect the Annual Fund during the active campaign years. With the strong leadership of the Campaign Steering Committee, Gretchen Larkin and the Development team, and the incredible outpouring of support from the CRS community, we are off to a great start!

After an overwhelmingly positive response last fall, our fundraising efforts, led by Campaign Steering Committee Co-Chairs Fred Ramos and Joanna Travis, continued through the winter and spring with meetings to invite support for the campaign. The minimum requirement is \$9.5 million, and the Campaign Steering Committee hopes to surpass that goal. To date, the school has raised more than \$9 million from 113 families. Current families have pledged over \$6.4 million, and past families have pledged \$2.6 million.

The Campaign Steering Committee has continued to meet throughout the summer, and has begun reaching out to more past families, grandparents, past faculty, and alumni.

On June 27th, past Presidents of the Board Carol Lisbon, Tim Surgenor, and Laura Ward hosted current and past Trustees at Gretchen and Bill Larkin's home for an **Elevate & Celebrate cocktail party**.

Members of the Campaign Steering Committee also attended. Past Trustees learned about the campaign's goals, its incredible progress, and the impact it will have on Charles River School. It was a wonderful evening of friendships made and renewed!



Sidney Worthen  
with Jessica  
Thompson  
Somol '84



Bill Sobo  
with  
Carol Lisbon



Charlotte  
Gregory  
Surgenor '67,  
Wendy Ludwig  
and  
Fred Ramos

### SAVE THE DATE!

Join us Saturday evening, October 14th for the Elevate & Celebrate launch party at CRS. All members of our broader community are invited to join this fun and festive evening! Formal invitations to follow. For information, call **Rachael Burbank** in the Development Office at **508-785-8267**.





## Middle School Construction Update

The CRS campus is undergoing a transformation! After a fantastic school-wide groundbreaking ceremony on the last day of school, construction equipment began rolling on to campus to begin demolition of the 7/8 Common Room (previously the school dining hall) and 7/8 Science Building. On one side of the fence, construction is underway on the new middle school building, and on the other side, Charles River Creative Arts Program (CRCAP) is in full swing.

Working closely with Flansburgh architects, Bowdoin construction, and Paul LaPointe Project Planning, our Building Committee (co-chaired by Trustees Jim Blackwell and Reg Foster) is keeping us on track to meet our aggressive construction

**Above:** Interior campus view of building  
**Below:** Members of the Board of Trustees at the groundbreaking






Interior view of the middle school building



timeline. Starting with preliminary design documents with lots of input from our faculty, staff, and students, the Building Committee has continuously refined the building design to meet our curricular needs while staying within budget.

Once finalized, the design was approved unanimously by the Dover Town Planning Board. We selected Bowdoin Construction in January and, with approval by the CRS Board of Trustees, construction began just days after the Class of 2017 graduated on June 14th.

Barring unforeseen obstacles, we hope to see the building frame, exterior walls and roof completed by Thanksgiving, and the internal work and inspections finished by early May 2018. We intend for students to take occupancy in September 2018!

Visit <https://www.charlesriverschool.org/page/construction> to view a time lapse video of the first days of construction, and a live streaming webcam of the work. 

## BUILDING COMMITTEE

Jim Blackwell, *Co-Chair*  
Reg Foster, *Co-Chair*  
Alison Campbell '83  
Elizabeth Clayton  
Gretchen Larkin  
AJ Lorusso  
David Riedell  
Kent Rouillard  
Paul Salamone  
Jessica Thompson Somol '84  
Steve Trust  
Julie Weeden

## CAMPAIGN STEERING COMMITTEE

Fred Ramos, *Co-Chair*  
Joanna Travis, *Co-Chair*  
Nisha DuBois  
Reg Foster  
Olga Gomes  
Rebecca Grimm  
Kristin Hendler  
Yvette Hochberg  
Leslie Jackson Judge '91  
Mary Kalamaras  
Sarah Lapides  
Gretchen Larkin  
Carol Lisbon  
Jessica Thompson Somol '84  
Diane Tutin  
Will Willis '88

# New Faculty



**Kelly Cadeau**

**GRADE 3  
CO-TEACHER**

Kelly joins CRS as a Grade 3 co-teacher. Most recently, Kelly taught at the Country School in Weston, MA. She also spent seven years teaching Grades 3-6 in Australia (at Christ Church Grammar School and the Southport School), five years teaching outdoor education in Canada, and five years teaching English in Taiwan. Kelly has a deep passion for creating curriculum, and looks forward to bringing her experience with inquiry-based learning to thematic teaching. Kelly holds degrees from Durham College and Laurentian University in Ontario, Canada, and earned her master's in teaching from Griffith University in Queensland, Australia.



**Claire McCullough**

**PREK/K  
CO-TEACHER**

Claire will join the PreK/K teaching team at CRS. Claire's experience includes two years teaching Kindergarten at the Bertschi School, a PreK-5 independent school in Seattle, WA, and internships at St. Michael's School in Auckland, New Zealand and at the Campus Children's Center in Burlington, VT. She earned her bachelor's degree in early education from the University of Vermont, where she developed her strong belief in child-centered teaching and learning. Claire has a demonstrated commitment to cultural competency, and looks forward to bringing her energy, ideas, and experience teaching global citizenship to CRS.



**Stephanie Smith**

**ONE/TWO  
CO-TEACHER**

Stephanie will join the One/Two teaching team. Most recently, Stephanie taught Kindergarten-Grade 2 at the East Somerville Community School. She also taught for two years in Cambridge Public Schools, and completed the Shady Hill Teacher Training Program. Stephanie has a passion for teaching, reading, and has been successful creating comfortable learning environments for all students. She brings experience in collaborative teaching and planning thematic curriculum, and looks forward to returning to a thematic, independent school environment. Stephanie earned her bachelor's degree from Bryn Mawr (with Honors) and her master's in education from Lesley University.



**Ella Vorenberg**

**GRADE 6  
CO-TEACHER**

Ella joins CRS as a co-teacher in Grade 6. Most recently, Ella participated in the Shady Hill Teacher Training Program in Grades 4 and 6, and also spent two years as an associate teacher and music teacher at Beauvoir, The National Cathedral Elementary School in Washington, D.C. She is creative, musical, and has experience with thematic teaching and integrating curriculum. Ella has been recognized for her ability to reach and connect with all students, and she created an immediate connection with students during the interview process. She earned her bachelor's degree from Colorado College, her master's in education from Lesley University, and is an alumna of Shady Hill School. 🐼



# New Trustees



**Mark Stanek**  
**HEAD OF SCHOOL,**  
**SHADY HILL SCHOOL**

Mark joined the Shady Hill community in Cambridge, MA in 2010, as its sixth Head of School. He joined Shady Hill after serving as Head of School at Ethical Culture Fieldston School in New York; Middle School Principal at Milton Academy; Middle School Dean of Students at The Athenian School in Danville, CA; and Assistant Middle School Director at Kentucky Country Day School. Mark began his career as a mathematics teacher, cross-country coach, and school administrator. In 2006–2007, he received a National Association of Independent Schools (NAIS) Fellowship for Aspiring Heads, and he co-authored the 2nd edition of *The Middle School Handbook* for NAIS.

For the past three years, Mark has served as a residential faculty member at the seven-day Diversity Directions Summer Seminar for independent school faculty, administrators, and trustees. He has served on the Board of Trustees for Beacon Academy, and currently serves on the boards for The Heads Network and the Association of Independent Schools of New England. Mark earned a bachelor's degree in mathematics from Hamilton College and an M.A. in private school leadership and educational administration from Teachers College, Columbia University.



**Leslie Jackson**  
**Judge '91**  
**CRS PARENT**  
**ASSOCIATION**  
**BOARD CHAIR**

Leslie lives in Norfolk with her husband, Mick, and their two boys, Aidan (Grade 2) and Brennan (incoming Kindergarten). As a CRS alumna, Leslie is thrilled to be back on campus and to be involved with school life. She is the Board Chair for the Parent Association, a member of the Enrollment Management Committee, the Alumni Council, the Campaign Steering Committee, and also co-chaired the Spring Fling and served as the New Family Coordinator.

Outside of CRS, Leslie is a registered dietitian/nutritionist who currently consults with schools to provide nutrition education to middle- and high-school students. She has worked at Dana-Farber Cancer Institute and Newton-Wellesley Hospital. Leslie earned a B.A. in art history from Wellesley College and an M.S. in nutrition from Boston University.

## RETIRING TRUSTEES

Sincere thanks to former faculty member **David Downing** and alumna **Molly Plummer Cook '95** for serving on the Board of Trustees. David served on the Board for three years, and Molly served for seven years, volunteering their time, energy, and insight on behalf of CRS. 🐦



Alumni Dave Willis '92,  
Jeff Raider '95, and  
Will Willis '88

# Founder of Warby Parker and Harry's Receives CRS Distinguished Alumni Award

**ON A SPRING EVENING**, Charles River School alumni, parents, and faculty gathered at the new Bully Boy Tasting Room to present Jeffrey Raider '95, entrepreneur and co-founder of Warby Parker and Harry's, with this year's Distinguished Alumni Award.

Following CRS, Jeff attended Noble and Greenough School. He went on to Johns Hopkins University, where he earned his bachelor's degree in three years, and then earned his master's from Hopkins' Nitze School of Advanced International Studies. Following Johns Hopkins, Jeff earned his MBA from The Wharton School at the University of Pennsylvania, where he graduated as a Wilson Scholar and was recognized with an entrepreneurship award. In 2015, he was named in *Fortune* magazine's 2015 40 Under 40 list of influential young people in business.

Jeff founded his first company — Warby Parker, which offers designer eyewear at a revolutionary price — in 2010 when he was a student in business school. Harry's — a company that makes and sells men's shaving products at a fair price — quickly followed, opening its doors in 2013.

Both companies were born out of a "customer pain point," using Jeff's words. In business school, Jeff's prescription had changed, but he didn't want to replace his glasses because it was so expensive. In brainstorming with friends, they realized there was an opportunity to manufacture and sell glasses at a reasonable price.

Andy, a friend of Jeff's from college and his Harry's co-founder, had followed Jeff's experience with Warby Parker. After waiting 10 minutes in a drug store for them to unlock the razor case one day, he called Jeff and they began brainstorming about approaching the men's shaving market differently.

These companies are revolutionizing their respective marketplaces, and have been covered broadly by media including *Fortune Magazine*, the *Today Show*, *CNBC*, *Fast Company*, and in the *Wall Street Journal*.



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"I want for my children what I had at CRS; a warm, tight-knit and welcoming community that helped me develop a strong academic foundation, and helped instill in me ethics and values that I've tried to carry throughout my life and career."

—Jeff Raider '95

In both cases, Jeff said he couldn't sleep that night; he knew they were on to something, and could have a real impact. "I think about impact in three layers," said Jeff. "First, the teams of people that we hire; we hope our employees will look back on their time at Warby Parker or Harry's as one of their most amazing personal and professional experiences. Second is the impact we're having on our customers; between the two companies, we've reached millions of people, and we're making those people's experiences with these products better. Third is the impact on the community or world more broadly; both companies have strong social missions — at Warby Parker we give away a pair of glasses to someone in need

for every pair purchased, and at Harry's, we donate 1% of our team's time and our sales to organizations that prepare people for personal and professional success."

The biggest challenge Jeff has faced as an entrepreneur has been team building in a highly-dynamic environment (he also notes that this is the most rewarding work). "You've got to build an amazing team of people who share a common vision, and have real clarity around their goals and the goals of the company. The issue is that things are moving so quickly — the company changes every six months," said Jeff.

Jeff now lives with his family in Manhattan and has young children of his own. "Now that I'm a dad, I spend a lot of time thinking about the power of a


great educational environment. I want for my children what I had at CRS; a warm, tight-knit and welcoming community that helped me develop a strong academic foundation, and helped instill in me ethics and values that I've tried to carry throughout my life and career," said Jeff.

"Being in such a nurturing environment [at CRS] — where people really cared about me and about every individual — instilled self-confidence, and made me believe that I could be what I wanted to be, and do what I wanted to do," continued Jeff. "I loved coming to school at CRS every day, and I've carried that with me into the professional world. I actually love coming to work every day."

In terms of advice for those interested in starting their own businesses, Jeff says:

- 1 Start a business because you're so excited about the potential to do something meaningful for someone in the world. You have to love it, and be completely engaged and excited by the idea.
- 2 Be extremely clear, structured, and focused in your approach; say "no" to 10 more things that you say "yes" to.
- 3 You're going to need to bring on people to help you, but you must be very clear about people's roles and expectations from the outset.

"Jeff has created two disruptive businesses, taking on industry giants and challenging the conventional, or accepted, approach. Charles River School is proud to have played a role in Jeff's education, and to count him among our alumni," said Gretchen Larkin, Head of School for Charles River School. "At CRS, we constantly encourage our students to take risks and think 'outside the box' through work they do every day, as well as through larger projects like the ones our 5th–8th grade students undertake using Stanford's Design Thinking Process. We believe this ability to embrace risk and seek out solutions to problems will be fundamental to their future success."

The Distinguished Alumni Award event was held this year at Bully Boy Distillers, co-founded by alumni Will Willis '88 and Dave Willis '92. Their tasting room and cocktail bar is located in the Newmarket District of Boston's Roxbury neighborhood, and tours are available. 



Alumni, parents,  
and CRS faculty  
at the event



**L to R:** Nancy (Strange) Maitland '52, Jenny (Bevan) Lowther and Marion (Bevan) Wake '42. CRS alumnae Marion and Nancy reunited recently as neighbors in Hambledon, England. Marion's sister and Nancy also went to Winsor together!

1



◀ Jessica (Thompson) Somol '84, daughters Charlotte '17 and Emma '19 and husband, Mark, at Charlotte's CRS graduation in June

2

# Alumni News

## 1940s

**[1] MARION (BEVAN) WAKE '42** recently met with her sister Jennifer Bevan Lowther (a Winsor graduate) and alumna **NANCY (STRANGE) MAITLAND '52** in England to discuss old times and friends at school. The Bevan family were great friends with the Reginald Foster family in London (the three boys **HUGH '40**, **CHARLES '38** and **ADAM** were students at CRS). When the war broke out, the Fosters offered for the Bevan family to stay at Castle Farm in Needham, MA with them. Marion felt lucky to be looked after so kindly and generously by the Fosters. She also ran into **DAVID RICHARDSON '30** in Scotland and was amazed to learn his mother was one of four mothers who founded CRS. She enjoys having links to many Americans who share a love for CRS! ■ **BARBARA (BAKER) CAMPBELL '43** is looking forward to spending the month of July in Maine. She had a busy spring where she showcased 42 oil paintings at the Jaffrey Civic Center in New Hampshire.

## 1950s

**ROBERT FULLER JR. '51** wrote a short story, *Flashback Morning*, which was selected by Professor Claire Finkelstein, Director of the Center for Ethics and Responsibility in Law at University of Pennsylvania Law School as required reading for her conference *Preventing and Treating the Invisible Wounds of War*. Fuller's story describes a combat veteran of the Maine National Guard who, after returning from a tour in Iraq, discovers a burglar in his home and kills him. While the police and EMTs are securing the scene, he suffers disturbing flashbacks. Fuller served as a member of the Navy's Judge Advocate General's Corps. Other conference members included professors, doctors and senior military officers. Fuller, a prolific writer, is the author of *Unnatural Deaths*, a police procedure novel set in Maine, as well as a number of articles on historical subjects. He is finishing up another short story about insider trading.

## 1970s

**PAUL GOODSELL '73**, a long-time news reporter and assignment editor, has been named Managing Editor at The Omaha World-Herald newsroom. During his career, Paul has covered City Hall, the Washington bureau, education and several international assignments. He was the editor for the recently published investigative series on Goodwill Omaha. ■ **J. RUPERT THOMPSON '78** won the Director's Guild of America's award for Best Director in the Reality TV category for *American Grit*, a Fox reality TV game-show hosted by John Cena.

## 1980s

**[2] JESSICA (THOMPSON) SOMOL '84** watched her oldest daughter, **CHARLOTTE '17**, graduate from Charles River School in June. Like her mother, Charlotte, is a proud End-to-Ender and will be attending Dover-Sherborn High School in the fall. Her sister, **EMMA '19**, will be a 7th grader at CRS this fall. ■ **STEVE BUCK '88** and wife Nell Cochrane Buck



welcomed baby Jonah Adams Buck at 2:20 a.m. on January 29, 2017. Jonah weighed 7lbs. 10oz. Congratulations, Steve! ■ [3] **GIL CUNNINGHAM '88** and wife Jenna welcomed a fourth child to their family. Baby boy Colin was born on December 10, 2016. Gil also started a new position as a software developer for American Well, where alumnus **BRADFORD GAY '90** also works as General Counsel. ■ **CHRIS WILLIS '89** opened a new restaurant, Pammy's, in Cambridge in July 2017. The restaurant, named for his wife, Pam, aims to provide cozy hospitality and a menu of Italian-inspired cuisine with seasonal ingredients. Chris is brother to [4] **WILL '88, DAVE '92** and **DEB '94** and son to **SALLY (SALTONSTALL) WILLIS '52**.

## 1990s

**GENEVIEVE O'CONNELL '91** will be attending the Woodrow Wilson Academy at MIT in the fall. She hopes to earn a master's degree in education and obtain her Massachusetts teaching license. ■ **DAVE WILLIS '92** and wife Krystin had a baby boy, Austen, in Spring 2017. Congratulations, Dave! ■ [5] **DEB (WILLIS) DOWLING '94** is living in New York City with her two children, Sally (2) and George (4).

## 2000s

[6] **BOB FRANTZ '00** lives in San Francisco and is working for Kaiser Permanente in their internal strategy department. Bob and his fiancée Britt were married in Watertown, MA in July. ■ **DREW TUCKETT '01** was accepted into business school at UCLA and will be moving to Los Angeles after traveling through Asia this summer. ■ **JIM FRANTZ '02** is interning this summer at Starbucks headquarters in Seattle, WA working

*Gil Cunningham '88 and his son, Colin, at the July 4th Parade in Duxbury*



*Will Willis '88 volunteered his time at CRS by reading to the PreK/K class*



*◀ Deb (Willis) Dowling '94 is living in New York City with her two children, Sally (2) and George (4)*



*Jim Frantz '02, Britt Prescott, Bob Frantz '00, and parents Nancy and John Frantz at the wedding*





IN THE KNOW

Elizabeth (Jones) Charbonnet '04 was married in August 2015 to Joe Charbonnet



Sarah Ewantash '12 and Jessica Hunnewell '12 competed at the New England Rowing Championships in Worcester earlier this spring. Sarah rowed for Smith College and Jessica for Connecticut College



Emily Chen '13 worked with Grade 4 on their original story books



Zion Harris '14 (far right) is at Ballet Arizona this summer and will begin his second year as a trainee at Boston Ballet this Fall



Madi Williams '13 performing in Cambridge School of Weston's production of City of Angels (photo taken by Ben Kahan)



with their innovation team. This placement is part of his first year MBA program at Kellogg School of Management. ■ [7] **ELIZABETH (JONES) CHARBONNET '04** is living in California with her husband, Joe, and works at Carollo, an environmental engineering firm, on water and wastewater planning and design. She and Joe were married in August 2015. ■ **DAVID MASTERMAN '04** is traveling this summer before starting business school in the fall in Chicago. His travels started in Italy, then went to Southeast Asia and ended in Chile. His sister, **KAYLA '06**, accompanied David to Southeast Asia and is also moving to Chicago in the fall to continue her education in social work. ■ **ALLISON JOYCE '07** spent the winter and some of the spring in Ocala, FL showing with her horse, Loreta. She worked as an assistant barn manager and veterinary technician and learned a lot about the equine business. This summer, she will be working at a child psychiatrist's office while deciding what her next career step will entail. She wishes the rest of the Class of 2007 well! ■ **HANS VITZTHUM '07** is heading off to the University of Virginia School of Medicine in the fall. ■ **KLAUS VITZTHUM '07** completed the 200-mile Prouty bicycle race in June to benefit cancer research and patient supportive service at Dartmouth-Hitchcock Norris Cotton Cancer Center in Hanover, NH. ■ **AUDREY EMERSON '09** visited the CRS 4th grade class to talk about The Pamoja Project, a documentary about three Tanzanian women working in the areas of education, business and entrepreneurship. This ties in to CRS' 4th grade classroom curriculum of

microfinance and entrepreneurship in Africa. ■ **TARA SENNOTT '09** graduated from Northwestern University in June. ■ **SOPHIE VITZTHUM '09** recently completed a 4-week program for college undergrads designed to expose students to the basics of the business and finance worlds at Dartmouth Tuck Business School.

## 2010s

**MAX COHEN-CASADO '10**, a junior at the School of Foreign Service at Georgetown, was one of the organizers of the North American Invitational Model UN event in Washington D.C. ■ [8] **SARAH EVANTASH '12** finished her first year at Smith where she is on the varsity crew team and gives tours of the art museum. ■ [9] **EMILY CHEN '13** spent the spring completing her senior project at CRS working with teachers in their curricula. It was a pleasure working with you, Emily! ■ [10] **MADI WILLIAMS '13**, a senior at Cambridge School of Weston, produced a cabaret for her final senior project and is attending Suffolk University next year as a theatre major with a minor in Spanish as part of the honors program. ■ **NOAH EVANTASH '14**, a rising senior at Concord Academy, is on the varsity cross country and varsity downhill ski teams. ■ [11] **ZION HARRIS '14** is at Ballet Arizona this summer and will begin his second year as a trainee at Boston Ballet this Fall. ■ [12] **DAVIS HOWLAND '16** is currently ranked 6th in the northeast region of youth A (15-16 year olds) climbers as well as ranked in the top 50 in the nation in his age group under the organization USA Climbing. He is a member of the climbing team at the Dedham Rock Spot gym.



▲ *Davis Howland '16 practicing his climbing*





▲ CRS Learning Specialist Becca Ferat and husband Joel welcomed two new little ones to their family. Ezra was born in December and Sophie in January

## Faculty

**[13]** Learning Specialist **BECCA FERAT** and husband Joel welcomed two new little ones to their family. Ezra was born in December and Sophie in January. They join big sister Naomi '26.

## In Memoriam

*The Charles River School community extends its sincere condolences to the following families.*

**MARGARET "PEGGY" CLOWES '26** passed away on January 24, 2017 at her home in Dover at the age of 102. After attending CRS, she went on to the Winsor School and continued her education at Bryn Mawr, graduating cum laude in 1937. After traveling to Europe and falling in love with the culture, she returned to Boston with her husband, George, and settled in Dover for most of their lives. Peggy was a supporter of many organizations and served on boards for education, science and women's rights. In 1998, she was recognized for her support of science education as well as her seamanship with an honorary doctorate from the Massachusetts Maritime Academy. Peggy's grandson, Ian, is a neighbor to CRS today. ■

**MORGAN PALMER '45**, a lifelong resident of Natick, died on March 27, 2017 at the age of 83. He was the only child of Mary Hunnewell Palmer and Franklin Hall Palmer. After CRS, Morgan went on to Milton Academy, Harvard College and Harvard Business School. In 1966, after some time as a Lieutenant in Korea, Morgan joined the New England Merchants National Bank and was a Chartered Financial Analyst. In retirement, he focused on personal investments and philanthropy. He was a generous supporter of many worthy causes, with an emphasis on education. He is survived by his cousin **MARY (BARTLETT) HOWE '38** and the extended Hunnewell family. ■ **CAROLINE PARKER HOPPIN '50** died on March 10, 2017. She was the daughter of alumnus **AUGUSTIN PARKER '23** and sister of **AUGUSTIN "TIM" PARKER III '48** and **GEORGE PARKER '55**. Raised in Sherborn, Caroline attended CRS, Winsor and Madeira Schools. She continued her education at Radcliffe College, graduated from

Sarah Lawrence College and obtained an M.A.T from the Harvard Graduate School of Education in 1967. Caroline taught at the Lincoln and Heath schools in Brookline and then went on to a 24-year career at The Park School as Director of Admissions. She continued to serve on the Boards of Trustees at Park School, Madeira School and Concord Academy. In retirement, she volunteered with her husband, Fred, for Hospitality Homes. ■ **PHILIP STOCKTON '52**, a Massachusetts lawyer, died at home in Miami on Easter Day, April 16, 2017. He grew up in Sherborn and attended Dexter School and Milton Academy before earning an AB from Harvard in 1962 and his LLD from University of Pennsylvania Law School. He was drafted by the US Army and served as an Intelligence Officer in Vietnam from 1966–1968. After returning to Massachusetts, he maintained a private law practice while living on the North Shore. Philip is survived by his sisters, **EVY (STOCKTON) STEWART '54**, **LISA (STOCKTON) OTIS '57** and **MARY (STOCKTON) MOSLEY '63**, his former wife, Diana, four children and two grandsons. ■ **JANIE WELLES CHEEVER TALBOT '57** passed away on March 12, 2017 surrounded by family. She grew up in Medfield and attended Milton Academy after CRS. She continued her education at Bradford Junior College, Millis College where she studied art history and then UCLA where she earned her teaching credentials. She married her high school sweetheart, Peter, and taught fourth grade in Dover. She was a member of the Dedham Country Club and the Fox Hill Garden Club. She was a trustee for Riverview School in Sandwich, MA and a gallery instructor at the Museum of Fine Arts. ■ **WILLIAM "DAVIS" TAYLOR '74**, father of **PIPER TAYLOR '10** and a



resident of Wellesley, passed away on April 27, 2017. Davis was well-read, according to his wife, Dawn. At Middlesex School, he won a prize for his Latin scholarship and also studied Greek as he pursued an undergraduate degree in classics at Colby College. While his father was the fourth generation to run The Boston Globe, Davis' interests led to a landscaping company he launched called Hound Dog Tree, which took its name from Hound Dog Taylor, a Chicago blues musician. He is the brother of **NED TAYLOR '76** and **GUS TAYLOR '82**.

*[In the Winter 2017 issue, details were missing from Whitney Robbins's memoriam.]*

**WHITNEY ROBBINS**, mother of **KATY (ROBBINS) GARBUS '78**, **FRANCES ROBBINS '79**, and **WHITNEY ROBBINS '82**, passed away of acute leukemia on September, 25, 2016 surrounded by family. Whitney was an active member of her community wherever she lived and worked and served on many boards of non-profit organizations. Whitney served as a CRS trustee from 1977–1983 and served as its President from 1981–1983. In addition, Whitney had a deep love for the arts, travel and culture, sports and cooking. She was a vibrant soul who touched the lives of many and leaves a legacy of friendship, community service and quick wit that will never be forgotten.

*[Friends]*

**BEVERLY RYBURN**, a past trustee and parent at CRS, passed away on March 27, 2017. Born in California, she came East to attend Smith College and was married to Samuel McChesney Ryburn for more than 60 years. Bev was an avid gardener, showcased in her wildflower and rock garden at her Dover home, and was the recipient of many horticultural awards. She volunteered for countless charitable organizations and made significant contributions to the community including CRS; she was President of our board from 1960–1962. She is survived by her children, **JOHN RYBURN '64** and **MARIE "LES" (RYBURN) FOSTER '65**. 🌿



## Catching up with the Class of 2013

It's truly exciting to watch the journeys our alumni take after leaving Charles River School. Let us know what happens along the way so we can let your classmates, family friends and faculty know what you've been up to! Send your Alumni News to [alumni@charlesriverschool.org](mailto:alumni@charlesriverschool.org). We miss you!

<b>ISABELLE BASTIAN</b>	gap year then Dartmouth College
<b>MAYA BENNETT</b>	Wake Forest University
<b>RYAN BODIO</b>	Union College
<b>SOPHIA BRESCIA</b>	gap year then American University
<b>EMILY CHEN</b>	McGill University
<b>GENEVIEVE COHEN</b>	Hamilton College
<b>GENESIS CREWE</b>	College of the Holy Cross
<b>GENEVIEVE DEVEAUX</b>	George Washington University
<b>KYLE GOMES</b>	Clark University
<b>ALEX IANSITI</b>	Harvard College
<b>NOAH JICK</b>	University of Maine
<b>BRADEN JOE</b>	Chapman University
<b>JOSHUA KATZ</b>	PG year at Loomis Chaffee
<b>JACKSON KESSLER</b>	Champlain College
<b>CAROLINE MAGEE</b>	Northeastern University
<b>GAVIN O'CONNELL</b>	Loyola University
<b>ISABELLA OLIVA</b>	Wellesley College
<b>SIMENESH SEMINE</b>	Tulane University
<b>ELIZA SPRING</b>	Kents Hill School, graduating in 2018
<b>MADISON WILLIAMS</b>	Suffolk University

Honor your classmate or favorite faculty member by making a gift to Charles River School. Visit [www.charlesriverschool.org](http://www.charlesriverschool.org) and click on "**Support CRS**" and include your gift in memory or in honor in the comments box.

**The *CURRENT* Summer 2017**

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[www.charlesriverschool.org](http://www.charlesriverschool.org)

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## Annual Fund

Thanks to the generosity of our current families, alumni, past parents, faculty, past faculty, grandparents and friends, Charles River School received more than \$690,000 in contributions to the 2016-2017 CRS Annual Fund, exceeding our goal! This number is greater than any Annual Fund total in the school's history. We had 92% parent participation, 98% faculty participation, and 15% alumni participation.

**THANK YOU** to each and every one of our donors for supporting the faculty and students at CRS!

## Save the Dates

- **Elevate & Celebrate Campaign Launch Party** // *Saturday, October 14*
- **CRS Fall Fair & Alumni Zone, featuring Bubble Soccer** // *Saturday, October 21*
- **Admissions Open Houses** // *Saturday, October 28*  
*Sunday, November 12*
- **Winter Festival** // *Friday, December 15*