

the **CURRENT**

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CRS: Full STEAM Ahead

*Preparing students for the future:
Science, Technology, Engineering,
Arts & Math Programs at CRS*



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SCHOOL**

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Full STEAM Ahead

Fostering innovation through progressive,
hands-on, experiential learning



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Evoking Autumn

A new interdisciplinary
6th grade project

"It's always exciting to offer
this kind of catalyst to kids
and see where they'll go
with the challenge."

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Full STEAM Ahead!

WHILE THE TITLE OF THIS EDITION of *The Current* refers to STEAM (Science, Technology, Engineering, Arts and Math) programming, it's also an apt description for Charles River School as we look to the future. Never an institution to stand still, CRS is a thriving community with a palpable energy and a clear sense of purpose. This energy is evidence of our mission in action: Curiosity, creativity, and intellectual engagement are demonstrated throughout school on a daily basis.

After more than a year at CRS, I have come to know and understand our school intimately. CRS is a small school where children can be bold and creative, and where academic excellence and our mission come alive through innovative thinking. At CRS, every child is known; teachers understand, deeply, a child's strengths and areas of growth, and we are committed to providing an education that instills a life-long love of learning as well as an exceptional foundation for secondary school and beyond. Small classes, personalized learning, collaboration, character development, and a powerful sense of community are paramount to a CRS education.

As we prepare children for the future, it is imperative that we continually re-evaluate and adapt our programs and curriculum given the ever-changing environment in which they are growing up. Building on the foundation of "educating the whole child," an ideal maintained throughout our school's 105 year history, CRS will continue to be the leader in thematic, experiential, project-based learning, encompassing academic excellence and the competencies our children will need to succeed in the future.

A renewed commitment to the sciences, particularly environmental sciences and STEAM, is central to this. At CRS, we have long integrated the arts throughout our curriculum and have championed and celebrated creativity. Science and technology provide other avenues for exploring creative thinking, innovation and self-expression.

Last year, I had the privilege of hearing former MIT Media Lab professor and former RISD president John Maeda speak and he said, "We seem to forget that innovation doesn't simply come from equations or new kinds of chemicals, it comes from a human place. Innovation in the sciences is always linked in some way, either directly or indirectly, to a human experience. And human experiences happen through engaging with the arts."

It is at the intersection of innovation, imagination, and design that creativity and the arts can inspire greatness. Thank goodness for CRS. As you read the articles within this issue, John Maeda's words will ring especially true.

Our future is bright. As it has for generations, CRS will continue to be an exceptionally joyful and dynamic learning environment for our current students and for generations to come. I am honored to be Head of School at this juncture in the school's history, and invite you to read further about our plans to move CRS forward.

With tremendous pride and deep commitment to our future,

Gretchen Larkin



Gretchen Larkin

The ECB Collaboratory Comes to Life

IN THE FALL, volunteers from the CRS community came together to create a makerspace for our Early Childhood Building — a room designed especially for our youngest students to create, innovate and design. Filled with work-tables, tools, wood, wire, cardboard and other recycled materials, glue guns, goggles and pompoms, it's a space for children to tinker and explore the world with their hands and minds.

According to Karen Belsley Pratt, Charles River School's PreK–2nd Grade Coordinator and creator of our ECB Collaboratory, makerspaces:

- ▶ Foster play and exploration; they allow children to explore questions on their own terms.
- ▶ Encourage children to share ideas, collaborate and build things together.
- ▶ Provide an opportunity for children to fail and try again.
- ▶ Empower children to share knowledge, which encourages peer-to-peer mentoring.
- ▶ Teach children they can have some control over their surroundings.
- ▶ Help develop a culture of creating rather than consuming by supporting the concept of make more = consume less. These spaces allow children to experience the connections among resources, people and processes.

The room has already become a favorite spot and PreK–2 students are spending lots of time tinkering, woodworking, creating and inventing. 🐼



Parents and faculty create makerspace



Kindergartners use paper maché

We are the CRS Otters!

IN OCTOBER, Head of School Gretchen Larkin unveiled the much-anticipated news that our school mascot is the Otter. Members of the CRS community submitted ideas and voted through an online portal. A few of the suggestions included the wolf (because they work best in packs and collaborate) and the owl (because of their intelligence). The five finalists were the Otters, Hawks, Owls, Navigators and Explorers, and the Otter was the clear winner.

When asked why the Otter is a good mascot for CRS, students responded:

“Otters are like CRS because they take risks and are friendly, active and competitive.”
— Emma Somol, 5th grade

“Otters are a good mascot for our school because they are intelligent and always like being together in a community. When they sleep, they hold hands so they won't float away from each other.”
— Riley Harrison & Ian Travis, 5th grade

Art teacher Aaron Dana, a graphic artist, created the visual rendering of the new mascot, and the Otter was revealed with much fanfare at a school assembly. Students spent time with their buddies creating pictures to frame an enormous Otter that is now displayed on the wall of Foster Hall. The Otter makes regular appearances at games, carpool and even in the classroom, and has already been embraced by our community. Go Otters!

“Otters are really playful and nice. I'm new at CRS this year, and everyone has been really nice and welcoming.”

— Kathrine Margulis, 4th grade





Denis Belliveau
in the 3rd grade
classroom

Third Grade Journeys to Venice

By Kristin Jayne, Grade 3 co-teacher

THIRD GRADERS began their year by getting ready for take off! Some of their first tasks included creating their own passports and preparing for departure. The excitement grew as they received boarding passes and were ushered onto an airplane (built in the adjoining break out space) for a simulated flight. Traveling from Dover back in time to the Venice International Airport should be exhausting, yet the travelers appeared anything but weary as they made their way through customs, where they were questioned in Italian and received new Italian names that they use throughout the year.

This journey launched third graders into their study of Marco Polo’s Travels, a thematic curriculum that takes them from Venice to the Middle East and on to China. As they “travel,” they engage in experiential activities that celebrate whichever region they’re immersed in. Some highlights in Venice include merchant trading simulations, creating bold Carnival masks, and making delicious homemade raviolis. While studying the Middle East, the class learns to do basic research, creates authentic tile designs and builds friendships with Muslim pen pals from nearby

Sharon. In their study of China, students learn calligraphy, create delicate scrolls and perform a traditional Chinese dance. Field trips throughout the year enhance the classroom learning and include destinations such as the Isabella Stewart Gardner Museum, the North End, the Islamic Academy, and the Chinese Cultural Center.

Why Thematic Learning?

Learning through rich and varied projects is exciting for the students, who clearly love their thematic classroom. The theme gives structure and meaning to the curriculum, and enables students to notice and celebrate the interrelationships of their greater world. Instead of viewing each topic area in isolation, children have daily “aha!” moments when they realize that math can be about art or music can be about geography. When each of these topics connects back to Marco Polo and travel, the material is vastly more interesting. Students readily engage in schoolwork tied to the Marco Polo theme, and the classroom becomes a brewing pot of ideas as students make strong connections and are inspired to take ownership of their learning.

Students who are invested in the content of their studies are more inclined to take academic risks, and the teaching style in third grade encourages children to ask big questions, experiment and make mistakes — a necessary part of the learning process. The class may work together to find many different equations to solve the same math problem, or share multiple interpretations of a proverb from the country they are studying. It is expansive to think of many “right” answers, instead of one, and encourages children to think more deeply.

Additionally, third graders are encouraged to ask questions for which we may not have answers. The theme itself is up for debate. Did Marco Polo actually travel to China, or did he simply repeat the stories of other travelers as his own? Experts disagree on this, and so do the members of third grade!

We all agree that Marco Polo was interested in the customs and belief systems of the East, and Kublai Khan appeared just as fascinated with the ways of the West; third graders are encouraged to see the world through similar eyes. Whether trying Middle Eastern cuisine, solving math problems on an abacus or discussing religious beliefs, teachers ask third graders to risk being open to other perspectives. As “traders,” third grade is not solely interested in commerce and goods, but also in the exchange of ideas and culture. The study of Marco Polo’s travels is one that broadens cultural curiosity and understanding, and encourages habits of thinking that benefit our students as they become open-minded and informed global citizens! 🌐

Students pass through customs



In the Footsteps of Marco Polo

As a special addition to the third grade curriculum this year, explorer, author and filmmaker Denis Belliveau visited CRS, bringing Marco Polo’s journey to life. Belliveau was the first to “visit and document every region Marco Polo claimed to have traveled” using only land and sea methods of transportation. His incredible two-year, 25,000-mile trek is captured in his Emmy-nominated film.

After speaking to all students at assemblies, Belliveau visited the third grade and shared stories of adventure, an incredible assortment of artifacts from his travels and painted geometric patterns with students using the rare and expensive Lapis Lazuli stone.

Later than evening, third graders and their families were treated to an Italian dinner and attended the evening presentation of Belliveau’s epic journey, which was open to the community. During the evening program, he shared his journey through a breathtaking slideshow — including stories of being captured in Afghanistan, sleeping on buried coals in the desert to keep warm and returning to a hero’s welcome in Venice. Students, and all who attended, were intrigued and inspired!

Sports

By Kat Whitten, Director of Admissions

THIS FALL marked a new chapter in the athletic program at CRS with the addition of a Cross Country team. Sixteen runners from Grades 5–8 participated in the inaugural season, making it one of the largest fall teams on campus. Only a few of the team members had ever run in a race before, and several had never participated in a team sport, so it was a season of tremendous growth for all involved!

The team could be seen all around Dover — executing speed workouts around town hall, running relay races on the Chickering soccer fields and logging miles on the roads and local trails of the Noanet Woodlands. Coached by Director of Admissions Kat Whitten and Head of School Gretchen Larkin, workouts were fun and the team's spirits ran high. Runners balanced distance runs and speed work with playing on the playground at Caryl Park, taking selfies at Noanet Peak (with Boston's skyline in the distance) and participating in giant games of tag.

Of course, competition was an important part of the season and the team ran five races — all at other schools. They raced in small dual- and tri-meets as well as large invitationals. The races were an opportunity for each runner to improve his/her individual time, as well as to help the team towards a win. Season highlights included the meet at Shady Hill where 7th grader Patrick McGucken won the race, a tough meet at Carroll School at the end of the season where 5th grader Emily O'Leary won the girls' race, and participating in the Larz Anderson Invitational against 22 other schools in one of the area's largest middle school competitions.

Throughout the season, the team members learned about the importance of nutrition, preparing for races both mentally and physically, and the power of supporting each other. Eighth grader Sophia Magri says, "The biggest surprise to me was learning how much I could actually do. I thought there was no way I could run two miles. But I could. I loved our team and the way kids from different grades cheered each other on."

Winter sports are off to a great start. The 7th grade boys' basketball team is undefeated so far and all of the other teams have shown themselves to be fierce competitors. Go Otters! 🐾

"The biggest surprise to me was learning how much I could actually do. I thought there was no way I could run two miles. But I could. I loved our team and the way kids from different grades cheered each other on."

— Sophia Magri, 8th grade

Field hockey readies for a game



Soccer team in action



Cross country team before a race on the banks of the Charles River





Full STEAM Ahead

Employers report that 21st century workers need skills that many employees don't have — deeper knowledge of math and science, and the ability to apply that knowledge to solve problems. While STEM (Science, Technology, Engineering and Math) education has been a hot topic in recent years, in keeping with CRS' commitment to educate the whole child, we've implemented a STEAM program, adding Arts to the mix.

STEM AND STEAM PROGRAMS support the development of skills that will be fundamental to future success like critical thinking, problem solving, innovation, communication and collaboration.

So what are people saying about STEM v. STEAM? STEM programs integrate and apply math and science to create technologies and solutions for real-world problems, using an engineering design approach. Those who oppose adding arts to STEM ask how one can focus on art (or other subjects) without altering the mission of STEM or diluting its primary purpose. Proponents believe that art's purpose and importance are equal to those of math and science. A STEAM program enables students to apply art — together with science, technology, math and engineering — in real situations.

Through CRS' commitment to educating the whole child, we prioritize excellence in both academics and art. We believe that to be successful in the fields of science, technology, engineering, and mathematics, one must also develop the kind of creativity and critical thinking skills best developed through exposure to the arts. By design, our program naturally integrates art into STEM projects.

Scientist, Entrepreneur Alum Brings Design- Thinking to CRS

What do 3D animation, product design, K-12 education, and oriental rugs have in common?

That would be Sara Remsen, CRS Class of 2004. Sara describes herself as a scientist and

entrepreneur working at the intersection of biology, education, multimedia, and design. She credits CRS for supporting her exploration of different passions and helping her develop as a leader in and out of the classroom.

We are thrilled to have Sara back on the CRS campus tutoring students and working with Director of Technology Steve Trust to introduce a new independent design-thinking program to 7th graders. Students are learning design-thinking methodology, which heavily emphasizes rapid prototyping, testing, and empathy to promote innovative solutions to complex and nuanced problems. They will then apply it to an independent design project of their own choosing, with guidance from a core group of four to five CRS faculty advisors representing multiple disciplines.

Following her graduation from CRS, Sara attended Dana Hall School and then Dartmouth College, where she majored in evolutionary biology and digital arts. While a student at Dana, Sara led the Peer Education Program where she organized tutoring for other Dana students. This experience sparked her interest in education and teaching, which she combined with her digital arts experience as the animation intern at the Boston Museum of Science.

Upon graduation from Dartmouth, Sara participated in a one-year teaching fellowship at Noble and Greenough School teaching 9th grade biology and computer science. She loved teaching and realized that technology could scale high-quality education beyond just one school. In 2013, she joined Boundless, a Boston-based technology startup that promotes open access to education through digital textbooks.

Meanwhile, Sara and her college roommate pursued an interest that was sparked when they realized that finding an attractive, well-made rug to cover their mismatched tile floor was a challenge. With a passion for entrepreneurship, they founded and launched Bellwether Rugs in the spring of 2015. The company is doing well and their vintage handmade rugs have been placed in a boutique hotel in Austin, TX and have been featured on the DesignSponge blog.

Bellwether Rugs' business model and mission include giving back, and they have partnered with Oxfam America to donate sheep to families around the world. "It's easy to forget that the soft wool beneath our feet starts with just one sheep. Our social mission helps support the livelihood of the people who tend those sheep. What better way to give back than to continue the cycle of high-quality wool by donating a sheep for every purchase of a Bellwether rug?" said Sara.

Sara's goal is to launch another company that develops products with a positive impact; she would like to focus on bio-inspired product design and sustainable manufacturing. In addition to managing Bellwether Rugs, she is currently pursuing her Master's in Integrated Design and Management at MIT, which is a joint program between the School of Engineering and the Sloan School of Management. She also volunteers as the Content Director for the nonprofit Biomimicry New England and serves on the leadership committee for the Museum of Science Innovators Society.

Fourth Graders Learn About Real-Life Robots

This fall, Sam Duffley, a member of the Class of 2001, visited the fourth grade. Sam, a graduate of MIT, is a mechanical engineer working at iRobot, a company that designs and builds robots. The fourth graders were beginning a unit on robotics and Sam provided real-life examples of robots in our lives.

He showed slides of robots that drive themselves, like Roomba, and those that are controlled by a person, like those used for defense and security. Sam explained that robots can do work for people — work that might be dull, dirty or dangerous. Using the Roomba as an example, Sam talked to the students about all the parts making up a robot. He quizzed them about sensors — infrared, touch, and gyro — and how they work.

He told them that there are many kinds of engineers — mechanical, electrical, computer and others — and it takes them all to put together any robot. Sam encouraged the students to follow their passion, to be open to learning from their mistakes, to think creatively and to work as a team — things CRS students are encouraged to do every day. This visit helped students build a foundation for an upcoming adaptive technology project.



Sara Remson working with students



Sam Duffley with 4th graders



Third graders in STEAMLAB

The program fosters hands-on learning through a project-based approach; it emphasizes collaboration, fun and creativity, and provides students with the opportunity to tinker with innovative materials and technology.

STEAMLAB

In the world we live in, it's incredibly important not only to learn science concepts, but also to be able to apply them to practical projects. Through STEAMLAB, a new after-school program for elementary students, participants engage in creative science and engineering projects that encourage critical thinking and inquiry. The program fosters hands-on learning through a project-based approach; it emphasizes collaboration, fun and creativity, and provides students with the opportunity to tinker with innovative materials and technology.

"Students are more driven to understand concepts if those concepts help them master their projects. They're often as excited about the science they're learning as they are about the object they're creating," said Kelsey Thornton, STEAMLAB instructor. In addition to offering classes during the school year, Kelsey is also the Technology Department Head for CRCAP.

The 3rd grade STEAMLAB class is Kelsey's most popular class. Each week, students create an object or device that's fun to design, and also teaches a science concept. Recently, they created circuit boards with conductive copper tape and LEDs, placed inside a pop-up greeting card. Students learned about electricity, while also having the opportunity to design a creative pop-up card.

In Rubber Band Power Class, open to students in 2nd through 5th grades, students learn about physics concepts such as the potential energy in an elastic band. Groups made four vehicles powered by a rubber band, which they twisted and then released, to drive a propeller or wheels.

In 3D printing classes, students learn a simple CAD program for designing 3D printed objects. Learning to navigate in 3-dimensional space on the computer screen can be challenging, but children adapt to it easily and can quickly learn to create complex objects. Students scanned each other using an Xbox Connect, demonstrating how accessible this technology is. Some students designed objects that included 3D scans of themselves — sitting at desks, turned into monsters or playing baseball. They uploaded their designs and watched as they printed or materialized, layer by layer.

"In the STEAMLAB program, we're fostering an environment where the process is as important as the product. We aren't afraid to try multiple options, or fail," said Kelsey.

Evoking Autumn

This fall, sixth graders combined computer programming, musical composition, electrical engineering and three-dimensional sculpture in a new interdisciplinary STEAM project called “Evoking Autumn.”



IN TRUE Charles River School fashion, this project was co-conceived by music teacher Mica Moellering, art teacher Mary Oliveira, Director of Academic Technology Steve Trust and sixth grade teacher Sylvie Essex as part of a faculty curriculum grant. In the spirit of creative risk-taking that is so central to CRS, this team of teachers challenged the sixth grade class to come up with a way to use music, technology, poetry, and visual art to recreate the experience of an autumn day.

“As a teacher, it’s always exciting to offer this kind of catalyst to kids and see where they’ll go with the challenge,” said Mica Moellering.

It all began one Friday morning in September as sixth graders — armed with sketch pads, writing journals and iPads — hiked into the woods behind Caryl Park. Their goal was to capture as much information as they could about that autumn day. They grounded themselves with a sensory meditation and then worked to document as many specific details as they could from the natural world. They listened, detailing sounds and patterns they might want to recreate later, and noticed the layers of sounds around them. Students sketched their surroundings — recording images to be used in the visual art components — and noted images and ideas that could inform descriptive writing and poetry.

Following the hike, students worked in small groups for a month to compose music based on what they heard in the woods.

They discussed what they’d like to represent in the pieces, thinking about different aspects that, combined, would evoke that autumn day. Using all of the instruments available — from pianos and guitars to shakers and rainsticks — they collaborated to create four or five different tracks representing distinct sounds (like crickets or wind) or feelings (like calm or peaceful).

At the same time, students used English classes to revisit the writing they did during their time in the woods, developing pieces that would support their compositions from music class. Students considered the poetic devices at work in mentor texts such as “Autumn” by American poet Joan Mitchell, as well as the pivotal role of imagery as

epitomized in the haiku of Japanese poets Basho and Issa. Students drafted descriptive prose and poetry focused on sensory details and word choices that would help capture the physical and emotional scene for the sculptures.

“Blue bright skies.”
“Wind rushes by you like the past.”
“Leaves drift and flutter...
carried by gentle flowing breezes/
Touching down in our hands.”



These lines, written by different sixth graders, highlight the care with which students applied their knowledge about the power of poetry to their own experiences.

While all this composing and writing was taking place in music and English classes, in art class Mary Oliveira was laying the groundwork for artistic and technological success. Prior to beginning the installations themselves, Steve Trust and Technology Support Specialist Harrison Simon joined Mary in her art room for several classes to ensure that students had the necessary skills. Sixth graders explored the relationship between art materials and Makey Makey circuit boards, a tool that connects conductive materials to a computer so that whatever is connected to the Makey Makey can be used as the computer's keyboard. For example, if there is a piece of wire in a sculpture, and that piece of wire is connected to the Makey Makey board, a user can activate sound files on the computer by touching that piece of wire. Students determined which materials were conductive (water was most surprising as a conductive material!) and learned how to connect those materials to sound files that will play on the computer when the materials are touched.

Students then moved on to design and construct their actual installations utilizing materials such as cardboard, paper mache, tin foil, paint and wire. Groups had to navigate the challenge of collective creativity to determine specifics for each installation, moving from brainstorming to material lists to action steps without losing sight of the ultimate goal: Evoke autumn!

Over a month of art classes, students figured out how to turn their knowledge about various artistic mediums and conductivity into viable interactive sculptures. In addition, several sessions in the Media Lab were devoted to learning to use a programming system called Scratch in conjunction with Makey Makey, so students could incorporate audio files of their musical compositions into their sculptures.

Once the sculptures were complete, and students were certain that the Makey Makey connections did indeed activate the correct sound files, the only element left was adding their writing. Each group selected their strongest lines of prose or poetry and found ways to weave those words into their installations. Finally, students chose titles and created written instructions to accompany their projects.

Each project provides a multi-sensory experience carefully coordinated by the young artists to truly evoke their group's interpretation of an autumn day.

The finished installations range from creations that hang from the ceiling and that viewers step into, to an eight-foot tree with the top obscured in a thunder-cloud. To interact with them, viewers touch the conductive areas of the visual art, which in turn activate the sound recordings. Each project provides a multi-sensory experience carefully coordinated by the young artists to truly evoke their group's interpretation of an autumn day.

It is important to note that your typical sixth grade student might not be comfortable tackling projects that have no single correct form, require continual trial and error, draw on skills from multiple disciplines at the same time, and necessitate constant discussion with other classmates. Nor would every artist necessarily be comfortable pursuing an artistic vision in collaboration with other artists. Furthermore, your typical teacher might not be comfortable presenting students with a challenge that is multi-faceted, unpredictable, and dependant upon the expertise of other colleagues. Indeed, as art teacher Mary Oliveira said, "We were taking a big risk, too. We had no way to know what to expect of the finished projects."

But, steeped as these students and teachers have been in CRS' culture of communication, collaboration, and creative problem-solving, perhaps it should come as no surprise that everyone involved was willing to take the risk. And the result? A 21st century STEAM-powered take on a century old tradition of collaborative project-based learning here at Charles River School.

Transforming Campus Land into an Outdoor Classroom

By Jessica Thompson Somol '84, Director of Development

ACCORDING TO OUR MISSION, CRS students “shape the future of our diverse world with confidence and compassion.” The environment is a huge part of that future. In keeping with our hands-on philosophy, CRS students spend a significant amount of time in the “outdoor classroom,” helping them gain a strong sense of responsibility and develop as environmental stewards.

We have an opportunity on our own campus to expand students’ environmental education and are seeking funding to complete our new “Wetlands Laboratory.” This space will enable our students — as well as children from Dover and surrounding communities — to learn about the natural world in a safe, environmentally-designed wetland setting.

The Wetlands Laboratory

The CRS Wetlands Laboratory is situated on three and a half acres of campus, directly across the street from the school’s athletic fields. Once completed, this outdoor classroom will contain a nature trail, boardwalks, bridges and platforms for water sampling and viewing.

This space will deepen children’s understanding of environmental science, annual changes in the wetlands and the impact of climate change on our own campus and beyond. We envision students of different ages using the space in different ways.

- ▶ Early childhood students will explore nature through guided walks, identify birds and amphibians and observe seasonal change.
- ▶ Elementary students will compare water species with other wetland areas, classify vertebrates like reptiles, birds and mammals, identify and tag native plants and trees, assess the health of local vegetation, and learn mapping techniques.
- ▶ Middle school students will evaluate and compare water quality from different sources on campus, learn basic entomology through studying macro invertebrates, analyze soil samples, and build a case for formal EPA classification of the vernal pool.

In the last Current, you read about our newest addition to the science curriculum: GLOBE — Global Learning and Observations to Benefit the Environment. GLOBE is a worldwide hands-on, primary and secondary school science education program administered by NOAA, NASA and the State Department that enables students, teachers and scientists to collaborate on inquiry-based investigations of the environment and its dynamics. Students can share, compare and contrast data from around the world, offering them an opportunity to participate in data collection and contribute meaningfully to our understanding of the Earth’s system and global environment. The Wetlands Laboratory will be a significant asset to our work with this program.

CRS is excited for our own community and for groups in surrounding communities to benefit from this tremendous asset. Our goal is to have all trails open for the start of the 2016–2017 school year; we’ve made great progress to date, but there’s still much work to be done! 🐼



From Concept to Completion

We have raised over \$95,000 from our generous alumni and their families so far, and need to raise \$35,000 more to complete funding. Please contact Jessica Thompson Somol '84 in the Development office at 508-785-8215 if you would like to support this compelling CRS initiative.



A Community Asset

CRS intends for a broad set of community groups and organizations to have access to the Wetlands Laboratory:

- ✓ Local public school science classes for wetlands study
- ✓ Local preschools to walk the trails and enjoy a safe, quiet, outdoor space
- ✓ Local Boy and Girl Scout troops for troop activities and community service
- ✓ The Dover Council on Aging for a peaceful and accessible walking area
- ✓ Local churches for spiritual reflection and fellowship

In addition, campers attending the Charles River Creative Arts Program in the summer will explore ways to use the wetlands trails for inspiration and creative expression. Camp counselors will integrate use of the wetlands in such courses as:

- ✓ Nature photography
- ✓ Creative writing
- ✓ Sound collection
- ✓ Drawing and painting
- ✓ Creative cartography

Annual Winter Festival Celebration

By Kat Whitten, Director of Admissions



Kindergarten's performance



Gretchen Larkin and Kathy Gately with teachers Annie Kenney and Jen Worthington

SPIRITS WERE HIGH as the school community came together in joyful celebration for the annual Winter Festival. As is our tradition, each grade (PreK–8) presents a song or presentation connected to their theme and the many holidays celebrated around the world this time of year. Former Head of School Cathy Gately joined the celebration as a special guest.

This year, fourth graders performed a traditional Greek dance, aligned with their studies of ancient Greece. A group of seventh and eighth graders played a beautiful rendition of “Good King Wenceslas” on handbells and third graders, who have been retracing Marco Polo’s travels along the Silk Road, performed songs in Italian. A highlight was the Kindergarten performance of their own version of “The Gingerbread Man,” in which they introduced crocodiles, foxes and a monster (who wanted to eat the gingerbread men) to healthy foods instead — like yogurt, broccoli and whole wheat bread!

“Winter Festival is one of the most anticipated and beloved traditions at CRS,” said Head of School Gretchen Larkin. “Nearly 400 students, parents, grandparents, friends and alumni fill our auditorium — the sense of community is incredible.”

The annual celebration has been in place for more than half a century and, in the early 1980s, evolved to reflect the diversity of traditions within the Charles River School community. As has been the tradition for over twenty years, the festival closed with the entire faculty and staff, joined by alumni, singing “Here in My House” composed by Aline Shader.

“This event is a wonderful way to send our community off for winter vacation,” said Larkin. “We have marked the winter solstice, we break to spend time with family and friends, and we look forward to making 2016 another year of joyful learning!” 🐼



THIS PAST SUMMER, the Charles River Creative Arts Program completed its 46th successful season. The beautiful CRS campus was again transformed as nearly 500 campers and 75 instructors from diverse backgrounds brought boundless talent and energy to this unique summer community.

In celebration of our sustained mission to innovate and experiment, we introduced a new Technology Department that offered exciting new classes like 3D Printing, Electronic Art, and Mega-Machines. Under the leadership of Kelsey Thornton, a former CRCAP camper, CIT, and Textiles instructor, this new department enabled campers to explore engineering, physics, and design through creative collaboration and self-expression.

We also welcomed back several alumni as guest artists. Matthew Aucoin, currently the youngest ever assistant conductor of the NY Metropolitan Opera, visited and had the whole campus singing. The talented Ella Wechsler-Matthei shared her experiences as a carnival

dancer in Trinidad. BuzzFeed editor Alanna Okun gave us a glimpse into her creative career, and writer-comedian Ron Jones performed excerpts of his poignant one man-show “The Movement,” a history of the struggle for civil rights in America.

The Dick Stroud Memorial Scholarship Fund

Last year, we lost an important member of the CRCAP community. Since 1992, art and aikido instructor Dick Stroud’s patience, spirit, and skill have been essential and irreplaceable elements of the summer program. Dick passed away while travelling in Japan with his family in June. To honor his memory and celebrate his contributions, we have created a fund in his name to provide scholarships to deserving families. Dick will be missed; his dedication to the enrichment of children’s lives through the creative process remains our fundamental purpose, motivating us to continue to explore and innovate.

Trustees



JIM FRANTZ '02 lives in Cambridge, MA and is a Brand Manager at Gorton’s Seafood. At Gorton’s, Jim is responsible for developing strategy and managing day-to-day operations of existing product lines, as well as launching new product innovations. Prior to Gorton’s, he worked at the Boston Consulting Group.

Jim is currently the President of the CRS Alumni Council and has served in that role for the past two years.

Jim is a graduate of Milton Academy and holds a BA in Economics from Tufts University. For the past three years, Jim has tutored and mentored Cambridge high school students who have recently immigrated to the United States. Jim chairs the Board committee on cultural competency.



WENDY GARBER lives in Wellesley, MA with her husband, Rich, and their two children, Sam ’16 and Sophie ’18. She has served as Parent Education Coordinator, a Class Parent, and an Admissions Tour Guide for CRS, and is Chair of the Parent Association for the 2015-2016 school year.

Wendy is a member of the Board of Trustees of Temple Beth Elohim and a town meeting member for the town of Wellesley. Wendy is also a literacy volunteer at the Potter Road School in Framingham and conducts admission interviews for her alma mater, Bates College. Previously she held roles as Chair of the Temple Beth Elohim Nursery School Parent Association and President of the Sprague Elementary School Parent Teacher Association.

Wendy has a master’s in public health and worked in the field of health services research. She received a BA from Bates College and an MPH from Columbia University School of Public Health.



GARY LEVINE lives in Needham, MA with his wife, Deirdre, and their son Colin ’20. He has served as co-chair of the CRS Annual Fund from 2012-2015 and is a former member of the Development Committee.

Gary is currently Senior Vice President of Corporate Strategy at Solium, a global provider of equity plan management solutions. He was the CEO and Founder of Two Step Software until it was acquired by Solium in 2012. Prior to Two Step Software, Gary’s previous roles included serving as General Counsel of Pilot Software and as corporate attorney at Hutchins & Wheeler. He received degrees from MIT’s Sloan School of Management, BC Law School, and Duke University.

Gary continues to support the Massachusetts technology community as a member of the Launchpad Venture Group. He is also a cycling enthusiast, a 20-year veteran of the Pan Mass Challenge, and a board member of the advocacy group Needham Bikes.



JOANNA TRAVIS lives in Wellesley, MA with her husband Nigel and their two children, Ian ’19 and Brooke ’21. Joanna served on Parent Council and co-chaired three CRS Auctions, as well as the Centennial Gala.

Joanna serves on the Board of the Greater Boston Food Bank, the Advisory Board of Summer Search and is active with the Perkins School for the Blind. Prior to moving to Massachusetts, Joanna served on the Board of many non-profit organizations, including the Louisville Library Foundation, Kentucky Opera Association and Louisville Fund for the Arts, in addition to community foundations and governmental entities in the Detroit area as legal counsel.

Joanna worked as a litigator in both Detroit and Dallas, with her primary focus in governmental, commercial and family law. She received her BA in 1990 from Eastern Michigan University and her law degree from Michigan State University School of Law in 1993.



WILL WILLIS '88 and his brother David ’92 are co-founders of Bully Boy Distillers, Boston’s first craft distillery making rum, vodka, and whiskey. Prior to founding Bully Boy, Will worked for the global real estate company Jones Lang LaSalle in their Hong Kong office. Previously, he worked in the Washington, DC office of real estate developer Spaulding and Slye, and at Eaton Vance Mutual Funds in Boston.

Will earned his BA in English from the University of Richmond, where he played on the men’s tennis team for four years, serving as team captain his senior year. He earned an MBA from George Washington University where he met his wife, Heather. Will and Heather live in Sherborn with their two sons, Dudley ’23 and Westy ’25, and their newborn daughter Winnie. His sons are the fourth generation to attend CRS. 🐾

Audrey Emerson '09: Changing the Perception of Africa Through Film

By Susan Hughes,
Development Office



AUDREY EMERSON '09 is a junior at the University of Southern California in Cinema and Media Studies, a major which has taken her halfway around the world. Though still an undergraduate, Audrey is in the process of completing a documentary film that she wrote and directed about women in Tanzania, *The Pamoja Project*.

Audrey first developed an interest in film production while a theater student at the Walnut Hill School for the Arts. She discovered that she enjoyed the process of analyzing film and realized that this interest could lead to more flexibility in her educational pursuits beyond high school. Her approach to her work, however, can be traced back even further, to her time at Charles River School.

She credits CRS with enhancing her imagination and helping her to become a creative learner and problem solver. “CRS provided me a space where risk-taking and creative problem solving were not only encouraged but celebrated, and I owe a lot of who I am now and how I approach my work to that.”

Audrey’s work in Tanzania began with a personal connection: for several summers she worked for Anne Wells, founder of Unite The World With Africa Foundation, and eventually helped Anne with event and media planning. The mission of Unite the World With Africa is “to connect Americans and Tanzanians in meaningful and impactful ways, to provide resources and expertise to advance and microfinance programs in communities throughout Tanzania.”

Through her involvement with the foundation, Audrey learned the complexities of working for social change overseas. When presented with the opportunity to travel to Tanzania in the summer of 2015, Audrey decided to bring along a camera to shoot some footage for the foundation. The project grew when Devlo Media, a Pawtucket-based company for whom she had worked in the past, offered to edit her footage, and for another contact to create a soundtrack.

With this kind of support, Audrey knew she had to do it right. Not one to shy away from a challenge, she set a budget, contacted The Media Institute for Social Change at USC and recruited recent USC film graduates to go along with her to Africa. She was responsible for fund-raising, acquiring visas and gathering all the equipment needed. “In Tanzania, you can’t just go buy something you forgot,” Audrey explains.

Audrey’s film tells the compelling story of three women who epitomize what real change looks like in Africa. One of her subjects is an educator, the second founded an orphanage and the third works with Maasai women who are considered at risk. “This is not just another documentary about Africa. *The Pamoja Project* is part of a movement to change the perception of Africa,” says Audrey.

In order to create an authentic look at the lives of her subjects, Audrey knew she would have to build trust with the women and that the best approach was not having an agenda. Her role was to listen, to share and to support. Anne Wells was invaluable in making introductions and connecting Audrey with women who would be comfortable with the camera. Audrey recognized the confidence of these women and the impact that their stories can have on others. Through increased cultural awareness, Audrey hopes that American audiences will see that there are local leaders who have come up with needed solutions to the problems Tanzania faces and that these solutions will create many more positive outcomes.

Audrey returned to the U.S. in July and worked throughout the summer editing the footage. She returned to Los Angeles for school in August, and continued the process by hiring a local editor and they have just now finished the rough cut. Audrey’s goal is for as many people as possible to see the film and she is planning to submit to film festivals, to host community screenings, and perhaps seek distribution on a major TV network.

You can see clips of Audrey’s work and learn more about the Pamoja Project by going to: www.thepamojaproject.org.

CRS Awards First Young Alumni Award Emily Chen, Class of 2013

By Susan Hughes, Development Office

EMILY CHEN IS A LOYAL ALUMNA of Charles River School. She has participated in several Admissions events and volunteered in the Development Office.

Since eighth grade, Emily has played with the Boston Philharmonic Youth Orchestra. This group is comprised largely of high school and college age musicians and as an eighth grader Emily was the youngest musician in the orchestra. A few days after graduating from CRS, she toured with them in the Netherlands.

Last season the orchestra Music Director asked Emily to mentor a 10-year old violinist as her stand partner. Her “buddy” experience at CRS provided the necessary skills for Emily to help a very young boy with no orchestral experience to perform advanced repertoire with much older musicians. This mentorship spanned the regular season and their second European Tour, where BPYO performed in the major concert halls of Prague, Berlin, Lucerne, and others.

In addition, Emily won a position in both the Eastern District Senior and the Massachusetts All-State Orchestras, and earlier this month she was a prizewinner at the annual Roman Totenberg Young Strings Competition.

Community service is very important to Emily. She has been involved with outreach projects as a fellow at the Center for Development of Arts Leaders under National Public Radio’s From the Top, where she teaches and performs in diverse settings. At Winsor she emceed the traditional Winsor Banner Ceremony, serves as an admissions tour guide, writes for the school newspaper and two weeks ago she was the featured artist in the ceremonial opening of the school’s new fine arts/athletics center. She is also a member of the Winsor School crew team and swim team!

We are pleased to recognize Emily as our first recipient of the Young Alumni Award. This award will be presented each year at the Young Alumni November Event. Please consider submitting a nomination for the 2016 Award. All alumni from the Classes of 2012 to 2016 are eligible. 🐾



▲
Jim
Frantz '02,
Emily
Chen '13,
Gretchen
Larkin



◀ Morgan Palmer '45 and Jessica Thompson Somol '84

▲ L to R: Tom West, Peter Dewey, Fran Lawrence Keene, Mary Pierce, Badge Blackett, Collin MacLaurin, Arthur Lewis, Les Ryburn Foster, Jerry Arnold, Luisa Hunnewell Newman

Alumni News

1930s

THOMAS MOSELEY '37 wrote that he is living in Woods Hole, MA and he enjoys seeing his niece, **SUSAN FULLERTON WARE '53** who is the daughter of **ARDELLE MOSELY FULLERTON '28**. Ardelle and her four brothers attended CRS.

1940s

◀ [1] We loved seeing **MORGAN PALMER '45** at the fall Fair.

1950s

BARBARA RUSSELL WILLIAMS '54 wrote that she and her husband are enjoying retirement. She recently completed the 6-month training to become a docent at the Bellevue Botanical Garden in Bellevue, WA where she previously managed the school program. ■ **MARTHA DUKELOW BORST '56** is living in Healdsburg, CA on a small vineyard in the heart of wine country. She is a Senior Organizational Consultant and Coach with

Avista Consulting Group and has worked with executives, managers and corporate employees nationwide. She wrote, "I remember my CRS days with great fondness. The sound foundational learning I received has served me well throughout my life and I am forever grateful for the wonderful memories."

1960s

◀ [2] **50th Reunion, Class of 1965** We had an amazing turnout for the 50th reunion in November. Ten members of the class and their spouses met and greeted each other in the CRS Library and had an opportunity to meet Head of School Gretchen Larkin. This was followed by a nostalgic tour of the "Founders Building" where they shared stories and reminisced about the spaces. They continued the evening at the home of Elbee and **ARTHUR LEWIS '65**.

After the gathering, **BADGE BLACKETT '65** wrote, "It would have been a hoot to get a full class turn out, but those that came share a strong

bond that has survived the decades, and we slipped easily into a lively and companionable dinner. While I'd prefer to not be old enough to celebrate the 50th anniversary of anything, **MARY PIERCE's '65** enthusiasm provided an irresistible opportunity to get together with some great friends. Many thanks to the school for facilitating the evening and giving all of us 65ers the opportunity to reconnect with the school and each other."

1970s

FRANK ARABY '75 lives outside of Washington, DC and works with third parties that sell software products to the federal government.

1980s

LAURA KUNKEMUELLER '80 is living in Dedham with her husband John. She just finished her 17th year as a US Rowing referee and fifth year as a licensed Olympic qualified rowing umpire. Refereeing has allowed her to travel all over the country and to see some outstanding competition. In between racing events, she works with the equity analysis team at The Boston Co. ■ [3] Congratulations to **JIM**

AYERS '83 and his wife, Catherine, on the birth of their son Emmett born on July 17. They recently moved from Colorado to Scottsdale, AZ where Jim is participating in the Celebration of Arts show, which runs from January to March. ■ **PETER QUAGLIAROLI '86** and family recently moved to Charlottesville, VA where Peter took the position of Director of College Counseling and Advisor at St. Anne's-Belfield, a K-12 school. He is enjoying working at the same school that his boys are attending. He wrote, "We love living in Charlottesville and there is lots to do. We are slowly acquiring some southern traditions — mostly culinary — but it is hard to be away from New England in the fall." ■ **CHRISTOPHER WILLIS '89** is happy to be back living in Boston with his wife Pam and their two daughters, Gussie (6) and Roxy (3.5). Chris is working on opening a new restaurant in the Cambridge area.

1990s

BEN MERRILL '92 wrote that all is well in New Canaan, CT. He and his wife, Melissa, and children Lisa (8), Thomas (6) and Will (3) enjoyed meeting Gretchen Larkin who visited the family in CT this summer. ■ [4] It was great to see **MOLLY PLUMMER COOK '95** and her family at the Fair. We thank Molly for her alumni involvement as a member of the Alumni Council and Board of Trustees. ■ [5] **JANNA BURKE '98** married Greg Spock on August 29, 2015 at the Wequassett Resort and Golf Club in Chatham, MA. The couple honeymooned in Portugal before returning to their home in NYC. Janna took a new job as the Director of Individual Giving at the Fashion Institute of Technology this summer. Greg is a real estate agent for Stribling and Associates. **EMILY LISBON PETERSEN '98** attended the wedding. ■ [6] Congratulations to **KIA AUSTIN ECKMAN '99** and her husband Rob on the birth of their daughter Charlotte on June 18.

2000s

◀ [7] Congratulations also to **HEATHER HOWARD LIDDELL '00** and her husband on the birth of their daughter, Liana Patrice Liddell, born on September 12. Heather wrote, "She has already brought my husband and me so much happiness." ■ **MADELINE SURGENOR '00** is living in New York City and enrolled at the Klingenstein Center at the Teachers College at Columbia University.



◀ Jim '83, Catherine, and Emmett Ayers.

▲ Jael, Molly '95, and Meyer Cook



▲ Emily Lisbon Petersen '98, Janna Burke Spock '98



▲ Kia Austin Eckman '99, Rob and Charlotte



◀ Liana Patrice Liddell



L to R: Vicki Prete '01, Abby Padien-Havens '01, Vivian Phung '00, Tori Phung '01, Clare Bernard '01, Lydia Phung '11, Liz Cummings '01

Madeline is pursuing a master's degree in education with a concentration in private school leadership. We enjoyed visiting with Madeline when she recently came to CRS to discuss her studies with Gretchen Larkin. ■ [8] Several CRS alumni were in attendance at the wedding of **TORI PHUNG '01** to Ben Shulman on August 8 at the Mandarin Oriental in Boston. ■ [9] **KATE SOBO '01** was married to Jonathan Bubier on August 22. The wedding was held at her family home in Dover and CRS alums **BEN CORNELL '03** and **ERIK SURFACE '01** played for the couple's first dance. ■ [10] Congratulations to **KATEY AUSTIN '02** who was married on July 25 to Dexter Morrill in Old Point, CT. Katey and Dexter met at the University of New Hampshire in a printmaking class. They moved to North Carolina where Katey pursued a masters of fine arts degree at Fayetteville State University. After graduation, Katey was offered a position as a professor of fine arts and Dexter was accepted as a graduate student at NC State to study illustration. ■ **LAUREN FINKLESTEIN '02**, who attended the University of Southern California, recently returned to Boston to enroll in the MBA program at Boston University ■ **DAVID GAINSBORO '02** is currently living in San Francisco and working for Dropbox.



L to R: Ben Cornell '03, Erica Hinsley '01, Kate Sobo '01, Will Sobo '05, Annie Cornell '05, Erik Surface '01

He recently saw **EBEN ALEXANDER '02** while Eben was touring California. ■ **JED SMYTHE '02** is doing well and currently in his third year at Washington and Lee School of Law. ■ **SARA REMSEN '04** enrolled in the Integrated Design and Management program at MIT. This is a joint program with the School of Engineering and the Sloan School of Management that focuses on product design. Sara is also tutoring, running her rug company, Bellwether Rugs, and assisted in our seventh grade design thinking program in January. (See story) ■ **SAM PEARCE '05** appeared in the *New York Daily News* this summer as the subject of an article about his unique combination of professions. By day, Sam teaches eighth grade English at Bushwick Middle School; by night he models for big-name fashion designers such as Alexander McQueen, DKNY and Diesel. Sam's dedication to his students and love for teaching take precedence and he manages to fit in modeling gigs around the school calendar. ■ **JACLYN SINESI '05** moved to Atlanta to attend Emory University where she is enrolled in the MBA program. ■ We heard that **VICTORIA MADIGAN '06**, after graduating from Dartmouth College, is pursuing a PhD in molecular biology at UNC-Chapel Hill. She credits her science classes at CRS with stimulating her interest in



Katey Austin '02 and Dexter Morrill

biology. ■ This fall **THOMAS ARMSTRONG '07** moved to Washington, DC to begin work as a consultant at Ernst & Young. Thomas will help to develop Ernst & Young's cyber-economic practice. ■ **CARA VANIN '07** graduated Magna Cum Laude and with honors in Business from Skidmore College. She plans to publish her senior thesis in the *Journal of Finance and Accounting*. She is currently pursuing a position in management consulting and finance services. ■ [11] We enjoyed seeing **HANS VITZTHUM '07** at the Fair luncheon. Hans is working in a melanoma research lab at Mass General Hospital. Last summer Hans accompanied the students and teachers on the CRS marine science trip to Florida. ■ **LILLIE LAROCHELLE '08**, a senior at Northeastern University, spent the spring semester in Belfast, North Ireland, at Queen's University. ■ We heard from the Zenzie family. **MATT '09** is doing very well and enjoying his junior year at UMass where he is enrolled in the Honors program and majoring in computer science. **KELLEY '11** is very happy studying at Northwestern University. ■ Last June, Troop 1 of Sherborn held an Eagle Court of Honor for two scouts, one being **BRENDAN KADING WEBB '10**. Brendan recently completed all the requirements for Eagle Scout, the highest award in Scouting. For his Eagle Leadership Service Project, Brendan built a rain garden at the junction of the pathways leading down to Farm Pond Beach in Sherborn. Brendan is a student at Washington University in St. Louis. ■

[12,13&14] **A New Tradition – Thanksgiving Young Alumni Event**
We had a wonderful turnout for the first annual Young Alumni Thanksgiving event on November 24. Members of the classes of 2011 to 2015 came together in the Dining Room and caught up with fellow classmates and CRS faculty, played ping pong, were tattooed and participated in a photo



Hans Vitzthum '07 and Malik Gomes '15



Members of the Class of 2012: (L to R) Rudy Pikulik, Colby Fenn, Matt Ward, Matt Donahue



Members of the Class of 2015 attended the 2015 Fair luncheon. L to R: Morgan Sipp, Jordyn Kerr, Bella Pierre, Head of School Gretchen Larkin, Addie O'Connell, Ari Pierre.



Members of the Class of 2012: (L to R) Danny Sicard, Colby Fenn, Casey Rothschild, Jessica Hunnewell, Julia Bergdoll

Emaline Surgenor '05 shares:

“ Charles River School has had a long term impact on my life as a learner and as a leader willing to take initiative. One of my formative experiences at the school was in Fourth Grade. At the time, after-school sports were only available to 5th graders and up. When I reached 4th grade, a lacrosse fundamentals program was offered....for boys only. When a classmate and I expressed our frustration that girls were excluded, our teachers encouraged us to take action and make a case to the Head of School to include girls. I still remember building our argument, making the appointment, explaining our grievance and feeling empowered by the respectful listening the Head of School afforded us as we made a plan together to remedy the situation. This early experience taught me about self-advocacy, collaborative problem solving and was critical in developing the skills I am currently using in my role as a direct supervisor. I support CRS so that current and future generations of young self-starters will have the same individualized opportunities to learn the valuable academic and social skills to become leaders in their own communities later in life.”



booth! During the event we presented the Young Alumni Award. Congratulations to **EMILY CHEN '13** and to all the nominees. ■ Congratulations to **NICK HUNNEWELL '11**, a senior at Noble and Greenough, on being named to the ISL all-star team for cross country. ■ **PETER REMSEN '11** graduated from Milton Academy in May and will be going to Georgetown University in the fall of 2016. This fall he began a “gap” year and is participating in a NOLS program in Patagonia, Chile and, in the spring, will intern for a local senator. ■ Last summer, **ANDREW '10** and **MATTHEW WARD '12** traveled to Iceland on a photography trip and came home with amazing stories and photographs. Andrew is a freshman at Colby College and Matthew is a senior at Milton Academy. ■ Congratulations to **MATT DONAHUE '12** and **SARAH EVANTASH '12**, seniors at Concord Academy, who were named to the EIL all-star teams. Matt was a member of the cross country

team and Sarah was the captain of the field hockey team. Sarah has been accepted to Smith College. ■ Congratulations also to **TESS DUPRÉ '12** who was named to the ISL all-star team for field hockey. ■ Earlier this fall, **MADI WILLIAMS '13**, a junior at Cambridge School of Weston, played the role of Phaeton in the production of *Metamorphoses*. During her time at CSW, Madi has participated in over 15 productions and last year made her directorial debut producing “Indigo,” a play she wrote. ■ **NOAH EVANTASH '14**, a sophomore at Concord Academy, is boarding this year and his roommate is **LUKE DEWEES '14**. Noah participated on the cross country team this fall. ■ Last summer **JULIA FORMAN '14**, a student at Dana Hall School, participated in a bicycle trip with Apogee Adventures and cycled from Oregon to San Francisco, a total of 658 miles. Julia wrote that it took her out of her comfort zone and she found it

to be her most valuable experience. ■ **CHLOE SAVAGE '14**, also a student at Concord Academy, participated on the field hockey team and will swim for her local team this winter. Chloe has a new interest in photography and was able to travel to Prague last summer to do a two-week course with National Geographic. ■ We extend a huge thank you to **EMILY WHITTEN '14**, a sophomore at Natick High School, for volunteering her time and helping coach the CRS field hockey team this fall. ■ **ABBY INGRAM '14** is very happy at Dublin School in NH. For her fall sport she did mountain biking and she wrote us that their motto is, “if it isn't bloody and muddy, then it's not mountain biking!” ■ **JORDYN KERR '15** is a freshman at Chapel Hill-Chauncy Hall. This past summer she travelled to Cuba for a church mission and was able to use and improve her Spanish. Later she worked at CRCAP assisting in hip-hop and gymnastics classes. Jordyn was a member of the

soccer team, is now playing basketball, and was named to the high honor roll for the fall semester. ■ **ARI AND BELLA PIERRE '15** are attending Franklin High School and played on the soccer team. ■ Last summer, **KATHERINE ROER '15** was able to participate in an internship with the Hon. Judge Jacobs at the Norfolk County Probate and Family Court.

Former Faculty

Retired CRS art teacher **WALTER HORAK** wrote that he and his wife were able to travel to Italy this summer. “Italy was literally wonder-ful. We saw, finally and first hand, so many of the cultural icons known to us previously only in history books. Nothing compares to the actual experience.” Walter and his daughter, Jessica Horak Stout, published their book, *Feel Me Brave*, which chronicles their family's heart-wrenching experience losing a young child to illness. The book blends prose, poetry and art, and explores loss, love and the ties that bind family together. Those who know Walter will not be surprised that *Feel Me Brave* is beautifully written, profound and even humorous at time. It is available on Amazon or you can visit the website at feelmebrave.com. Proceeds from the book are donated to pediatric cancer research. ■ We were pleased to see former PK-2 Spanish teacher **MARIA RODRIGO-LEEMAN** — who brought her son, Luca, to Simple Meal — and former EDP teacher, **JACQUI CILLEY STEINHOUSE** who attended with her infant daughter, Maisy.

In Memoriam

Charles River School sends condolences to the family of **WILLIAM LIDDELL '82** who died on December 19. After CRS, Bill attended The Rivers School and Roger Williams College. 🕊

Class of 2011 and Colleges

SARAH AIKMAN	George Washington University
ADUT AYUEL	Brandeis University
CHRISTIANA BELL	Northeastern University
BRYAN CLEVELAND	Tufts University
AMANDA CONDRIN	Bentley University
DAVID COSMAN	University of Vermont
ZOE DICKERSON	Colby College
SYDNEY EMERSON	Santa Clara University
ANNIE ERIKSON	Fairfield University
DAKOTA FENN	Brown University
LIZA JAYNE FRAZIER	Hamilton College
HANNAH IAFRATI	University of Chicago
JACQUI ISRAEL	College of the Holy Cross
EMMA MARTIN	Villanova University
HANNAH MARTIN	Lafayette University
TROY NEUBECKER	Bentley University
CONNOR O'HARA	Stevens Institute of Technology
LYDIA PHUNG	University of Massachusetts, Amherst
TYLER RANDAZZO	University of Puget Sound
PETER REMSEN	Georgetown University
KAITLYN SENNOTT	Texas Christian University
ANDREW WARD	Colby College
GEOFFREY WEBER	Hobart and William Smith Colleges
KELLEY ZENZIE	Northwestern University

The *CURRENT* Winter 2016

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Annual Fund

Thank you to our **GENEROUS COMMUNITY** for donating over \$615,000 toward this year's Annual Fund goal of \$680,000. In just 12 weeks this past fall, we raised over 89% of our total goal for the year! These gifts benefit every student and are already having an impact on classrooms across campus, providing materials, professional development opportunities, support for financial aid and new curricula in science and technology. Every gift matters, so if you have not yet given, please show your support of CRS, make a gift to the Annual Fund and help us reach our goal! Visit www.charlesriverschool.org/Page/Support-CRS. Thank you!

Save the Dates

- **Grandperson's Day** / Friday, May 6
- **Boston Alumni Party (21+)** / Thursday, June 9
- **Graduation** / Wednesday, June 15
- **CRS Fall Fair** / Saturday, October 22
- **Young Alumni Event (Classes 2012-2016)**
Monday, November 21