

the CURRENT

WINTER 2018

THE MAGAZINE OF CHARLES RIVER SCHOOL

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Welcome to
CHARLES RIVER SCHOOL

Cultivating
Confidence
& Compassion



SHAPING THE FUTURE
OF OUR DIVERSE WORLD



CHARLES RIVER
SCHOOL

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.

CHARLES RIVER SCHOOL DIVERSITY STATEMENT

We commit ourselves to:

- **Cultivating** cultural competency and diversity throughout our curriculum, our student body, and our faculty and staff
- **Deepening** our knowledge and appreciation of the many aspects of cultural identities, in ourselves, our local communities, and globally
- **Providing** an environment and an education that equips children and adults to become successful, contributing members of a global society
- **Understanding** both historical and current implications of diversity, power, and privilege
- **Engaging** in this complex work with careful thought and an enduring dedication.

And most of all, we commit ourselves to fostering a school community in which each of us is welcomed, recognized, and valued as an individual and as a member of the Charles River School family.

HEAD OF SCHOOL

Gretchen Larkin

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CHARLES RIVER
SCHOOL



COVER STORY

Cultivating Confidence & Compassion

Shaping the Future of
Our Diverse World

"We are always working to stretch the way we consider the world, our place in that world, and how we can make a positive impact."



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Embracing Differences Making a Difference

COURAGE, KINDNESS, AND RESPECT have always been guiding principles within the Charles River School community. Courageous and intentional conversations that model for our children how to *do the right thing* are fundamental to fostering these principles. Our children are not immune to the issues facing our world today (and nor should they be); our teachers lead with empathy and create safe, inclusive spaces so all students may be better prepared to meet these challenges. As we always have, CRS continues to encourage our children not simply to tolerate each other's differences, but to recognize, understand, and embrace them. It is paramount to their future.

With that, I do not take for granted the joy and respect that permeate our classrooms and playground juxtaposed with the turmoil and unrest in our own country and around the world. Every time we turn on the news or wake up to alerts on our personal devices, we are hit with poignant, powerful, and deeply relevant reminders of the complexities surrounding race, identity, and privilege. The rapid rate with which our children receive and access information, combined with the fast pace at which modern-day society moves, at times feels like it challenges the very values that define the soul and mission of Charles River School.

As a faculty, we believe we need to address these topics with intentionality, and that it is vital that we engage our children in conversations about what it means to be *culturally competent* citizens. Cultural competency is a set of skills that includes a commitment to inclusivity, and recognizing and embracing difference. We need to equip our children with these skills so they may succeed in our increasingly complex and wonderfully diverse world. This is hard work and it takes commitment, courage, and partnership.

Helping our students develop courage, kindness, and respect, and empathy doesn't happen from a few experiences sprinkled across the grades. A recent Sharing Assembly provided an opportunity for CRS students to demonstrate how these values are prioritized and interwoven throughout the school on a daily basis. At the assembly, students from each grade shared reflections on equality, peace, and



Gretchen with 7th graders Jesse Meyerhardt and Marcel Liu in art class

acceptance, and talked about how they can be "upstanders." Their reflections were a powerful reminder that love, hope, and kindness can bring peace, justice, and unity to the forefront of our conversations at any age. Simple yet robust in meaning, I can't imagine more hopeful messages for our children to have heard from one another.

I've had the privilege of meeting many CRS alumni over the past four years, and many tell me how their time at CRS provided them with a foundation for their future, and why a CRS education matters. Alumna Laura Kunkemueller '80 conveyed this poignantly during a recent meeting on campus when she said:

"It is not overstating it to say that every time Charles River School graduates another class into the world, we all benefit."

There was not a sound in the room when Laura made this profound comment. In that conference room, at that moment, all of us knew that she had just put to words what we have all always known to be true. At Charles River School, it is our goal that CRS students enter the world with the grace and confidence that they will make a difference.

Gretchen Sporkin



Associate Head of School Elizabeth Clayton works with student Annie Pham in science

Elizabeth Clayton Featured on Independent Curriculum Group's Podcast

ASSOCIATE HEAD OF SCHOOL Elizabeth Clayton was recently a featured guest on The Independent Curriculum Group's (ICG) Partner Podcast. This was the ICG's first Partner Podcast involving a school that does not include a secondary division. Elizabeth spoke about how CRS has embraced its founders' ideals of progressive education since 1911, and how our child-centered culture and practice continue to evolve.

To listen to the podcast, visit <http://bit.ly/ClaytonICG>.

CRS Faculty Lead Workshops at PEN Conference

TWO CRS TEACHING TEAMS presented at the Progressive Education Network (PEN) National Conference this October. Grade 4 teachers Teresa Baker and Laura Mutch presented "Empowerment through Action and Reflection." Their workshop showcased innovative classroom experiences that empower their students, exploring how they build on the belief that students have significant control over their success through a wide range of projects and reflections. Teachers from the PreK-2 team Jordy Hertzberg, Karen Pratt, Vanita Srikanth, and Jen Worthington held a workshop entitled "The Compassion Project: A multiage approach to fostering empathy and perspective-taking in PreK-2nd grade." Faculty presented their literature-based unit designed to encourage young students to explore in depth the concepts of compassion, perspective-taking, and cultural competency. This was a great opportunity for our faculty to share their approaches and curriculum with other progressive educators.



Grade 4 co-teachers Laura Mutch and Teresa Baker at the conference

Support for Disaster Relief



▲ Nancy and Emily O'Leary, Eirwen Kamphorst, Sophia Ethridge, and Branwen Cale man the table at the Fair

CRS STUDENTS made coasters, bookmarks, light switch covers, journals, beaded bracelets, and other handmade items that were sold at the Fair to help support the American Red Cross for hurricane relief efforts. Each grade contributed a project to the effort, and the table was staffed by both students and parents. Otters Helping Others (#ottershellingothers) made almost \$600!

#ottershellingothers

Mindfulness Series for CRS Parents

FOLLOWING THE SUCCESS of our parent mindfulness series last spring, the Parent Association hosted a Mindfulness Series for the CRS community this fall. CRS parent Dr. Yenkuei Chuang led six mindfulness sessions consisting of guided meditation, reading, and discussion of parenting practices. Participants learned tools to cultivate awareness, love, wisdom, and patience.



CRS & Needham Bank Partner on New Middle School Building



THIS FALL, Needham Bank announced their support of the CRS *Elevate & Celebrate* Campaign through a monetary contribution to the campaign, as well as financing for the new middle school building. "When we began meeting with the Charles River School to discuss our financing and partnership options, we knew immediately that we had to be involved with this project," remarked Joe Campanelli, President & CEO, Needham Bank. "While every bank lends on financial data, Needham Bank believes that we lend on the character of the school and the people responsible for running it. The new building will improve the educational opportunities for students at CRS, and also better the center of town."

▲ David Riedell, Director of Finance, CRS; Joseph Campanelli, President & CEO, Needham Bank; Lacey Teixeira, VP Commercial Lending, Needham Bank; Gretchen Larkin, Head of School; Sarah Lapides, President, CRS Board of Trustees; Eric Morse, EVP, Needham Bank at the groundbreaking ceremony

8th grade student
Tori Eysie delivers
food to the food
pantry



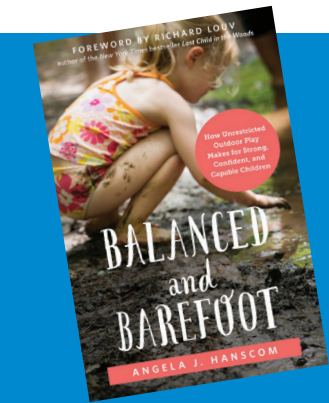
CRS Provides Meals Through Local Food Drive

THIS THANKSGIVING, CRS continued our annual tradition of providing Thanksgiving meals through the Needham Community Council food drive. Families throughout the school contributed items — from carrots to stuffing and pies. Sixth graders helped to bag items for delivery, and 8th grade students delivered the items and helped stock the shelves at the food pantry, along with parent volunteers and faculty. Thank you to all who contributed and helped us to uphold this important tradition!

Six CRS Delegations Recognized at Model UN Conference

IN DECEMBER, 21 students in Grades 6–8 took part in the day-long Middle School Model UN Conference at Northeastern University, where more than 500 students from 30 different schools came together. Representing Australia and Bangladesh, CRS delegations applied their collaboration and negotiation skills in committees discussing child refugees, clean water, climate change and nuclear disarmament. Six of the CRS delegations were recognized for their outstanding work — a tremendous accomplishment!

Awards included Best Delegate, Best Public Speaker, and Best Negotiator; the following students were recognized with awards: Ian Brassard, Mary Cate Clayton, Allie Ehlinger, Max Heredia, Hannah Lapides, Isobel Mathews, Carson Moellering, Patricia Plunkett, Grady Savage, Emma Somol, and Eva Tutin. In the spring, the team will attend the International Middle School Model UN Conference in New York City.



Author of “Balanced & Barefoot” Speaks at CRS

IN NOVEMBER, Angela Hanscom, pediatric occupational therapist, founder of TimberNook, and author, spoke at CRS. Angela discussed the importance of play in nature and her book “Balanced and Barefoot.” With the ever-increasing presence of technology, today’s children often do not get the same outdoor, unrestricted play experiences that many of us remember from our youth. Angela talked about how this “rough and tumble” nature play is so vital for kids, and how the lack of outdoor play directly correlates with challenges in overall sensory and motor development in children.

CRCAP 2017

By Aaron Gelb, CRCAP Director



◀ Photo montage from CRS courses Animation, Guitar Workshop, Jazz Ensemble, and Tech Theater

THIS SUMMER, the Charles River School campus was once again home to the dynamic, creative community of the Charles River Creative Arts Program (CRCAP). Now entering its 49th season, each summer CRCAP offers over 550 students the opportunity to participate in collaborative problem solving through the arts.

The inspiration for over 200 multi-arts programs worldwide, CRCAP is a leader in summer arts education. Our mission is to help young people of all backgrounds cultivate their talents and develop self-confidence through creative experimentation. Summers at CRCAP inspire staff and students alike to bring vitality, creativity, and courage to all of their endeavors throughout the academic year. The lasting friendships formed at CRCAP speak to the strength of this incredible community and the importance of our mission.

Our diverse and innovative classes provide every child with a challenging, inventive, and whimsical summer adventure.

Students at CRCAP choose from over 130 course offerings to create a summer experience which reflects their unique interests. Young people take risks, build skills, and overcome challenges within a supportive, joyous community of professional artists. Our diverse and innovative classes provide every child with a challenging, inventive, and whimsical summer adventure.

CRCAP continues to innovate and adapt; our technology department offers courses in web design, electronic film scoring, and more, giving students the tools to meet new challenges. Furniture Rehab class offers hands-on experience in industrial arts and design. Our new interdisciplinary class, Social Protest Storytelling, offers young writers, filmmakers, and actors a forum to engage meaningfully with current events through activism.

CRS Robotics Team Competes in First Lego League Robotics Competition



Members of the Robotics Team (Patricia Plunkett, Grady Savage, and Julian Howland) at the competition

IN DECEMBER, the Robotics Team — the Robotters — took part in the First LEGO League Robotics Competition. For this competition, teams worked at robotic challenges and created a presentation to address a global water issue. The team worked for months on their initial programming however, due to a misunderstanding of the rules, they needed to recode all of their programs between rounds. The team rose to the challenge and was able to reconstruct 80% of the programming to meet the new restrictions, earning 15th place out of more than 30 teams!

Janie Howland, CRS parent and coach of the CRS Robotics Team commented,

"The students were level headed, hard-working, dedicated, and could solve problems on their feet. They took it step by step and did great, and didn't get upset when things went wrong. This is a testament to CRS, the education students receive there, and the atmosphere of the school."

PA Hosts Community Service Crafting Morning

THE FIRST TUESDAY of winter vacation, parents and students gathered in the CRS Dining Room to support local community service groups. Everyone worked together to assemble care packages, no-sew scarves, holiday cards and other items for first responders and others in need, and several 7/8 students volunteered to assist younger students with crafts. Families also hand-delivered homemade cards to the Dover Police and Fire stations to thank them for their service, as well as to the senior citizens residing at Wingate at Needham.

An excerpt from a thank you note from the executive director of Friends of Boston's Homeless read, "The winter months are the most difficult time of year for people experiencing homelessness...Your donations will not only help keep people healthy, safe, and warm, but will also help them maintain their comfort and dignity during an exceptionally difficult time in their lives."



Students outside the Dover police station after delivering their cards

A message from your Alumni Council co-chairs

Alumni Council co-chairs Sam Olsen '04
and Emaline Surgenor '05



DO YOU REMEMBER what it feels like to arrive at CRS full of excitement on Sports Day or watch your buddy on stage during a Sharing Assembly? Feels like yesterday, doesn't it?

Well, at Charles River School, children continue to embrace innovation and problem solving, experiment with visual and performing arts, and explore global cultures. Just like we did when we were there.

As Alumni Council Co-Chairs, we wanted to send you a reminder that CRS is, and always will be, a place where we fostered a love of learning. There are many ways you can give back so the next generation can benefit from the same progressive education.



Join the Alumni Council!

The Council meets four times during the school year and has members ranging from Class of 1983–2014. While it is not a big time commitment, the meetings make a huge impact on CRS.



Plan your Senior Project at CRS!

Many young alumni have spent a few weeks volunteering back at CRS to fulfill community service requirements or a senior project. You can help a teacher in the classroom, support administration, or volunteer as a coach.



Nominate a classmate for an Alumni Award!

We are seeking nominations for alumni who are accomplishing great things or giving back to their community in either the Young Alumni or Distinguished Alumni categories.



Keep in touch!

Let us know when you add to your family, when your email address changes or when you've reached a personal goal. We love to know about the incredible accomplishments our alumni achieve across the world.



We really want to hear from more alumni to make sure we are representing you well. Please consider joining the Alumni Council; we need some new ideas at the table as we plan for spring events and decide on the next Alumni Award recipients! Please reach out anytime with your feedback by emailing alumni@charlesriverschool.org.
Go Otters!

Samuel Olsen

Sam Olsen '04

Emaline Surgenor

Emaline Surgenor '05

Fall Sports

Build Community



THIS FALL, CRS student-athletes had successful seasons competing in soccer, cross country and field hockey. These students learned new skills, practiced good sportsmanship, enjoyed competition against other schools, and learned a great deal about the power of sports to bring people together.

CRS sports teams provide an opportunity for students to widen their social circles, as all teams are comprised of children from multiple grades. This structure enables older students to act as leaders and mentors, and gives younger students the opportunity to find common ground with their older peers. Athletic Director Paul Rupprecht notes, “The day the younger kids get their uniforms is really cool. You can tell they’ve been waiting for that day, and they take such pride in representing their school.”

In addition to encompassing multiple grades, two of the four fall teams are co-ed. At many schools, the middle school years are a time when boys and girls are becoming separated; by contrast, CRS provides opportunities for kids to play and compete with each other, strengthening their relationship as peers across gender barriers.

The new addition of a CRS-DCD Rivalry Day this fall provided another opportunity for the school community to come together. On October 19, all four teams competed against Dedham Country Day School – Girls Soccer at

home on the CRS fields, Cross Country on their home course at Powisset Farm, and Boys Soccer and Field Hockey at DCD. Parents, siblings, faculty and the Otter mascot came together to cheer on CRS. Though DCD won the Rivalry Day this year, both schools welcomed the start of this new tradition.

Finally, a highlight of the fall sports season for many students is the end-of-the-season games played between the CRS teams and teams comprised of faculty members and parents. Though weather twice forced Field Hockey to postpone and finally cancel their game, a spirited contest took place with members of the Boys and Girls Soccer Teams, which was great fun for all.

There is nothing nicer on a fall day in New England than participating in or watching sports. As competition moves inside for the winter, the CRS athletes hope they will continue to draw fans and bring our spirited community together. 🦉



Students learned new skills, practiced good sportsmanship, enjoyed competition against other schools, and learned a great deal about the power of sports to bring people together.



◀ CRS battles Fay in field hockey



The Otter cheers ▶ on members of the Cross Country Team at Powisset Farm



◀ Parents and faculty were formidable opponents for students at the Parent/Faculty v. Student soccer game

Cultivating Confidence & Compassion

By Elizabeth Clayton,
Associate Head of School &
Kat Whitten, Director
of Admissions

● Shaping the Future
of Our Diverse World



A FEW YEARS AGO, CRS faculty decided to create an overarching theme to connect the grade-level themes and summarize the overall goal of our work with students; our discussions distilled down to *Know Ourselves, Understand Others, Create the Future*. When we revisited our Mission Statement three years ago, this guiding theme became the basis for the last line of that statement: *Our graduates know themselves, understand others, and shape the future of our diverse world with confidence and compassion.*

We work toward this goal through our academic program, many extracurricular opportunities, and by bringing in guest speakers and unique experiences for our community. At CRS, we are always working to stretch the way we consider the world, our place in that world, and how we can make a positive impact.

This fall, we were fortunate to display a portrait exhibit featuring immigrants and refugees and their stories. We also hosted a panel discussion about what it's like to be Muslim in the United States.

PANEL DISCUSSION:

Understanding the American Muslim

On November 28, CRS hosted “Understanding the American Muslim,” an evening presentation and panel discussion about Islam and what it is like to be Muslim in the United States. Our presenter, Asima Silva, founded the organization EnjoinGood.org, a non-profit dedicated to helping promote understanding and unity within diverse communities. She currently serves on her local school committee and is the Vice President of Communications for the American Muslim Democratic Caucus. Asima also hosts a weekly radio show called *Perspectives*. By teaching others more about her religion, Asima hopes to build bridges to better understand each other in service of creating stronger communities.

During the wide-ranging presentation, Asima talked about common depictions/misperceptions of Muslims in the media, contrasting those with photos of well-known public figures who are Muslim. She shared information about the five pillars of Islam and the many similarities between Islam, Christianity, and Judaism, and that the name “Islam” is derived from the word “peace.” Asima also talked about examples of Islamophobia that exist in our society today, and how prevalent it is, even when the bias may be unconscious. For example, after the Boston Marathon bombings, a local mosque decided not to hold services out of respect for the victims. Media outlets headlined this story “Boston Mosque Cancels Friday Prayers” and she suggested a more accurate and positive headline would have read “Boston Mosque Stands in Solidarity.”

Asima shared her own daughter’s experience of being bullied and being on the receiving end of racially-motivated/religiously-charged comments from teachers. Finally, she discussed the question of whether or not Muslim women are oppressed by men. She pointed out the importance of separating religious practice from patriarchal governments in countries with a Muslim majority and shared that, in her opinion, America is the “most Islamic country in the world” because it, too, holds dear the principles of respect and equality which inform Islam.



By teaching others more about her religion, Asima hopes to build bridges to better understand each other in service of creating stronger communities.



Laura Qureshi with sons Afnaan and Daanish

The evening also included a panel discussion with the Qureshi family. Dr. Abrar Qureshi and Laura Qureshi joined us with their children — Afnaan (Grade 10), Daanish (Grade 9), and Faizan (Grade 7). The Qureshi family had just returned from a trip to Jordan, where they visited and volunteered in refugee camps on the Jordanian/Syrian border. Both parents and children responded to questions from the audience about Islam and what it is like to be an American Muslim. The teenagers spoke about their commitment to being upstanders, and how they each react to slights or “jokes that aren’t funny” in different ways. They are members of an organization in Sudbury called Students Together Opposing Prejudice, which brings together kids of different faiths to bridge their communities and give them the tools and language to confront discrimination. The audience — which included CRS teachers, parents, and students — all left with a deeper understanding of Muslim culture and religion.

Speaker Asima Silva



EXHIBIT:

Portraits of Immigrants and Refugees

This fall, CRS also played host to the Family Diversity Project's newest photo exhibit entitled *Building Bridges: Portraits of Immigrants and Refugees*. The Family Diversity Project is an organization "devoted to educating people of all ages about the full range of diversity." They do this, in part, by creating photo exhibits and companion biographies about a variety of people and families. The *Building Bridges* exhibit is comprised of photographs and interviews with individuals who have immigrated to the United States from all over the world, and under very different circumstances.

All of our students, from PreK–Grade 8, had an opportunity to view the exhibit and engage in developmentally appropriate activities and discussions about immigration and the stories of the people and families who are portrayed. Younger students connected the photos to a story or stories they read in class, while older students spent more time reading the individual interviews and thinking about personal connections that might exist.

"In 5th grade, we used the photo exhibit to launch our unit on modern immigration, a new aspect of the immigration through Ellis Island unit that most CRS graduates will remember," said Rachel Miller, Grade 5 co-teacher. "This exhibit provided us, as teachers, with a wonderful opportunity to use the portraits and accompanying interviews to enhance and strengthen our curriculum."

As part of their interaction with the photographs, 4th graders were asked to think about why a school would want to have a photo exhibit of immigrants for students. One student answered, "Because it helps kids, teens, and adults to think about different people's experiences."

Events like the *Understanding the American Muslim* evening and the *Building Bridges* photo exhibit provide our teachers, students, and greater CRS community with wonderful opportunities to further our work to know ourselves, understand others, and create the future.

Fiammetta Straneo and
Rosalba Ciampi and
children, Italy, U.S.A.,
Nepal, and Democratic
Republic of Congo



Chaplain Clementina
M. Chéry, Honduras



© Mark Chester

In addition to bringing in the outside world through speakers and exhibits, cultivating compassion and understanding is integrated every day into our academic program and extracurricular activities. Here are just a few examples:



CRS students at the Model UN Conference at Northeastern this fall

MODEL UN

Open to students in Grades 6–8, Model UN at CRS is a rich and layered opportunity that enables students to enhance their understanding of the world through the study of geography, current events, history, diplomacy, and public speaking. Students come together for two conferences each year — one in Boston in the Fall, and an international conference in New York City in the Spring. At the international conference, approximately 2,000 middle school students collaborate to attempt to solve some of the world's most pressing problems.

Alumnus Austin Qu '17 commented on last spring's international conference, "One amazing aspect of this event was meeting people

from Lebanon, China and New Jersey. Kids made friends with people who live across the river and across the ocean.”

Through Model UN, CRS students gain not only perspective into world events, but also the opportunity to collaborate face-to-face with peers from around the world, helping to inform their view of the world and other cultures.



Students collaborate on an extension activity after reading a book

COMPASSION PROJECT

“The Compassion Project” was so successful last year in PreK–2 that it has become a recurring part of the curriculum. This project uses literature and related activities (like artwork and games) to help the youngest CRS students develop compassion, empathy, and cultural competency. For a period of time, individual teachers meet weekly with a rotating group of PreK–2 students to explore different aspects of compassion and empathy. Teachers read students a piece of literature, and students engage in a discussion and collaborate on activities that help them understand and connect with the book in a meaningful way.

For example, students might imagine what it would be like to be a student in a school where you speak a different language than everyone else, and think about how someone feels when they are “invisible.” Literature for this project included *Peach Heaven*, *Each Kindness*, and *Fly Away Home*.

At the close of the project, students’ artwork, videos, and pictures were displayed, showing the empathy and compassion that PreK–2 students experienced. Members of the PreK–2 team led a workshop on this project

at the Progressive Education Network (PEN) National Conference this fall; many audience members were eager to put this project in place in their own schools and classrooms.



CRS student Mira Haber hosts her pen pal from the Islamic Academy at CRS

ISLAMIC ACADEMY PARTNERSHIP

As part of 3rd grade’s thematic study of Marco Polo’s travels, CRS students build a relationship with students at the Islamic Academy of New England in Sharon, Mass. As pen pals, students exchange letters throughout the year, and then visit each other’s schools in the spring. Some pen pals even choose to maintain the relationship beyond the year.

On a visit to the Islamic Academy, CRS students create designs with henna, learn how to wrap a headscarf and about the Islamic religion, play PE games in the mosque, and dine on authentic, homemade Middle Eastern food.

At CRS, in their own classroom, students learn about the Islamic religion, mosque architecture, the life of an Islamic child, design their own mosques, and make Islamic tiles. Teachers talk with students about prejudice, and not making assumptions about people based on appearances.

Grade 3 co-teacher Kristin Jayne said, “As a 3rd grade, we can’t travel to the Middle East for real, but we pretend to. This is a nice peek into a different reality; a way for kids to experience this other culture that is very different from our own. We want our students to become global citizens, and this education is part of that effort.”


Student Maddie Li shares her graphic novel



THE CHINESE-AMERICAN EXPERIENCE

This fall, 7th grade students studied the Chinese-American experience in both social studies and English classes. In social studies, students focused on the early Chinese immigrant experience. After discussing “Who is an American?” and assumptions, stereotypes, and biases around Asian Americans, students examined the push/pull factors of the Chinese immigration that began in the 1850s. They traced the initial welcome of the Chinese, to the anti-Chinese sentiment that swept the U.S. in the 1880s, to legislation that restricted Chinese children from attending local public schools and stripped American women of citizenship if they married someone of Chinese descent. Finally, they studied the origins of the “model minority” myth.

In English class, students read the graphic novel *American Born Chinese* by Gene Luen Yang, and talked about Chinese culture, both ancient and current. They discussed the parallels between the ancient folktale of *The Monkey King* and the story of a young boy trying to deny his Asian heritage in order to be accepted. Students chose a folktale from another culture, identified the theme, and wrote a companion tale, which needed to mirror the theme found in the original tale. They then wove the two stories together to create their own graphic novel, which turned out to be a much more challenging exercise than many expected!

These studies culminated in a Humanities Morning where 7th grade students shared their knowledge of Chinese immigration to the U.S. through a living timeline incorporating slide shows, theatrical skits, and posters, and also presented their graphic novels to fellow students and parents. 

Philanthropy: Family Perspectives

In our quest to help our students develop empathy, and cultivate both confidence and compassion, philanthropy is interwoven into our curriculum and culture at CRS. But making a difference through philanthropy isn't something that's instilled in CRS students just at school; it's also a value shared by families in our community.

CRS families give much of themselves — in many ways — to support our school, and we know that their giving extends beyond CRS — into their communities and the world beyond. Whether they are giving of their time, talent, or making a financial contribution, older generations are helping younger generations understand the import of philanthropy, and how they can make a real difference.

In appreciation of all that our families give to CRS, we've interviewed a number of families from our community about their approach to giving back. We hope you'll enjoy reading these profiles, and that they'll inspire you to continue supporting the organizations that you care about the most.



Nancy O'Leary (center) with children Emily '19 (left), Austin '24 (front row left), and Lisa '21 (front row center), and friends at Cradles to Crayons

The O'Leary Family

Nancy O'Leary and daughter Emily O'Leary '19 participated in this interview; Lisa '21, Austin '24 also attend CRS

Growing up, Nancy remembers her parents were always working to make the world a better place. While she knew that her parents were philanthropic, it wasn't something that was openly discussed.

As a high-schooler, she founded the Community Service Club at her high school (which she believes still exists today). Nancy's mother, her math teacher, and a group of students would visit Rosie's Place one a month, where they would prepare and serve food to the homeless women. Nancy remembers, "Our group of student volunteers grew quite close as we experienced situations far outside of our daily lives, and felt like we were capable of really making a difference."

*"It's important
to instill a sense of
responsibility in children
from an early age."*

—NANCY O'LEARY

For Emily, philanthropy is something that is a regular topic of discussion in their household. "My parents have always talked to me about giving back. I'm so grateful for my community, and it's nice to feel like you're giving back and are active in the community. It's important to give back and help people who are less fortunate than you are."

Today, the O'Leary family "keeps philanthropy local so the kids can see the impact of their efforts." Every Thanksgiving, they deliver meals to the housebound in their town. They spend much of the day talking with these families, the elderly, or disabled. "It is important for my children to meet and help our neighbors who need us, so we've made this a family tradition. We involve them in local service whenever possible," said Nancy.

They are also active in their church, and through an organization called Circle of Hope, where they often deliver clothes and toiletries. At church, Emily served as an altar server, and she remembers her church community making donations to purchase soccer balls for people in Haiti, and for a well for people in Uganda. This holiday season, Nancy and her children spent a morning at the Cradles to Crayons Giving Factory helping to process and organize donations. Emily shared that they make bag lunches at their house, which are then delivered to homeless people in Boston.

Nancy is co-chair of the Parent Association Community Service Committee at CRS. "I spend a lot of time thinking about how we can introduce service into the lives of our students, whether they are making sandwiches for the homeless, walking for a cause, delivering a meal, donating candy for the troops, or raising money for disaster relief. It's important to instill a sense of responsibility in children from an early age, and we try to provide these hands-on experiences for students in each grade throughout their time at CRS."



Sally '52 and Dudley with children Will '88, Chris '89, Dave '92, and Deb '94 and their families

The Willis Family

Parents Sally '52 and Dudley, children Will '88, Dave '92 and Deb '94 participated in this interview (Chris '89 was unable to participate)

From the time they were children, Sally and Dudley Willis's parents instilled in them the value of giving back. Dudley reflects, "My dad said it was important to give for the betterment of your family, friends, community, mankind, and the world... We believe public service is a 365-day-a-year opportunity to participate in your community." Sally even remembers her mother giving her time as an WWII air raid warden.

The Willis family supports causes that they feel strongly about, and some of those connections go back for generations. "We have always felt strongly about the environment, open spaces, schools, and youth education," said Dudley. Their family has supported the Perkins School for the Blind since its inception 176 years ago, and the same with 4-H. In addition to these longstanding commitments, every generation discovers new and worthy interests and causes, such as Alzheimer's research and global warming.

Will, Deb, and Dave all saw their parents leading by example, and recognize the enormous amounts of time and energy they dedicate to organizations they are passionate about. Both Sally and Dudley modeled philanthropy by being involved in town committees and local organizations like the Sherborn Library, Trustees of Reservations, and Mass Audubon.

Dave remembers that it was always expected that you would support institutions that were an important part of your life, and ▶

that his parents always participated in a meaningful way. “What they said and did would not have meant nearly as much if they hadn’t been so unwavering in their support of the causes they believed in. As a kid, you were left with the impression that it was the only way of doing things.”

Now that she’s looking for a Kindergarten for her son in Manhattan, Deb finds that she’s looking for the community and individualized attention that CRS gave her. “CRS made a huge impact on who I am as a human being. For us, as a family, it’s about giving back to the school. It’s never been if we give back, it’s how...I’d like to think that when I give my time and my charitable dollars to CRS, I am paying it forward so that future generations get to experience that same independence and sense of community.”

Will remembers meeting with the Director of Development at CRS as an 8th grader, and his father encouraging him to give something each year beginning in 9th grade. “My father instilled in us a sense of duty as someone who has the capacity to help.”

Sally believes in sharing her home and energy with the organizations that they support — bringing people together for lunches or parties. Members of the family look for opportunities to serve on committees and boards, when they are able. They also do site visits to gain deeper insight into the organizations they support, review their financials, and request progress reports to ensure their philanthropic contributions are having an impact.

When asked what he feels is important to pass along to the next generation of CRS students, and his own children, Dudley comments, “We have a remarkable country with all the opportunity in the world — it didn’t happen on its own. People have dedicated their lives to making it that way. Being involved and giving back is critical. It’s about passing the message along, living by example, and enforcing it.”

Sally summed the Willis’s giving philosophy up well when she said, “You tend to give to ensure the future for the ones you love.”

The Kekana Family

Ntonhle Kekana and daughter Makha Kekana '16 participated in this interview

Ntonhle grew up in a Christian family in South Africa, and recalls a common Zulu saying from her childhood: *Izandla ziyagezana* — the hands are washing each other. “A hand cannot wash itself, it needs the other hand’s help. It means ‘If I help you, you will help me’,” she shares.

Ntonhle remembers her grandmother being very involved in the local church, and the supportive nature of the community in which she lived. “My grandmother was a well-known coal seller in the local community. If a family didn’t have enough money to heat their home, my grandmother would give them free coal. In our community, if a neighbor needed something, they would knock on your door. And, likewise, if you ever needed something, you knew that you just needed to knock on your neighbor’s door and help would be there.”

When Ntonhle and her siblings outgrew their clothing, her mother carefully washed and folded it, and passed it along to others. Today, her family does the same thing. They go to the town transfer station and collect things people are no longer using, package them up, and take them to Rosie’s Place, a shelter for poor and homeless women in Boston. They collect the string backpacks that so many businesses give out and send them to a friend who is starting an orphanage in Zimbabwe. “Growing up, I learned that things that people throw away can have a big impact on the lives of others who are less fortunate,” said Ntonhle.

Makha recently experienced that firsthand. When she was confirmed last year

at her church, she completed a number of community service hours through an organization called City Reach. “Delivering toiletries and clothes to the homeless in Boston gave me a chance to see how small things can have a big impact on someone who has so little.”

The majority of the family’s philanthropic efforts stem from their church. They’re also committed to giving back to their children’s schools because “we believe it is necessary to open the door for someone else to experience the education our children have received,” said Ntonhle.

Makha finds that service is an important part of the culture at Newton Country Day, where she’s in school now. She helped make pies for Thanksgiving meals for families in need, made baskets for less fortunate families at Christmas, and her sports teams often volunteer to support local nonprofits together. She also gives back to her school by leading admissions tours to prospective families.

When asked about what is important to pass along to the next generation, mother and daughter echoed each other. Makha shared, “It doesn’t matter how



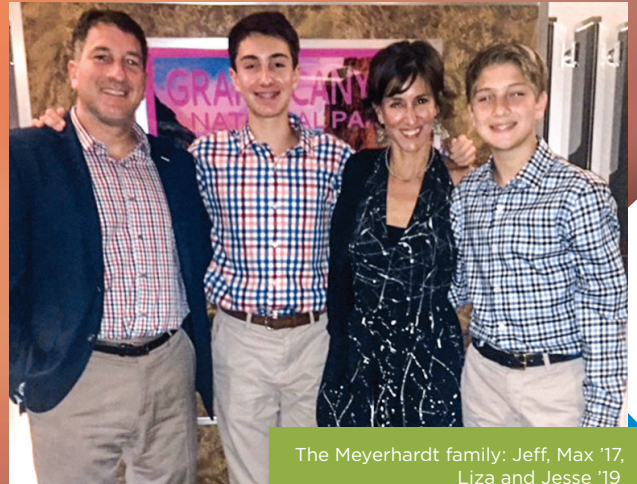
The Masiwa-Kekana Family: Graham, Tawanda, Snow, Ntonhle, Makha '16 (left to right)

much you have. Whether you are rich or poor, you are still a human being. It doesn't matter if you are wearing designer clothes or hand-me-downs. Flashy soccer cleats are not going to make you faster. As long as you have what you need, that is all that matters."

"Know that whatever little that you have can make a difference in someone else's life," said Ntonhle. "Imagine if the world could take a step back and share themselves and what they have — think of others more often than thinking of themselves. Have kindness, empathy, compassion." *Izandla ziyagezana* — the hands are washing each other.

"I hope my kids and their generation learn how good it feels to give back."

—LIZA MEYERHARDT



The Meyerhardt family: Jeff, Max '17, Liza and Jesse '19

The Meyerhardt Family

Liza Meyerhardt participated in this interview; parent to sons Max '17 and Jesse '19

Growing up, much of Liza's family's philanthropy revolved around the Jewish community. She remembers her family's involvement in Super Sunday — a Jewish fundraiser in the city where she grew up — and her mother volunteering her time at the local Montessori school and helping to run the auction at the high school.

For her family today, their faith continues to be at the center of their philanthropy. Liza volunteers her time on a committee through her temple that serves special needs in the community. "I deliver meals to the elderly, honey and apples to new families for the Jewish New Year. This is my favorite way of giving, as I get to interact directly with the people who are benefiting from my actions, and it makes me feel good to see the happiness that it brings them. I love helping and interacting with people, and I feel the impact can be so much more meaningful for them when they have your time and attention," said Liza.

In the year prior to their Bar Mitzvahs, each

of her sons will complete 17 hours of community service. Max selected an organization that works with disabled kids in sports, and found it so rewarding that he still works with them two years later. "I have seen what giving back has done for my sons. Max talked a lot about his service in his secondary school applications, and how profoundly it affected him."

When asked about what she feels is important to pass on to the next generation of CRS students and her own children, Liza believes it's important for the next generation to realize how fortunate they are, and that they should have experiences with others who are not so fortunate to understand their privilege. "I hope my kids and their generation learn how good it feels to give back."

*"Put others
before yourself."*

—GABBY WOOD

The Wood Family

Petrena Wood and daughter Gabby '21 participated in this interview

Petrena's grandmother and her aunt were her primary caregivers growing up in Jamaica, as her mother worked as a caregiver and lived with that family. Petrena's grandmother made sure that everyone in their local community was looked after. "She wouldn't just say it, she *acted* on it. If you showed up at her house during dinner, you were fed."

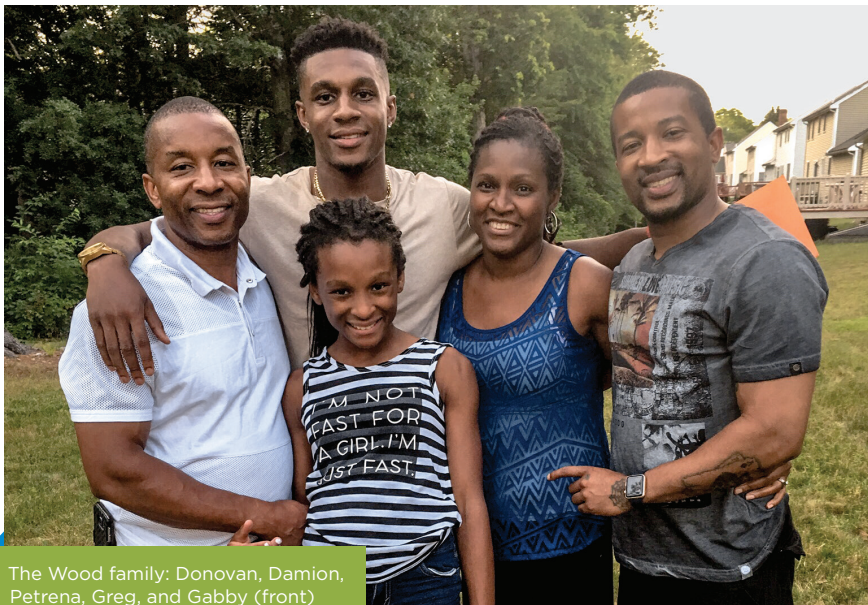
As a family, they volunteered their time and made donations through their church, and gave to those who didn't have as much as they did. "As a child, I was surrounded by people who were always looking after each other, and I try to live my life doing the same here in the U.S. in my own local community," said Petrena.

"My mom reminds me about giving back," said Gabby. "At Christmas, we visited a homeless shelter to comfort the kids and give them our company." Last year, in fourth grade, each student in Gabby's class was required to do community service every month as part of their curriculum. Gabby learned about different causes, and ways that her classmates found to give back to them. In one effort, their class gathered school supplies and gave them to a classmate's mom, who shipped them to Haiti.

Gabby shared that her father, Donovan, helps younger kids with developing their sports skills. "When he came to the U.S. from Jamaica, he learned basketball and now he plays all the time. He is passionate about it and loves volunteering in helping kids with sports."

As a child, Petrena's family's giving was focused on her immediate community, and that continues to be true today. Their family's philanthropic priorities include the United Way, CRS, and Xaverian, her son Damien's school.

In considering what is important to pass along to the next generation of CRS students and for her own children, Petrena said, "Be kind, be inclusive, and think of others. It is empowering for them to understand that they can make a difference in just one person's life. If we can bear this in mind, the world will be a better place."



The Wood family: Donovan, Damion, Petrena, Greg, and Gabby (front)

The Smith Family

This family requested to remain anonymous in this profile, so all names have been changed. Interview participants included a parent and two children, all CRS alumnae.

Sarah and Jill grew up with an awareness that their family supports organizations that they believe in, especially educational institutions and churches. As they graduated from their own schools, they found that their family encouraged them to give back.

“Our parents and grandparents wanted us to understand that paying tuition to a school or an entrance fee to a museum doesn’t cover the whole cost. We learned that schools and other non-profits rely on donations to cover the remainder of the costs, and that has had an impact on me,” said Jill.

For their mother Lucy, her philanthropic focus is to support what their children are doing, with education and church being their top priorities. This extends down through the generations, as Sarah and Jill both prioritize giving back to schools they’ve attended. Sarah has served as a class officer at CRS and for her secondary school, and Jill co-chairs the Alumni Board for one of the schools she attended. Lucy has participated in boards and committees for many organizations, and continues to be active in this way.

In terms of impact, Lucy says “I do what I think is important. In a smaller organization, one person can make a bigger impact, and others I simply enjoy working on, but probably make a smaller impact.”

Sarah shared, “As a current member of a non-profit educational institution, I understand firsthand the importance that giving has for an organization. I love the fact that I am able to give back for future generations of students...The community at CRS is one thing I hope students are able to enjoy for generations to come.”

In considering the future, Lucy shares, “I hope that what we have done has rubbed off on our children. They are adults, and I think they have to figure out how to help in their own ways.”

CRS students experience opportunities for service through their classroom curricula, the CRS community, initiatives organized by our dedicated Parent Association, and through experiences with their own families. As a result, our graduates possess a strong sense of empathy, and truly do go on to make the world a better place. Nancy O’Leary captured our approach when she said, “It’s important to instill a sense of responsibility in children from an early age, and we try to provide these hands-on experiences for students in each grade throughout their time at CRS.”

“We believe public service is a 365-day-a-year opportunity to participate in your community.”

—DUDLEY WILLIS

Stressed Spelled Backward Is **Desserts**

By Billy Walsh, Grade 6 Co-Teacher



Grade 6 students practice being mindful

Meditation has been shown to have enormous emotional, educational, and physical health benefits that are celebrated just about everywhere today.

SOME PSYCHOLOGISTS and educators have written that 6th graders are the adults of childhood. They aren't as self-centered and given to the "Did not! Did too!" squabbles as their younger schoolmates, but they are also less affected by hormones than they will be through their teenage years. It is a sweet spot in human development when they are alert, alive, and genuinely curious about what it true. In 6th grade, the theme for the year is "What's the Big Idea?" which works to answer students' questions about fundamental "Big Ideas." As part of this class, they all learn the practice of meditation.

The need to meditate is founded upon the simple idea that we are all naturally anxious. Anxiety is, in fact, a sign of intelligence. Human beings rose to the top of the evolutionary struggle because we were exquisitely wired to be aware of danger. There is even an almond-shaped sliver of our temporal lobe called the amygdala whose job is to keep us ready for fight or flight in the face of possible threats. Furthermore, with the evolution of the pre-frontal cortex and the rise of language — an event that some scientists call "The Mind's Big Bang" — humans became able to imagine the future and remember the past. We can travel across space/time and speak of "yesterday at lunch" or "tomorrow in math class" like no other animal can do. This also allows us to expand the time frame of our worried mind, so we over-fret about the challenges of the future and get stuck in some pain or regret of the past. For all the benefits of modern technology and social media,

they also can exponentially expand the mental overstimulation and aggravation. What's a poor human child to do?

Luckily, just as we have toothpaste and dental floss to save us from tooth decay, meditation can be a psychic car wash for our hyperventilating heads. The brain knows how to heal itself if we only take the time (on a daily basis) to allow it to work its magic.

Meditation has been shown to have enormous emotional, educational, and physical health benefits that are celebrated just about everywhere today. *Time Magazine* has devoted a whole issue to mindfulness, and celebrities like Paul McCartney, Ellen DeGeneres, Russell Simmons, Michael Jordan, Oprah Winfrey, and George Mumford have written articles and books in praise of how the practice has affected them. Rather than reading a list compiled by me about the medical effects of meditation and the people who meditate, it would be instructive for anyone to Google the word and see what appears. Meditation requires no special equipment, it's free, and it can be done wherever you live, work or play. It will also noticeably change your emotional and physical well being in the course of a few weeks.

Despite some initial apprehension and fidgeting, 6th graders quickly adjust to the practice of being mindful. I ask them to sit up straight (but not stiff), to close their eyes, and then to breathe just a bit more deeply and use a mantra of their choosing. My personal favorite is a revolving triplet of "Deep...Peace," "Calm...Ease," and "Here...Now," but any two words that can help concentrate the mind on one's breath are perfectly acceptable.

The second aspect we work on is detaching from the feelings and thoughts that naturally and incessantly bubble up from the brain. The first thing students discover when trying to focus on their breath is the near impossibility of holding that attention. I ask students not to judge anything that arises in the mind, but only to notice what happens and return to their breath whenever possible. There are a number of images and mental exercises I take them through. We meditate for a full 20 minutes on Monday, but on other days we sit still for 10 minutes and I ask them to find 10 more by themselves at another time in their day. The

goal is to get them to take responsibility for their meditation practice just as they learn to brush their teeth.

After meditating for a period of time, the energy in our classroom changes markedly. When asked how they feel, students will say that they are: strangely calm, in the moment, devoid of buzzing brain static, hearing more sounds, more open and attentive, and even happy and relaxed. Those who have a harder time sitting still may say they are always glad when it's over, but even they notice how the quality of silence and attention in the room has shifted. I sometimes call this, in the words of Joni Mitchell, getting "back to the garden."

Meditating as a class also changes how I can address them as we return to academics. Instead of admonishing them to pay attention, I can ask the students, "Can we be mindful?" I can also address a daydreaming student and inquire "Where has your mind gone? Can you bring it back now?"

It usually takes just a few weeks for students to anticipate and relish their time of meditation. If we need to shift the schedule around to accommodate some new event, they will reliably moan and say they don't want to miss their time to be still.

After meditating
for a period
of time, the energy
in our classroom
changes markedly.

The oldest form of meditation, Vipassana, dates back to the Buddha and means "clear vision," usually translated as "insight." While becoming a practicing Buddhist takes much more commitment and time, the benefits of mindfulness are there for anyone to appreciate and enjoy. Perhaps the key insight is that we all need to show up for our lives, and live and love attentively and joyfully in the moment. An old Zen saying goes, "When doing the dishes, just do the dishes." Another says, "The past is history, tomorrow's a mystery, but today is a gift. That's why they call it the present." And then there's always Yogi Berra: "You can't think and hit at the same time!" 🍌



COMMUNITY EVENTS



This fall and early winter included great events such as the **Back-to-School Party** organized by the Parent Association, the **Fair**, the **Elevate & Celebrate** event (see the Campaign Update for pictures from this celebration), and our longstanding tradition **Winter Festival**. We look forward to all of the fun yet to come this year!

1 Leslie Jackson Judge '91, Gretchen Larkin, and Masha Yatskar
2 Alison Campbell '83, Dianne Tutin, Aqueela Culbreath-Britt, and Rich Tutin
3 Rebecca Grimm, Austin Westerling, and Brian Grimm



Back-to-School Party



Winter Festival

In keeping with tradition, on Friday, December 15th, the CRS community came together for Winter Festival. It was a joyous celebration as always, from the hush as the audience listened to 7/8 students play the handbells, to the 4th grade's lively presentation "Ancient Greece and the Modern Age." A number of alums joined voices with the faculty to sing "Let it Snow" as a closing to the event.



4 Grade 3 5 Grade 4 6 PreK/K

Fall Fair



7 8th graders Hannah Lapides, Gianna Filippou and Rachel Lowe. **8** Alum Makha Kekana '16 enjoying bubble soccer. **9** 4th graders Liam Kerr and Milo Mistry try their hand at the games with parent Mike Branton. **10** Zoe Hebert-Maccaro, Zelia and Joaquin Rodriguez, Noelle Piecuch, and Liam Kerr with the Otter. **11** 7th graders Emma Somol and Ian Brassard man the table to raise funds for hurricane relief efforts. **12** 1st grader Silas Williams at Donuts-On-a-String. **13** Reunited! Class of '17 grads Chris Maclean, Andrew Daniels, Philip Spyrou, Charlotte Somol, Caroline Earley, Leela DuBois, and Izzy Guilliano. **14** Parents Tom Meyers, Kristi Westerling, John Quackenbush, Mary Kalamaras, and Olga Gomes. 🐾

Elevate & Celebrate Campaign Update

WE ARE GETTING CLOSER to meeting our goal for the *Elevate & Celebrate* Campaign! This fall, we had a remarkable response from our alumni and past families to both the campaign party and follow-up communications. Due to the response to earlier phases of the campaign, this fall we felt confident raising the goal to \$10M (from \$9.5M), which will enable CRS to fully realize its goals of the *Elevate & Celebrate* campaign: to build a new middle school building, to grow the school's endowment, and to protect the CRS Annual Fund during the active campaign years.

With the strong leadership of the Campaign Steering Committee, led by co-chairs Fred Ramos and Joanna Travis, we continue to see an incredible outpouring of support from the CRS community. In late October, we received a generous challenge of up to \$100,000 from an anonymous alumni family. In true CRS community fashion, our supporters rallied and within just six weeks we managed to exceed the challenge!

The school surpassed its original goal of \$9.5M million in December, receiving more than \$9.6M in multi-year pledges and one-time gifts. Current families have pledged more than \$6.4 million, and past families, faculty, grandparents and alumni have pledged \$3.2 million.

On October 14th, we had a wonderful party at CRS to celebrate the campaign's success to date and launch the next phase. More than 280 alumni, past and present faculty, parents, and past parents came celebrate this transformational campaign and the school's bright future. A beautifully decorated tent near the playground, delicious locally-sourced gourmet food, craft drinks, and live music from the Billy Walsh Band created an infectious atmosphere of excitement and fun. The energy was high and the love for our school was unmistakable. With more than seven decades represented that evening, everyone had a wonderful time reconnecting and with old friends.



- 1** Campaign Co-chair Joanna Travis, Nigel Travis, Barbie Foster, Building Co-chair Reg Foster, Board President Sarah Lapides, Building Co-chair Jim Blackwell.
2 A beautiful tent outside the Activity Center was adorned with lights and beautiful displays of food.

3 Parents Lexanne Kerr, Nancy Galindo-Rodriguez, Benny Rodriguez. **4** Campaign Co-Chairs Joanna Travis (left) and Fred Ramos (center) with Head of School Gretchen Larkin and Board of Trustees President Sarah Lapidés (right). **5** Faculty members Mary Walsh and Ella Vorenberg sing with the Billy Walsh Band. **6** Past Board President Carol Lisbon, Nancy Frantz, Trustee John Frantz, Alan Lisbon. **7** Parent Yvette Ram and parent Ken Israel with former CRS Science Teacher Pam Moor.



Thank you
for joining us in
celebration!



8 Parents Steve and Sara Ginsberg, Grade One/Two Teacher Jen Worthington, parent Mick Judge. **9** Director of Development Jessica Thompon Somol '84 with Will '88 and Heather Willis. **10** Grade One/Two Co-Teachers Theresa Leone and Jordy Hertzberg with parents Lindsey and James McElligott. **11** Parents Janniece York, Leslie Jackson Judge '91, and Malaisha Hardy. **12** Parents Karl Jackson, Shawna and Will Li, and Alison Campbell '83. **13** CRS Science Teacher Becca Hurd and husband Brendan (left) with parent and Literacy Specialist Amy Branton '95 and husband Mike.



Middle School Construction Update

THE EXTERIOR WALLS and roof of our new middle school building are complete! Our Building Committee, co-chaired by Jim Blackwell and Reg Foster, has been working overtime with our partners, Paul Lapointe Project Planning, Flansburgh Architects, and Bowdoin Construction to ensure we stay on track with the aggressive construction timeline established last June. Now that the “envelope” is complete, tradesmen can continue to work through the cold New England winter to install plumbing, electrical, technology infrastructure, finish work and painting. A team of faculty have been working hard to select the appropriate furniture for their classrooms to maximize flexibility for their curricula and complement the style of the architecture.

We anticipate internal work and inspections will be completed in early May (barring any unforeseen obstacles), and we hope to cut the ribbon to the new building in the spring, perhaps as early as May Day (which will be on Friday, May 4th this year, so stay tuned for updates on this as you are all invited)! In September, the classes of 2019–2021 will take occupancy and be the first students to use the new building! 🎉



Anant Shukla, Class of 2002

**Army Captain and 2nd Year resident,
Urology Surgery**

Anant Shukla in the operating room,
as seen in our new CRS video

“My whole life has been about giving, and receiving the amazing benefits from doing so.”

FOR ANANT, the concept of giving back was a big part of his childhood, going back to visiting food banks at Charles River School and seeing the need first-hand. He emerged from CRS with a strong sense of the importance, and benefits, of giving back to the community to which you belong.

Anant graduated from Dover-Sherborn High School, where he developed his ‘grit’ and learned the value of hard work. Driven to play sports, Anant made the teams “by sheer will power,” and remembers training through the winter his Junior year, running hills in single digit temperatures with a tire tied around his waist in order to make the boys lacrosse team. “I know now that I am not the smartest, or the best, or the fastest, but that if I work hard and hang in there, it will pay off,” said Anant.

After graduating from Boston University, Anant applied to medical school but wasn’t accepted; he then applied to AmeriCorps, a national volunteer organization committed to helping people meet their communities’ needs. Anant was chosen for a middle school teaching position in Baltimore. Reflecting on this experience, Anant shared, “It was one of the hardest years of my life. The school, its faculty and staff, and its students were all in a constant state of crisis. My students came from broken homes and faced heartbreaking



stories of violence, substance abuse, and economic hardship. It made me realize how incredibly fortunate I had been in my life.

“To add to this, I had the unique experience of living in a convent with an order of nuns. They were some of the kindest, most accepting people I have ever met. They didn’t care about religion, creed, or pedigree; they only cared about caring for people who needed their help. That year, I learned so much about the incredible impact I could have on the lives of others, and the responsibility I had to do so.”

The armed forces had always intrigued Anant, and much like his desire to play and belong to a great sports team in high school, he wanted to be part of a closely-knit community and a “greater whole.” Marrying this with his desire to attend medical school, Anant was accepted into the Uniformed Services Medical School in Bethesda, MD.

“I was attracted to medicine because of the combination of the humanity of suffering and healing and the science; bringing it all together is an art form. It takes years of practice to get this art form down but it can change someone’s life. When someone comes to you and asks for your help, and you have the skills and the

knowledge, it is a wonderful thing. Just like I loved helping the kids I taught in Baltimore for a year, I love helping those who have given so much for our country,” said Anant.

The men Anant sees in his practice are Vietnam and Gulf War veterans, or younger soldiers who served in Afghanistan. “Once someone serves in the Army, they are never the same again. I get to help them put their lives back together when they come home, so they can live happy and fulfilling lives after giving so much of themselves for their country.”

Editor’s Note: Anant received a Flag Letter of Commendation from the Hospital Commander at Walter Reed Medical Center: “For meritorious service while serving as a health care provider to a critically ill and complex patient in the medical intensive care unit.... directly contributing to life-saving therapies for two exceedingly rare diseases. Shukla’s exceptional devotion to duty reflected great credit upon himself and were in keeping with the highest traditions of the United States Military Service.” Congratulations Anant!



◀ *The Richmond Sisters (Pictured L to R: Pam Orr '42, Rosita Watson '34, Jessie Moore '38 and Nancy Blackett '40) celebrated Nancy's 90th birthday together!*

Paul Toulmin '49 ▶ caught up with Jessica Thompson Somol '84 in San Francisco.



Alumni News

1930s

TOM MOSELEY '37 is 92 years old and living in Woods Hole. He said recently, "the school was quite different in the 30's!" Tom attended CRS along with family members **FRED '26**, **BILL '27**, **ARDELLE '28** and **BOB '33**, all of whom lived on Farm Street in Dover.

1940s

[1] NANCY (RICHMOND) BLACKETT '40 turned 90 years old on December 13, 2017. Her family threw her a party where they all gathered to celebrate and where she reunited with sisters **ROSITA (RICHMOND) WATSON '34** and **PAM (RICHMOND) ORR '42**. Nancy also was able to get one more trip to the United Kingdom last May with her sister **JESSIE (RICHMOND) MOORE '38**. ■ **[2] PAUL TOULMIN '49** retired in April 2017 and is living in Buena Vista, CA. He graduated from Harvard and then enlisted in Officer Candidate School and served in the Navy. He settled in San Francisco and

worked many jobs, but eventually worked for KQED public radio for 21 years as Director of Listener Services.

1950s

EUSTIS WALCOTT JR. '50 recently moved to Delray Beach, Florida. ■ **[3] TED CHASE '51** is the town councilman for the township of Kingston, NJ. He teaches at Rutgers University in the department of Biochemistry and Microbiology and stays involved with the NJ Conservation Foundation as well. ■ **CATE (FARLOW) HITCHINGS '53** wrote to CRS saying: "CRS was the best school I ever attended and I have many wonderful memories." She and her husband, Sinclair, moved to Edgartown on Martha's Vineyard to live full-time in their former summer home. They love life in the island — very relaxed, peaceful — filled with books and friends. ■ **BARBARA (RUSSELL) WILLIAMS '54** is retired along with her husband, Steve. They both do a lot of volunteer work for the Bellevue Botanical Garden, Eastside Heritage

Center, Issaquah Alps Trails Club and Bellevue Park. They stopped by CRS last year and Barbara remarked, "Wow! What wonderful changes!" She keeps in touch with classmates **KATHY (SANGER) YORKE '54** and **CARL LADD '54**. ■ **[4] PATSY (PATRICIA) CAREGA '58** is doing well running her art gallery, the Patricia Ladd Carega Art Gallery, in Center Sandwich, NH. The gallery exhibits refreshing, dynamic and energetic works of contemporary art in all media by established and emerging artists. Work is exhibited in a barn dating back to 1825 and visitors remark on the gallery's airy space and views of the Ossipee Mountains! ■ **BEN TAYLOR '59** was awarded the Emerald Necklace Conservancy's 2016 Olmsted Award of Excellence during their fundraiser last year.

1970s

[5] GINA PURTELL '79 is the Sanctuary Director of Massachusetts Audubon's Allen's Pond.

1980s

LAURA KUNKEMUELLER '80 reports: "My husband John, dog Theo

and I have settled in Dedham. My work researching environmental, social and governance issues for an investment firm lets me explore interesting issues all week and occasionally, I run into **PETER SLATER '80** at conferences! My role as a collegiate rowing referee keeps me busy during spring and fall weekends. We're also close enough to visit with **ANDY KUNKEMUELLER '81** and his family (wife Holly, Ben (18), Sara (16) and Elizabeth (13)) who are in New Hampshire. I'd love to hear from other CRS alums in the area!" ■

HOLLY (JACKMAN) SALVUCCI '80 is finding joy in her five kids and two grandchildren. Her oldest son recently got engaged and they are looking forward to a summer wedding. She said, "I'd love to make it to an 80's reunion soon!" ■

[6] JULIET (THOMPSON) HOCHMAN '81 raced and won at the Duathlon World Championships in Penticton, Canada in the sprint distance race and finished 3rd in the Olympic distance race. At the Triathlon World Championships in the Netherlands, Juliet finished 3rd, cheered on by her indomitable and very noisy sister, **JESSICA '84**. Returning to normal life in Portland, OR, she is looking for a job and enjoying time with her kids and CRS alumni, **NATE '13** and **THOMAS '15**. Juliet looks forward to racing at the half-ironman distance next year. ■

[7] JIM AYERS '83, his wife Catherine Ayers, and big brother Emmett were excited to welcome baby girl Vivian Rose born on September 29, 2017. Grandmother Desi Doulos-Ayers is thrilled as well! ■

[8] CLIFFORD SLATER '83 had an active summer with his three sons (ages 11, 13 and 15). They competed in a "Slater 5K Summer Challenge" — a summer-long effort of participating in local runs which resulted in each child recording their personal best 5K time. They then went "Cliff Jumping" in Dorset, VT and hiked throughout New England. The summer excitement continued as they biked across the Golden Gate Bridge then traveled north to swim in Crater Lake, summit Mt Scott, drink from the headwaters of the Sacramento River and finally relax at the Oregon Shakespeare Festival. ■

[9] ANNA HOFFMAN '86 is living happily in Oakland, CA with her wife Amy, daughter Olivia (age 14) and son Asher (age 11). ■

AVERY (MACLEOD) MADDALONI '86 moved to Oahu for a three-year tour

Ted Chase '51 and Gretchen Larkin caught up in Princeton, NJ.



Patsy (Patricia) Carega '58 at her art gallery in Center Sandwich, NH.



Juliet (Thompson) Hochman '81 competed in the Duathlon World Championships in Canada.



Gina Purtell '79 in her "office" in Westport, MA.



Jim Ayers '83 and wife Catherine welcomed baby girl Vivian Rose.



Anna Hoffman '86 pictured with her wife, Amy (top), her daughter, Olivia (right) and son Asher (bottom).



Clifford Slater '83 pictured with his three sons at the summit of Mt Scott in Oregon.

Jim Esten '62 and Gretchen Larkin caught up in Denver.





◀ Zander Sprague '82 and his daughter, Katy, represent CRS in the Bay Area!



▲ Steve Buck '88 with his wife Nell and two children, Hudson and Jonah.

Will Will '88 loves to go fishing with his youngest child, Sunny.



Emily (Lisbon) Peterson '98 gave birth to baby boy Jack.



Julia (Harman) Cain '99 and her wife, Robin, are enjoying life with their 2-year-old, Darcy.



with her husband, Jon. He is getting close to Army retirement and they are looking forward to their future. ■ [10] **STEVE BUCK '88** left the Counseling and Mental Health Services at Tufts University to start his own psychotherapy private practice in Cambridge, MA. He and his wife Nell live in Lexington and welcomed their second son, Jonah, in January of 2017. He said, "I am eagerly awaiting the return of uninterrupted sleep that lasts past 5:30 am!" ■ [11] **WILL WILLIS '88** and his son **DUDLEY '23** enjoyed a windy morning on the water fishing with CRS classmate **GILLY CUNNINGHAM '88** and his daughter, Teddy. Will recalls, "Captain Cunningham was very embarrassed to not produce any catches for his crew despite a Duxbury Harbor full of fish, but fun was certainly had by all." Will's youngest child, Sunny, rides to CRS with her brothers **DUDLEY '23** and **WESTY '25**, and loves watching the construction equipment busily finishing the new middle school!

1990s

[12] **EMILY (LISBON) PETERSON '98** and husband, Clark Peterson, welcomed baby boy Jack on July 17, 2017. His arrival was also welcomed

by proud grandmother and past trustee, Carol Lisbon, as well as his aunt, **AMY (LISBON) BRANTON '95** and cousin, **LILAH BRANTON '26**. ■ [13] **JULIA (HARMAN) CAIN '99** and her wife, Robin Reed, are enjoying life with their 2-year-old daughter, Darcy, whose interests include trucks, playgrounds, libraries, dance class and the Moana soundtrack.

2000s

BOB FRANTZ '00 is living in San Francisco and working at Kaiser Permanente in the strategic planning department. His new bride, Britt Prescott, is in her first year at Kellogg Business School in Chicago where his brother, **JIM FRANTZ '02** is in his second year. ■ [14] **GREG KANTROWITZ '00** just moved to the Williamsburg neighborhood of Brooklyn, NY and is working at Citi in the renewable energy group. ■ **CLARE BERNARD '01** was recently promoted to the role of Head of Product & Engineering at Tamr Inc. where she will lead the strategy and development of Tamr's enterprise data unification platform. Clare joined Tamr in 2014 and has had a succession of technical leaderships roles, most recently as the head of product management. She has worked closely with several of the company's largest customers, helping them accelerate their digital transformation programs with Tamr's software and solutions. Congratulations Clare! ■ [15] **ERICA HINSLEY '01** is living and working in New York City with her husband Chris and is excited to welcome their baby this winter. ■ **DREW TUCKETT '01** traveled the world for seven months before beginning his MBA studies at UCLA Anderson School in the fall of 2017. ■ **DAVID GAINSBORO '02** is a People Data Analyst at Dropbox where he has worked since 2014. ■ **ANDY BERNARD '03** started his master's degree in Graphic Design at Pasadena Art Design School and recently designed the CRS Holiday Card! ■ [16] **WILL KANTROWITZ**

Ross Jason '10 met with Gretchen Larkin in Denver.



Zoe Dickerson '11 and her mom, Amanda, visited CRS this fall.

Greg Kantrowitz '00 had lunch with Deb (Willis) Dowling '94 and Gretchen Larkin in New York City in November.



Will Kantrowitz '03 hosted Gretchen Larkin at the New York Stock Exchange for a behind-the-scenes tour!



Erica Hinsley '01 had a surprise visitor at her baby shower — 4th grade teacher Teresa Baker!



Paul Rupprecht and his bride, Erin.

'03 is loving his job as Director of Corporate Affairs at the New York Stock Exchange. He lives in Hoboken with his girlfriend. ■ **MARTIN BERNARD '09** graduated from Bowdoin and is living on Martha's Vineyard and working for a local film society. ■ **ROSS JASON '10** is the founder and CEO of Sonotize, a rewards platform that enhances the concert discovery experience for fans, artists, and advertisers.

2010s

ZION HARRIS '14 and **CHELSEA PERRY '12** were mentioned by CriticalDance.org as "stars of tomorrow" during their "Next Generation" showcase performance through the Boston Ballet School's pre-professional program. ■ **EMILY WHITTEN '14** was selected as one of the Massachusetts representatives at this summer's World Affairs Seminar, an annual international conference for teens on issues of social justice and education. Emily has also become involved with Senator Karen Spilka's Youth Council through her interest in politics, and has enjoyed spending time at the State House. ■ **ADAM QU '15** rowed for Noble and Greenough School and raced at the 53rd Head of Charles Regatta in October 2017. ■ **CHARLOTTE SOMOL**

'17 is having a good time at Dover-Sherborn High School and had a great first soccer season!

Faculty News

CAROLYN PEIRCE, former Grade 6 teacher and Middle School coordinator, recently retired from teaching and administration after 45 years! She still teaches, in a volunteer capacity, for inner city kids in Washington DC. She is active on the board for the Audubon Society and the Smithsonian. She recalls, "I still have great memories of our 6th grade trips to Nantucket for five days of whaling history and environmental studies!" ■ **[17] Athletic Director, PAUL RUPPRECHT**, married Erin Dromgoole on July 29, 2017 in Windsor, VT. He said, "It was the best day of my life!"

In Memoriam

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

SARAH (BAILEY) HACKWORTH '60, sister to **MARTHA (BAILEY) CHAMBERLAIN '62**, passed away on October 21, 2017 after living with mental illness most of her life. She will be remembered by many for her thoughtfulness and kindness. ■ Elisha Lee, former trustee and parent to



Lillian '14 and Christopher '17 MacLean with Zion '14 and Torin '17 Harris. Zion and Lillian are the class of 2014, Christopher and Torin are the class of 2017 (Torin left after 6th grade). Zion is a Trainee in the Boston Ballet Pre-Professional Program, Torin attends Dana Hall, and Lillian and Christopher are students at Worcester Academy.

ELISHA LEE JR. '70 and **NED LEE '71**, passed away on January 2, 2017. He spent his career as an investment banker and was an advocate for philanthropies around Boston including the New England Aquarium and Hale Reservation in Westwood, MA. ■ **JENEPHER (RICE) LINGELBACH '47** died from Alzheimer disease on June 6, 2017. She had a lifelong commitment to the Vermont Institute of Natural Science and was happiest outdoors. ☺

The **CURRENT** Winter 2018

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Annual Fund

The Annual Fund is a critical source of support for Charles River School. Participation in the Annual Fund helps close the gap between tuition revenue and our total annual operating costs — from teacher salaries to classroom materials, maintenance and utilities.

Currently, we are 79% to our goal for the Annual Fund. We have until **June 30, 2018** to raise the remaining \$139,999. Please consider making your contribution to the Annual Fund today by visiting www.charlesriverschool.org and click on **"Support CRS."**

Your support represents your vote of confidence in our school's mission.

Save the Dates

- **Alumni Council Meeting //**
Monday, March 26
- **Boston Alumni Reception //**
Thursday, April 12
- **May Day/Grand Persons' Day //**
Friday, May 4
- **Sports Day //** *Friday, May 25*
- **Graduation //** *Wednesday, June 13*