

# NashobaBrooks



**M**ATHCOUNTS is a nationwide competition for middle school students designed to encourage and promote passion and skills in mathematical problem solving. One of the country's most successful education partnerships involving volunteers, educators, industry sponsors and students, MATHCOUNTS has been recognized in White House ceremonies by President Barack Obama and the four presidents preceding him.

NashobaBrooks has been involved in the program for nearly 15 years. Sixth, seventh, and eighth grade students choose to come before school one day a week starting in September to work on sets of problems. This year there have been 27 math enthusiasts participating in MATHCOUNTS. Their coaches, Math Department Head Joel Lubin and math teacher Polly Vanasse, have discussed myriad methods of solving problems and have provided new math content for the students as well.

During the December school vacation there was an intra-school math meet to determine the eight girls who would represent NashobaBrooks at the Metro West Chapter meet on February 6. Joel and Polly worked with those girls twice a week during January. At the chapter meet, where the team finished 11th of 27 schools, eighth grader Mary Hollinger finished in the top 15 (from about 180 students) of individuals who qualify for the State Competition Finals, which will take place on March 6 in Boston.

Mary is the first NashobaBrooks student to advance to the state round. The top finishers at the State Competition will qualify for the



**Eighth grader Mary Hollinger, center, joins coaches Polly Vanasse and Joel Lubin in celebrating her high placement in the MATHCOUNTS Metro West Meet, qualifying her for the State Competition.**

MATHCOUNTS National Competition in Orlando, Florida, in April. In past years MATHCOUNTS Nationals have been broadcast on ESPN (similar to National Spelling Bees).

A sample problem that Mary has tackled: At the end of a game, each of the five members of a basketball team shake hands with each of the five members of the other team, and all of the players shake hands with the two referees. How many handshakes occur?

## *NashobaBrooks School Mission Statement*

NashobaBrooks School educates children for a life of continuous learning, accomplishment, and leadership in a diverse and changing world. The school nurtures students' talents and character, while fostering the development of each child's personal excellence in academics, athletics, and the arts.

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Zacharis: A third grader enjoys a  
snowy recess.

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# Own Your Work, Do Your Best,

by E. Kay Cowan

Given the absence of the traditional carrot and stick, what drives NashobaBrooks students to embrace leadership?

**W**hen I talk with parents of graduates, or with schools where our graduates are current students, or with graduates themselves, I hear one word repeatedly—*leadership*. Although developing leadership skills is something we do particularly well, some might wonder how this works at NashobaBrooks. Our student government is made up of class representatives instead of officers; we offer no formal prizes or honors; we value the chorus as well as the star. Given this absence of the traditional carrot and stick, what drives NashobaBrooks students to embrace leadership?

The answer I would offer happily coincides with the premise of Daniel Pink's latest look at human behavior, *Drive: The Surprising Truth About What Motivates Us*. He offers new discoveries about the mind to disprove the age-old assumption that motivation comes only from the hope of gain or the fear of loss. He proposes that, after meeting basic survival needs, we are driven instead by "*autonomy*, the desire to direct our own lives; *mastery*, the urge to get better and better at something that matters; and *purpose*, the yearning to do what we do in the service of something larger than ourselves."

I read Pink's theory with fascination, but also with a sense of satisfaction. This was familiar territory. His three

requirements for human motivation exactly match the building blocks of leadership at NashobaBrooks. We offer students opportunities to "own" a project or event or lesson; we engage them in the kind of deep, integrated, reflective learning required for mastery; we encourage them to look beyond themselves and serve in a meaningful way. Motivating leadership has been an essential element of our program for years.

One day, in the fall of 2006, a memo arrived on my desk. It was written in correct "To-From-About" style by eighth grader Lizzie Nelson. Representing grades four through eight, she described the success of a service learning project that she had created and led. There was a request as well: "Between all of the different grades I have raised a total of \$1,331.35. Therefore I am requesting a match of \$1,331.35. This would lead to a total of \$2,662.70 . . . Thank you so much for taking the time to reach the donor and please give him/her a large thank you from me!"

It surprised no one that Lizzie and her team got their matching funds (all of which went to victims of a hurricane). There was little further surprise, several years later, at the news that she had been elected student council president of her secondary school, Deerfield Academy, for the 2009–2010 year. Since going co-ed in 1989, Deerfield students have elected only four female presidents, and two of those are graduates of NashobaBrooks—in addition to and preceding Lizzie, there had been Liza Cowan '03. As for our boy graduates—David Shapiro, who graduated with the third grade class of 2003, was student president of Fenn School last year. His campaign speech highlighted his leadership experience at NashobaBrooks, where he'd learned to identify a project, develop a plan, and implement that plan. These are heady accomplishments for any age, not to mention for a child in early elementary school.

NashobaBrooks students of all ages are steeped in leadership. These may be simple acts, such as standing up for a friend, and they may be more formal or complex,

# Serve with Meaning

such as performing elected responsibilities. At whatever level, in a school that notices, values, and supports leaders, a leader is what each student can become—not just at his present school, or his next school, but for the rest of his life. Students motivated to lead will make a positive difference in the world.

Sometimes leadership paths cross, linking the efforts of current NashobaBrooks students to those who have further spread their wings. After the earthquake in Haiti, the school received an email from Annie Kalt '98, who had worked last year with Partners in Health in Rwanda, as Africa Program Director of FACE AIDS. She asked us to consider PIH as we made decisions about Haiti relief organizations to which we might send donations. Annie's request rang true for the seventh and eighth graders whose charge had been to research, immediately but carefully, the best organizations to receive funds from NashobaBrooks. They voted to send to PIH money from the Youth in Philanthropy funds they manage, and they were a resource for information about other on-the-ground organizations that the school might also consider. *Autonomy, mastery, purpose*—motivated leadership, in action, every day.

In the midst of a recent conversation with our Director of Technology, Peter Antupit, about something altogether different, he suddenly said: "Leadership permeates every layer of this school. There's an expectation that you will lead and that you will grow skills essential to leading." He could have been referring to his own experience at NashobaBrooks, or to David Shapiro's, or Lizzie Nelson's, or anyone's.



During a break at the AISNE Diversity Conference held at NashobaBrooks in October, Milton Academy K-8 Curriculum Coordinator Gretchen Larkin and her daughter visited with Kay Cowan. Kay taught Gretchen in sixth grade at Greenwich Academy, Gretchen has "vivid memories of Kay working alongside her, cheering her efforts."

We offer students opportunities to "own" a project or event or lesson; we engage them in the kind of deep, integrated, reflective learning required for mastery; we encourage them to look beyond themselves and serve in a meaningful way. Motivating leadership has been an essential element of our program for years.

## Polly Vanasse Coordinator of Service Learning

We encouraged every class to find projects appropriate for its students, the “motto” being *What works for you will work for Haiti.*

— POLLY VANASSE



**The focus of service learning during the winter was on relief for Haiti’s earthquake victims. How did this fit with the NashobaBrooks program and philosophy?**

With the school’s new emphasis on geography, students were ready to learn about the physical and political realities in Haiti. They understood the challenges, even in less critical times, of its rough, mountainous terrain. Our upper grades girls, who participate in the Youth in Philanthropy program, wanted to send money immediately from the fund that they administer. They didn’t want to delay, following their normally slower process of considering grant applications, but they also wanted to be sure that funds would go to the best possible place.

When the school received an e-mail from Annie Kalt '98, an alum who worked with Partners in Health in Rwanda last year, asking us to consider this organization as our choice for relief donations, it confirmed what the seventh and eighth graders had learned from their research, so they voted to use money from their Youth in Philanthropy funds to send to PIH immediately. During their online research they discovered that

three other organizations – World Visions, Church World Service, and l’Hopital Albert Schweitzer – are also well-established in Haiti, with people and resources already in place, and therefore good choices for us to support.

We had leadership from the older students, but the outpouring of faculty, parent, and student ideas made our response a unified, school-wide effort. It took many forms, including a spare change drive in first grade, a Read-for-Haiti program in Grade 3, the sale of friendship bracelets by fourth graders, handmade note cards by fifth graders, the upper grades Jeans Week and Flea Market sale, and more, I’m sure, cropping up even as we speak. The young reps are holding a Hot Chocolate for Haiti drive. We encouraged every class to find projects appropriate for its students, the “motto” being *What works for you will work for Haiti.*

I heard a wonderful story this morning from Carin McConchie. One of her second grade boys came in the room and said, “I had thirty dollars in my piggy bank and there’s nothing that I want, so I asked my mom if it was okay for me to give it to Haiti.” He handed her the bills and went on with his day. There were probably plenty of things he wanted, but he recognized a far greater need than his own. That, to me, is the spirit.

**You were named 2009 Conservation Teacher of the Year by the Massachusetts Audubon Society. What projects are you currently involved in, and involving students in?**

I have long belonged to the group called Musketaquid, who continue to work with the arts to explore the environment. They have inspired more than one giant puppet or earth float from our students. [Former NashobaBrooks teacher] Carol Hamilton is now the head of a small singing group, Voices for the Earth, which I joined five years ago. This year I hope the whole seventh grade will be involved in Concord’s Earth Day.

I am nourished by working with students in such programs as BookPALS, where our Concord kids mentor first through fifth graders at Condon School in South Boston. A perfect day is when I show up and student leaders have everything orchestrated, so my only job is to photograph the buddy pairs

sharing stories. I love how quickly young children trust and love their older mentors, counting on them to keep their feelings safe. Our kids grow so much from knowing that they have important gifts to give, and the focus on books makes everyone happy. The Parents' Association-sponsored book drive has supplied us with boxes of books each year, and students love knowing that they get to choose books to keep after each visit.

We also have the outstanding resource of World Wide Waldens right here in town, which introduces, online, our students to kids around the globe who are working to bring about change. In my experience, climate change is the biggest concern of today's youth, and knowing that they can take steps is not only encouraging, it is essential to them as they become young adults.

I love the Concord community. There is always something brewing. Right now, it's citizens fighting climate change by reducing their carbon footprints. The community activists feed into the seventh grade science

curriculum. Just running into regular homeowners who have converted to solar, who drive hybrids, who walk to town, who hang their clothes out to dry – this has inspired me.

**You mentioned earlier the Youth in Philanthropy Program, which has been in place at NashobaBrooks since 2007. There were hopes for this to be the cornerstone of service learning at the school. Has this happened? How has it evolved?**

Over the last three years, there has been a big change in how students participate in the program. It is still led by Class Reps in grades six, seven, and eight. They continue to research not-for-profit organizations. They follow the original charge of inviting and evaluating grant proposals from the community before making decisions about dispersing funds allotted to them by the Common Weal Fund.



The upper grades ran a successful Flea Market for several days to raise funds for Haiti.

What has evolved is the care and sophistication with which the girls scrutinize an organization's mission and financial statements to determine if it is meeting its stated goals, and if NashobaBrooks should grant them funding. Imagine a lunch conversation that goes like this:



First grade teacher Kathy Mortensen has a friend with relatives in Haiti. When Kathy showed her class photographs of her friend's family members who survived the earthquake – many are children – the class went into high gear to collect the makings of Hygiene Kits and Baby Care Kits to send to the beleaguered country. Thanks to the generous NashobaBrooks community, they delivered 176 Hygiene Kits and 49 Baby Care Kits to Kathy's church, which will send them on to Haiti.

One week in January, first grade teacher Kathy Mortensen led her students in carefully guided conversations about global awareness, service learning, and civil rights. Toward the end of that week, during snack time, she overheard her students talking about . . .

earthquakes  
 hurricanes  
 tornados  
 tsunamis  
 homelessness  
 death  
 U.S.S. Comfort  
 military  
 President Obama  
 water sanitization  
 Martin Luther King, Jr.  
 segregation  
 sit-ins  
 freedom rides  
 Jim Crow laws  
 Ruby Bridges  
 Rosa Parks  
 jail  
 hatred  
 boycott  
 riots  
 God  
 babies  
 the origin of humans  
 Jesus  
 evolution  
 Michael Jackson  
 drugs  
 and Cupid!

"I'm not sure we should fund this group because their yearly income is so great, and they receive funding from so many sources. Their overhead is huge, and they don't necessarily use our donation for services."

"I agree. Let's fund the organization that is helping people grow and cook with healthy foods. Nutrition is something we all care about, and this program looks great."

The girls had recently conducted an interview with a representative of the Growing Places Garden Project, a healthy foods program, during the school's Learnabout Night. They'd read her grant application, and with adult Learnabout guests looking on, they proceeded to question her for thirty minutes. They asked, for example, "What do you do in winter?" (Her answer was "We offer cooking classes and then the participants leave with a bag of groceries containing all the ingredients to prepare the same nutritious meal.") They also asked, "How can you ensure that people know what to do with the healthy foods you're growing?" ("We have created a cookbook from the volunteers' recipes, using all the vegetables and herbs grown in the gardens.") These were wonderfully incisive questions, the kind

we'd expect from well-versed adults, and the answers were right on the mark, making this a project that the girls want to fund.

**What challenges do you face as Coordinator of Service Learning at NashobaBrooks?**

The hardest part of the service learning "job" for all of us is achieving a balance: we want to reach out, but our resources and our time are limited, and there are limitless organizations that could use our help. Encouraging the students to evaluate programs and make wise choices is challenging. I wish there were more time, perhaps to accommodate a club, for us to explore the many opportunities.

I believe that the frustrations our kids experience when there isn't enough time to do all that they want is the perfect preparation for adulthood. Choices are difficult, but learning to make them is important. Once our kids realize that making a difference in the world helps them feel good, strong, and smart, they will understand the lesson that I have been taught by immersing myself in this extraordinary community.

—Elizabeth Lutyens



A snack table run by upper grades students at their Flea Market for Haitian earthquake relief raised over \$400 for the cause.



Top to bottom:

Grade 8 teammates cheer on players during the Faculty vs. Eighth Grade frisbee game.

A kindergartener pauses briefly during the dancing at the Disco Fever 2010 family party in January.



# SNAPSHOTS



Clockwise from top left:

Preschool 2 classmates play Djembe drums during a lively lesson led by two members of the Rhythm Kids.

Eighth graders conquer the ropes course during their week at Chewonki.

An impressive contingent of NBS mothers, daughters, and faculty turned out for Boston's annual Tufts Health Plan 10K Race held in October and organized for women to celebrate health and fitness.





Clockwise from top right:

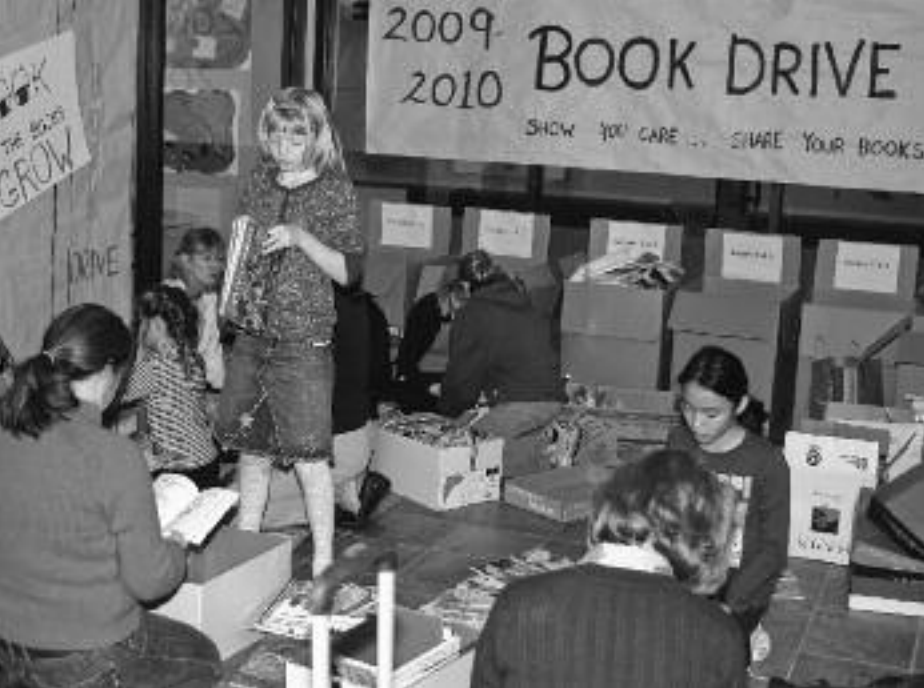
Members of Grade 4 performed their Mime sketch in traditional dress.

An All-School Assembly this fall was dedicated to learning about healthy lifestyle habits like wearing bike helmets, sunscreen, and eating well. Here two boys demonstrate that they know how to choose good food for a (pretend) meal.

Eighth graders performed African drumming at the Thanksgiving In-Gathering in November.

Kindergarteners enjoy the fruits of their class apple picking.





Clockwise from middle left:

The eighth Annual Book Drive, now run by the Parents' Association, collected and sorted nearly 4,900 gently-used books, a record amount from the generous NashobaBrooks community. Books were donated to BookPals and several other organizations, but the largest amount was given to the Young Achievers Science and Math Pilot School in Jamaica Plain, a new school without a library—until a chilly January morning when five NashobaBrooks parent volunteers in almost as many cars arrived with boxes and boxes of books.

The Country Fair held in November raised \$1,000 to benefit several food pantries in the area. In addition, student Lemonade Stands made their own money, well over \$2,000 total, to donate to foundations and organizations of their choice. Pictured here (l to r) are Kay Cowan, Linzee Tracey, Country Fair Chair Bee Baker, and Diana Brown on the day of the Fair.

New to this year's Country Fair was a raffle of theme baskets donated by NashobaBrooks families and friends. A seventh grader created an Eloise Basket and then dressed the part as advertisement during the Fair.

Families turned out in force for the annual NashobaBrooks Family Skating Party at the Middlesex School rink.

Clockwise from top right:

Fifth graders play the Amory Bells during the Grades 4 and 5 Winter Concert.

*Aesop's Fables* are told with felt hand puppets created and presented by fifth graders.

The Nashoba Notes sing at their Winter Concert.

A kindergartener spots something he really likes at the Hobby Fair.

First graders dance up a storm during the Family Disco Fever 2010 evening.





Third  
and  
Seventh Grade  
Production  
of  
**Seussical  
the Musical**





# Nigeria Connection

by Jan Maguire



< The fourth and fifth grade Class Reps hold a hand-carved plaque from Our Lady's Nursery and Primary School in Ilorin, Nigeria, that was given to NashobaBrooks by Sister Jacinta last summer.

*A recent donation from NashobaBrooks, hand-carried to the sisters at Our Lady's, put their fundraising for the purchase of a school bus over the top.*



**N**ashobaBrooks' association with Our Lady's Nursery and Primary School in Ilorin, Nigeria, enters its fifth year. During that time, the Head of the Nigerian school, Sister Jacinta Oparah of the Order of Notre Dame, has come to Strawberry Hill Road twice to meet with students and faculty.

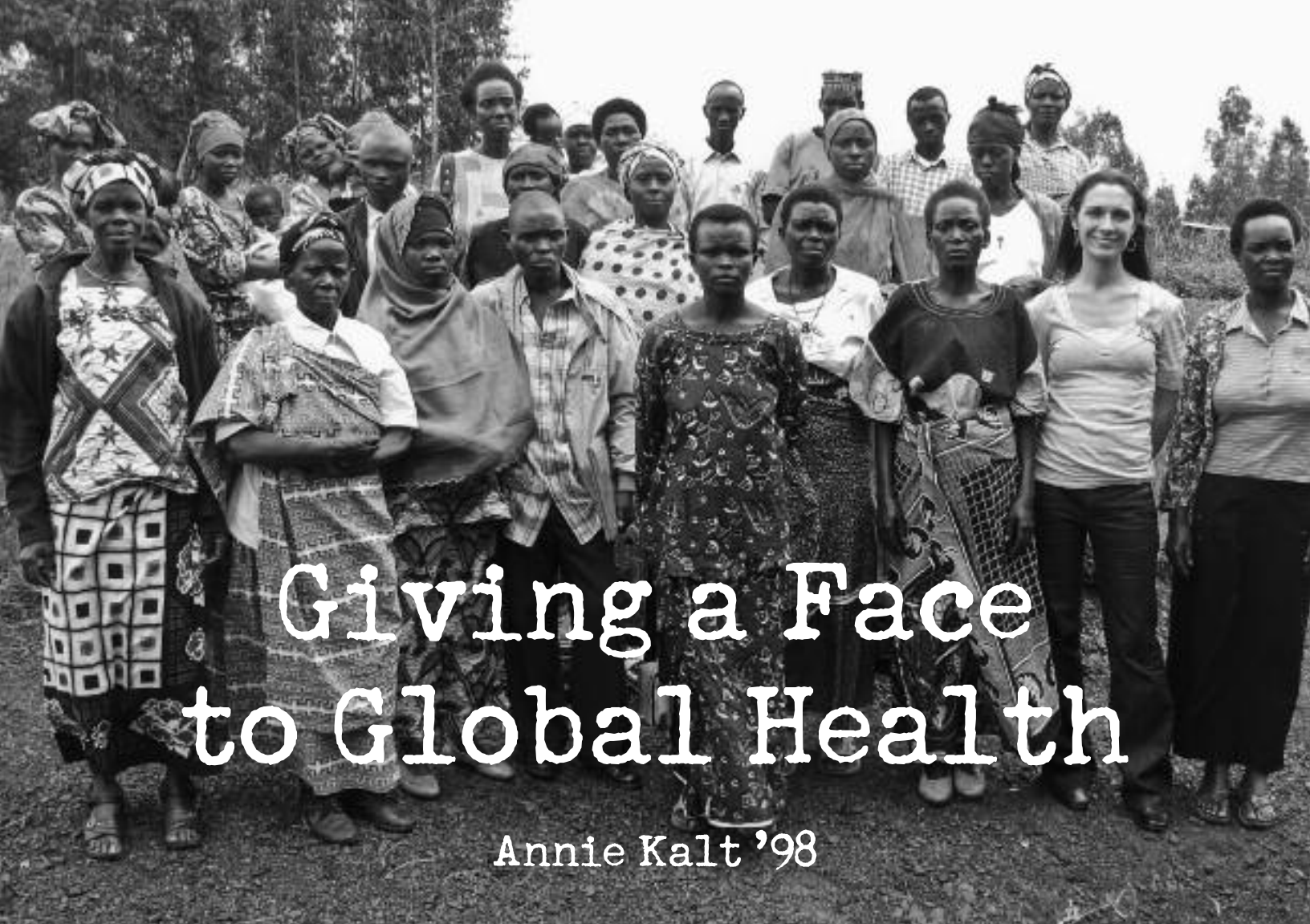
On her last visit in July 2007, introduced by Kay Cowan, Sister Jacinta met with some of the Upper Grades Class Reps and their parents. The occasion was to acknowledge the student leaders' contributions and to present each of them with a hand-carved figurine showing a Nigerian at work as a musician, farmer, or weaver. It was a wonderful moment as two schools, separated by more than 5,000 miles, solidified their connection.

The connection grows stronger. This year's third graders have just received their first letters back from Nigerian pen pals. The current fourth and fifth grade Class Reps have voted to continue to find ways to support and connect with Sister Jacinta's school.

Back in January, we learned that a donation from NashobaBrooks, hand-carried to the sisters, put their fundraising for the purchase of a school bus over the top. After years of planning and saving, Our Lady's, a school of 600 students, now has one used but travel-worthy bus for transporting students to receive medical services and to sit for secondary school entrance exams. As Sister Jacinta once told us, things last a long time in Nigeria. With her steady hand on the wheel, this bus will transport children to many places for years to come.

*Jan Maguire taught upper grades math at NashobaBrooks for 20 years; however, as a published writer, she enjoys the written word almost as much as the quadratic equation. Starting in April 2010, she will take the roles of sixth grade homeroom and humanities teacher for the duration of Lucy Douglass's maternity leave.*

**Links between NashobaBrooks people and the people of African nations have grown stronger and more numerous over the years. Recently, Annie Kalt '98 and Meredith Davis '02 returned to the U.S. after internships in Rwanda (Annie) and Uganda (Meri). Please see the stories of these two young women on pages 15 and 19 that follow.**



# Giving a Face to Global Health

Annie Kalt '98

Annie Kalt '98 stands with one of the two HIV associations that made pins in 2007–2008. Sale of the pins to FACE AIDS gave patients a way to earn a living without further compromising their health, and selling the pins to students in the US enabled FACE AIDS to raise money and awareness to fight the disease in Africa.

by Elizabeth Lutyens

**A**

t NashobaBrooks Annie Kalt was “mostly an English and history kind of person.” She says, “Nashoba launched me in academic life, and I’ve been lucky to be able to combine an academic bent with activism on social justice issues.”

It was more than luck that allowed Annie to do what she loves – it was also hard work and high achievement. A 2009 graduate of Stanford University, Annie has recently been awarded a Marshall Scholarship, recognizing her as one of forty “intellectually distinguished young Americans, their country’s future leaders.” The Marshall Scholarships value not only scholarship – the program also commemorates the humane ideas of the Marshall Plan, which was enacted by the United States to help rebuild Europe after World War II.

During the first year of the scholarship, Annie will study health policy, planning, and financing under a joint program offered by the London School of Economics and Political Science and the London School of Hygiene and Tropical Medicine. She will continue at the

latter school for her second year, studying public health in developing countries. She is now completing pre-med coursework in the Health Careers Program at the Harvard University Extension School, after which she will head to medical school with plans to become a pediatrician in the field of global child and maternal health.

Annie nourished a commitment to the mix of service and scholarship with summer studies in Salvador and Rio de Janeiro, Brazil, after her graduation from Concord Academy and before her junior year at Stanford. While at Stanford, she strengthened the mix by majoring in Human Biology, a program taking an interdisciplinary approach (biological, behavioral, social, and cultural) to the study of human health. "HumBio" was also a place, according to Annie, for connecting with "a great community of people, a cohort I'm still in touch with who were plugged into issues of global health."

In the summer after her junior year, through these connections, Annie traveled to the Mwanze Refugee Camp in Zambia, home to 20,000 refugees from the Democratic Republic of the Congo. During her time at the camp, which was run by FORGE, a U.S. organization aiding displaced people, Annie implemented a women's health outreach and education program. "The initiative was community-led. We worked with women leaders to start a women's center and created a year-round budget to allow the work to continue."

Meanwhile, back at Stanford, students who had preceded Annie in Zambia were putting into action a fundraising and advocacy initiative inspired by their own time at the FORGE camp. This initiative, FACE AIDS, dedicated to mobilizing and inspiring students to fight AIDS in Africa, has become one of the most effective organizations of its kind in the U.S. Since its inception in 2005, FACE AIDS has recruited over 190 chapters across the country and raised over 1.2 million dollars for the work of Partners in Health in Rwanda. PIH, which was founded in the 1980s to support the work in Haiti of Boston physician Paul Farmer, has since taken its community-based approach to nine countries around the world, including epicenters of the HIV/AIDS pandemic in Africa.

As a student at Stanford, Annie became involved in the early stages of FACE AIDS, and during her senior year, became its managing director. As explained by Annie, the concept was simple. Patients living with HIV and/or their family members (first in Zambia



Top to bottom: Annie and the second of the two HIV associations that made pins in 2007–2008; Annie and Innocent, the president of one of the 2007-08 pin-making associations, stand in a cassava field planted thanks to proceeds from pin-making as part of an ongoing income-generation project; Pin-making training.

Hi friends, family, colleagues and acquaintances,

I hope you're all well. I know that this email may come "out of the blue" to some of you, but I figured I'd go ahead and write to just about everyone I know who would help. You all know by now of the earthquake that struck just outside Haiti's capital, Port-Au-Prince, on Tuesday. The Red Cross estimates that 50,000 people have lost their lives, while thousands more are homeless and injured. Critical infrastructure and institutions have been destroyed.

I've never been to Haiti, but I can't stop thinking about what has happened . . . In Rwanda, I got to know a number of Haitian doctors and professionals who came to live and work for Partners in Health (PIH) in Rwanda. I was inspired by their commitment to social justice, and the fact that their fight knew no borders even as their country continued to struggle. They sought to deliver basic rights and dignity to people suffering the daily humiliation of poverty regardless of language, citizenship or creed.

I have been thinking a lot about my Haitian friends and colleagues in Rwanda in the past couple of days. I keep coming back to one thought — if individuals from the most impoverished nation in the western hemisphere can look outside their national boundaries daily to respond to suffering, those of us from the wealthiest nation in our hemisphere have to do at least this much in the face of disaster.

You may already have given, but if you haven't, I hope that you will help however you can and ask everyone you know to do the same. Forward this email if you want — do whatever you can to spread the word. The greatest need is for emergency aid. I know there are a lot of organizations collecting aid for Haiti. Personally, I have a lot of faith in Partners in Health due to its deep core commitment to work with the public sector to create structural change while providing urgent care. This disaster has highlighted weaknesses in Haiti's infrastructure, and, after emergency relief, the nation will need support for deep institutional reconstruction and restructuring.

Please give online at  
[https://donate.pih.org/page/contribute/haiti\\_earthquake](https://donate.pih.org/page/contribute/haiti_earthquake)



The beaded pins depict the international symbol of AIDS solidarity: a red ribbon on a white ground.

and then in Rwanda—"One thing grew out of another," Annie explains) were taught to sew beaded pins depicting the international symbol of AIDS solidarity: a red ribbon on a white ground. Selling their pins to FACE AIDS gave patients a way to earn a living without further compromising their health, and selling the pins to students in the U.S. enabled FACE AIDS to raise money and awareness to fight the disease in Africa. The pins became a launching point for a much broader agenda to mobilize students—both in the U.S. and Rwanda—for global health equity. Annie tells how the project literally puts a face on the disease: "The pins come with index cards telling about the person who made them. This gets us away from statistics and makes the effort more human."

Annie would soon return to the field. She completed her Human Biology internship by working with Partners in Health as the FACE AIDS Africa program director. She helped develop and manage a microfinance program for HIV-positive patients and directed a program that created leadership and support activities for young Rwandans with HIV. Annie explains, "The approach I

learned to respect while working with PIH in Rwanda is comprehensive, treating the whole health of a person—social and economic health as well as medical. I came to appreciate the critical importance of training professionals and health workers in their own communities, and of strengthening health systems in the public sector. That's how grassroots empowerment produces systemic change. I came to understand that people and communities need power to claim their rights, and then governments need to create structures to ensure those rights."

She adds, "I hope the FACE AIDS programs can contribute as much economic opportunity as possible for the people of Rwanda. I hope I can learn enough to share their struggles in ways that might encourage others to join the fight for health and social justice."

Annie's ability to influence others was evident during her much-younger days, as a student at NashobaBrooks. Humanities teacher Anne Shaughnessy recalls, "I was new to the school the year that I taught Annie. One day the eighth graders had sent the teachers on a scavenger hunt, and that

little scum-filmed pond was the final destination. After we solved our last clue, we all had some good laughs, and the girls thought it would be funny to throw me in the pond. Annie wouldn't let them. She simply told them to stop, and they respected her so much that they listened."

Annie continues to speak out. On a FACE AIDS blog post, she writes, "Keep mobilizing! It will take a student movement to lend real and lasting support to people overcoming challenges of poverty, social marginalization, histories of violence, and AIDS."

**"I came to understand that people and communities need power to claim their rights, and then governments need to create structures to ensure those rights."**

**—Annie Kalt '98**

Pin-making training session in Rwanda



# LIVING IN HEALTHY HARMONY

MEREDITH DAVIS '02

BY ELIZABETH LUTYENS

**W**hen Meredith Davis set out for Uganda last August, her focus was on research. A senior at Georgetown, Meri was on her way to Kampala, for an internship with the Ministry of Health that would include a field study of maternal malaria.

Before she even got to Africa, however, Meri met “a friend of a friend” whose brother had helped in the building of an orphanage in Kampala called M-LISADA, an easy acronym for its formal name: “Music, Life Skills, and Destitution Alleviation.” He urged her to see this place for herself.

What Meri saw was this: “Seventy kids living together, sharing everything they have, the older ones looking after the younger ones, taking care of each other when they’re sick. This is a family that functions better than a lot of traditional families in the U.S.”

Self-sufficiency characterizes M-LISADA, which began in 1996 when six homeless boys living on the streets of Kampala came together through a love of music. Especially drawn to the sound of brass instruments, they stationed themselves outside the studio of a German trumpet teacher, Christopher Kowlezyk, until he invited them in for lessons. He also supplied them with second-hand instruments, and this band of boys became just that. Other homeless children asked to join in. Eventually, as their numbers have grown, they have settled into a compound of buildings where they sleep, eat, work, and make a living through music.

“They hire themselves out,” explains Meri, who divided her time in Kampala



Dancers from M-LISADA

between health research and the orphanage. “The brass band plays for weddings and other events, and one of the big telecommunications companies in Uganda hires them regularly. The girls, who are mainly dancers, are especially popular at events put on by nonprofits. They do pretty well with those performances, but it isn’t enough to pay for all of their water and food and other needs.”

Meri, and a classmate from Georgetown, Monique Guimond, wrote proposals for grants to pay for better food and health care, as well as for more instruments and a van for transportation to events, measures to increase revenue. They helped the young people pursue ideas for diversifying, such as renting out the compound space for functions. Reducing expenses was another strategy. Using her work with the Ministry of Health, Meri helped them with malaria testing that could be done on-site, thus reducing medical costs. Getting the word out was a further priority. “M-LISADA is well-known in its own neighborhood,” Meri says, but “it’s not famous like the Sanyu Babies’ Home, which is actually listed as a place to visit in the Lonely Planet guide.”

Orphanages are not rare in Uganda, where there are over 2.3 million known orphans, more than any other nation in the world. Meri points out that M-LISADA is strikingly different from most others. The



Meri and children with their brass instruments

population swells to nearly 150 children during the day, who come to study music and dance, and to receive food and health care. The children are “mostly Muslim and Catholic,” she says, “but it isn’t part of their mission to be religious. A good number of them have parents, but maybe they are abusive or can’t be found.” And what differentiates M-LISADA even more keenly is this: “Adoption isn’t a goal for them at all. They just want to live together as a family.”

Meri and Monique were included in the M-LISADA family, and in turn, shared with the children their own family traditions. “We had Thanksgiving for them,” Meri says. “They don’t celebrate it there, obviously, but we went to the markets and

bought everything we could find that we thought might work. We were cooking all day — sausage instead of turkey, mashed potatoes, carrots with maple syrup like my mom makes. Monique made a kind of stuffing. We told them what Thanksgiving means in America, and they joined in, talking about what they are grateful for.”

Returning to Georgetown in December, Meri and Monique continued grant-writing for the orphanage. And staying in touch: “I still talk to them every week on Skype,” she says. In March, Meri and Monique will go to United Nations headquarters in New York for the 54th session of the Commission on the Status of Women. They will attend sessions to represent To Love Children, a partner organization with M-LISADA. The emphasis will be, according to Meri, “on young women, to put pressure on the U.N. to deal with neglected aspects of women’s rights.”

After graduating from Georgetown, Meri plans to pursue a master’s degree in nursing, with the goal of becoming a nurse midwife. Her experiences in Uganda, both with the Ministry of Health and at the orphanage, solidified her commitment to improving health and living standards in other parts of the world. “I read *Mountains Beyond Mountains* in high school,” Meri says, “and it changed my whole life. I’d like to take what I can to countries in need of improved midwifery programs,” she says. “I’d like to teach as well, because that’s more sustainable than just providing care.” She hopes to raise awareness about maternal malaria, which “can cause low birth weight, anemia, eclampsia, and postpartum hemorrhage.”

Meri believes in the importance of teaching — passing the baton to let others carry on the race. She saw this in action at M-LISADA in the weeks preceding a



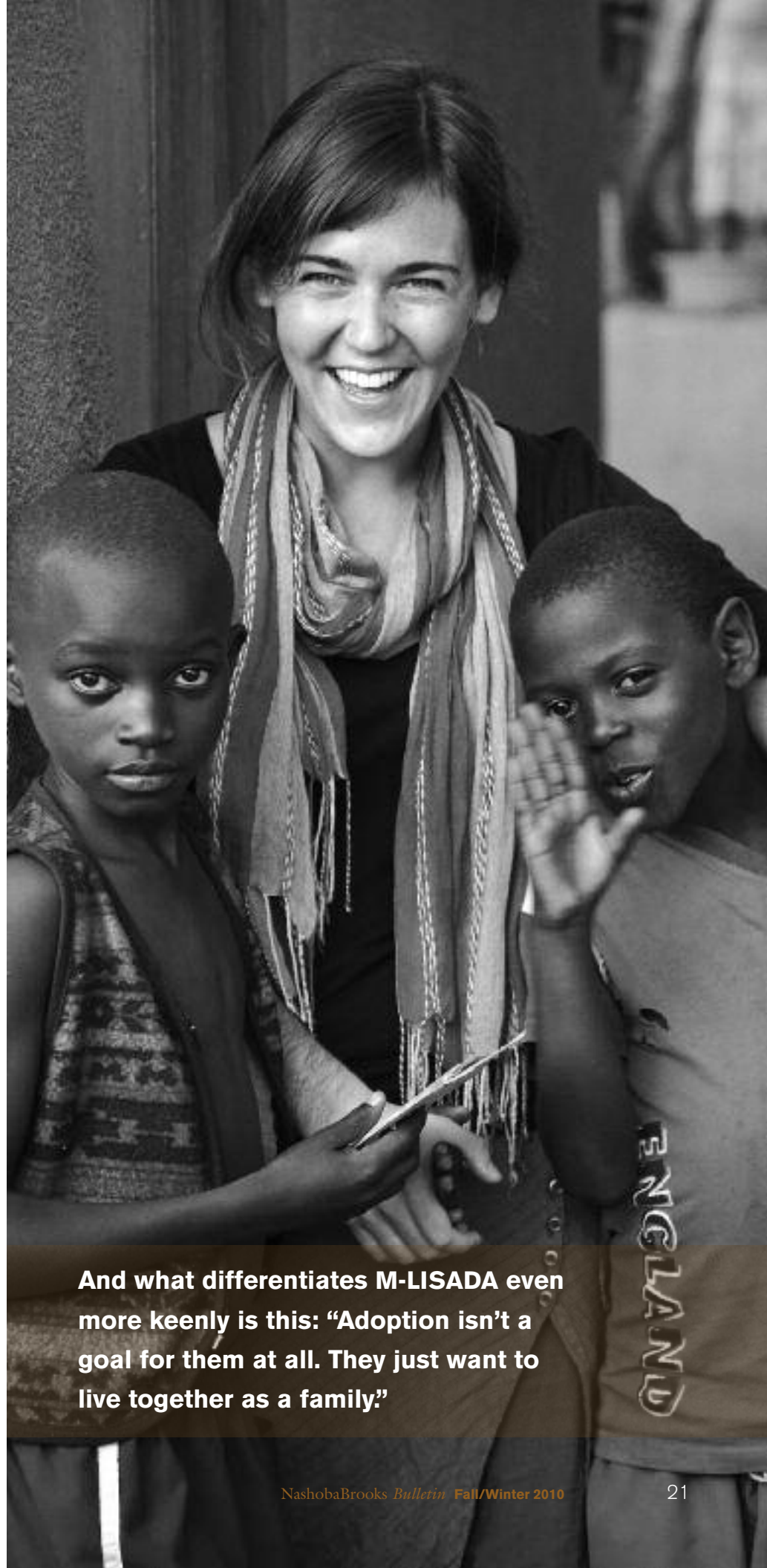
Meri and Monique play with the children of M-LISADA.

fundraising concert in the fall. “It was wonderful to see how everyone planned for it. Everybody discussed who was going to do what, whether selling tickets or distributing advertising. It was a huge success because everyone got involved. They could see how it was going to work. Before this, they were always saying, ‘Meri, what will we do when you leave,’ so I was finally able to say what had always been the case: ‘You can do it yourselves.’ ”

For more information about M-LISADA, contact Meredith Davis at [mbd44@georgetown.edu](mailto:mbd44@georgetown.edu)

**THOSE WHO TAUGHT** Meredith Davis '02 at NashobaBrooks were not surprised to hear about her work with children in Uganda or her plans for the future. Jan Maguire says that Meri is “one of the kindest kids I ever remember teaching” and “a good friend to all.” Marsha Gette recalls, “Meri led by example. She was also willing to listen and to learn from others. I know these characteristics contributed to making her an effective leader.”

Joan Duffy remembers Meri’s compassion for a wide variety of living things. “She brought in her goldfish, Caitlyn, for a day-long visit. Her fish lived for a remarkable number of years, and every morning when the family came down for breakfast, the fish ‘jumped for joy!’” As an upper grader, Meri stands out in Martha Svatek’s memory as “a dedicated science student. She always worked hard to do her best and learned so much in my science classes. I am delighted with the path she is taking toward work with global health. Her science study has certainly served her well!”



**And what differentiates M-LISADA even more keenly is this: “Adoption isn’t a goal for them at all. They just want to live together as a family.”**

# Sports

in Review



Varsity Field Hockey  
5W 4L 1T



JV Field Hockey  
7W 4L 1T





Varsity Soccer  
8W 1L 2T



JV Soccer  
7W 4L 1T



Cross Country Team



# Seize Every Chance

Yafei Hu 1955–2009

BY ELIZABETH LUTYENS



“She led us in an exploration of the past from both perspectives, helping us gain an understanding about attitudes that still affect U.S./Chinese relations. Yafei’s empathy, honesty, curiosity, and humor had a great effect on us all.”

—Former NashobaBrooks Teacher Sally Smith

Yafei Hu, former NashobaBrooks teacher, died on November 5, 2009, at the home she shared with her husband, Jim, and daughter, Louisa, in Seekonk, Massachusetts. When this sad news reached the school, it had been fifteen years since her presence had graced its halls. However, for those who had worked with her, it could have been the day before. Her memory was that powerful, her spirit that enduring. For students as well as colleagues, at NashobaBrooks and everywhere she taught, she left a legacy of being a thoughtful and responsible citizen of the world.

When Yafei Hu arrived at NashobaBrooks in 1990, the school was celebrating its tenth year. There were changes in the air: a newly established Board committee on diversity; *Revels* instead of the *Christmas Pageant*; a faculty eager to expand their curricula to include what was then called “multiculturalism.” Director Pat Ellis said, “As we progress through the year, celebrating that which makes us different, we will also look for the common ground: all those ways in which we are alike.”

Yafei, with her youthful looks and high energy, might almost have been mistaken for a student. Her love of English literature and writing provided more common ground with the NashobaBrooks upper graders she taught. It was the “differences,” however, that made an unforgettable impact on the girls. She shared openly the story of her life growing up during China’s Cultural Revolution. During Yafei’s first year at NashobaBrooks, she was a guest speaker in Gloria Legvold’s eighth grade English class, where the girls had been reading coming-of-age literature that included Maxine Hong Kingston’s *The Woman Warrior* and Bette Bao Lord’s *Eighth Moon*.

The girls interviewed Yafei, having noted parallels in her life to that of San San in *Eighth Moon*, beginning with the hard-to-grasp concept of having to live

Top to bottom: Yafei receiving her diploma from Smith College in 1988; Yafei (in a Red Guard uniform) with friend at age 19; Yafei dancing at age 16; Yafei loved to sing and perform.



apart from one's mother and father. Yafei explained how many families had been separated when the Cultural Revolution broke out in 1966. Leaders and important people throughout Chinese society were criticized, and their status was diminished. When urban "intellectuals" such as Yafei's parents were sent to the countryside to be re-educated (Yafei's mother worked in a wheat field; her father on a chicken farm), their children were not allowed to accompany them. Yafei and her brother and sister stayed behind at an adolescent center in Beijing. Yafei described to the eighth graders her struggle to continue her education. Her middle school in Beijing was changed into a forum for political propaganda, and during her last year, she was made a Red Guard. She went on to what was still Beijing University, only to be assigned to a campus factory and then to the university's singing and dancing Propaganda Team. She managed to study English all the while, reading and taking lessons in secret.

For this and the defiance of other rules, in 1976 Yafei was "criticized" and sent to Tangshan, a remote city devastated by an earthquake, to be reformed through physical labor. She told her young audience: "I forgot my own problems for the moment and threw myself into the task of reconstruction."

With her personal timeline next to a timeline of Chinese events on the classroom board behind her, Yafei brought the girls up to the current time.

Later that year, Mao Zedong died, the Gang of Four was overthrown, and the Cultural Revolution ended. Yafei returned to Beijing to finish her education, getting a master's degree in American literature. While working as a "professional scholar," she was chosen to be the interpreter and guide for a visiting Smith College professor, and with his assistance, she won a scholarship to Smith. She was allowed to leave China for only one year, but after Tiananmen Square, the U.S. government offered protection to all Chinese students currently in the country. Yafei stayed on in Northampton, earning a degree in American studies and a master's in education—and meeting Jim Hammond, who would become her husband in 1991.

During Yafei's five years at NashobaBrooks, which she began as an assistant teacher in Sylvia Griggs's fifth grade class and ended as Chair of the Social Studies Department, she won affection as well as respect. Former teacher Carole Enright says, "Yafei was so bright, enthusiastic, and generous. I just loved her. You couldn't help it. She taught a few of us teachers Tai Chi after school, and we were sometimes off-balance, but she didn't give up on us. As her students, we knew first

If you were to raise children here,  
how much would you teach them about  
your own culture?

hand what a great teacher and friend she was. She was such a talented role model.”

Another former teacher, Sally Smith, also recalls Yafei’s talent: “She loved to sing and perform. I can still see her standing by the piano at a school assembly, dressed in a beautiful *cheongsam*, smiling and singing a Chinese folk song in a clear soprano as Sylvia [Griggs] played. When she agreed to work with me on the sixth grade China Trade and Immigration units, I was delighted. We had memorable classroom discussions about her childhood and immigrant experiences, and also about what she had learned in her Chinese history classes. Her texts had been very anti-American, describing us as ‘big-nosed’ and ‘bad-smelling,’ but she buffered this by saying how hurt she had been when she read about the extent of the anti-Chinese sentiment during the California Gold Rush. She led us in an exploration of the past from both perspectives, helping us gain an understanding about attitudes that still affect U.S./Chinese relations. Yafei’s empathy, honesty, curiosity, and humor had a great effect on us all.”

After leaving NashobBrooks, according to Jim Hammond in “Bright Eyes and Big Smiles,” a biographical sketch of his wife, “Yafei became intrigued by the idea of teaching her native tongue.” She began this work at the Wheeler School in Providence and ended up at the Sharon public schools. Her life with Jim included travel, with many visits to China. In 1998, their trip there culminated in the adoption of a one-year-old girl, Louisa. There was an earlier, less happy, trip that Jim particularly recalls: “When I was at the Great Wall with her in 1994, we were tricked into paying a double admission fee. She protested, a crowd gathered, and the police took her away to prevent a riot and gave us a refund. Thousands of people were cheated every day, Yafei dared to protest. She had the courage to challenge the authorities.

“Yafei’s courage didn’t desert her when she was faced with a terminal illness. . . . She kept her composure in the face of catastrophe . . . . A week or two before she died, Yafei called Louisa to her bedside and gave her a farewell talk. She spoke with calm courage and ardent love, recalling how she had met Louisa, watched her grow up. It was a great talk, vintage Yafei.”

Yafei inspired so many with gift of “great talk.” Those eighth graders who listened to her coming-of-age story in 1991 had a final question for their guest: *If you were to raise children here, how much would you teach them about your own culture?* Yafei’s answer: “To learn about a different culture is a very important part of growth and maturity. You need a lot of knowledge about other peoples and other places. It’s important for young people not to close themselves up. I hope you will seize every chance to learn about the rest of the world.”



Photo of Yafei Hu accompanying a feature story about her, “Red Guard in Monument Square,” that appeared in *Independent School Magazine*, Fall 1991.

Left: Danielle Heard explored with students highlights of the life and work of Romare Bearden. Right: Losst Unnown taught students hip hop dance and culture.



“We then talked about how things are today after 38 years after the enactment of the Title IX law. It was interesting that the boys were surprised that the law applies to them as well as the girls.”

— Conference workshop leader Lyn Smith-Miller

## A Diverse Day at NashobaBrooks

NashobaBrooks was host to the Association of Independent Schools in New England (AISNE) Middle School Diversity Conference on October 24. According to Lisa Sun, NashobaBrooks Diversity Coordinator, the gathering “helped middle school students better understand themselves and their peers through reflection, dialogue, and exposure to different cultures.”

The day-long event, which was open to all middle school students, began with a performance by Losst Unnown, an urban entertainment group dedicated to creating unity within communities while promoting a true awareness and respect for all artists. This performance was followed by workshops, lunch, discussion groups, and a closing program that provided students

with an opportunity to share their ideas and thoughts. Several of the workshop presenters were members of the NashobaBrooks faculty or administration.

NashobaBrooks physical education teacher Lyn Smith-Miller led sessions on “Title IX: Equality on the Field?”—a workshop that included hands-on activities for both boys and girls to demonstrate how easily inequities can crop up. She says, “We then talked about how things are today after 38 years after the enactment of the Title IX law. At the beginning of the workshop I’d asked if anyone thought it was wrong or odd for a girl to be athletic, and nobody thought so. Then, during the discussion, it was interesting that the boys were surprised that the law applies to them as well as the girls.”

A Latin Dance Workshop was led by NashobaBrooks Spanish teacher Jacky Gottesman. She reports, “I had two sessions with at least 20 enthusiastic and talented middle schoolers in each. We danced salsa, merengue, and bachata, and for kicks we ended with the Macarena—all done in one long line so everyone could work on his or her own moves without the pressure of pairing up. I told the kids that they picked up on the hip movements and footwork much faster than the grownups I teach outside of school, and one boy responded, “Well, you dance pretty good for a teacher!”

Interim Admission Director Jackie Waters led a poetry workshop “The Masks We Wear and Share,” where, according to Jackie, participants created

“visual representations of their outer and inner selves and used the individual ‘masks’ to collaboratively compose poetry verses in small groups.”

Assistant Head of School Danielle Heard explored with students highlights of the life and work of Romare Bearden before offering them the opportunity to create a collage in the artist’s style. Danielle sums up the conference spirit: “With poetry, song, dance, and artwork, there was a wonderful hum of energy and creativity on campus throughout the day.”

## CLASS OF 2005 IN COLLEGE

Jennifer Adams	<i>St. Mark's School</i>	<i>Lafayette College</i>
Perin Adams	<i>Groton School</i>	<i>Trinity College</i>
Alexandra Bankart	<i>Loomis Chaffee School</i>	<i>Rhodes College</i>
Carolyn Brown	<i>Phillips Andover Academy</i>	<i>Yale University</i>
Bonnie Cao	<i>Concord Academy</i>	<i>Bowdoin College</i>
Morgen Chalmiers	<i>Commonwealth School</i>	<i>Pomona College</i>
Cory Davis	<i>Lawrence Academy</i>	<i>Boston University</i>
Michela Deck	<i>Lincoln-Sudbury High School</i>	<i>University of Colorado</i>
Alexandra Evarts	<i>Tabor Academy</i>	<i>George Washington University</i>
Nora Evett	<i>Concord-Carlisle High School</i>	<i>Case Western Reserve</i>
Whitney Flynn	<i>Middlesex School</i>	<i>Union College</i>
Suzanne Gallo	<i>Milton Academy</i>	<i>Wesleyan University</i>
Elizabeth Hoffman	<i>Concord Academy</i>	<i>Dartmouth College</i>
Morgan Ingari	<i>Concord Academy</i>	<i>New York University</i>
Hannah Kaemmer	<i>Concord Academy</i>	<i>Williams College</i>
Alicia Keyes	<i>Phillips Andover Academy</i>	<i>Harvard College</i>
Lindsay Kolowich	<i>Concord Academy</i>	<i>University of Richmond</i>
Lucy Lie	<i>Concord Academy</i>	<i>Brown University/RISD</i>
Alexandra Morss	<i>Groton School</i>	<i>Princeton University</i>
Kelsey Murphy	<i>Westminster School</i>	<i>College of Charleston</i>
Rebecca Packwood	<i>Middlesex School</i>	<i>Georgetown University</i>
Justine Parisi	<i>Middlesex School</i>	<i>Washington University</i>
Katharine Spring	<i>Lawrence Academy</i>	<i>Boston University</i>
Claire Teylouni	<i>Concord-Carlisle High School</i>	<i>University of Denver</i>
Logan Troppito	<i>Middlesex School</i>	<i>University of Pennsylvania</i>
Siana Valhouli-Farb	<i>St. Mark's School</i>	<i>George Washington University</i>
Caroline Wingard	<i>Buckingham, Brown &amp; Nichols</i>	<i>PG year at Choate Rosemary</i>
Justine Zayhowski	<i>Cushing Academy</i>	<i>Brandeis University</i>

**George Kidder** died August 20, 2009. He was 84 and, according to an interview several years ago, believed that he was “the oldest living Brooks School graduate,” although he never sought evidence to the contrary. He was actually a graduate of the Concord Nursery School, which changed its name in 1938 to The Brooks School of Concord. In a profile published in this magazine in 2001, George reflected that his first year at the school (the second year of the school’s operation) was also the first year the school became an incorporated entity. It was located in the basement of then

29 Monument Street, owned by founder Gladys Brooks. He had distinct memories of the school and of Gladys Brooks: “Her smile –she was warm, ebullient. She made us feel so welcome.”

George went on to Concord public school, Fenn, St. Mark’s, Tufts, the U.S. Navy, and Harvard Law School. He joined the law firm of Hemenway and Barnes with which he was associated for over 40 years. He also had a remarkable volunteer record serving on and chairing boards of more than a dozen civic, charitable, and educational institutions in the Boston area, including The Brooks School of

Concord, Fenn, Concord Academy, St. Mark’s, Wellesley College, Children’s Hospital, and the Episcopal Diocese of Massachusetts, which he served as chancellor for over 20 years. He devoted over a quarter of a century to the Boston Symphony Orchestra’s board of trustees and was instrumental in helping the organization increase its real estate holdings around Symphony Hall and in Tanglewood.

His son **Stephen B’61** told the *Boston Globe*: “Dad was just a wonderful man who found time in what was an extraordinarily busy schedule for family, for work, for friends, and for the vari-

ous charities with which he worked over so many years. What Dad loved more than anything was helping people. He just got enormous satisfaction, and it drove him in everything he did.” George was twice widowed. He lost his first wife, Ellen, in 1956, and his second, Priscilla, in 1993. He married his third wife, Nancy, in 1995. In addition to Stephen, he is survived by daughters **Susan ’62** and **Priscilla Blevins ’73**, sons **George, Jr. B’60**, **Timothy B’70** and **Peter B’70**, stepsons Charles Collins and Peter Collins, stepdaughter Ann Doherty, and 17 grandchildren.

# Alum news

Please send correspondence to:

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## '70 Thirty-fifth Reunion

**Marion Atchley Schillhammer** writes: “I am proud to announce that at the age of 54, I have finally graduated from college! I earned my BS in Cultural Arts from Lesley University in November.”

## '74

**Elizabeth Lawrence’s** daughter, Hadley, is a sophomore at Middlesex where she is playing field hockey and lacrosse with “all sorts of very athletically talented NashobaBrooks graduates. Wow! They are an impressive bunch!” She sees **Susan Holmes** at Middlesex from time to time because Susan’s son is also there.



Fiona Trevelyan Hornblower '79 brought her daughter, Ainsley, to the NashobaBrooks Country Fair in November.

## '76

The school is saddened to learn of the death of **Kimberly Darden McWhirter** on September 26 in Kresgeville, Pennsylvania. She is survived by Eric, her husband of 22 years, and their eight children, Denise, David, John, James, Mary, Theresa, Joseph, and Frances; her three sisters **Lynne Dotoli '77**, Jennifer Darden, and Bronwyn McCarthy; her father, Boyd Darden of Highspring, Florida, and mother Lois McCarron Darden of Braintree, Massachusetts.

## '77

**Christal Bjork** has been exhibiting her work at Emerson Hospital, as well as at Powers Gallery in Acton and other New England galleries. In the Emerson Hospital exhibit, she presented a collection of landscapes and nautical scenes done in pastels.

**Hilary Taylor** has moved her business, Merlin’s Silver Star, just one “wall” away

from her old studio on 54 Beharell St. in West Concord. She now has a larger studio that will allow her to expand her own artistry in silver, bronze, copper and enamel, and to take her in-studio workshops to the next level, with larger group workshops. Learn more about Hilary’s business at [www.merlinsilverstar.com](http://www.merlinsilverstar.com)

## TG'80

**Babbie and Taragh Mulvany** welcomed a son on March 18, 2009.

## TG'84

**Jean-Paul Labrosse** works in Los Angeles as head of product development for a solar company.

## '84

**Caitlin Macy**, her husband, two daughters, and one dog live in New York. She is in touch with **Amy Wilensky** and **Cressida Connolly '83**. Caitlin’s sister, **Jem '83**, is a winemaker in Tuscany. Visit [www.poggiarello.net](http://www.poggiarello.net) to learn more about Jem’s business.



Melissa Woll Liska '80 and her daughter, Anna Lucia, enjoyed the Country Fair.



Children of 1986 classmates Claire Albright Hoose, Joy Flood Mandler and Hunter Woodman Hutchinson: (l to r) Max Mandler, Read Hoose, and Rosalie Hutchinson holding Joanna Hoose. Hunter's older children, Lowell and Charlie, were at school.



Marin Smith '93 is principal of Achievement First Lower School in Crown Heights, New York, a charter school. She visited NashobaBrooks in January.

**'86**

**Claire Albright Hoose** lives in Billerica, Massachusetts, and has two children: Read, born May 29, 2007, and Joanna, born June 17, 2009. Claire has been on the faculty at Shady Hill School for nine years but is taking this year off to be home.

**Miranda Lutyens** was married on November 21, 2009, to Christian Hinojosa at Taranta, a Peruvian-Italian restaurant in Boston's North End. Christian is arts and entertainment editor for the Spanish-language newspaper *El Mundo* and also a Latin music impresario. Miranda teaches English and creative writing at Boston Latin Academy. They are living in Cambridge, Massachusetts.

In November, **Joy Flood Mandler** was the doula at the birth of Tyler Joseph Abrams, son of **Heather Tobin Abrams '88**. Heather learned about Joy's work in the NashobaBrooks *Bulletin* and was thrilled with the support Joy gave.

**TG'89**

**Matt Berlin** received his PhD in robotics from MIT last spring.

**TG'91**

**Josh Francois** is working on his MBA at the University of Texas.

**TG'93**

**Matt Jameson** spent last summer playing rugby for the Boston Irish Wolfhounds. He is now in Kalamazoo, Michigan, studying for his doctorate in clinical psychology.

**Andrew Montgomery** works in New York for MESA, a boutique investment bank focused entirely on the media and entertainment industry.

**'94**

**Alison Jean** will graduate in May with a master's degree in international education development from Teachers College, Columbia University.

**Leslie "Lalla" Robinson** is an artist living in Venice, California. Her most recent exhibit of paintings, prints, drawings, collage, handmade books of her original poetry,

and a screening of her new music video collection was entitled *lalla robinson's KITCHEN SINK: a new collection of a little bit of everything*.

**TG'95**

**Stephen Kolowich** graduated from Bowdoin where he studied government and legal studies with a minor in philosophy. He was awarded the Non-Fiction Prize and the Paul Andrew Walker Prize during the annual Honors Day ceremony.

**Jack Martin** is a financial advisor with Strategic

Financial Partners.

**'95 Fifteenth Reunion**

The third-annual Runway for Recovery, a fundraiser for breast cancer awareness created and organized by **Olivia Achtmeyer** in honor of her mother, surpassed all expectations. Held October 22 in National Breast Cancer Month at Concord's Nashawtuc Country Club, the event brought out more models than ever—including a 30-year old mother just diagnosed and a 3-year old boy walking with his father in honor of his grandmother – and twice the number of guests. Sister



Meghan Streff Spring '90 joined the fun at the Country Fair with her husband, Chris, and daughter, Lizzie. Meghan and Chris are attorneys.



Michelle Denault '93 married Mark Palmer on July 5, 2009. Lots of family attended: (l to r) Charlie, Katharine, Megan '99, David TG '98, Eliot II, Dorothy Denault Wemple '87, Michelle '93, Mark Palmer, Dorothy, Eliot, Emily '08, Tamea '82, Lynn, Sara, Michael TG'90, John Wemple with Reid Wemple. In front: Eliot and Stuart Wemple.



When visiting school this fall, Emily Tisdale '03 was roped into the Faculty vs. Grade 8 frisbee game. Here, she and Polly Vanasse take a break from the action. Emily spent last semester studying in France. She is a junior at Princeton.

**Nell Achtmeyer '98** was a model, too. Proceeds from the event go to the Massachusetts General Hospital Cancer Center, where caregivers provide counseling for children coping with the loss of a mother to breast cancer.

**Caroline Litwack** is working at Houghton Mifflin Harcourt as the publicity assistant in the Children's Book Group. She is living in Davis Square, Somerville, where she often sees **Liza Bemis**, who lives there as well.

#### TG'96

**Topher Bevis** has joined the Fenn School faculty as assistant director of athletics. He is a graduate of Umass/Amherst, where he played Division I ice hockey. Topher is a co-founder of

the Patty Fund, a non-profit organization that supports brain cancer research.

**Jon Weigel** has been named a Harvard-Cambridge Scholar and is now studying for a master's of philosophy in development studies at Pembroke College in Cambridge, England.

**Paul Liebesny** is working at the Reagan Institute at Massachusetts General Hospital doing HIV research.

#### '96

**Abby Myette** has moved to Gainesville, Florida, having completed her master's degree in higher education administration from Suffolk University in Boston. She is Coordinator of Programs for Sorority and Fraternity Affairs at the University of Florida.

#### '97

**Stefanie Croyle** married Serge Korepin on June 20, 2009, at the Galley Beach on Nantucket. Stefanie's bridesmaids included **Elizabeth Spring** and **Amalia Jimenez TG'92**. Stefanie and Serge live in Boston.

**Kate Liebesny** is in her final year of medical school and applying for internship.

#### TG'98

**Brian Alexander** is at Dartmouth in the Tuck business program.

**John Moriarty** is playing lacrosse at Colby College.

#### '99

**Meg Turner** has moved from Medford, Massachusetts, to New Orleans, Louisiana. Her parents have moved to France.

#### TG'00

We have word of college whereabouts of several boys in the class. **Scooter Manley**, who won the Faculty Prize at Lawrence Academy last spring, is at Wheaton College where he played varsity soccer. **Henry McNamara** attends the College of Holy Cross. **Nick Monath** is a freshman at Brandeis. **Greg Pappas** graduated from Brooks School and is now a student at the University of Colorado. **Sam Schuster**, who was recognized last spring

for placing in the 90th percentile or higher on the National German Exam, is currently at Tufts.

**Dan Giles** is a freshman at Harvard where he has been selected to be a member of the Krokadillos, one of the college's foremost male a cappella singing groups

#### '00 Tenth Reunion

**Ahna Jin Soucy** graduated from the Massachusetts College of Art and Design in Boston with a bachelor's degree in Fine Arts.

**Sarah Ganz** is living in New York and working at Jefferies & Company, an investment banking firm. She lives in Manhattan with **Sarah Borden**, who is a legal secretary at Gibson Dunn in New York. They spend lots of time hanging out with **Kelly Kern**, who lives nearby and is working in ad sales at Sony.

#### TG'01

**Anders Rasmussen** held a summer internship in the Washington, D.C. office of Congresswoman Niki Tsongas. The *Concord Journal* reported that Anders said, "It was a remarkable summer in Congress with the controversial and complicated legislation for climate change and health care reform being debated. I was lucky to be on the hill when the energy bill passed the House and I am happy that America has finally realized

the gravity of the climate change threat and our responsibility to combat it." Anders had previously interned for Congressman Marty Mehan, so he was well prepared for this experience. Anders is a senior at Concord Academy, where he is pursuing his interest in the environment.

#### '01

After graduating from Bowdoin in 2009, **Jackie Deysher** moved to Boston. While walking in her neighborhood one day she ran into **Sarah Churchill**, who lives right across the street. Jackie and Sarah now see each other often.

#### TG'02

This fall **Will Packwood** played soccer with the American U-17 World Cup men's national team in the U-17 World Cup in Nigeria. The World Cup is played every two years with 24 countries participating. Will's team was defeated in the knockout round by Italy 2-1. Will attends Bromsgrove School in Worcester-shire, England, and trains with the English club Birmingham City.

#### TG'03

**Andrew Linn** visited Beijing last year with his Belmont Hill Chinese class.

**Nick Weigel** was co-captain of Fenn's soccer team last year.



Members of the Class of 2005 celebrated their Fifth Reunion over lunch at Concord's Papa Razzi the day before Thanksgiving: (l to r) Claire Teylouni, Jennifer Adams, and Whitney Flynn.



Perin Adams '05



Katharine Spring '05 and Logan Troppito '05.



Rebecca Packwood attended the Fifth Reunion.



Suzanne Gallo '05 and Alli Everts '05 talk with Rachelle Vachon after lunch at Papa Razzi.



Hannah Kaemmer '05 and Michela Deck '05 at their reunion

### '03

The school sends condolences to the family of **Amelia Frances Weksnar Caruso** who died unexpectedly on December 26. She attended NashobaBrooks through Grade 1, then went to Heatherton House School in England, Newton Country Day, and The Academy of Notre Dame in Tyngsborough. She attended St. Louis University and most recently was a nursing student at Boston College. She is survived by her parents, brother Philip, sister **Evelyn '00**, her grandparents, and aunts and uncles. Her parents still live in Carlisle, where Amelia grew up.

**Allison Dempsey** is on the dean's list at Tufts University.

**Emily Tisdale** spent last semester in France. She is a junior at Princeton.

### TG'04

**Ryan Chiu** is a freshman at Concord-Carlisle High School. Fenn classmate **Tommy Crowley** attends Concord-Carlisle High School and **Ned Southwell** is at Rivers.

### '04

**Nathalie Fadel** will be living in Amherst this summer and working as a paid intern in a biophysics lab at Umass/Amherst.

**Silvia Manent** was named to the dean's list last spring at Fairfield University. She is majoring in management and is now studying at ESADE Business School in Barcelona, Spain.

### TG'05

Last spring **Nick Demsher** and **Will Reynolds** each earned honorable mention for their outstanding performances in Fenn School's

Hector J. Hughes Extemporaneous Speaking Contest.

### '05 Fifth Reunion

Both **Carolyn Brown** and **Alicia Keyes** were on the honor roll at Andover when they graduated last spring.

**Cory Davis** maintained high honors for nearly every term of her years at Lawrence Academy. She was inducted into the school's Cum Laude Society last spring. Cory played lacrosse and soccer and volunteered with local and international organizations that work with underprivileged school children and the elderly.

**Alli Everts** was named to the Commended List at Tabor Academy in her senior year.

**Hannah Kaemmer** and her sister, **Carolyn '04**, are at Williams and playing on the

women's squash team. Hannah will also play on the women's softball team this spring.

**Lucy Lie** was among 13 Concord Academy students honored by the Massachusetts Chapter of the American Association of Teachers of German for scoring in the 90th percentile or higher on the National German Exam. Last spring Lucy was a member of CA's dance company, which presented an "atmospheric work" that incorporated horses into what was probably the company's first "interspecies performance."

**Katharine Spring** graduated from Lawrence Academy last spring having earned honors and high honors throughout her career. She also earned 11 varsity letters, playing four years of field hockey and

lacrosse and three of ice hockey. She earned Independent School League recognition every season in field hockey, with three years of All-League honors and one of honorable mention. As a freshman, she was selected for the Cape AnnU14 team. As a junior and senior, she was the MVP and a force that helped the 2008-2009 team achieve an undefeated season and win both the ISL and Class B New England championships. The ISL recognized her talent with an honorable mention and two All-League awards, and she was named as that team's MVP for the past two years.

**Emily Trussler** earned high honors last spring at Lawrence Academy.

### '06

**Katherine Burd** earned high honors at Exeter.



Classmates Justine Parisi, Alicia Keyes, and Logan Troppito look over the Papa Razzi menu.



Anne Shaughnessy behind Elizabeth Hofmann at the Fifth Reunion



Carolyn Brown chats with Polly Vanasse at the Fifth Reunion.

# The December Holiday Reunion

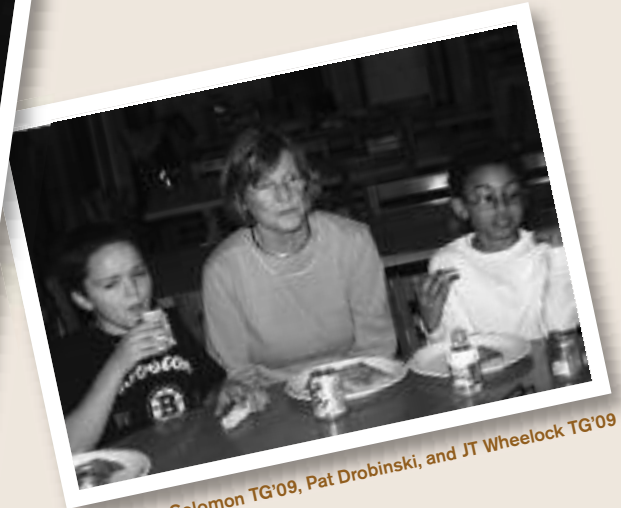
Turnout for basketball, pizza, and the Seventh and Third Grade Play, *Suessical the Musical*, brought in energetic, hungry graduates for the Holiday Reunion on December 14.



Martha Svatek and Jamie Sarafan '08



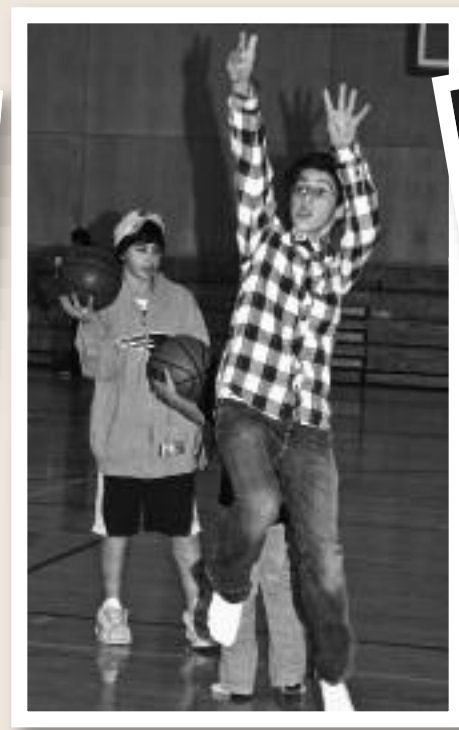
David Nerrow TG'09, Paul Marchaud TG'09, Nicholas Steinert TG'09



Max Solomon TG'09, Pat Drobinski, and JT Wheelock TG'09



Lincoln Berkley TG'08



Anthony Caggiano TG'06 and Angelo Eliopoulos TG'06



Mike Demsher TG'07 and Nick Moskow TG'07

This fall **Sonal Chatter** was on the honor roll at Middlesex School. Sonal was also among 16 Middlesex seniors designated Com-mended Scholars in the National Merit Scholarship Program for scoring in the top 5 percent of more than one million students who took the October 2008 PSAT/NMSQT.

**Alli Kaye** is featured on the Middlesex School Web site in the “Leadership Spot-light” section under Student Activities. Alli is the manag-ing editor of *The Anvil*, the school newspaper, president of the Finance Club and the Jewish Club, a day student proctor, assistant coach of thirds field hockey, a chapel trustee, and a peer tutor. The article on the Web site emphasizes Alli’s investment in “giving back.”

**Meaghan Lueck** was co-captain of the Middlesex School cross-country team this fall and received the Burns Foster Bowl, given to the member of the team who best exemplifies the qualities of courage, leader-ship, and tenacity. The team placed first in Division IV of the New England Champi-onships. Meaghan is a high honors student and one of her drawings was featured on the Head of School’s hol-iday greeting card. She spent several weeks last June on a Middlesex-sponsored service trip to South Africa, where she worked in an orphanage.



Fifth graders surprised their Big Sisters in the Class of 2009 during the First Reunion by stopping by for a visit with the traditional carnations.

**Bridget Velturo** received high honors during the sec-ond semester of her junior year at Brooks School in North Andover. In July she performed in the Concord Youth Theatre’s Young Adult Performance Com-pany production of *Bye Bye Birdie*.

**'07**

**Amelia Armitage** earned high honors at Middlesex School this fall.

**Elizabeth Atkins** and **Sara Gleason** are on the honor roll at Middlesex. **Lindsay Newton** is a high honor student. The three were part of a team of 13 Middle-sex students who spent two weeks in South Africa last June working at two orphanages, Baphumelele Children’s Home and Linawo Children’s Home. They also visited a school for disadvantaged youths and

learned about the country’s history and culture through day trips.

**Megan Killian** is on the high honor roll at Lawence Academy.

**Caroline Klinkmueller** writes that as a student at Acton-Boxborough High School she has been doing a lot of theater, both acting and tech, and singing in the school choral program.

**Jacqui Malis** was the coxswain for the boys’ vari-sity at the Community Rowing Inc. She was also nominated for best child actor for EMAXT (Eastern Massachusetts Community Theatre) for her role as Madame Thenardier in the Alexander Children’s Theater production of *Les Miserables* at Turtle Lane. She is the sports editor for the Concord-Carlisle High



Catherine Walker-Jacks '09, Ana Escobedo '13, and Stephanie Malis '09 at the First Reunion in November

School newspaper.

**Elizabeth Southwell** has earned high honors at Rivers School.

**Claire Wright** is active in theater at Concord Acad-emy.

**T'08**

**Tommy Kaye** and **Zach**

**Hanoyan** were members of the Fenn three-man team that won the fourth grade division of the Community Kids Spelling Bee this fall.

**'08**

In September, **Anne Gif-ford** was awarded Hotchkiss School’s Susan Klinger Hoglund Memorial Award. The prize is presented to “that member of the Junior Class who, in the opinion of the faculty is most notable for spirit, goodwill towards others and who does the most to elevate the tone of the class.”

**Lindsey Kelt** earned honors at Middlesex School.

**Sasha Kramer** is on the high honor roll at Middlesex School.

**Emily Stark** once again fin-ished first in the Division IV New England Champi-onship cross-country race,



Seija Samoylenko '09, Meghan Joumas '09, and Molly Busch '10 pick up muffins and cocoa at the First Reunion.



Eleanor Knutzen, Jilly Hughes, and Emily Popov listen to questions posed by the Class of 2010 concerning secondary school.

which her Middlesex School team won. She was named All-League and All-New England for a second year and will serve as a co-captain of the 2010 varsity. In August, Emily placed fifth in the USA Track and Field Junior Olympics 3,000 meter run for intermediate girls in Greensboro, North Carolina. Emily is a high honor roll student.

In November, Middlesex junior **Grace Woodford** won the Division IV cross-country junior varsity championship race. At the fall sports assembly, Grace was recognized as the team's most improved runner.

### '09

**Sammy Hirshland** is one of three goalies playing for Deerfield Academy girls' varsity ice hockey team.

This fall **Stephanie Malis** played freshman soccer for Concord-Carlisle High School. She performed in *Anything Goes* as Purity for the Alexander Children's Theatre (ACT) at Turtle Lane.

**Andrea O'Brien** played soccer for the South Shore Scorpions, which won the Region I championship played in West Virginia this fall. The win qualified the team for the National Championship Series. The Scorpions also won the Massachusetts state championship, the Region I Premier League, The Scorpion Bowl, Delco tournament and Jefferson Cup. Andrea is in her third year with the Olympic Development Program's state team and she's in the pool for the Region I team. She is now playing varsity basketball for Concord-Carlisle High School.

### '13

**Camille Seeley** is living in Manhattan and still sees her friends **Lexie** and **Cayce Wiggins**, and **Margaret Davey** from time to time.



Almost the entire Class of 2009 returned to school on November 25 for their First Reunion and a visit with Grade 8.

### Faculty and Friends

**Jo Albright** writes that she and Read have six grandchildren, ranging from Sarah, 19, a college sophomore, down to Joanna, born last June to **Claire '86**. Jo still volunteers at Emerson Hospital and attends lectures at the Museum of Fine Arts. She and Read were in Washington for President Obama's inauguration last January, which she reports was "a truly awesome occasion."

**Sarah Anne Dallas, 74**, died in Concord on January 2, 2010. She worked as a preschool teacher and a music teacher at The Brooks School. Sally is survived by her husband, George, three daughters, and two grandchildren.

Former Nashoba Country Day School trustee **Elizabeth "Ivy" Haskins** died on August 14, 2009. She was 90. She leaves four children, including **Beverly Haskins Dammin '65** and

**William "Pete" Haskins B'62**.

**Sabrina Kaplan** gave birth to Andrew John Kaplan on October 30, 2009.

**Sally Kindleberger** and her dog, Toby, listen to children reading at the Lincoln Library. "Come read to Toby at the Lincoln Public Library" invites children struggling with reading, hesitant to read aloud, or just starting to read out loud to read to Toby who is a

"patient, quiet dog and a wonderful listener." Toby is a member of Therapy Dog International. He is trained to visit the elderly and to work as a "Tail Waggin' Tutor" with young children. We extend our sympathies to Sally for the loss of her brother, Richard, who died of a brain tumor on New Year's Day.

**Elizabeth Lutyens's** daughter, **Miranda '86**, was married November 21, 2009, to Christian Hinojosa in



Evan and Lila Brown, children of Neal Brown and Laura Emmons, are enjoying life in Maryland.



Sally Kindleberger checks in at NashobaBrooks from time to time.

**Former Brooks School Headmistress Jean Travers visited the school in December with former Assistant Headmistress Barbara Anthony. Jean was on her way to Florida to spend the winter with her daughter. Barbara and Reed Anthony split time between Concord and Vermont. Below (top to bottom): Kay Cowan speaks with Jean and Merry Long; Kay and Barbara catch up; Jean gets a big hug from former student Rosa Hallowell B'72.**



Boston. Elizabeth is now the editor of *The Great Smokies Review* ([www.thegreatsmokiesreview.org](http://www.thegreatsmokiesreview.org)), a new literary magazine done in partnership with the University of North Carolina Asheville. She has also launched her own Web site: [www.elizabethluttyens.com](http://www.elizabethluttyens.com)

Nancy Poydar participated in the NashobaBrooks Day at the Concord Bookshop. She read her new picture book *Fish School*. See her Web site to catch up with her activities: [www.nancypoydar.com](http://www.nancypoydar.com)

Nancy Shippen continues to be active as the executive director of Our Prison Neighbors, where she tirelessly works on behalf of inmates and their families.

Peter and Lisa Sun's daughter, Melodie Haneal Sun, was born February 24. Brother Christian is very excited.



Ellie and Janie Hyde, daughters of Meg and John Hyde



Claire (11) and Julia (6), daughters of Sarah Judd and Peter Branscombe



Will, Matty, and Andrew, sons of Ed and Liz DeHoratius



Julie Jagoe and her husband, Jeff L'abbe, on their wedding day



Michael and Julia Porrazzo and family, Caitlin, Emma, and Alexandra

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# Remembering Two Leaders

## RUTH BROOKS DRINKER

Ruth Drinker died Tuesday, June 23, 2009, in Concord, the town where she was born in 1914. Ruth was a graduate of Concord Academy and Radcliffe College, and also of the Harvard Radcliffe Management Training Program, class of 1940. She was married to the late Henry S. Drinker, Jr. for over 65 years, and they had two children: the late Ann Retherford and Henry Drinker. Her long career as an educator began at the Brearley School in New York City and culminated at The Brooks School of Concord, where she taught for 18 years.

A niece of Gladys Brooks, Ruth began her time at her aunt's school by teaching nature studies. In the school history, *So Grows the Tree*, Ruth recalled a chick-raising project that began with the magic of hatching and ended with a lunch of chicken sandwiches. "Some of the parents were horrified that their children were eating the chickens they'd seen come out of the eggs," she said. Ruth explained the school's two-pronged philosophy: that "a moment of wonder is akin to worship" and that children were to get "an elementary understanding of the balance of nature and an intelligent use of our natural resources."

Ruth's son, Henry, recalled, "Mom was through and through a teacher, totally committed to guiding young people in their discovery of the natural world around them and their place in it. I recall now with amusement, often less so at the time, how the distinction between mother and educator often became obscure, characterizing the complicated but wonderfully close relationship we shared for 63 years. The



most poignant example was the experiment she and Aunt Gladys cooked up of having me a student of Mom's at Brooks in the second grade. The success of this was measured by my abrupt removal to public school that same year. To her I owe much, but most of all my great love and appreciation of nature, a gift from her I share with all whom she encountered both in and out of the classroom."

After Gladys Brooks' retirement in June, 1952, The Brooks School continued to flourish under Ruth's leadership. By that time a master teacher, she became assistant director and then acting director, until Pauline Berkes was hired for the permanent position. In 1958, ever the innovative educator, Ruth joined Irving Chase, John Spring, and a core group of supporters in the founding of Nashoba Country Day School

when Concord Academy discontinued grades four through eight. Ruth's role in the creation of a new school underscored her commitment to the education and development of girls.

Ruth was a prolific and accomplished writer, contributing to *Yankee Magazine* and other publications and co-authoring *The Story of Concord Academy Houses*. She was also an active volunteer. During World War II, she started a Planned Parenthood office in Englewood, New Jersey, and established a daycare center in that area to aid impoverished working mothers. An enthusiastic alumna of Concord Academy, Ruth received the school's Joan Shaw Herman Award in 1979 for her work to provide education for children and adults alike, and to improve the well-being of women and the poor. Among her volunteer activities in Concord, she was a member of the Human Rights Council and served as chair of the Concord-Carlisle Adult and Continuing Education Program for 12 years.

Even after Ruth and her husband moved from Concord to Carleton Willard Village in Bedford, she remained a familiar figure at what had become NashobaBrooks School. "She had an abiding interest in the school," said Head of School Kay Cowan, "always asking questions that reflected her knowledge of education, respect for faculty, and appreciation for the challenges of leadership."

— Elizabeth Lutyens

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## IRVING HANSON CHASE



**I**rving Hanson Chase, a descendent of the first settlers of Massachusetts and New Hampshire, died on November 9, 2009, in Jupiter, Florida. His long (91-year) history includes education at Moses Brown School in Providence RI, Harvard College, MIT, and the Naval War College in Newport, RI. Highlights of his World War II duties included being courier and editor of the operations plan for the Allies' invasion of Normandy. He also served in the Pacific theater, notably during the invasion of Okinawa for which he was awarded the Bronze Star Medal. At age 39, at the end of the war, he joined the Naval Reserves and was promoted to rear admiral.

His professional life included the venture capital company he started with a former Harvard roommate, James J. Storrow III. He was also a well-respected volunteer, serving as president of the Massachusetts Association for Mental Health and appearing before Congress during the Carter and Nixon presidencies to advocate for the mentally ill.

Shortly before the time of this volunteer effort, Admiral Chase began devoting himself to another cause: the education of young women. On December 3, 1958, a core group of supporters incorporated a new school for girls in Concord. Irving Chase, the father of four daughters, all of whom would graduate from this school, was president. With fellow Corporation member John Spring, he kept close tabs on the financial strategies for the school, and in 1960 he led the incorporators in raising money for the school's first building (now called Coombs Building) on property they had

acquired on Strawberry Hill Road. He also looked after housekeeping details, including a grass seeding and raking program he dubbed "Operation Greenthumb," and, befitting his rear admiral status, obtained a school bell with the inscription "Donated to Nashoba Country Day School, Concord, Mass., by the U.S. Navy."

According to one of his daughters, Edith Keller '68, Admiral Chase was "a background person, but one who also made his presence known. He would go into a meeting and make everything work out—without offending or antagonizing anyone. He had learned how to command and be in charge, but at the same time to be respected and admired." She recalls also the family's friendship with the first Nashoba headmistress, Ruth Tucker, whom Ruth Drinker and Irving Chase had hired. Ruth Tucker "once got snowed in and spent Christmas Day with us," Edith said. "She was an excellent educator and had a fine mind."

Admiral Chase leaves two sons, Jonathan C. Chase B'51 and Warren S. Chase B'57; in addition to Edith Keller '66, three other daughters, the Rev. Helen Trainor '63, Mary Nicholson '69, and Lucy Osborne '69; one stepson, Bradford Bailey; three stepdaughters, Rebecca Bailey, Ann Watson, and Elizabeth Beckel; twenty grandchildren; four great-grandchildren; and two great-great-grandchildren. In lieu of a traditional funeral service, but with full military honors, Admiral Chase's ashes were consigned to the sea. A memorial service will be held May 1 at the First Parish Unitarian Universalist church in Concord.

— Elizabeth Lutyens

**SAVE THE DATE!**  
**NASHOBA BROOKS REUNION**

**FRIDAY, MAY 21, 2010**

*Spring Reception*



Watercolor collage  
by Marjorie Young (1918-2009)

**Honoring the classes of  
1965, 1970, 1975, 1980, 1985,  
1990, 1995, 2000**

**6:00 – 8:00 p.m.**  
Achtmeyer Gallery  
200 Strawberry Hill Road  
Concord, MA 01742

In addition to visiting with classmates and friends, we will celebrate the opening of a retrospective of the work of artist and teacher Marjorie Young. Marge was a beloved and talented art teacher at The Brooks School and NashobaBrooks.

*Cocktails and Hors d'Oeuvre*

If you have questions about the reception or the exhibit, contact Amy Capofreddi at (978) 369-4591 ext. 236 or [amy@nashobabrooks.org](mailto:amy@nashobabrooks.org)

Visit the Alumnae section of our Web site for more information at [www.nashobabrooks.org](http://www.nashobabrooks.org)

Exhibit open Monday–Friday  
9:00 a.m.–2:00 p.m.  
May 21–June 11

## 2009–2010 NashobaBrooks Annual Fund

We need your support more than ever!

Please visit [www.nashobabrooks.org](http://www.nashobabrooks.org) and make your gift on-line.

*Your gift will make a difference.*

