

Nashoba Brooks





Watercolor portrait of Barack Obama and Martin Luther King, Jr. was painted by the Eighth Grade Art Club and measures 45" x 35."

Portion of a letter to Kay Cowan from Lisa Conner,
parent of Hannah (Grade 7), Alexandra (Grade 5), and Sarah (Grade 2)

... The timing of the [MLK] assembly was perfect, coming after the MLK holiday and the inauguration. NashobaBrooks certainly capitalized on a teaching moment extraordinaire. The events discussed helped put the inauguration in a historical context that all ages could understand and brought home Obama's message in a meaningful way. I loved the way your quote summed up things [the path of Rosa Parks, Martin Luther King, and Barack Obama] so elegantly (She sat so he could walk so he could run so children could fly). Hearing the second grade voices again at the end made me teary. I was so proud of NashobaBrooks School and felt lucky that my children were at such a fabulous school. The timing of the Martin Luther King Day holiday and the inauguration of Obama the next day created a moment that the children will not forget. The school should be proud of the way it enhanced the children's understanding of world events and invited the children to embrace their role in the future of our country. Thank-you!

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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Cover photo by Jennifer
Zacharis: A Kindergartener
and Fifth Grader solve Sudoku
problems as part of the classes'
joint Games around the World
study. They are working in
Merry Long's kindergarten
classroom surrounded by rain
forest projects.

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Aiming for the Best

by E. Kay Cowan

As the new year begins, I am reminded of the famous opening lines from *A Tale of Two Cities*. “It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us. . . .”

From Dickens’ stew of dichotomies, the educator in me would pluck out the positives for contemplation. When it comes to working with young students, it is the best of times. It is the age of wisdom, the epoch of belief, the season of light, the spring of hope. And with children, who are our future, we have everything before us. Am I being too optimistic? I prefer to think I’m merely aware of the possibilities for living and learning in the 21st century. We must first ask what it means to be an educated person in a globalized era. What skills do our students need? What skills do we all need?

Tony Wagner, author of *The Global Achievement Gap: Why Even Our Best Schools Don’t Teach the New Survival Skills Our Children Need—And What We Can*

Our interdisciplinary, project-based curriculum, taught in small instructional groups, goes hand-in-hand with the development of students who reach out to make the world a better place.

Do About It, has delineated those skills. They are critical thinking and problem solving, agility and adaptability, initiative, effective oral and written communication, accessing and analyzing information, curiosity and imagination. Each one is a prescription for managing and effecting change.

Today’s preschoolers will retire around 2070—what changes will they face? The major issues we encounter today (financial upheaval, climate change, political strife, health and hunger) will no doubt remain for our adult “preschoolers” to address. They will also need to deal with problems that we can not even imagine. As educators and parents, we must be ever more committed to providing tools for dealing with change. In doing so, we are also living our mission, which states that NashobaBrooks “...educates children for a life of continuous learning, accomplishment and leadership in a diverse and *changing* world.”

The belief in oneself as an agent for change and the acquisition of skills required to make change are the two lynchpins of a NashobaBrooks education. *Habits of character, habits of mind* is our core value statement. Our interdisciplinary, project-based curriculum, taught in small instructional groups, goes hand-in-hand with the development of students who reach out to make the world a better place.

As a school and a community, how well are we meeting the mark? To document the alignment of the NashobaBrooks program with skills needed for “survival” in the 21st century, I elicited commentaries from seven faculty members.

Terry Berryman, discussing Lower Grades Humanities, believes that “it will be more essential than ever for children of the technological future to become masters of the communications art. . . . Along with communication skills comes the importance of understanding our global communities. Our goal in the lower grades is to help the children become world thinkers. This is perhaps one of our most enjoyable missions as educators.” Terry mentions Google Earth, Web quests, and tools such as the



Kay Cowan and Sister Jacinta Oparah, Principal of the Notre Dame Primary and Secondary School in Enugu, Nigeria, enjoy a hug at a reception for Jacinta last July, when she visited NashobaBrooks to receive a much needed computer printer and toner supply, as well as a check for nearly \$5,000, funds raised by NashobaBrooks under the enthusiastic direction of Jan Maguire to benefit Notre Dame.

SMART Board and the Promethean Board, a subject detailed further by Technology Director Peter Antupit in his commentary on the ever-expanding Tech Department. He pointed out that “students at NashobaBrooks are not simply exposed to technology through their learning experiences, they are actively engaged with it as learners and teachers.”

Latin teacher Patty Murphy reported, “Although it might seem counter-intuitive to prepare students for the 21st century by the teaching of the Latin language and ancient history and culture, in fact these subjects outfit students with the very skills they will need as they venture forth in their learning. In the words of Cicero: ‘Nescire autem quid ante quam natus sis acciderat id est simpler esse puerum.’ ‘To be ignorant of what occurred before you were born is to remain forever a child.’ . . . Through their study of Roman history and culture, students increase their cultural awareness . . . as a multi-ethnic, multi-racial society the Romans encountered many of the complexities found in modern life.”

Polly Vanasse, Director of Service Learning, links service learning to global understanding: “It is in giving that many of our students find their calling: the compassion and passion they feel in these projects guide their choices for next schools and for possible careers. The world shrinks when a fourth grader knows the story of a young woman in Burkina Faso, or hears about another fourteen-year-old who founded ‘Pennies for Peace’ so that young Afghan girls could have schools. The globe becomes real when our students know the stories of young women who are living in far-away places under different circumstances.”

To read all seven faculty commentaries in their entirety, I invite you, in 21st-century style, to go to <http://is.gd.kgnh> on the school Web site. And I ask that you consider, in 19th-century semi-Dickensian style, how we can make this time one of hope, light, wisdom, and belief. By preparing students for the world of change, a world they will help change, we truly have “everything before us,” and it might as well be the best.



A Conversation with **Danielle Heard**

ASSISTANT HEAD OF SCHOOL Danielle Boyd Heard is a graduate of Concord-Carlisle High School and Williams College and has a M. Ed. from Harvard University Graduate School of Education. She has been a Joseph Klingenstein Institute Fellow at Columbia University Teachers College and recently completed a Program for Leadership Development from the Harvard Business School Executive Education. She comes to NashobaBrooks from The Steppingstone Foundation/Academy, which prepares students in its 14-month program to gain admission to, and succeed within, top independent and public exam schools in the Boston area. At Steppingstone, Danielle was Director of the Scholars' Program, Director of Programs, Executive Vice President of Programs and, most recently, Executive Vice President of Programs and Operations. Danielle is well-acquainted with the independent school scene, having taught at Emma Willard School, Dana Hall School, and Willow Hill School.

You bring to the Assistant Head position twelve years' experience at The Steppingstone Academy. If you could single out one priority of your work there, what would it be?

Steppingstone is an incredible organization. It was founded by Michael Danziger in collaboration with John Simon in 1990, and had eleven graduates in its first class. I signed on after my time at Willow Hill. While I was at Steppingstone, we were looking at growing the organization and strengthening the program in an ambitious but responsible way. I learned that it is possible to grow an organization and stay true to the essence of its mission, but to do so you have to focus on what made you good to begin with. For us at Steppingstone, it was important to feel like a small community although we were expanding, not only increasing the number of programs and Scholars, but also establishing academies in other cities. As we grew, we remained incredibly proud of the quality of our programs and the accomplishments of our students. Providing high quality programs and opportunities for students who might not otherwise have access to them was always the focus at Steppingstone. Compromising quality of program for quantity of students served was never an option.

How does that experience relate to your work at NashobaBrooks?

Given the current economic uncertainty, there are things we can't control, but what we can control is the quality of the program we offer. I was attracted to Nashoba

because of what is happening in the classroom. The ideal for a school is to have an integrative curriculum where the faculty work collaboratively toward shared goals, where the mission is clear. All of that truly and authentically happens here—team structure, curriculum mapping, focus groups, peer feedback, commitment to professional growth. . . this is quality education.

What impressed you first—and most—when you first came to the NashobaBrooks campus?

Again, the key piece for me is quality. I saw here a commitment to quality clearly running through everything, from the curriculum in the classroom to the strength of leadership within the school. The second two essentials that I noticed right away were the service learning component, and the emphasis on diversity. Those three elements have always been a part of what's important to me, and they are very much in evidence here.

In your curriculum night remarks last fall you evoked Ted Sizer, Tony Wagner, Daniel Pink, and the changing face of the world—not just education, but everything. How do you approach the realities of rapid change?

I always focus on skills, which end up being transferrable pieces, whether you're listening to Sizer or Pink or Wagner. If you focus on key skills, content follows that, and this takes students to the next level. Learning how to learn is powerful. So many of the important skills we point to as essential for the 21st century are the same skills people in progressive education have been talking about for years. From the importance of play and exploration in early grades to problem-solving in geometry or creating a thesis and learning how to support it—students need to ask themselves: “Do I have the confidence to think creatively and constructively for myself?” They must learn to see a problem not as incapacitating but as an interesting challenge to figure out. I see this in the pre-school classroom (“How do I build a structure in this space with a limited number of blocks and cooperate with my friends so that it won't fall down before I want it to?”) and, at the other end of the spectrum, I see

it in eighth graders debating (“How can I communicate clearly even if people disagree; how can I take in all that information and have the confidence to develop and articulate my own perspective?”).

And from the educator's perspective, how do we hold ourselves to a similarly high standard? We ask our students to think outside the box, take risks, and be creative, yet sometimes we as teachers are uncomfortable doing that ourselves. For me, one of the most striking examples of this occurred in an Education Reform class I took in graduate school. The professor asked the class to develop a project and portfolio as our final assessment, instead of the traditional exam or 30-page paper. There was a general sense of panic among the students in the class who had far more practice writing papers than creating projects and portfolios. As part of my portfolio, I worked on a project called “Hands of Change,” which called for skills as a sculptor I knew I didn't have. I was definitely out of my comfort zone. The final project was not a work of art, but it was a great lesson that has stuck with me for many years. If we ask our students to take risks and think differently, we need to be willing to do so ourselves. A little humility and a little laughter are good for both teaching and learning.

You are familiar with the world of independent schools, having taught at three of them. Two are girls' schools, and that work obviously informs your understanding of educating young women. What do you feel that NashobaBrooks does particularly well to create an all-girls' environment?

Single-sex education can be an incredibly influential experience for young women. The unique structure of NashobaBrooks is such that this opportunity falls at a wonderful time developmentally and academically. One of the things that I appreciate about the curriculum here is that key skills spiral vertically through the curriculum. One very visible example of this is the way students present themselves at Performances of Understanding and assemblies. The confidence, poise, skill, pride, and healthy lack of inhibition about sharing their knowledge, skills, and experience is fostered throughout the curriculum and truly shines in the upper grades.

What was your experience at the third school where you previously taught, Willow Hill?

At Willow Hill, in Sudbury, the population consists mostly of students with unique learning styles and needs. Working there



Danielle Heard chats with a sixth grader during study hall.

was an incredibly valuable part of my professional growth. I learned a ton. I return to the emphasis on quality I've already talked about. The school is committed to recognizing, supporting, and developing untapped potential where it might otherwise have been overlooked. There is real optimism and determination at the school. When you're teaching in a classroom that by definition has a variety of learning needs, you need to be able to reach out and meet those needs. Appreciating and connecting with a variety of different learning styles requires a teacher to stretch and grow every day. This is good for teachers and students.

Your familiarity with independent schools extends to your home life, because you and your family live on the campus at Milton Academy. What is a highlight of your involvement there?

My husband, Andre, and I live on campus with our two daughters. Working at a boarding school is not a job—it is an experience. For a family with young kids, it is a great experience. Andre works in the Dean of Students Office, so he works around the clock. The girls and I mostly just enjoy being part of a wonderful community of students, teachers, and families.

Because our children are young, two and a half and four and a half, I have also been actively involved with the independently operated day care and preschool program on the Milton Academy campus. As a parent, board member, chair of the parent board, and liaison, I worked closely with the center during a key period of transition and growth. Small centers have to coordinate all business, enrollment, staff, accreditation, budget, and program management with fewer resources than larger centers, and we were struggling. Because I hadn't previously worked with very young children as an educator, I had a lot to learn. I have always had great respect for teachers of very young children, and it continues to grow as I see great teachers, curriculum, and leadership in action. After a full RFP process and change in management, the center is now thriving, and still maintains the original spirit of the small co-op that it was when it was founded more than 25 years ago.

That experience carries over to NashobaBrooks. I have a basic understanding of bringing a preschool through an



Head of Math Department Joel Lubin instructs parents in a math mini-class offered at Learnabout Night, an evening that Assistant Head Danielle Heard and Admissions Director Jean Heaton coordinate to give current and prospective parents an idea of the breadth and rigor of the curriculum.

accreditation process. I also bring an immense respect for early childhood providers and teachers. Preschool is an exciting time for learning, with its rich curriculum, and I am aware of this as I go down to substitute in preschool. I joked with Betsy [Preschool One teacher Betsy Siebert] when I helped out one day that she was always at least five steps ahead of everyone and everything that was happening in the classroom. While orchestrating the multiple simultaneous activities for students, she also had a sense of the pulse of the room—what needed to happen, what should happen, and what could happen at any given time—and was able to communicate to me what needed to happen next in order to assure a smooth transition for the children. Like all teachers at NashobaBrooks, our preschool teachers are impressive!

You are also no stranger to NashobaBrooks, having grown up nearby. What was your impression of the school in those days?

I had youth league soccer practice on the campus, and while in middle school, I attended what was then the school's summer day camp. I took lessons in math,

tennis, and dance, and that was the most direct contact I had with the school. It was only recently, when I read *So Grows the Tree* [the school history] that I realized the connections the school has with the town of Concord. I also realized that one of our neighbors on Annursnac Hill Road had once been a NashobaBrooks trustee. I grew up with her kids and was in her daughter's wedding. Concord is a small town. Walking through the neighborhood I grew up in or going for an early morning run downtown brings back many memories. Sometimes being back in Concord feels like a scene from *Groundhog Day*—both strangely familiar and very different than I remembered. I think that, like so much of what we have discussed, strong roots make it possible to adapt and grow.

—by Elizabeth Lutyens



Top to bottom:

Kindergarteners are eager to respond to an Audubon Society volunteer who tested their understanding of skunks.

Fifth graders constructed their own felt hand-puppets with which they performed selections from *Aesops' Fables*.

SNAPSHOTS





Clockwise from top left:

In September, eighth graders climbed to new heights on the ropes course at Camp Chewonki.

Students taking a break by their tent at Chewonki.

Second and third graders sing the favorite "turkey song" at the In Gathering Assembly in November.





Clockwise from top left:

Adam Winstanley helps his son prepare to hit a patient ball at the Country Fair in November.

Sixth graders prepare items for sale at the Country Fair.

A third grader enjoys a jewelry-making display at the annual Hobby Fair.

The 28th Annual CROP Walk involved 400 walkers from 20 different towns. There were 30 registered NashobaBrooks students led by NashobaBrooks fourth graders and joined by alumnae and families. The school raised over \$1,300 for Gaining Ground, the Open Table, and international relief efforts focused on helping provide clean drinking water.

Kay Cowan plans the student presentation at January's Learnabout Night with eighth grade participants.



Clockwise from top left:

This fall the PA Arts Council brought Ruby Bridges to school to tell her story of being the first African-American child to desegregate a public elementary school, in 1960 in New Orleans. After her presentation she spoke to individual faculty and students.

The PA Arts Council also invited the Bamidele Dancers and Drummers to campus to perform and teach students their West African, Brazilian, and Caribbean techniques. Here seventh graders accompany the music with the percussion of gourds and drum.

During World Water Monitoring Day in October, fourth graders tested the quality of the water in the school ponds. The tests included pH, dissolved oxygen, temperature, and turbidity. They also collected samples to see what is living in the water.

Clockwise from top right:

For the past few years, a group of students has been collecting gently used books for individual students and needy public schools in Lowell, Dorchester, and South Boston. The books also support the Grade 7 and 8 BookPALS/Reading Buddies Program at the Condon School in South Boston and the Grade 5 and 6 BookPALS program at the Open Table. In addition, this year books were sent to the Maasai Education Fund and the National Child Development Program in Trinidad and Tobago. Over 3,500 books were collected this year.

Family Bingo Night was again a sensational hit! Center: Fourth graders concentrate on their cards.

The Annual Family Skating Party at Middlesex School brought out all ages and skating abilities.

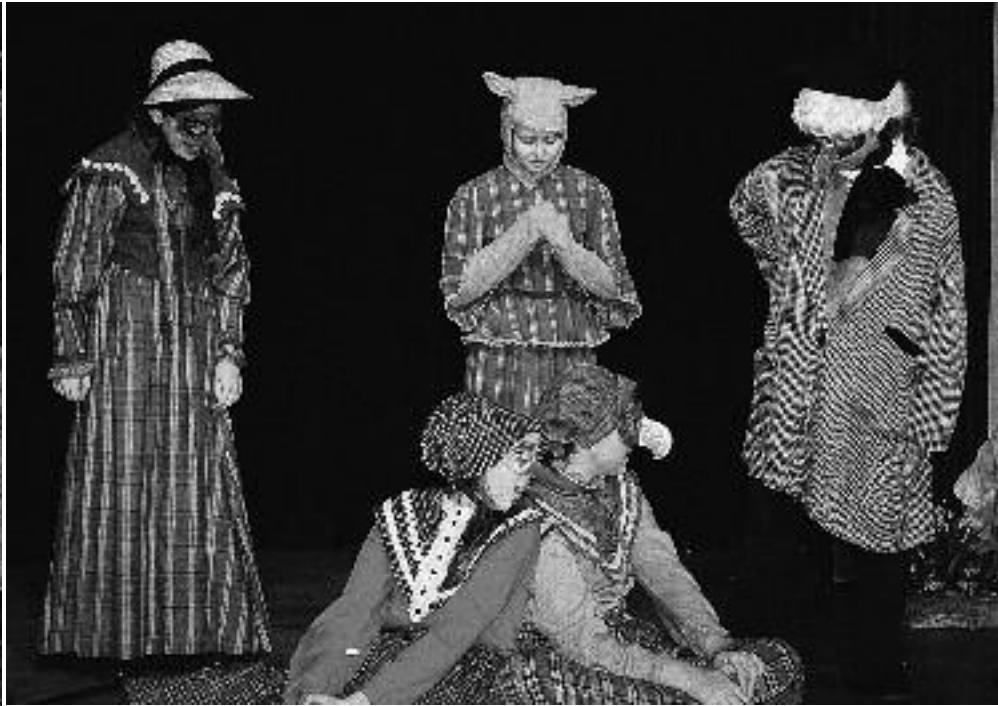
Fourth grade studies mime make-up and performance. Here, three students present their skit.





Third
and
Seventh Grade
Production
of
Alice
in
Wonder-
land





Digging Dirt, Taking Notes, Reaching into the Past

The Mount Lykaion Excavation and Survey Project

BY MAYA GUPTA '00



When I was in seventh grade at NashobaBrooks, we learned about archaeology. As part of the unit, the class went on a field trip to Plum Island, where we uncovered mysterious artifacts left in the sand by members of a long-lost civilization (better known as teachers Polly Vanasse and Jeanie Cooper-Carson.) With each new object that emerged from the sand, we tried to reason out an explanation—what it was for, what new information it gave us about the “society” that used it. Piecing together the distant past took on an adventurous, murder-mystery appeal that I still felt when I decided to study Ancient Greece in college.

And this was the extent of my experience in archaeology when, eight years later, I found myself on a plane to Greece, about to join the team of a real archaeological excavation, the Mount Lykaion Excavation and Survey Project.

The site of the excavation, Mount Lykaion, was in the region of Arcadia on the Peloponnese, the large peninsula in the south of Greece. Arcadia’s landscape is mountainous and rough, as unlike the islands with their whitewashed houses as is the colorful metropolis of Athens.

In the Golden Age of Greece, as the 5th century B.C. is sometimes called, the commerce, architecture, civic life, and culture that made Greece great all occurred in the

context of the city-state, or *polis*. The wilds of Arcadia were cut off from all of this. Urban Greeks thought of it as a savage place, the home of unwashed rustics and the refuge of desperados, and indeed rebel groups often staged their attacks from Mount Lykaion and nearby peaks. The region is no more populous today: Ano Karyes, the village on the slopes of the mountain where we lived during the summer, boasted a total of 22 inhabitants.

One might well ask what there could have been to excavate in such an unpromising locale. The answer: werewolves.

If the Athens of the 5th century B.C. was marked by its enlightenment, Mount Lykaion, so far from the major city-states, cloaked itself in a primal, dangerous magic—and hardly of the nicest variety. Arcadia in general, and Mount Lykaion in particular, were thought to be the haunts of Pan, the goat-footed god of shepherds, bucolic songs, and lonely landscapes. If people spent too much time in a wilderness like Arcadia's, some Greeks believed, Pan would suddenly fill them with terror—this is the origin of the word “panic.”

A sanctuary to Pan lay on the slopes of Mount Lykaion. The mountaintop itself, however, was devoted to none other than Zeus; indeed, according to one version of the myth, he was born in a cave near the summit. At the altar to Zeus at the top of Mount Lykaion, a certain clan held secret sacrifices—sacrifices that became infamous throughout Ancient Greece—the sacrifice, or so they said, of humans.

The name “Lykaion” means “wolfish,” and the legendary king from whom it took its name, Lycaon, was purportedly a cannibal who changed into a wolf upon eating human flesh. Those who performed the rites upon his mountain, according to Plato, mixed a piece of human flesh into the other sacrificial offerings, and whoever ate the flesh became a wolf. If he ate no more human while a wolf, the story went, he'd turn back into a human after nine years.

The year I joined the excavation was the first year the project was allowed to dig at the site of the altar itself. While no one was expecting to find werewolf bones, no one had the slightest idea of what we would find. Votive offerings? Any kind of bones? Nothing but ash?

What I didn't fully appreciate when I first joined the team, though, is that archaeology isn't all about finding. Primarily, it's



about dirt. The experienced excavator can learn a lot from a trench that contains *only* dirt: she can tell the soft topsoil of a disused field from the surface of an ancient floor, or the gravel paving of a Roman road, and construct a story from this. Conversely, a coin with a date on it, for instance, is often only informative if it can be placed in the context of a layer of soil.

Secondly, archaeology is about taking notes. The archaeology of the past hundred years, in particular, has been marked by a deepening appreciation of the fact that excavation, even as it adds to our knowledge of the past, destroys that past beyond recall. Unlike the results of a scientific experiment, the results of excavation are of course unrepeatable; no one will be able to dig the same trench again to see if a previous excavator reached valid conclusions. So, excavations need to keep track of every last step. First, a team of surveyors takes the coordinates of

each trench and assigns it a global coordinate, which they enter into a database. As the digging proceeds, every find and, most importantly, every change in the soil, must be surveyed. Meanwhile, a team of architects draws every block that is or may have once been part of a built structure. For the excavators themselves, the field notebook is the most important tool; we record every move we make, and we draw and photograph our trenches many times a day.

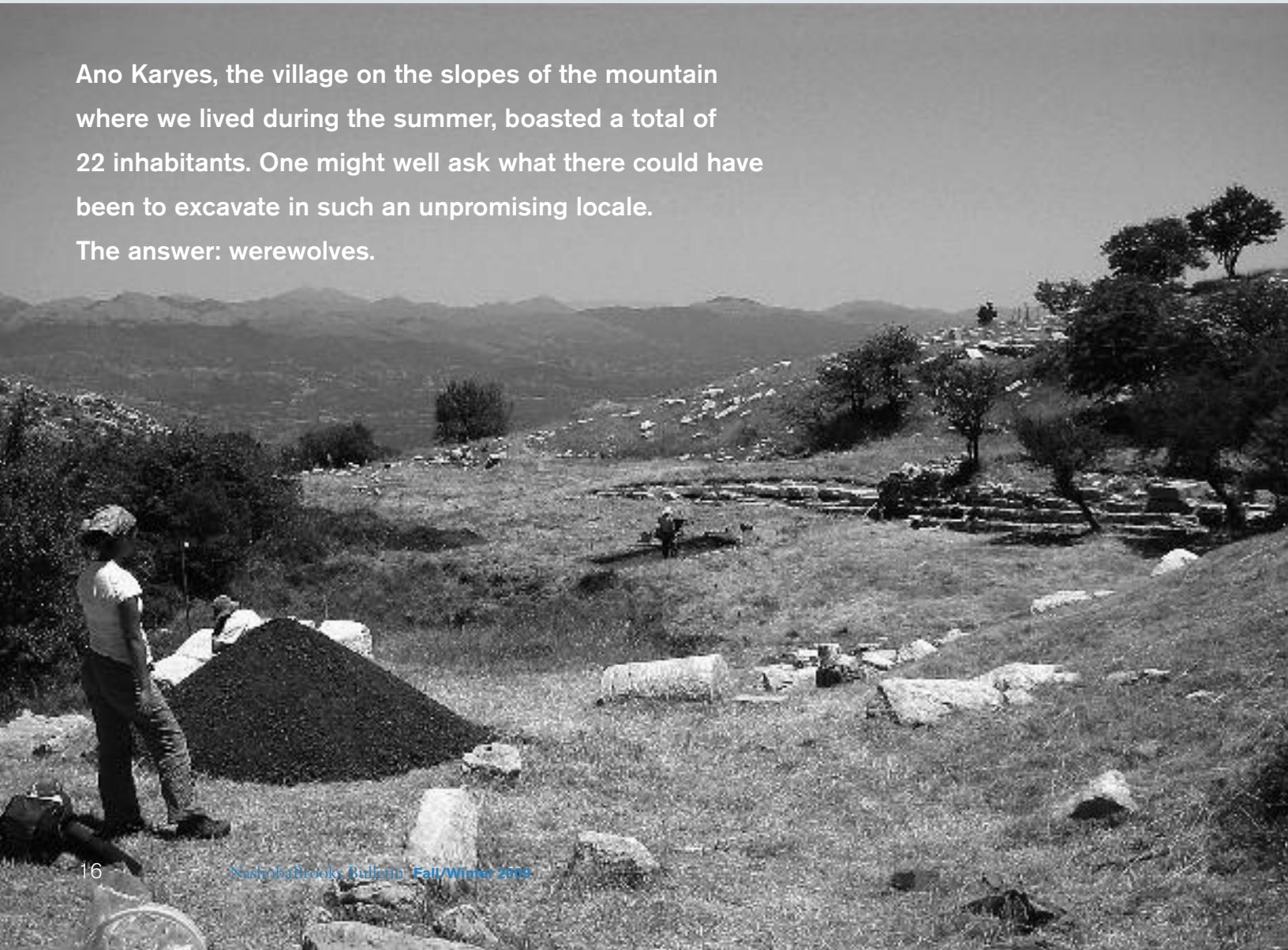
Having said that, though, we did find things, and I won't deny that it was exciting. At first, typical altar offerings: tiny bronze tripods, finely-wrought three-legged cauldrons; water-worn pebbles from distant rivers. Then, silver coins, each bearing the insignia of a different *polis*: a turtle from the island state of Aegina, an owl from Athens. The inhabitants of many faraway cities, it seemed, had come to pay their respects to Zeus on Mount Lykaion. Most exquisite,

perhaps, was a tiny crystal seal-stone with a bull incised on it, a bull running and looking backwards. It was Minoan, dating from 1500-1400 B.C. When we discovered it, no one suspected that the site had been in use for so long; nor did anyone suspect that the Cretan civilization might have had any kind of contact with a region of Greece as remote as Arcadia.

But in the end it was the less glamorous discoveries which proved the most exciting. For some time, the excavators had been unearthing coarse shards of pottery in an unprepossessing dun color, soft and crude, so different from the lovely workmanship we think of when we picture Greek vases. But when the pottery experts saw these fragments, they could hardly contain themselves. They huddled around the potsherds, conferring in low voices.

"This color slip—what do you think about this? Color slip, burning, thin

Ano Karyes, the village on the slopes of the mountain where we lived during the summer, boasted a total of 22 inhabitants. One might well ask what there could have been to excavate in such an unpromising locale. The answer: werewolves.



mould...” mused an expert from Britain, taking off his spectacles. “It’s just the kind of thing you associate with Early Helladic.”

(“Early Helladic” refers to a period of pottery production on mainland Greece that stretched from approximately 2800 to 2100 B.C.—much more than a millennium before the earliest dating of the Homeric epics, and likely before the inhabitants of the Peloponnese even spoke Greek.)

The experts scoop more shards into sunlight:

“And look the decoration on the shoulder of this one. . . .”

“That’s not typical Early Helladic—is it Neolithic?”

(Greece’s Neolithic period, or Stone Age, ended around 3000 B.C.)

Another expert takes a look.

It’s unmistakable. That fabric, that color—all uniquely Final Neolithic.”

Each of the pottery experts looks at the shards; each agrees.

“Of course you’re right. But Final Neolithic—what were they doing up here then?”

The implications sank in: in 3000 B.C., there was no Zeus. Or rather, the first Greek-speakers didn’t arrive in Greece, bringing Zeus and their other Olympian gods, until about 2000; the earliest written reference to Zeus is on a text dating from 1400 B.C. So who were these Neolithic visitors to Mount Lykaion worshipping? An earlier weather-god, inspired by the mountain’s thunderstorms? An ancient mother goddess? Of course, no one could say.

On the night of the full moon, the whole team went up to the summit of Mount Lykaion; we wanted to see it as those grim initiates had done so many years before. As we climbed, the moon lit a path up to the altar, the wind gusted, the summit, rounded by millennia of ash, hung over us. It was impossible to ignore the mountain’s pull, the irrational awe awoken by its presence. And this struck me as a particularly archaeological sensation. For, as I came to realize during my summers of excavation, archaeology isn’t always like solving a mystery. Historians do that, seeking to order the past and explain it since the days of Herodotus. But for the archaeologist, who digs up the remnants of strange gods and ceremonies, uncovering the past is like standing in a wild place, as near as a grubby potsherd in the hand, but always remote, always strange.



What I didn’t fully appreciate when I first joined the team, though, is that archaeology isn’t all about finding. Primarily, it’s about dirt.

After graduating from NashobaBrooks in 2000, and Concord Academy in 2004, Maya Gupta earned a B.A. from the University of Pennsylvania, where she was a Benjamin Franklin Scholar. She spent her senior year reading classics at the University of Oxford, U.K., and during the past two summers, with a grant from the Stavros Niarchos Foundation, she has been a member of the Mt. Lykaion Excavation and Survey Project team in Arcadia, Greece, an experience she describes on these pages. Maya is continuing her studies in the Ph.D. program in Classics and Philosophy at Yale University.

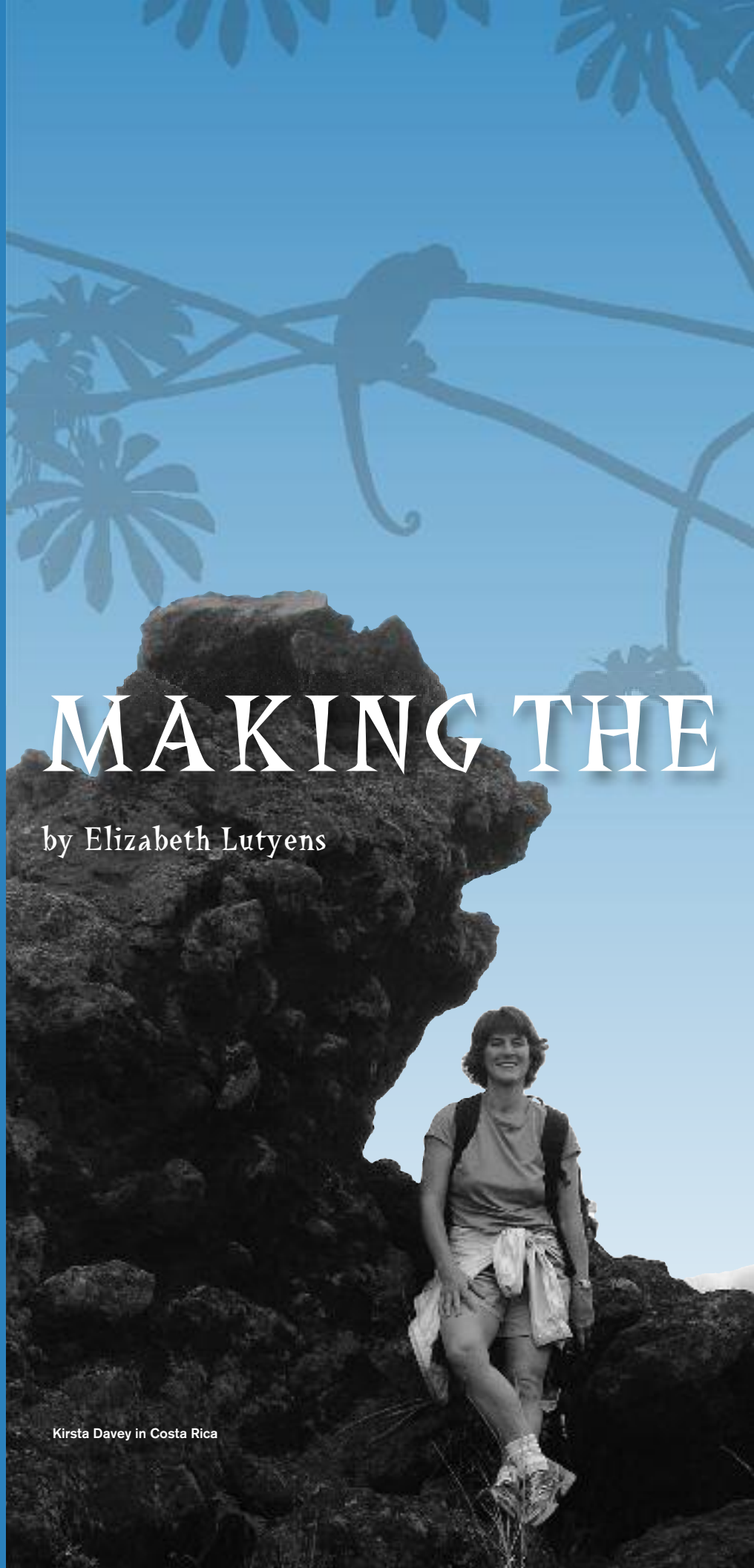


“One of the great things about teaching in an independent school is that you can try new things and take advantages of opportunities as they come up. When I returned to NashobaBrooks, I decided that a sixth-grade boy at the Cloud Forest School would be our long-distance teacher.”

— *Kirsta Davey*

MAKING THE

by Elizabeth Lutyens



Kirsta Davey in Costa Rica



Eyelash pit viper



Coatamondi



Molted tarantula

RAINFOREST REAL

Kindergarten teacher Kirsta Davey traveled to Costa Rica last fall to visit a friend who was on sabbatical there with her family. “The wildlife alone,” Kirsta said, “was worth the trip. We saw a yellow eyelash pit viper in one of the old lava fields, and of course, monkeys, and a quetzal.” Kirsta, a seasoned athlete, did more than look at the environment—she got right into it. “We went zip lining, which is one way you can go through the rain forest from tree to tree. They strap you in on a platform near the canopy layer of the rainforest and send you off on something like a pulley. We also hiked up one of the inactive volcanoes to a crater lake.”

Kirsta was never far from thinking about education. She spent a day at the Cloud Forest School, a bilingual, environmentally focused school in the Cloud Forest Preserve of Monteverde. The school has ties to NashobaBrooks, having been its partner for the NAIS Challenge 20/20 Project in 2007, when seventh graders from both schools

worked on a globally based, experiential curricula that included learning first-hand about cross-cultural communication. The children of Kirsta’s host family are attending the Cloud Forest School this year.

Kirsta said, “One of the great things about teaching in an independent school is that you can try new things and take advantages of opportunities as they come up. While I was down there, I learned that my friend’s older son, Oren, a sixth grader, was studying volcanoes. This was a natural for him, because Costa Rica has over 200 identifiable volcanic formations dating back over 65 million years. At one point we hiked near the Arenal Volcano, which was erupting right next to us.” Kirsta thought the kindergarten classes at NashobaBrooks might like to learn about volcanoes as part of their traditional rainforest study. She said, “I decided that when I returned to NashobaBrooks, Oren would be our long-distance teacher. My class e-mailed questions to him, and he replied, with photographs and detailed answers. It’s real for the kinder-



Oren (r) with his friend Ethan and the Arenal Volcano in the background. Oren is corresponding with NashobaBrooks students about volcanoes.

garten students to make connections with other students globally who have similar interests. I had no idea how this project was going to work, but it's been fun."

A sample question to Oren from Kirsta's students was, "Where does the lava come from?" His answer: "The lava comes from the outer core, near the center of the Earth. The outer core is a liquid layer just outside the solid center. The center of the Earth is REALLY HOT! It can get to about 6,000°C! This heats up the lava A LOT. It cools down and picks up a few rocks on its way to the surface."

Kirsta and her students share their project with the other two kindergarten classes every Friday during the "All-K Meeting." As part of her professional development year, Kirsta has worked closely with the Tech Department and the other kindergarten teachers to take advantage of the Active Board, a tool that allows all teachers and students to interact. Google Earth, an application used frequently at the All-K meeting, allows students to travel around the world using a bird's eye view of our

planet. Sharing happens on many levels and includes other Internet resources, as well as personal experiences.

One of Kirsta's colleagues, Marsha Gette, travels to Central or South America every summer. Last July, she went to Brazil to visit the Ecological Reserve of Guapi Assu in the Atlantic Rainforest, one of the few reserves in the world where reforestation, reintroduction of species, and education take place. In July 2007 she visited the Asa Wright Nature Centre in Trinidad, which is an important area for research and a home for species found nowhere else on earth. July 2006 saw Marsha in Panama, specifically the area around Chiriqui Highlands where efforts are being made to have agriculture be sustainable and in harmony with the rainforest areas. In 2005 she was in Belize with the Programme for Belize.

Marsha said, "I participate in these educational trips under the auspices of Mass Audubon Travel because I want to learn more about the rainforests, the people, and the cultures. An added benefit is that I am able to be with my husband, who works in

these neo-tropical forests in the summer and at other times of the year. Because I'm included in the study groups and planning initiatives, I learn first-hand about the triumphs and challenges. One of the most important aspects for me is being with the families of the researchers and educators in these areas. We live in a very small world where global understanding is a most important priority."

Marsha has also been to Monteverde, and in July of 2009 she will make a return trip there. She said, "For many years kindergarten classes have raised money for the Children's Rainforest, now part of the Monteverde Conservation League." She and Kirsta (plus Merry Long, the third kindergarten teacher) plan to continue service learning projects connected to the neo-tropical rainforest. They model for their students a passion for other places and the commitment to help preserve them.

Marsha Gette with her spotting scope, used for observation



Food Drive to Help Kenyans

by Cheryl Lecesse, Staff Writer

Residents and students are coming to the aid of millions in Kenya who face starvation due to a drought that has drastically affected crops.

Ledama Olekina, a native Kenyan and founder of the Maasai Education Discovery, has issued a call for donations of any non-perishable foods to send to Kenya, to help people—especially children—weather the drought.

NashobaBrooks School, which Olekina's daughter attends, has been among the first to answer, holding a school-wide food drive to help.

"It's a wonderful opportunity for us and we're pleased to be engaged," said Head of School Kay Cowan of the food drive, who said the food drive fits with the school's commitment to service learning.

Maasai Education Discovery is a non-profit organization with headquarters in Boston, founded in 1999 to help bring education to the Maasai people of Kenya. Since then, the organization has built schools, community centers, shelters, and most recently libraries in the African country.

The drought's affect on the country's crops, however, has kept children from going to school because there is no food for them to eat.

"It's really helping kids in Kenya," said Olekina of the food drive.

Cowan said Olekina had been active within NashobaBrooks even before he became a parent.



Seventh graders packed three pickup trucks and two vans with food donated by NashobaBrooks families to send to starving Kenyans. In addition, Sysco, the school's food service, donated 240 large cans of food. Ledama Olekina is so inspired by this enthusiastic response that he is telling other schools about the project and he hopes to fill two more containers.

"Ledama has come in for numerous years to the 4-year-olds' program," said Cowan. "He has worn African dress and he has explained what life is really like for family and children in Kenya, particularly for the Maasai."

Cowan said Olekina's relationship with NashobaBrooks has also spurred a curriculum unit for 4-year-old students that focuses on Africa and water usage.

"The children at a very young age appreciate what drought means and that children cannot go to school in parts of Africa because they're needed to transport water," she said.

Cowan said the unit is part of the school's global awareness curriculum, which extends up through eighth grade.

We're trying to make it authentic, and connect what we're learning in Concord and NashobaBrooks School specifically to other parts of the world," she said, "because it's through those connections then that learning becomes real."

A letter went home to NashobaBrooks

parents last week, alerting them of the food drive. Students were scheduled to attend an assembly this week, where Olekina would explain Kenya's current situation.

"The positioning of this is that we in Concord can make a difference to people's lives in Africa, we can reach out," said Cowan. "It really does reflect what President Obama spoke about in his inauguration address, which is the responsibility that we all have to reach out to others as individuals and as a nation."

Cowan said collection boxes have been set up throughout the school. Olekina also has a collection container set up on his property. Canned foods and other non-perishable items are being accepted, as well as donations to help with shipping costs. Olekina said shipping to Kenya will take about a month.

"The kids here, they have so much," said Olekina. "Helping one another is the best thing in this world."

For more information or to donate, call 617-669-7839.

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Ledama Olekina helps load food donated by NashobaBrooks families.

Sports

in Review



Field Hockey
5W 4L



Cross Country Team





Varsity Soccer
10W 0L 1T



JV Soccer White
7W 0L *Meadowbrook Tournament Winner*



JV Soccer Blue
5W 4L



Summer Center Gets into

The Children's Theater at NashobaBrooks

BY JAN MAGUIRE

Whether performing in the annual Brooks School Spring Play in the '70s or *The Pirates of Penzance* in the '80s or *Brigadoon* in the '90s or *Beauty and the Beast* in the '00s, the theater legacy at NashobaBrooks is decades old and miles long. "More mature" graduates will remember taking to the footlights under the direction of such luminaries as Betty Gage, Mary Carr, Marilyn Abbott, Sally Kindleberger, and Ellen Arrowood Gaines. (Please see update from Ellen, "Staging a New Life in Virginia.")

Students from the earliest grades to each graduating class have gathered on Tucker Stage to sing, dance, mime and emote. Plays, skits, puppet shows, and musical vignettes have brought students to a special spotlight each school year. Stagecraft and a vibrant drama curriculum, continuing under Rachele Vachon, have been an integral part of the school's mission. Beginning July 2009, the Summer Center gets into the act!

During the weeks of July 13-31, The Children's Theater at NashobaBrooks will embark on its inaugural season. As part of the Summer Center geared for the young thespian, students



Sally Kindleberger, an Equity actor herself, will create a working team of actors who will surely bring the magic of the theater to Tucker and beyond.

aged seven through twelve will work on dramatic skills such as vocal articulation and projection, character development, blocking, dance. The group will rehearse and produce a theatrical projection. The goal of the three weeks is to provide theatrical performance that will be ready not only to share with other Summer Center campers but also to take "on the road" to various sites in the area.

Such an endeavor will not only require a feisty group of drama enthusiasts but also the steady, experienced hand of the Ultimate Director. Sally Kindleberger, long time NashobaBrooks teacher and drama coach, has been lured out of retirement to take on the role of Creative Director for The Children's Theater. Sally, an Equity actor herself, will create a working team of actors who will surely bring the magic of the theater to Tucker and beyond.

Sally reports: "I look forward to working with a group of committed young actors and actresses. Our hope is to build a community of young people with strong self-esteem, robust acting skills, and a good sense of the world of theater. In addition to performances in Tucker, we're also planning to take our

the Act



Ellen Arrowwood Gaines and husband Ray, with their dogs Bernadette Star and Olive Oyle. They lost Ollie to cancer last summer, but she and Bernie are being immortalized in children's stories that Ellen is now writing.

show on the road to give kids the experience of performing in a variety of settings, including retirement centers and libraries. This is an important component because it offers the chance to cultivate and perfect performance skills over time.”

Sally added that, in her own career, she has a performance coming up, at the Wheelock Family Theater's production of *Charlotte's Web*. “It may not be my best role,” she said. “I'm the old sheep who tells Wilbur he's going to die.” But, typically, Sally is going to give it her all. She said, “I'm already studying how sheep move.”

Lauren Alexander, currently a senior at The Winsor School and formerly a NashobaBrooks student, will assist Sally with The Children's Theater activities and lessons. Choreography, make-up and costumes will round out the experience for the actors. Summer on Strawberry Hill Road will be very “cool” this year!

Jan Maguire is Director of the NashobaBrooks Summer Center.

Staging a New Life in Virginia

by Ellen Arrowwood Gaines

Since leaving NashobaBrooks in 1993 I have been following a meandering yet connected path, always including young people in my journey. First, as teacher until 2001, I applied the lessons learned with my friends and colleagues at Nashoba. We were in the vanguard of educational practices back then, team teaching, weaving interdisciplinary themes, and creating hands-on life experiences that taught children effectively. Those methods won kudos from the boys and girls at St. Anne's-Belfield in Charlottesville, Virginia, where I taught for three years. We studied medieval times, read historical fiction like *The Door in the Wall*, and cavorted on the stage with a rendering of Christmas Revels. How many years did the third and seventh graders on Strawberry Hill Road bring in the Yule Log with Morris Dancers and Father Christmas? I couldn't leave that tradition behind me.

Returning to an all girls' setting, I moved to Washington, DC, and spent five years at the National Cathedral School. Again, I created a “unique” curriculum for them called CORE. This time our theme was the Ancient World. The stage was set

for a story theatre performance of *Gilgamesh The King*; but, instead of Saint George slaying a dragon, it was Enkidu fighting the mighty king, thus bringing peace to the land.

Moving to Richmond, Virginia, in 2001, I took on the role of Head of Lower School at St. Catherine's. Reminiscent of “Miss Ellis Class,” I met with second graders each week to read and talk about good books. Once in awhile, I even shared sour balls. The path veered from my roots but not too far.

And now? I am “retired” to write a novel. It is for middle grades students, set in Concord in 1845 with, yes, Henry David Thoreau as a central character. Sharing his sojourn in the woods is a literate rat named Elliott and his adventurous brother Bew. Where this turn in the road takes me, I am not sure, but it has made all the difference.

I am happy writing, caring for my springer spaniel Bernadette Star, two cats, and a very dear husband named Ray. He is my best critic and support.

Cheers and best wishes to everyone at NashobaBrooks. I think of you with love.

Runway for Recovery



Olivia Achtmeyer '95 sets the stage for power, recovery—and applause

BY ELIZABETH LUTYENS

After losing her mother to breast cancer, Olivia Achtmeyer searched for the right way to celebrate “a woman who so clearly did not want public attention.” Cande Achtmeyer had been a familiar presence at NashobaBrooks for most of the eleven years she fought the disease, deeply involved in her children’s education, but showing no sign of her struggle. “None of us knew,” Olivia said. “She wanted to give us [*in addition to Olivia '95—Rob '88, Nell and Kristin '98*] a childhood without worrying about mom. She created wonderful relationships between us and other adults in our lives—godparents and friends—and left us with an incredible support system. I wanted to honor this support, and the strength she gave us.”

Olivia also knew that she wanted to raise money “for an aspect of the disease that best defined Mom’s battle. Helping other children, many of whom do not have a circle of support around them, became the cause I wanted to fight for.” She knew what she wanted to do, but not how to do it, “because Mom had been so private.”

Although the Achtmeyer family resisted attaching Cande’s name to any fund, they supported the fight against cancer in a variety of ways. They made donations to a number of cancer-fighting foundations, and have continued their support of organizations Cande loved, notably the Boston Handel and Haydn Society. Olivia and her sisters have participated in the three-day Avon Breast

Cancer Walks. Their father, Bill Achtmeyer (President of NashobaBrooks Board 1990–1996), is a repeat participant in the Pan-Mass Challenge, a two-day, 180-mile bicycle ride from Wellesley to Provincetown, and he talked Olivia, Nell, and Kristin into joining him last year.

Even with this level of involvement, Olivia longed to pay her mother “a long overdue tribute.” Six years after Cande Achtmeyer’s death, Olivia discovered how she could honor her mother and help children who had been left motherless, while also aiming the spotlight on a large cast instead of any one person. She founded an annual event that “creates a stage for those heroes among us, both survivors themselves and the children of those who have passed away.” Called “Runway for Recovery,” this event is less a fashion show than a showcase for strength of spirit.

The seed for the “Runway” idea came from a friend of Olivia’s who opened, with another woman, a boutique in Concord called Maggie Taylor. In the fall of 2006, the shop held a small, informal show featuring ten models who were all breast cancer survivors. Olivia saw how such an event could work on a larger scale and could include whole families. “I envisioned a runway,” she said, “where you could applaud the successes of survivors, or the courage of daughters or of mothers and daughters walking together. This felt more energetic to me. I wanted to give a sense of power and recovery—and applause.”

The inaugural Runway event, held in October, 2007, accomplished Olivia’s goals, and more. She said, “The models walked the runway to great music in front of



a screen showing whatever pictures they wanted—their selves or family or someone they were honoring by walking for. They all had fun. Some wore wigs, but others came early to get their hair done, they all got makeup, and we made sure they were modeling clothes they felt comfortable in.” Maggie Taylor (now with different owners who continue the partnership with Olivia) supplied all the clothes, which Olivia describes as “contemporary and mostly young, with an edge, but nothing too dramatic.” She would like to involve other clothing stores in the area, including men’s stores. “That first year,” she said, “twenty percent of the audience was boys or men. They were proud of what their wives or mothers were doing.” Whether someone does or doesn’t look like a traditional model doesn’t matter. Olivia said, “They all end up looking so stunning because of their joy.”

Olivia found her models the first year by word of mouth. This fall, the pool spread because “I told last year’s women their one job was to find new models for this year.” She still depends on the passing of the word, and her own connections. “My own sisters, and my mom’s nieces have modeled, and we’ve also tapped the resources of Middlesex, Nashoba, Fenn, Lawrence, Nobles. That’s one of the ways we ask people to help. You purchase a ticket to the event, take part in the silent auction, or donate to it—or offer the name of a survivor who might like to model.”

The first Runway event raised \$15,000, which Olivia

donated to a center in Colorado to pay for counseling services for two families of cancer victims. One guest at that event was John Erban, the physician who had treated her mother, and he suggested that Olivia might consider reaching more families by supporting the Patient and Caregiver Fund that he had established at the Massachusetts General Hospital Cancer Center. Olivia agreed without hesitation. She said, about Dr. Erban, “Jack put my mother on cutting-edge medicine that gives patients more energy so that she didn’t appear sick to any of her children or to friends, which was just what she wanted. After years of listening to stories about women’s battles with breast cancer, it was clear to him that the inspiration to live, for many of his patients, came from a variety of medical sources. However, the power of love and support from friends and family could not be ignored. Jack has seen this determination in the hearts of his patients and works from that internal source of hope to help his ‘fighters’ survive.”

Olivia’s decision to raise money for a center established by her mother’s doctor brought her full-circle in a personal sense, but it was also meaningful for anyone facing the impact that breast cancer has on a family. And unlike donations to national organizations, this support is local and direct. She said, “I’ll get a note from Jack telling us that this month he sent three nurses to professional development so they could better help with bereavement, or that another month he found housing for families who wanted to be with moms at the end of their

Whether someone does or doesn’t look like a traditional model doesn’t matter. Olivia said, “They all end up looking so stunning because of their joy.”



Olivia poses with the models for Runway for Recovery 2007: Olivia is fifth from the left and Kristin Achtmeyer is second from right.

treatment at MGH. This seems very real, and it fits whatever is needed.”

The most recent Runway event, in October 2008, raised more money for families, and featured more models. “Twelve models, each with three changes,” Olivia said. “The first model was in her late fifties, a survivor since 2000, and the first picture she wanted projected was one of herself at her daughter’s wedding. Her sense of survival came from the goal to see the wedding of her daughter, who had been fourteen when the mother got sick. Another model, an eighteen-year-old whose mom had just passed away, wanted a picture of her mother holding her as a baby. But there wasn’t a sense of mourning. It felt so celebratory. After Mom died, some people were surprised because we were handling it so well. But that’s what she wanted. The whole show is about living.”

At both the 2007 and 2008 events, Olivia’s twin sisters, Nell and Kristin, have been models. “But not me,” she said. “I’ve been too busy with all the rest of it. Last year I felt I had a hundred things to do at once, but that’s changing. My stepmom, Alli, is an event planner, and this year she helped me run everything. My whole family helps. Dad donates items for the silent auction, and his Red Sox ticket package is definitely a big attraction. Also, the senior girls I coach at Middlesex [*where Olivia teaches English and provides academic support for students*] volunteered to help. They came dressed in black with pink bows, set up tables and helped the models change. I coach three varsity sports and advise ten kids, so word of mouth spread

quickly. After hearing the seniors talk about their experience, the juniors asked me if they could do it next year.”

“Runway for Recovery,” Olivia said, “is taking on a life of its own. People hear about something that’s tangible, local, and they respond. Alli was going to donate special balloons and lighting and flowers, but it turned out that the lighting company gave us everything for free, and the other two companies gave us services at cost or discount. Someone they were associated with was a survivor or had personal experience with breast cancer. My hair stylist heard what I was working on, and she and a team came in and did all the models’ hair for free. I was in a store in Concord and a woman who works in marketing at Whole Foods overheard me talking about the event. They donated a whole Thanksgiving dinner for the auction table. One vendor after another saw what I was doing, and said, ‘This is going to be my cause for the year; sign me up for next year.’ It’s amazing how far breast cancer reaches.”

Olivia had questioned the wisdom of producing a second Runway event, given the state of the economy, but Dr. Erban urged her to continue. She said, “He told me that people were going to stop donating to charities, and whatever I raised this time would be helpful. So I went ahead, putting a show on about the same time as the first year—in early October—battling the Red Sox playoffs yet again.”

Will Olivia launch a third Runway for Recovery next year? She answers instantly:

“Absolutely.”

“[Runway for Recovery] felt so celebratory. After Mom died, some people were surprised because we were handling it so well. But that’s what she wanted. The whole show is about living.”

—Olivia Achtmeyer



Kristin, Olivia and Nell Achtmeyer participate in the three-day Avon Breast Cancer Walk.

CLASS OF 2004 IN COLLEGE

Stephanie Anklin	<i>Phillips Exeter Academy</i>	<i>Wellesley College</i>
Sarah Armitage	<i>Middlesex School</i>	<i>Yale University</i>
Tessa Bramhall	<i>Middlesex School</i>	<i>Colorado College</i>
Cordelia Cowan	<i>Deerfield Academy</i>	<i>Colby College</i>
Elisabeth Denison	<i>St. Mark's School</i>	<i>Univ. of St. Andrews, Scotland</i>
Elizabeth Doe	<i>Deerfield Academy</i>	<i>Dartmouth College</i>
Jennifer Downing	<i>Phillips Andover Academy</i>	<i>Yale University</i>
Sophie Evarts	<i>St. Paul's School</i>	<i>Colorado College</i>
Nathalie Fadel	<i>Chelmsford High School</i>	<i>Univ. of Mass., Amherst</i>
Rachel Frenkil	<i>Concord Academy</i>	<i>Colby College</i>
Sophie Hamersley	<i>Lawrence Academy</i>	<i>St. Michael's College</i>
Kate Howerton	<i>Concord-Carlisle High School</i>	<i>Miami University of Ohio</i>
Caroline Hughes	<i>Concord Academy</i>	<i>Brandeis University</i>
Carolyn Kaemmer	<i>Middlesex School</i>	<i>Williams College</i>
Katherine Kelleher	<i>Deerfield Academy</i>	<i>Gap Year</i>
Alyssa Kilzer	<i>Buckingham Browne & Nichols School</i>	<i>Univ. of St. Andrews, Scotland</i>
Alexandra Kloppenburg	<i>Middlesex School</i>	<i>Georgetown University</i>
Dana Leonard	<i>Concord Academy</i>	<i>Hamilton College</i>
Kathryn Long	<i>Bromfield High School</i>	<i>St. Lawrence University</i>
Silvia Manent	<i>Ethel Walker School</i>	<i>Fairfield University</i>
Leah Munson	<i>Middlesex School</i>	<i>Univ. of California, Los Angeles</i>
Annie Petersen	<i>Concord-Carlisle High School</i>	<i>Syracuse University</i>
Rebecca Quint	<i>Concord-Carlisle High School</i>	<i>Northwestern University</i>
Kristin Spiak	<i>Phillips Andover Academy</i>	<i>Carleton College</i>
Elizabeth Stark	<i>Milton Academy</i>	<i>Stanford University</i>
Sarah Whitlock	<i>Concord-Carlisle High School</i>	<i>Duquesne University</i>
Margaret Williams	<i>Milton Academy</i>	<i>Bowdoin College</i>
Anne Woodford	<i>Arlington Catholic High School</i>	<i>Americorps</i>
Marianna Zak	<i>Middlesex School</i>	<i>Tufts University</i>

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B'58

Sarah Daniels Morse and her husband have moved to Saxtons River, Vermont, where Harvey has taken over the position of Director of Advancement at Vermont Academy.

'70

Gail Awad Bogle is back in the real estate business, managing the Wellesley office of Hammond Residential. She lives in Weston.

B'71

Hollywood comedian **Steve Carell**, who spends his summers in Marshfield, Massachusetts, has purchased the Marshfield Hills General

Store. In a *Boston Globe* article on January 15, Steve explained that he saw this as a chance "to preserve a little piece of history" He feels that "places like the Marshfield Hills General Store represent a gathering place, and give people a sense of community. These spots are growing more and more scarce. I hope to keep this particular one alive and well." The store carries such things as penny candy, gifts, books, beer, wine, and snacks. Steve's sister-in-law and a staff of four are currently running the store. He and his brother are busy designing a restoration that will enable them to extend the inventory. Steve plans to spend time manning the cash register and stocking the shelves when he can. He looks forward to maintaining a neighborhood-gathering place.

Quita Atchley Schillhammer is in her second year at Lesley University's Learning Community bachelor's degree program, completing her degree in cultural arts. She still has some private interior design clients and hopes to be back to work full time next fall, after writing her thesis this summer.

'74 Thirty-Fifth Reunion Elizabeth (Betsy) Lawrence is working in admissions at Tower School in Marblehead, Massachusetts. Her daughter, Hadley, is a freshman boarder at Middlesex School. Recently, Betsy ran into **Beezie Bickford** who works at St. George's and, among other things, coaches the field hockey team opposing Hadley's. Hadley attends Middlesex with Nathaniel Heller, son of **Susan Holmes**.

'76

Diane Lesneski Auger continues to run Friends for Tomorrow, a therapeutic riding program for children and young adults facing extraordinary mental and physical challenges, in Lincoln, Massachusetts.

At Alumni Day last May, **Laura Kaye** was inducted into the Middlesex School Hall of Fame. Laura played field hockey, squash, and tennis, winning 10 letters at Middlesex. She captained four teams and went on to play squash at Harvard, where she was named All-Ivy League in 1981. She continued to play squash after college and was nationally ranked.

INAUGURATION DAY

Lea Morse Sloan '65 lives and works in Washington, D.C. She is Vice President, Communications, of PBS, but the following is her personal account of a once-in-a-lifetime experience on November 3, 2008.

Inauguration weekend in D.C. featured frosty temperatures—at least in D.C. terms, 22 degrees—and millions of people in town from everywhere far and near, made the whole weekend, which included Sunday's We Are One concert at the Lincoln Memorial, with one million people there, Monday's MLK Day and then Inauguration Day on Tuesday with nearly three

million, and the Inaugural Balls afterwards, seem like some kind of arctic Mardi Gras.

On Inauguration Day my husband, John, and I left the house at 10, headed the twenty or so blocks to the Mall. I had on literally six layers of t-shirts and sweaters and my gym stretch pants under my jeans (I had frozen at the We Are One concert), leather jacket, hat, scarf, gloves—the works. Lots of people on foot, headed south. The masses became intense by the time we crossed K Street, again of every color from everywhere near and far, babies to old people and everything in between. People wearing coats and hats and scarves—red, blue, grey, brown, and

TG'80

Taragh Mulvany married Barbara Clopper in June 2007.

TG'83

Jonathan Streff and Marlene Warner welcomed son Cormac Paul Warner-Streff on February 29, 2008.

TG'84

Andrew Newberg married Katy Peter in October 2006. He is a graduate student in Computational Biology, Biomedical Engineering at Carnegie Mellon University.

TG'86

Jonathan Fortmiller is teaching at Kent Denver Country Day School.

'86

Joy Flood and George Mandler are delighted to announce the birth of Max Michael Mandler on September 17. He weighed 9 lbs 9 oz! The Mandlers live in Maynard where they have a holistic health care practice that offers a multitude of services: acupuncture, shiatsu massage, nutrition, pain management, and pre/post natal services.

'87

Emily Fantasia Hayes is an attorney with Morse, Barnes-Brown & Pendelton, PC in Waltham, Massachusetts. She and her husband, Matt, live with their children, Abby and Nate, in Sudbury.

Sarah Menoyo Holch and husband have three children. Tess Tyan Holch was born last March.

TG'88

Kate and **Rob Achtmeyer** have finished renovating their house in Washington, DC. Rob continues to teach fifth grade at the Maret School.

TG'90

Katherine and **Justin Antos** live in Washington, DC. She works for the EPA and he is a consultant in the public transportation sector, working with MART in Atlanta, Chicago Transit, and in Baltimore.

'90

Ashley Fantasia Kurth and husband Adam have a son, Evan, born last May.

'92

Louise Francois Watkins gave birth to Oliver James

Francois Watkins in February 2007.

'93

Michelle Denault is engaged to marry Mark Palmer in July.

Melissa Friedman is a body worker, doula, and artist, while studying to become a homeopathic physician in Telluride, Colorado.

Sarah Montgomery has graduated from Boston University's law school and passed the Massachusetts Bar examination.

'94 Fifteenth Reunion

Nia Hatsopoulos has been living in the Bahamas producing an independent film, *Daybreak*, directed by Kareem Mortimer.

TG'95

Eric Kester has a Web site for his humor writing, www.erickester.com. Check it out!

Stephen Kolowich has graduated from Bowdoin College where he majored in government and legal studies with a minor in philosophy. At the annual Honors Day ceremony, he was awarded the Non-Fiction



On June 14, Ginger Pearson married Kevin Burke outside St. Ann's Church in Kennebunkport, Maine. Pictured here at the Breakwater Inn reception are (l to r) Anne DeBoalt (Ginger's Connecting Class teacher), Olivia Achtmeyer, Ginger, Michelle Kaplan, and Tysie Sawyer, all class of 1995.

dozens of women dressed in very elegant fur coats and hats. Others were clothed in some form of Obama paraphernalia—Obama t-shirts over their parkas, hats and scarves with his name all over, blankets with his face. This time we steered away from the center of people-pack and found a spot behind the World War II Memorial where we could lean or perch on a police barrier (better for our backs than standing) and see a jumbotron. It was a sunny day but I was happy that the biting cold breeze came from behind us. The roars and applause erupted from the crowd when Obama appeared for his swearing in, and doubly so when he was pronounced president by John Roberts.

There were some in the crowd whose attention started to wane during his remarks and began to wander off, but most continued to hang on every word. In the greetings and the exchanges and the smiles of everyone there, there was palpable collective awareness of this being a historic moment, the start of a new era, a sea change in philosophy about responsibility and accountability that we were not just witness to but participants in.

And then the crowd dispersed, flowing in and around the frozen Reflecting Pool, the duck pond, out onto the streets heading north towards DuPont Circle, into the sharp

breeze. Most of the streets and cross streets were still closed, but occasional taxis and town cars were getting through. We passed two young National Guardsmen at P Street and 18th. They asked how it had been. "Great," we said. "Incredible." They nodded, clearly feeling sorry to have missed not only the action but also the scene and the feeling of being there. Chilled to the bone, we stopped around the corner from our house at a Thai restaurant, and got some hot soup. Then we went home to watch the parade on television, grateful for the warmth of our electronic hearth.

Prize for the best work of creative non-fiction and the Paul Andrew Walker Prize, which honors the ability and hard work of the members of the Bowdoin Orient staff.

'95

Shannon Sinton loves living in Kailua, Hawaii, where she works for an environmental start-up tech company and is also a licensed massage therapist. In free time she enjoys hiking, surfing, and running.

'96

Meredith Anne MacSwan married Daniel Harjes in Boston on November 15. The bridesmaids included **Elizabeth MacSwan '94** and **Margaret MacSwan '98**. Meredith and Dan are living in Allston. Meredith is working for Accenture and Dan works for Draper Labs.

'97

Alexandra and **Emily Warner Caldwell** announce the birth of their son, Samuel Mason Caldwell, on June 5, 2008. The family is living in South Yarmouth, Massachusetts.

TG'98

David Denault is studying at the University of St. Thomas and doing well.

'98

Nell Achtmeyer writes: "While my experience as a teaching assistant in a Reggio-inspired Kindergarten and coaching in the middle and upper schools was just what I had hoped for, I wanted to explore my passion for environmental education and that opportunity wasn't there [at Oregon Episcopal in Portland]. This past September, I took an AmeriCorps position in a school district south of Portland, working as an environmental educator and sustainability coordinator. While it has been hard work, the exposure and experience I am gaining is making it all worth it! With the education award AmeriCorps provides after the service year is completed, I am hoping to go back to school and with any luck will be back in Boston."

Emily Cohen is a research assistant at Yale University.

Liz Moore is very happy teaching second grade at the Blue Oak School in California.

TG'99

Cam Baggen is attending George Washington University.

Marc Buckland spent last June studying in France and then returned to California, where his family now live, to work in the forest service and earn his EMT certification.

Rutledge Chin-Feman is at Brown University, **Nick Foley** at Dickinson, **Henry Emmet** at Hofstra, and **Peter Valhouli-Farb** at Tulane.

Patrick Walker will be pitching for Denison University's baseball team this spring.

'99 Tenth Reunion

Megan Denault is back in the US after traveling throughout China.

Whitney Leonard has received a bachelor of arts degree in economics from Williams College. She graduated magna cum laude, earned highest honors in economics and received the following honors: Phi Beta Kappa, Carnegie Endowment for International Peace junior fellowship, 1960s

scholar in economics and environmental studies, dean's list, and Thomas G. Hardie prize in environmental studies. While at Williams, Whitney participated in the Outing Club, played varsity lacrosse, was co-chair of the campus environmental group, instructed skiing, and was a teaching assistant.

TG'01

Jackson Moore has earned high honors at Lawrence Academy.

'01

Haley Hogan has been interning at *Teen Vogue*.

Kirsten Kester spent last summer researching endosymbiotic bacteria for her senior thesis. She is wrapping up her final season on the Harvard hockey team.

TG'02

This fall **Grant Parisi** was awarded Middlesex School's Class IV Award for Academic Achievement. It is awarded to the student who had the highest grade average for the freshman year.

'02

Brianna Bakow is spending a semester of her junior year in South Africa, studying community health.

Lee Cross has completed her sophomore year at The Johns Hopkins University, where she has been named to the dean's list for her achievements in every semester since matriculating at the University. Lee will spend her junior year abroad studying international relations and economics at Sciences Po in Paris, France. Lee is currently pursuing a major in international relations and two minors: economics and French culture.

TG'03

Andrew Linn is an honors student at Belmont Hill School.

'03

Allie Dempsey interned at children's art gallery in

Boston last summer. She is playing varsity squash at Tufts, where she is studying classics and art history.

Last spring, **Anne Geraghty** was the only freshman to make the varsity lacrosse team at Colby College. The team won the Division 3 NESCAC Championship, which has always been won by Middlebury ever since its inception. Anne will be going to Prague with the team this spring to compete in an invitational lacrosse tournament. This January, Anne was in Washington, DC for ten days as an intern with Congresswoman Nikki Tsongas and as an invited participant in the University Presidential Inaugural Conference. She took part in inaugural conference debates with prominent political analysts, listened to panel discussions featuring James Carville and Tucker Carlson, among others, met Lance Armstrong, the keynote speaker, and attended the inauguration and one of the inaugural balls.

'04 Fifth Reunion

Elizabeth Doe graduated with honors from Deerfield Academy.

Concord-Carlisle High School graduate **Erica Haas** qualified for an AP Scholar Award by completing three or more AP exams with grades of 3 or higher.

Kate Howerton traveled in France and Italy with her family last summer. When they were in Paris, they ran into **Julie Ellenberger '01!**

Last spring, **Alex Kloppenburg** rowed with Middlesex School's second boat, which was undefeated until the final ten strokes of the New England Championships, the last race of the season. The crew took home the silver at that event.

Leah Munson was selected for UCLA's highly competitive theater college, where she is majoring in acting,



Kelsey Kester '96 married Ian Calhoun in June. Here at the reception (l to r) are bridesmaid Jane Kucera '96, Kay Cowan, Polly Vanasse and Kelsey.

perhaps with a minor in art history. She was very active in the theater and choral music at Middlesex.

Concord-Carlisle High School has announced that recent graduate **Rebecca Quint** qualified for an AP Scholar with Honor Award by earning an average grade of at least 3.25 on all AP Exams taken, and grades of 3 or higher on four or more of these exams. Rebecca is also a member of the National Honor Society.

Mariana Zak played at the top of Middlesex School's tennis ladder in both singles and doubles. Finishing the season with a 7-4-2 record, she earned an All-League Honorable Mention.

'05

Perin Adams is a senior at Groton School, where she has been very active in theater. She played Hypolita and Titania in the fall production of *Midsummer Night's Dream*.

Carolyn Brown was accepted early to Yale University. She and **Alicia Keyes** are honor students at Phillips Academy.

Middlesex School student **Whitney Flynn** was named Academic All-American.



In November the Class of 2004 gathered at Papa Razzi for a Fifth Reunion lunch: (l to r) Sarah Whitlock, Sarah Armitage, Kate Howerton, Caroline Hughes, Elizabeth Doe, Carolyn Kaemmer, Jennifer Downing, Stephanie Anklin; (in front) Rachel Frenkil, Marianna Zak, Natalie Fadel.

She earned National Merit Scholarship Commendation and is nationally recognized as an AP Scholar with Honor.

This fall **Hannah Kaemmer**, a senior at Middlesex School, was co-captain of the field hockey team, leading scorer, and All-League.

Rebecca Packwood was awarded a National Merit Scholarship Commendation.

Katharine Spring earned high honors at Lawrence Academy last year. An All-League ISL and MVP player, co-captain Kat was key to the success of this fall's undefeated field hockey team, which won the Independent School League (ISL) Title, as well as the

New England Preparatory School Athletic Council (NEPSAC) Class B Championship.

Clair Teylouni is a varsity swimmer at Concord-Carlisle High School.

In December **Missy**

Wingard played Ma Joad in Concord-Carlisle High School's production of *The Grapes of Wrath*.

'06

Meghan Lueck was elected next year's girls' cross-country captain at Middlesex School.



Members of the class of '04 posed last summer in the Boboli Gardens in Florence, Italy: Stephanie Anklin, Carolyn Kaemmer, and Elizabeth Doe.



NashobaBrooks '04 classmates graduated from Concord Academy last May: Rachel Frenkil, Dana Leonard, and Caroline Hughes.



Sue Wurster and Natalie Fadel catch up at the Fifth Reunion.



Kay Cowan joined the Fifth Reunion lunch at Papa Razzi.



Polly Vanasse chats with Caroline Hughes at the Fifth Reunion.



Enjoying the company at the Fifth Reunion were (l to r) Jen Downing, Marianna Zak, Jan Maguire, Rachel Frenkil, and Kate Howerton.



Jan Maguire dropped by the reunion and spoke with (l to r) Carolyn Kaemmer, Elizabeth Doe, Stephanie Anklin, and Jen Downing.

Emily Trussler is a high honors student at Lawrence Academy.

'07
Brittany Cappetta, Meghan Killian, and Patricia Manent are honors students at Lawrence Academy

McKenna Daly earned high honors at Suffield Academy last year. In September, during the Underclassman Class Book Award Ceremony, she was awarded the Underclassman Book Prize for Latin, in recognition of her being the top Latin scholar in the school. She is also a Latin tutor, as she was last year. She was named team captain of the JV field hockey team this fall and she has expanded her year-book editor role from underclassman editor her freshman year to co-editor her sophomore year, the first time non-seniors are editors-in-chief. She is also the "Admissions Lead" after having a wonderful year with Admissions last year, when she recorded the most tours for the office. She was one of six panelists to serve on Re-Visit Day and Parents' Day panels representing day student at the school.

Jacqui Malis is still active with theater both at Concord-Carlisle High School and in local theatre. She was a Jet in the recent Concord Players production of *West*

growing sport of rowing.

Wren Manly is president of the sophomore class at Dana Hall School.

Elizabeth Southwell, a high honors student at Rivers School, won first prize for photography at the 2008 Small Independent School Arts League competition. Her photo "Light Dance" involves painting with light by photographing the movements of a flashlight. Her photograph was featured on the Rivers holiday card.

'08
Meg O'Connor played varsity field hockey this fall at Lawrence Academy. The team won the Independent School League (ISL) Title as well as the New England Preparatory School Athletic Council (NEPSAC) Class B Championship.

Emily Stark was a varsity



Lindsay Newton '07 and Elizabeth Southwell '07 came by school the day before Thanksgiving.



Emily Denault '08 and Kelly Geraghty '08 dropped by the Country Fair in November.

cross-country runner for Middlesex School this fall. The team took first place in the Division IV New England Championships. Emily finished first and set a new course record in this ISL race, and she took first in the New England Championships. She was named All-League and All-New England for Division IV.

Faculty and Friends

Steve and Carole Enright are the proud grandparents of Sam William Enright, born June 2, to Martha and Andrew Enright who live in Cambridge.

Katherine and Jeff Odell have a son, Thaddeus, born January 29. His sister Sophie is getting used to having a brother.

Virginia Sui gave birth to Sofia October 6.

On January 17, Gloria Legvold and Sally Smith hosted a Milestone Birthday Party for Pat Ellis at Gloria's home in Winchester. Many friends, former colleagues, and relatives attended to wish Pat many happy returns. Pictured here (clockwise from top) are Margot Sudbury and Pat; Sally Smith singing, with Pat seated; and Connie Mendes catching up with Mary Carr.



Four former NashobaBrooks faculty members—Neal Brown, John Scott, Julia Porrazzo, and Sarah Judd—live near each other in Maryland and joined forces with their families last fall.

We had an enthusiastic turnout for the First Reunion the day before Thanksgiving. The class was greeted at the door by their former Little Sisters, now fifth graders, who had carnations for their returning Big Sisters. After some catch-up time in the front lobby, the graduates met with Kay Cowan to share their reflections on their preparation for and experience in secondary school. From there they adjourned to Science East to have snacks and conversation with the current eighth grade about the secondary school process.



The December Holiday Reunion brought back many of our most recent graduates who enjoyed the basketball, pizza, and theater production, *Alice in Wonderland*, performed by the third and seventh grades.



Ned Nardi TG'04



Spencer Davis TG'08 and Alex Murisianu TG'08



Daniel Kramer TG'08 with classmates Grace Barron, Hillary Umphrey, and Paige Walker



George Littlefield TG'08



Andreas Sheikh TG'06



Pat Drobinski and Griffin Hughes TG'07



Austin Galusza TG'06 and Jordan Swett TG'06

Filling Every Page

by Elizabeth Lutyens



Marge Young with Jonathan Fortmiller TG'86 (right) and classmate examining a lobster

If anyone had ever called Marge Young a collector, she would have laughed. She did tend to collect things: cupboards full of plastic containers with mismatching tops and clothes in her closets ranging from her mother's mink coat (too warm to waste) to a colleague's cast-off maternity smocks (she loved the colors). From time to time, she would set the kitchen timer for a manageable number of minutes and challenge herself to do some clearing out.

But when it came to objects of art, Marge winnowed with hesitation. She wasn't a collector so much as a keeper, a guardian of sometimes beautiful, but always meaningful, things. Although her hallway was a gallery of her own paintings, a place where guests lingered before even removing their coats, the further recesses of her house held treasures that she kept tucked away. These were made by children, or saved for children.

With three creative children of her own and a phalanx of neighborhood boys and girls coming by for art lessons, Marge was well-prepared for the art-teaching job offered her by Pauli Berkes, Headmistress of The Brooks School of Concord. Marge began her school career in the damp basement of the Brooks Barn in 1966 and, after that school merged with Nashoba Country Day in 1980, she continued working well into her seventies, in an airy studio carved out of the Tucker Building.

During those 22 years she not only delighted in children's art—she honored it. First grade teacher Joan Duffy recalls, "Marge taught both of my daughters at the Brooks School. She cared so much about each child's art work. She saved one daughter's painting for more than thirty years, and then returned it to me—just as my daughter was starting out as a teacher herself."

Hugh Fortmiller, the father of two of Marge's former students, Ben (TG '83) and Jonathan (TG '86), remembers the time Marge "quietly gave a painting to Jonathan's mother and me, rather than sending it out in a traveling student show. She made us promise to frame it, saying she wanted to be sure it would not be damaged or lost—it was that good." The painting incorporates the two stages of Marge's lesson: the energy of the live



Left: Jonathan Fortmiller painted this lobster in his second grade year at NashobaBrooks. Right: Jonathan Fortmiller works with a student at the Kent Denver School, where he teaches studio art, graphic art, and film making

lobster she brought in the first day, and the color of the lobster on the second day when she brought it back in, cooked. Hugh says, “Jonathan’s expressive, dry brush painting of that red lobster follows Marge’s command to ‘fill the page.’ It has hung over my desk for 25 years, prompting more than one adult to ask where I had found such a wonderful print.”

Jonathan Fortmiller remembers that his earliest drawings were tiny, cramped images, but, his father says, “Marge changed that.” And now, according to Hugh, “Jonathan’s latest paintings contain vibrant images and colors on canvases as large as five feet by eight feet. And, of course, Ben’s images can fill a huge screen. Marge would be proud. I remember how happy she was when she learned that both boys have found careers in the arts: Ben loves his work in graphics and film editing in L.A., and Jonathan loves teaching studio art, graphic art, and film making at Kent Denver School.” Jonathan adds, “Marge surely had a hand in inspiring me to become both an artist and a teacher. I will always have fond memories of her joyful spirit, and her kind encouragement.”

Barbara Anthony, Brooks School Assistant Headmistress and master teacher herself, recalls the passion with which Marge “shared her interests with the children.” Barbara offers examples. “She had a friend who ran a ranch in Wyoming come and show slides. She had another friend, a Boston art dealer who specialized in Inuit prints, talk to the children and show them examples of this particularly appealing work. Her message to us all (children and faculty alike) was that the creation of a work of art is *work*, and that she herself made many paintings before she was satisfied.”

Marge suffered a stroke five years ago that left her with a form of aphasia. Her three children, Brenda Bragdon, Jim Young, and Penny Young, with assistance from caregiver Rose Ewui, managed to keep her at home, among the paintings and photographs and objects that continued to give her pleasure—just as they had once pleased Brooks and NashobaBrooks children.

“Some of my favorite times with Marge,” says art teacher

Lisa Stanley, “were those moments when she unpacked her box or bag and shared her wondrous treasures and the equally wondrous stories that accompanied them. The children in her class, and I, were riveted, holding our breath, waiting to find out more. She was able to help every child express his inner artist self, and every onlooker see the artist in the child. What a gift she shared with us.” Kindergarten teacher Merry Long has a similar memory: “Marge would unpack the treasures in her bag one by one, sharing her stories with the children. She had some great collections from her many trips.”

Pam Lawson, former art and now technology teacher, went with Marge to Greece one summer, to live on an island in the Aegean Sea while painting and studying art. Marge was (as Pam continues to be) an accomplished exhibiting artist. Marge’s work appeared in many venues, culminating in a one-woman retrospective show at the Concord Art Association. A graduate of Vassar College, Marge continued painting throughout her life and also continued learning about painting as an avid student of artists such as Lawrence Goldsmith.

Pam says, “Whether traveling with Marge, or teaching and looking at art with her, I was aware of her sense of delight, adventure and playfulness. She shared so willingly, and her pleasure in life was infectious.”

“It was like the lights were turned on whenever she came into a room,” Lisa says. “She lit the room with her smile, always-positive attitude, energy, love of life—and always—of children.”

Although Head of School Kay Cowan came to NashobaBrooks several years after Marge retired, she understands the memories of those who knew her well. “I sensed her presence in these rooms and halls,” Kay says. “All these years later, she is alive in people’s minds. Marge left an indelible mark.”

Merry Long sums it up: “Marge was a treasure herself.”

For more, see The Boston Globe: “Marjorie Young, artist taught, inspired with a joy that dazzled,” February 4, 2009. A celebration of her life will be held in the spring.

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