CREATIVITY AT CH-CH

Senior Capstone Presentations
Creative Teaching Approaches
Alumni Creating Success

Additional material online: www.chch.org/chronicle
Thinking Creatively about Creativity

Every summer I make a point to pull off my bookshelves, both at home and from the office, a couple of books that I once found inspiring and whose spirit I wish to recapture. Perhaps it’s a particular theme; perhaps it’s a particular mindset. I seek to reconnect with leadership thinking that helps ground me as lead learner of Chapel Hill-Chauncy Hall.

This past summer was no exception. As my office was packed up in early June, literally hours after our 189th commencement exercises, it would then need to be unpacked weeks later as I moved into my new home in Morgan Hall, the School’s former library. (Don’t worry, folks, the library has been re-imagined and re-engineered as the new Learning Commons housed over the hill.) As I worked through boxes of books, sending some to the new faculty workroom in the basement, and re-shelving many back in my office, I stumbled across a trio of books celebrating creative schools and the need to revolutionize American education in the 21st century.

From 2009, 2011 and 2015, respectively, Sir Ken Robinson’s *The Element: How Finding Your Passion Changes Everything*, *Out of Our Minds: Learning to be Creative*, and *Creative Schools: The Grassroots Revolution That’s Transforming Education*, inspired me to rethink and re-establish what I value most about independent school education: creativity in teaching and learning, as well as the empowerment of educators to leverage their strengths, passions and aptitudes in their craft.

As reflected upon by Dr. Howard Gardner, the pioneer of a multiple intelligences (MI) framework for human understanding, “Forget the chatter about disruptive technological and economic forces in education. Ken Robinson… vividly describes the disruptions that are needed if we are to have quality education in our time.”

“...a system of education that is modeled on the interest of industrialism and in the image of it. Schools are still pretty much organized on factory lines – ringing bells, separate facilities, specialized into separate subjects. We still educate children by batches.”

Sir Ken Robinson

At CH-CH, I believe that creativity is the state of mind possessing original ideas that have value. Original ideas. Nurturing a teaching-learning environment that champions differentiated learning to “teach the way students learn” shines as the North Star guiding our thinking and approach to a creative pedagogical mindset.

With this issue of the Chronicle, it is my hope that you will be moved by the creative pursuits taking place at the School, students and faculty alike, as well as the alumni who honorably represent their alma mater in the working world. Creativity is all around us. Is it not worthy of celebration?

Enjoy this issue of the CH-CH Chronicle,

Lance Conrad, Ed.D.
Head of School
Welcome to the 2017 issue of the CH-CH Chronicle

Our theme for this issue is CREATIVITY. This year you’ll meet students, alumni, and educators who are demonstrating creativity in myriad ways at CH-CH.

We are appreciative of the support of our writers, designer, and fellow CH-CH staff members. They built the CH-CH Chronicle with incredible writing, engaging design, and beautiful photography. We are also indebted to the members of our new Chronicle Editorial Board, who considered and evaluated themes and article ideas.

Of course we are already planning next year’s issue. We would love to hear your ideas and feedback: please fill out our survey at www.chch.org/chronicle or email me at gabel@chch.org.

Greg Abel
Director of Marketing and Communications, Editor

The CH-CH Chronicle is published annually for the Chapel Hill-Chauncy Hall community.
Chapel Hill-Chauncy Hall wrestlers Mark Blokh (Class of 2017, Moscow, Russia) and Benjamin Grayzel (Class of 2020, Winchester, Mass.) entered the 2016-17 season with vastly different backgrounds in the sport.

Blokh, a senior, had his sights set on qualifying for nationals for a second consecutive year. Meanwhile, freshman Grayzel was eagerly awaiting the opportunity to set foot on a wrestling mat for the first time.

By the end of the season, the duo was together at Lehigh University in Pennsylvania, where they represented CH-CH at the National Wrestling Prep Tournament.

“Blokh, the only wrestler in school history to qualify twice, used his 3-2 record to place in the final 12 of the 195-pound weight class. No CH-CH wrestler has ever finished higher. While Grayzel didn’t place at the tournament, he hopes that his remarkable ascent as a first-time wrestler opens a door through which his teammates can follow.

“We’ve had some really strong freshman athletes who have made a significant impact on their team, but this is the first time he’s ever wrestled,” Athletic Director Lori White said of Grayzel. “In your rookie year, to go on and make nationals is really something special.”

The current sophomore believes that some of his teammates are capable of achieving the same feat next winter. “What I would love my biggest contribution to the wrestling team to be is that I can show everyone that they can do it, and they can go really far.”

“Reaching the Top

BY NICK IRONSIDE

“

ON CAMPUS

“What I would love my biggest contribution to the wrestling team to be is that I can show everyone that they can do it, and they can go really far.”

BENJAMIN GRAYZEL
CLASS OF 2020

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Winter Carnival, a week-long event typically held in early February, is a part of the fabric of CH-CH. Spearheaded by visual and performing arts teacher Alice Solorow, it provides students and faculty members with opportunities to compete while taking part in performing skits, painting team banners, building bridges, and playing the sport unique to CH-CH: Hula Ball.

“I don’t think you can undersell the community-building aspect of Winter Carnival and that, in truth, schools are communities. We have created these communities because we think learning together and knowing each other is more powerful than learning alone,” said Assistant Head of School Josh Bubar.

In some cases, it serves as a platform for students to come into their own as a member of the community.

“It’s just another way for different kids to stand out and shine,” Bubar said. “Every year, there is a student who comes out of nowhere and has a role in one of the skits, for example, and is a wonderful entertainer. I think that kind of stuff is really important for us as a community.”

Since 2013, Spring Session has opened the door to exciting experiential-learning opportunities for all CH-CH students. Students spend the last week of May engaged in a Spring Session of their choosing, partaking in activities that have included exploring the culture of Puerto Rico, kayaking on the Charles River, visiting a town on the U.S.-Mexico border, and learning the art of improv comedy.

These opportunities allow students to step out of the classroom and engage in real-world learning.

“Spring Session provides us with this avenue to really get kids out in the world in a lot of different ways,” Josh Bubar, Assistant Head of School, said. “That was definitely at the top of the list: how do we get kids out in the world? How do we get kids experiencing a wide variety of things?”

The program adds a component of experiential learning to the on-campus curriculum.

“It’s really something that I think embodies the spirit of what we imagine education can and should be: there’s a lot of choice and a lot of opportunities for students to engage with the world in both scholarly and in more practical, perhaps, more authentic ways,” Bubar said. “There are lots of things that don’t come out in a traditional classroom that demonstrate value as human beings.”
Introducing the New CH-CH Learning Commons

BY JOSH BUBAR, ASSISTANT HEAD OF SCHOOL

A transformation is underway on the west side of campus in what was formerly known as the Student Commons.

Gone are the foosball and air hockey tables, replaced by eight-foot-tall bookshelves, modular group work tables, and a portable stage. A television and cable box have been replaced by a glass door that leads to the new Nancy S. Emery memorial garden, conducive to quiet reflection. The space that previously housed the CH-CH school store (which has been relocated to Harrington Hall) now sports a wall of power tools and a 3D printer instead of the usual taquitos and CH-CH swag. The new Learning Commons will house librarian Paula Buerger and the School’s collection of books and reference materials along with access to the many databases and online resources used in 21st-century research. It will also add several new dimensions to the teaching and learning environment here at CH-CH.

In many ways, the new space will expand the concept of a traditional library and provide a number of different spaces where students can find new entry points into their learning and create new ways of demonstrating their knowledge. A key aspect of nurturing this creativity is flexibility. The entire space is designed to be flexible enough to accommodate several small groups of two, three, or four students working together. It can also become a space big enough to handle two classes working separately, or an entire grade level engaged in some large group activity. With mobile furniture and whiteboards that double as room dividers, teachers can now access a space they can configure in innumerable ways to help students learn best.

Another key addition to the facility is a raised stage and seating area that will initially occupy the central portion of the space. Students will be able to use this space for speeches, dramatic presentations, moth-style storytelling activities, or any other option that asks students to create and demonstrate meaning in a public way. This space will also be equipped with a green screen, which, when combined with our 1-to-1 iPad program, will allow our students to make screen-casts and video podcasts to share with an even wider audience.

Perhaps the most exciting new development is the addition of a MakerSpace to the Learning Commons. Equipped with a 3D printer, hand tools, robotics equipment, and parts and pieces to tinker with, this space will become the heart of our 9th-grade science course, Physical Science and Engineering. Claudine Kavanagh, our lead 9th-grade science teacher, has taken on the formal title of “MakerSpace Evangelist,” and she will be working with our faculty to find ways for them to integrate the creative, playful, and risk-taking ethos of the MakerSpace into their own classes.

The development of our new Learning Commons will further our commitment to “teaching the way students learn” by giving students more and different ways to acquire and express their understanding of the world around them. As Jon Andrucho, Director of Technology and the Khalsa Center Program Director, stated, “It’s wonderful to see this space come together. As our investment in innovation in teaching and learning has increased over the last few years, the desire for a space that supports differentiated instruction across our curriculum has manifested itself among our faculty and students. After over a year of planning and a summer of building, we’re excited to open up the Learning Commons to the CH-CH community this fall.”

Join Us!

Thursday, September 28
3:15 PM

The official opening of the CH-CH Learning Commons and Nancy Emery Memorial Garden will take place at 3:15 p.m. on Thursday, September 28. All CH-CH community members are welcome to attend the ribbon-cutting ceremony and reception.
When Theater Director Bekah LaCoste asked students why they joined her first-year class, “Set to Stage: an Intro to Theater,” most explained that they hoped to hone their public speaking skills.

They discovered early on that the opportunity to grow as a public speaker is only one aspect of what LaCoste had in store for the class.

Over the course of the year, the class touches on public speaking and the technical aspects of theater before weaving the two together during the third trimester. The class’s work culminates in a final performance, which the entire school is invited to attend.

In LaCoste’s eyes, the skills students learn in the class that debuted during the 2016-17 academic year transcend the act of simply delivering a performance on stage. “I particularly like to choose shows that push the boundaries a little bit,” LaCoste said, “so that they have to learn a little bit more about something and try to develop their character. By developing their character from the inside out, they end up with a bit of themselves in the role they’re playing. It is incredibly empowering and gives a deeper understanding of human contact and relations.”

At the tail end of their high school careers, students will be able to apply the lessons LaCoste teaches when they step in front of the CH-CH community to deliver their senior presentations. (Read more about senior presentations at CH-CH in this issue on page 32.)

She sees her class as just one example of how the performing arts can benefit any student. “There’s no other choice but to be present on stage, and you have to know who you are in order to portray someone else,” said LaCoste. “In portraying someone else, you learn more about who you are as a person and I think that’s why theater can be so transformative.”
Art is not limited to one medium, a fact CH-CH art teacher Maeve Doolan knows all too well.

Last fall, Doolan’s passion for the countless materials used to create art was on display in her exhibit in the CH-CH Mankiw Family Gallery. The exhibit’s goal was to educate her viewers about different artistic processes and to inspire a love for creating art.

“My goal is to help students become enlightened by art,” Doolan said. “I strongly believe in its power to help younger generations become well-rounded, productive members of society.”

Doolan grew up a painter but explored other materials as a Boston University student. Her experimentation with different mediums led to a love for sculpting, the art form with which she now identifies. Recently, Doolan joined a metal-casting group, the Iron Core, which puts on several performances and production pours each year.

Many of her works include a combination of media, technique, and design. For this reason, her pieces often look very different from one another, though they all have a distinct Doolan quality.

Doolan’s experience with so many different art forms gives her Advanced 2D & 3D Design class the opportunity to experiment in many areas. “The more forms of media that they are exposed to in art, the more those forms inform each other – while simultaneously strengthening the students’ skills in each discipline.”
In the video, CH-CH teachers surprised and celebrated their students by explaining how they inspire them to be better educators each and every day. It turned out to be an emotional exercise that brought many of the teachers and students to tears.

The video was posted as CH-CH #InspirationVideo and quickly spread on Facebook and YouTube, gaining thousands of views. WBZ-TV reporter Paul Burton came to campus, interviewing the teachers and students involved. The story aired on the news and showcased how caring and dedicated our community is.

“Our students are some of the most compassionate, hardworking, and brave individuals I have ever met,” said Head of School Lance Conrad, Ed.D. “These students are the reason we’re excited to come to work each day; they are the epicenter of our professional lives. It’s really important to us that they realize this fact and that we celebrate them.”

Watch the video and the newscast here:
www.chch.org/chronicle
Carl Rothenhaus (Class of 2017) was immersed in the issue of immigration while he attended a CH-CH Spring Session experience to the Mexico-U.S. border. (Read about the trip in the Fall 2016 Chronicle.)

The school-run excursion sparked Rothenhaus’ interest in immigration advocacy. Less than a month later, while interning in the summer of 2016 with Cambridge City Councilor Nadeem Mazen, Rothenhaus joined the Immigrant Advocacy Group of Cambridge (IAGC).

“A lot of people aren’t standing up for immigrants, and I feel we should be doing more,” said Rothenhaus, who will attend George Washington University. “This is a very noble cause, and I gladly joined it.”

With the goal of promoting civic engagement and advocating for immigrants’ rights, IAGC has created a policy proposing a municipal ID program in Cambridge. In addition, it hosted a Know Your Rights event last year and has been present at immigration welcome fairs.

Rothenhaus may be the group’s youngest member, but he hasn’t shied away from actively participating in Cambridge City Council meetings. And following the trip to Texas, Rothenhaus penned an op-ed for the group’s website about the challenges immigrants face at the border.

“That Spring Session definitely did influence why I joined,” he said.

He doesn’t plan on stepping away from the cause when he heads to Washington D.C. for his freshman year.

“I’ll always be an immigrant advocate.”

Advocating for a Cause: CARL ROTHENHAUS ‘17

BY NICK IRONSIDE

CH-CH English teacher Julia Woodward is committed to helping those who she feels have been forgotten by society: inmates in the Massachusetts correctional system.

Woodward, who is also CH-CH’s 12th-grade dean, received her first taste of teaching at a maximum-security prison in New York when she was a Cornell University student. It was through her experience in Cornell’s Prison Education Program that Woodward decided to pursue a career in education.

“You forget that there are guards outside and downstairs,” she said. “It just felt really powerful to me. It’s a community that has been largely left behind, forgotten, and they are looking to take advantage of these kinds of programs.”

On Tuesday nights, Woodward visits the Northeastern Correctional Center in Concord – a minimum-security facility – where she has taught “Nonviolent Communication,” a class offered nationally at correctional facilities, for nearly two years.

Working in prisons has given Woodward a different outlook on teaching.

“Working in prisons has given Woodward a different outlook on teaching.”

Advocating for a Cause: JULIA WOODWARD

BY NICK IRONSIDE

IN THE COMMUNITY

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Summer camp is a time for swimming, ziplining, creating art, and all-around fun, but, for Running Brook Camps, it’s also an opportunity to have an impact on families in need.

Since 2003, WFS has changed the lives of over 200 low-income English language learner families that have limited educational opportunities. WFS offers the children a preschool setting that prepares them for kindergarten and a lifetime of learning. Parents learn to read, write, and speak English as well. It was about this time that Running Brook Camps’ founder, John Cloninger, offered the first two scholarships for WFS students. Over the past 13 years, Running Brook Camps has provided scholarships for their summer camp programs to WFS children. The scholarship started out with two WFS students in 2004 and grew to 23 kids having the opportunity to attend camp in 2016. Throughout the summer of 2017, the camp hosted over 30 WFS students.

Running Brook Camps received its award at WFS’s annual fundraiser, Fiesta! for Waltham Family School. Camp Director Jim Bellanca accepted the award on the camp’s behalf, stating, “We are very humbled and honored to be connected with the Waltham Family School. We love kids and we know that camp is a very profound opportunity for kids to grow and make social connections.”

To find out more information about the Waltham Family School and Running Brook Camps, visit their websites at: www.walthamfamilyschool.org and www.runningbrook.org.
After a 15-minute lesson reviewing some basics of stark contrast and parallel-line illusions, math teacher Karen Sokolow dumps rulers, markers, and graph paper on the tables and instructs the class of eight to make their own optical illusions. With smiles on their faces, the students get right to work. Some draw the outlines of opposing faces that reveal the illusion of a vase in the negative space. The students at senior Maddie Colman’s table are carefully drawing parallel lines that, when contrasted with transverse lines and shapes crossing them, appear to narrow at one end. As an artist, Colman seems especially enthused by a project that fuses mathematics with her passion: art. It was this class – “Survey of Advanced Topics in Mathematics: History, Philosophy and Art” – that introduced her to the possibility of the subjects being related.

“Tol took this class, and we did a whole unit about art and aesthetics – talking about the math of beauty, the golden ratio,” she says. “It was super interesting because there are a lot of ways they intersect.”

Colman’s “aha!” about art and math is precisely how Sokolow, who was an artist before becoming a math teacher, defines creativity. Academic subjects are more fluid than isolated and should not be viewed in silos. It’s those connections, like branches on a tree she says, that allow students to work through difficult skills and grasp subjects that may not immediately hold interest for...
them. Sokolow collaborated with art department chair Jamie Palmer Keating on the optical illusions project. Palmer Keating joined Sokolow’s math class to teach about the golden ratio in the context of art history and then demonstrated how the students could superimpose an image of the golden ratio on top of their own images so they could extend their work in Sokolow’s class. “When I sit down and try to design these creative lesson plans,” Sokolow says, “I work from the gaps, from places where it’s not easy, and I try to fill those in.”

Zombie Apocalypse = Exponential Equations

For Chapel Hill-Chauncy Hall teachers, integrating creativity involves more than connecting seemingly disparate subjects. It’s also about making creative connections between a subject and elements of culture in which students are already interested. Like the time Sokolow taught exponential equations – which are “a little dry,” she says – by creating a zombie apocalypse. That’s right: using a website that simulates a zombie outbreak, Sokolow’s class began an infection with one person in a particular location and watched as it spread across the country. Students then changed certain variables – such as where the outbreak began or the speed of the zombies – to see how that affected the speed of infection.

“Who doesn’t love zombie movies?” Sokolow says. “Suddenly we’re right in the middle of exponential equations, and they didn’t even realize it.”

Creative teaching often means designing lessons that encourage students to leave their comfort zones. Working with Maddie Colman ’17 last year, Palmer Keating was able to get Colman to experiment with abstract paintings, instead of her preferred medium of portraiture, to create pieces “she never could have seen herself creating at the beginning of the year.”

“What we have to do as educators is not contain students within that box that they put themselves in,” Palmer Keating says. “We push them to grow in other areas where they need to develop and try to help them see the value in that work.”

Next Stop, Mars

There’s an interesting observation from the most creative CH-CH classrooms: teachers regularly get out of the way. In a creative classroom, the teacher is not always the center. Many times, students are. Teachers hold certain expertise, but they serve as facilitators to learning that happens at the students’ pace and using the ways that they learn best.

An example: Most astronomy teachers have a standard lecture to teach the names and characteristics of the planets in our solar system. Not Claudine Kavanagh. “It reads like a telephone book of facts,” she says. “It’s the most boring thing.”

So instead, the astronomy and environmental science teacher sends groups of students on a virtual mission to the different planets. They research the conditions of their target planet, the surface looks like, and the success or failure of past missions. Then they use recycled materials to build a model of the vehicle that will explore their planet. In the process of researching their planets and seeing the other groups’ projects, students learn as much as or more than they would in any one-way lecture. In fact, Kavanagh says she pretty much takes a back seat. “I’ve got the content knowledge,” she says, “but my job isn’t to know stuff. My job is to help emergent learners realize new things in new ways.”

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English teacher Ben Riggs wants students to gain the ability to generate and sustain robust academic conversations without the assistance of a teacher.

**Students Take the Lead**

Ben Riggs, English teacher and Director of 11th and 12th Grade Programs, had a mission here on earth for his American Literature students: he wanted them to gain the ability to generate and sustain robust academic conversations without the assistance of a teacher. While students were accustomed to taking part in lengthy academic conversations at CH-CH, the ability to drive such conversations themselves will “allow them to hit the ground running in a college classroom,” said Riggs.

Throughout the year, Riggs’s class took part in games and activities, even learning nonverbal gestures, all designed to sharpen conversational skills. A few of the skills included learning how to build upon someone’s point of view, support claims with evidence, and synthesize talking points into a coherent whole.

**Graded by a Jury of Your Peers**

How do we assess whether students are absorbing the right information? That they’re getting it?

Traditional education relies almost solely on testing to assess students’ comprehension. But tests typically serve one way of learning. CH-CH teachers employ a multiple intelligences (MI) framework for human understanding that acknowledges that people are intelligent in no fewer than nine ways: mathematical/logical, verbal/linguistic, spatial, kinesthetic, interpersonal, intrapersonal, musical, naturalist, and existential.

In the MI philosophy, testing is not the only vehicle for assessing student progress in a subject. For instance, when reviewing her students’ interplanetary missions, Claudine Kavanagh is able to assess whether they know the names and characteristics of the planets and whether they are able to apply that information to their virtual mission. Karen Sokolow assessed her math students’ comprehension of polynomials by having them write children’s books explaining the concept to young children, which they then read to some of the children whose families live on campus.

And in Colin Meiselman’s criminal justice class – a new course offered – students set out to answer a central question: Why do we in the United States incarcerate more people than anyone else in the world? After reviewing some basic legal precedents and criminal justice history, Meiselman had students put their learning into practice by staging a mock trial. There was a defense team, a team of prosecutors, and a jury that determined which team had presented its case more convincingly.

“By engaging in simulations like a mock trial, while students might not even realize what skills they’re building, they’re building critical skills that will be fundamental not only to the higher education they might receive in college but also in the real-life situations along the way,” he says.

**Students Know Themselves**

There’s a common refrain that comes from all CH-CH teachers: they feel at home in an academic community that values creative expression and offers them the freedom and flexibility to innovate in the classroom.

That freedom and flexibility centers around the CH-CH commitment to differentiated learning in an MI framework, which allows teachers to facilitate their classrooms and pedagogy such that each student can learn the way he or she is wired, as well as identify how he or she learns best.

When she arrived at CH-CH eight years ago to teach a naturally kinesthetic subject like art, Palmer Keating asked her students how they learned best as she began working with them in the classroom. Palmer Keating says, “I wanted students to take ownership of their education by having them inform me of their MI strengths, but it didn’t mean I wasn’t going to help push them in other areas of their art education using MI theory. For example, if they knew they were linguistically strong, I encouraged them to use poetry or words in their work as an entry point, but in later projects they would have to use something with a naturalist or mathematical approach. In this way they could access what I was asking them to do using their own interests, find success, and then be willing to try a different, sometimes harder approach in future work.”

Sokolow finds that, in not being constrained by a state testing system, she doesn’t have to teach math in isolation from her students’ other subjects. “I love that,” she says. “I love that so much.”

For Kavanagh, 75-minute class periods allow for “deep engagement” with the material, while the school’s 42 acres of woodlands, ponds, brooks, and fields allow her to “teach the campus” with star-gazing, nature walks, and in-depth study of the land’s environmental history.

All of this results in more creative classrooms – and more creative students. Graduates are leaving CH-CH with not just the academic knowledge to succeed in college and careers, but with an understanding of themselves, a love of learning, and the ability to take a creative approach to anything they encounter.
Social scientists have for years been touting a segment of the American workforce that is, in their view, reshaping the nation’s economy and culture. The “creative class,” as this segment is sometimes called, is composed of those workers whose livelihood is to create. When we envision these “creatives,” what comes to mind for many is the creative writer pecking out a manuscript, the mop-headed painter in front of her canvas, or the developer creating the next frontiers of cyberspace.

Chapel Hill-Chauncy Hall graduates have had their creative fires stoked in every class – not just the art and music classes – and they’re taking what they learned and applying it to careers, both creative and traditional. In the process, they’re shattering the stereotypes defining “creatives” and building lives, inventing products, and making art that inspires, heals, and brings joy. We asked five alums to explain how they’re creative, where their inspiration comes from, and the role that CH-CH played in helping them become creatives.

Each year, Kamilah Washington’s (Class of 2010) preschool class from the Roxbury YMCA reads Alma Fullerton’s book *Community Soup*. It’s about a group of students in a Kenyan schoolhouse who combine the vegetables they’ve harvested into a soup to share. When a goat gets into the garden and begins to destroy their harvest, the children come up with a creative solution to ensure that they’re able to make their tasty soup.

After reading the book, Washington takes her students across the street to the market to shop for ingredients, and then they return to make a delicious soup together. For Washington, who graduated in May from Quincy College with a degree in Early Childhood Education, creativity is like this soup: a diversity of thoughts and experiences intermingling to make something beautiful. This was something she says she experienced at Chapel Hill-Chauncy Hall.

“I’ve experienced a lot of different neighborhoods – I’ve been in high-income neighborhoods and I’ve been in low-income neighborhoods,” she says. “For me, I want my kids all to know that everyone’s the same and that they shouldn’t feel like they’re less than anyone. One of the reasons I went to Chapel Hill in the first place was diversity.”

When asked to identify his “creative muse,” Brian Johnson (Class of 1993) smiles at the term. “I’d call it a sickness,” he replies with a laugh.

Well, Johnson’s “sickness” has produced a string of unlikely creative successes. He spent time after college writing screenplays – an endeavor that wouldn’t bear fruit until much later. While working as a reporter with the *Lawrence Eagle Tribune* a decade ago, he half-jokingly created (with his younger half-brother) a website dedicated to then-Celtics big man Kendrick Perkins. The blog was an instant hit, even drawing the attention of Perkins himself – who had the brothers over to his mansion and celebrated with them after the Celtics’ 2008 NBA title.

The site’s flash of success served as the unlikely seed for Johnson’s next idea: a website and media company serving the medical device industry. MassDevice.com has become what Johnson calls “*The Wall Street Journal* of the medical technology world,” growing from nothing to revenues of more than $2 million annually and more than 130,000 readers. Johnson, who sold the site in 2015, stayed on as publisher and editor.

Most recently, Candlewick Press turned one of Johnson’s old screenplays – about a young woman’s return to normalcy after serving in the Iraq War – into a nationally distributed graphic novel. How does he come up with this stuff? Easy: follow every idea until it loses its luster. “Ideas are pretty cheap,” he says, “and you should cycle through as many of them as possible.”
The Band Tour Manager

“Do you know how to type?”

This simple question turned into the break of a lifetime for Stu Berk (Class of 1995): writing emails for famed rocker Peter Wolf of the J. Geils Band. Eventually, Berk’s personal assistant gig turned into an invitation from Wolf to manage his solo tour, setting up a schedule, hotels, press, and the like and then managing the band’s tours and productions for the next decade.

Suddenly, the kid who grew up around Boston’s music scene and started a band while a student at CH-CH had broken into the music industry.

Berk, who lives in Nashville, manages everything from lighting to gear to stage setup. He has worked with musicians as diverse as Vance Joy, Walk the Moon, Dispatch, Young the Giant, and even John Legend. He sees his work as creative expression – every stage is a blank page – and says CH-CH fostered his creativity by giving him the freedom “to throw out ideas and not have people ridicule you.”

He occasionally thinks about trading in life on the road for something simpler and more settled, but he’s still drawn to the creativity the career affords him.

“I love walking off the bus in the morning and walking into a blank room and making a show happen.”

STU BERK, CLASS OF 1995

The Graphic Designer, Videographer, Restaurateur

Ryan Gates (Class of 1998) came to CH-CH as a junior, finding a school that challenged him in new ways. One faculty member, Dr. Margaret Allen, was particularly influential, connecting him with counselors who helped him discover some specific interests.

In his senior year, he accepted an internship at The Music Factory and began producing his first music videos.

“That set me on the path I’m on now,” he reflects. “Dr. Allen was a savior.”

Gates says his time at CH-CH also gave him the ability to pivot or make a lateral move when something he’s doing isn’t working the way he’d like. This has led to a career path that is, well, multifaceted – just the way Gates likes it. He’s created online video content for some of the world’s biggest brands, produced children’s television programming, shot and edited indie horror films, and even turned down a comedy writing gig with The Daily Show (which he regrets). He’s a marketer, director, writer, graphic designer, and restaurant owner. More recently, he co-founded a nonprofit experimental arts center in his hometown of Wichita, Kansas.

How does Gates get inspired to flesh out his next idea?

“I close my door, turn on Spotify, pull out a big white board, throw darts, and brainstorm alone... That’s my jam.”
Can a nutritionist with the United States Department of Agriculture be creative?

Absolutely, says Pam Griffin (Class of 2005). The licensed nutritionist spends her days collaborating with states in the Northeast to design innovative, USDA-funded nutrition programming that serves low-income Americans – a population statistically more at risk of becoming overweight or obese. She helps representatives from the states ensure they are meeting their objectives, assists with technical questions, and shares ideas and best practices she’s seen implemented in the other states with which she works.

“Even though there are a lot of rules and regulations, there’s a lot of flexibility in how states can design their programs,” she says. “Whether that’s working in schools or food banks, there’s a lot of creativity in there.”

Griffin credits teachers and staff at CH-CH for encouraging her to participate in activities in which she was not immediately interested – like art and drama. But even more than that, the diversity of learning styles served within the CH-CH community helped her recognize her own bent toward visual learning. She says that in her work today she frequently advocates for information to be presented in a more concrete, visual format as opposed to, say, an informal conversation.
A Tradition that Continues to Move and Inspire Our Community

BY MATT SOULE

IT’S 1:15 P.M. AND THE ARCHED CEILING OF THE ASSEMBLY HALL in the CH-CH Commons echoes with the laughter of students as they continue their conversations from lunch. The crowd becomes silent as the Head of School, Dr. Lance Conrad, approaches the podium and straightens the microphone. After giving a reminder to place phones on silent, Dr. Conrad introduces one of the most significant traditions at CH-CH with the steady words, “And now, your Senior Presenter...”

The Senior Presentation is a required part of the 12th-grade program at CH-CH. Each senior works with a faculty advisor and then delivers a 10 to 15 minute presentation on a topic of their choosing. The topics vary widely – from a difficult obstacle they overcame to a person who had an impact on their life to teaching the community about an interest they are passionate about. One of the most striking aspects of the Senior Presentations is how deeply these high school students are willing to dig to share an often-vulnerable part of themselves to a packed assembly hall. It’s a testament to the comfort they feel within the community.

Kyle Gomes, Rae Erdos-Steinberg, and Chuchen “Christine” Yang are three members of the Class of 2017 who delivered powerful presentations last year. These three seniors presented topics about the experience of being Black in America, the power of family, and how art has helped them make sense of the world.

Kyle Gomes: “BLACK IN AMERICA”

“Colin Kaepernick raised a lot of questions when he decided to stay seated for the national anthem,” Senior Kyle Gomes began as he took the stage for his Senior Presentation, “questions that are still very relevant in America today. What is it like to be Black in America?”

With the attention of the entire CH-CH community on him, Kyle decided to take the opportunity to use a creative form of expression to create a dialogue on the issue of race in America.

“I’m not here to ask you to answer these questions. I’m only here to trade perspectives.”

Kyle then gave the audience a creative way to witness the experience of being Black in America through an original poem that showed five perspectives around the event of a Black man being shot. He wrote as the shooter, the victim, the victim’s mother, a police officer, and finally from his own perspective.

He ended the poem with this line: “Fall asleep and I hope to wake up and see a better day, I’ll just write these words until I find a better way.”

As Kyle’s Senior Presentation came to a close, he included a plea. He asked that the community continue the conversation about race in America – and that they have the courage to speak up when they witness moral injustices.

“I don’t blame anybody for not understanding what it’s like to be Black, and I won’t ever expect you to, but I do expect you to respect my perspective, and I will do the same. It starts by having a conversation. I’m hoping that by talking to you all today, more and more of you will have the courage to speak up on the moral injustices that Black people face in this country.”
In her Senior Presentation, Rae Erdos-Steinberg began with a question: "The idea of a ‘perfect’ family is growing up in a household with a mom and a dad, who both have good jobs, perfect kids with perfect grades. What is so special about this stereotypical perfect family anyway?"

In a deeply personal presentation to the CH-CH community of students, teachers, and staff, Rae described her family, which didn’t fit into this narrow image of perfection.

"My mom started a nonprofit, my dad is a musician who never attended college," Rae explained. "They never put pressure on us to follow that perfect model. Instead, my parents always instilled in us the values of love, honesty, care, trust, and giving."

While Rae described difficult times that her family endured, including illness and divorce, the strength of her family’s bond never wavered. While searching for a new school prior to enrolling at CH-CH, her family continued to work together.

“They worked as a team to get me to school tours and interviews,” Rae recalled. "The power of family still brings us together no matter what."

When her family toured CH-CH, Rae found a supportive community that reminded her of home.

“A creative and supportive community has always been extremely important to me. The school setting that I was initially put into did not encourage any of the creativity, love, connection, or support that I need in my life. Once I came to CH-CH, I found that spark again."

Rae Erdos-Steinberg: “THE POWER OF FAMILY”

Art was more than a hobby for Chuchen “Christine” Yang while growing up in China: "Often at night, I would wait for everyone to go to sleep, turn on the light, then draw until I fell asleep, pen in hand."

Christine found comfort in art and the ability to express her inner feelings. "Through art, I expressed my inner feelings about student life and the social problems affecting the world around me," said Christine.

As her passion developed, Christine found herself drawing in her free time – often using it as a tool to work out her thoughts and feelings.

Christine’s parents were apprehensive about her choosing to pursue the arts as a major in college and a potential career. They knew from past experience that it can be a competitive and difficult road. Ultimately, they recognized that her love for art was unbreakable.

“I think what my parents were trying to tell me is one thing: no matter what you study or work at, any field will give you challenges and you will experience failures. Nothing is that easy. When we pick things we like, even though we will go through struggles, the thing that keeps us going is our passion."

To conclude her presentation, Christine displayed some of her most recent artwork while explaining the significance it had for her.

“Creating these paintings helped me work through some of the confusion I feel as a teenager transitioning into adulthood. As I see the details and the bigger picture, I see how it all functions to support all the parts. I hope some day I can unwind all the knots.”

Chuchen “Christine” Yang: “ART THAT INSPIRES”
On May 13, when students were off-campus enjoying the prom, parents, trustees, faculty, and staff members gathered in the Beaver Gymnasium for the third annual Spring Gala, a fundraising event to support CH-CH teachers with professional development opportunities.

As the central mission of the School – to teach the way students learn and to tailor learning experiences to multiple intelligences – it’s imperative for faculty members to be equipped with myriad teaching methods and to develop expertise in using them.

With an initial goal of $55,000, the event’s success with ticket sales, auctions, and raffles allowed the School to surpass this goal, raising a total of $61,000 to support faculty professional development. The Spring Gala event also allowed attendees to socialize with each other as they discussed the life and future of CH-CH. Thank you to all who attended and supported this great cause!

**On May 13, 2017, grandparents and family friends were invited to CH-CH to spend a day on campus. They learned all about CH-CH and the campus, met educators, and had the opportunity to attend the annual Science Fair. Grandparents and friends had lunch and were able to take photos with their students to make the day more memorable.**

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**Science Fair Winners 2017**

**CONCEPTUAL PHYSICS**
- First Place Tie: Aydin Sengun and Jiawen “Vivian” Li
- Honorable Mentions: Dania Burns and Leela Vaishnavi; Megan Rainis and Elena Smith

**CHEMISTRY**
- First Place: Curtis Amory and Noah Dunne (top); Natalya Arcate-Bradin (below)
- Honorable Mentions: Alex Namchuck, Jack McGovern and Tyler Sandy

**BIOLOGY**
- First Place: Lily Kaplan and Jiawen “Vivian” Li
- Honorable Mentions: Callie Dayno and Izzy Hazard; Leah Kostick and Bella Swanton

**SENIOR ELECTIVES**
- First Place: Andre Amazeen and Remy Watkins
- Honorable Mentions: Phoebe Davin and Jiawen “Vivian” Li; Jared Fiore

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**Spring Gala Raises $61,000 to Benefit Teacher Professional Development**

On May 13, when students were off-campus enjoying the prom, parents, trustees, faculty, and staff members gathered in the Beaver Gymnasium for the third annual Spring Gala, a fundraising event to support CH-CH teachers with professional development opportunities.

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On June 10, alumni from Chapel Hill-Chauncy Hall returned to campus for Alumni Day. Alumni traveling from New Mexico, North Carolina, and points in between reconnected with former classmates, teachers, and friends. The earliest class in attendance was represented by Brad Greenfield of the Class of 1974.

There was also a special reunion where we welcomed back over twenty of our graduates from the 1980s. This was organized by Michael Raphael (Class of 1984). Other activities held throughout the day included campus tours, a scavenger hunt, swimming in the new pools, and great conversation.

Former faculty and staff members Richard and Margaret Allen, Teresa Corrigan, Gus Favreau, Peter Hendrickson, Brad Pratt, Nancy Richardson, and Vanessa Schukis mingled with colleagues and former students and were joined by current faculty and staff members Jon Andruschow, Bill Gostylo, Paul Harlan (Class of 2010), Leslie Jacobson Kaye, Conor Maguire, Sam Melanson (Class of 2010), Ben Rogers, Alice Solorow, and Matt Soule.

In his remarks during the BBQ, CH-CH Alumni Council Vice Chair Sean Mulvehill (Class of 2010) described the impact of his CH-CH experience on his life and career and explained the ways he continues to support his alma mater. In honor of Alumni Day, guests gave gifts to support the School’s Annual Fund and the Nancy Emery Memorial Garden. (For more information about the garden, please see the article located on page 54.)
For those of you who do not know me, my name is Ralph Wayne Sevinor, Chauncy Hall Class of 1972. Since graduating from CH-CH (at this point in history, Chapel Hill and Chauncy Hall had already merged), my passion has been working and even tinkering with alarm systems. Ever since my childhood home was broken into, I have focused my career on creating alarm systems to ensure the safety of others. This single incident moved me to establish Wayne Alarm Systems, Inc. in Lynn, Mass., and most recently, Nantucket, Mass. (www.waynealarm.com).

When it comes to my success, I have much to be thankful for and a great deal of this has to do with the time I spent at Chauncy Hall. When I look at the education I received from Chauncy Hall, I am so grateful for what I learned and how I have been able to adapt this to my career. I credit CH-CH with giving me the tools I needed to succeed in my career and in my life. The small class sizes, the caring faculty and the feeling of being part of a community gave me confidence in my abilities as a learner and helped launch me on my career path. The balanced and diverse class offerings, the individual attention and the support were all instrumental in framing my passion for science and my ability to lead.

As an adult, thinking back over those years, I am amazed and thankful for Chapel Hill-Chauncy Hall’s dedication and commitment to its students, demonstrated by its varied curriculum. This is clearly augmented by the kindness, dedication and professionalism of the faculty and staff.

Looking at my success and thinking about my schooling over the years, I am so grateful for the time I spent at Chauncy Hall. This is why, year after year, my wife Stacey and I continue to support CH-CH through philanthropy. I am honored and proud to say that I am a CH-CH alum!

With thanks, Ralph Sevinor, Chauncy Hall, Class of 1972
1950s
Kenneth Stephens ’50 (Huntington)
From West Falmouth, Mass., the Stephen brothers are still going strong!

Ann Gallop ’58 (Chapel Hill)
I am doing quite well. I opened a few art galleries in Ogunquit, Maine, and I built a vacation home in New Hampshire.

1960s
Philip (Pinchas) Schwartz ’60 (Huntington)
Since my graduation from Curry College in 1965, I have been living in Israel. I have three children and four grandchildren. My wife and I are retired, although I am semi-retired, as I still work part time.

Kenneth Goodwin ’63 (Chauncy Hall)
I received the University of Houston-Clear Lake faculty award as the 2017 Outstanding Adjunct Professor and an honorarium associated with the award.

1970s
Rita Wiles Ross ’72
I graduated from Tufts University in 1976 with a Bachelor of Arts degree in German and Political Science. I received my Juris Doctor degree from Boston College Law School in 1980. I relocated to Washington, D.C., to marry Charles Ross in the fall of 1983. I joined the FDIC Legal Division in December 1983 and retired in 2013 after 30 years of public service as an attorney with the FDIC. I’m currently enjoying the freedom of retirement. Charles and I have two grown sons who live and work in New York City along with our lovely daughter-in-law and beautiful granddaughter.

1980s
Gia Page ’82
I remarried in 2013. I have two children; my son Owen is 26 and my daughter Claudia is 23. I also have two stepchildren. I met my husband when all four kids were teenagers! I am currently the sales manager at Davio’s in Lynnfield, Mass. I did not venture far.

Brad Pratt ’83
Right now I am living in Waltham, Mass., with my wife Darleen and our three dogs Missy, Tyson, and Bella. We are both Realtors and work as a team. I went to Alumni Day this past June and was very happy to be back on campus and seeing “old friends.”

Martha (Mardy) MacKinnon ’69 (Chapel Hill)
With great sadness, I must report that my husband, Ron Lundstrom, died suddenly and unexpectedly this past April 2017. We were married for almost 40 years. One of my fondest memories at CH-CH is living on the top floor of South Hall and hearing my dog come flying up the stairs when my Mom came to pick me up on Friday afternoons. I was a five-day boarder.

Helmut Reinhardt ’69 (Chauncy Hall)
I am continuing my work with the AARP as the Leading Director of Safety Concerns. I also took an Alaskan cruise this past May!

Class Notes
2000s

Chuck Rolke '01
I am currently working for a landscaping company. I love being outdoors daily!

Amy Porter (LaFontaine) '03
Since graduating in 2003 from CH-CH, I moved to North Carolina and earned my Masters of Science degree in education, got married, and have a son, Thomas (two years old), with my husband Derek. We live on a working farm right outside of the Charlotte area, where we raise chickens, hogs, and cattle commercially in a large-scale operation for Tyson & Smithfield on a little over one thousand acres. We also started our own wedding venue about five years ago where we have two reception barns. I run that full-time now with my two sister-in-laws after I retired from teaching to stay at home with my son. Our family stays busy hosting about 80 weddings a year at each barn, and both living and working together on our farm and escaping to the beach or mountains when we get the chance around our wedding schedule. I still try to make it back up to the Boston area every couple years to watch a Sox game and show my kids and husband what New England is all about!

1990s

Constance (Hedberg) Ferguson '97
After more than 10 years in sales at the Chestnut Hill Tiffany & Co., I have made the leap into management and transferred to the larger Natick location! I live with my husband Brian and two children: Olivia, who will be eight in September, and Jackson, who is two and a half. We are still living in Framingham, Mass.

Chandra Morgan '97
I am currently living in Connecticut with my wife Ilana and our new daughter, Brielle Rose Prenovitz, who was born on June 1, 2017. I also started a new job in May as a sales engineer for Nordco, where I sell ultrasonic equipment for nondestructive testing.

Andrew Gauthier '98
I graduated from the American International College master’s degree program for Moderate Disabilities. I am currently in graduate school for behavior work. I currently live in Woburn, Mass., and have three children.

Lillie Wilson ’99
I currently work in the New Balance outlet in Lawrence, Mass., where I work in the Performance Running section.

Javier Casillas ’95
I currently have an 11-year-old daughter and still keep in touch with Scott Law ’85.

Chandra Morgan ’97
I am currently living in Orlan-
do, Fla., with my two children: Anjika (8) and Raj (6). I started work in the family business after my father passed in 2014. I am lucky to work the summers and winters with my children as a stay-at-home mom!

Scott Prenovitz ’97
I am currently in the fall of my second year at Lesley University as an Admission Coordinator and live in Watertown, Mass., with Zac Cohen ’04.

Amy Porter (LaFontaine) '03
Since graduating in 2003 from CH-CH, I moved to North Carolina and earned my Masters of Science degree in education, got married, and have a son, Thomas (two years old), with my husband Derek. We live on a working farm right outside of the Charlotte area, where we raise chickens, hogs, and cattle commercially in a large-scale operation for Tyson & Smithfield on a little over one thousand acres. We also started our own wedding venue about five years ago where we have two reception barns. I run that full-time now with my two sister-in-laws after I retired from teaching to stay at home with my son. Our family stays busy hosting about 80 weddings a year at each barn, and both living and working together on our farm and escaping to the beach or mountains when we get the chance around our wedding schedule. I still try to make it back up to the Boston area every couple years to catch a Sox game and show my kids and husband what New England is all about!

Shana "Caelleigh" Stuart ’03
Life has treated me well as I am now the HR Director for a 250+ person company in three locations and absolutely love my job! I also love my apartment in Everett, Mass., and have four godchildren that provide me even more love and laughs. Life is good!

Adam Seigal ’04
I am an AmeriCorps alum who received a Master of Education degree in higher-education administration from Suffolk University. I currently work at Lesley University as an Admissions Coordinator and live in Watertown, Mass., with Zac Cohen ’04.

Jeff Rolke ’03
I married my wife Janelle in 2013 and in January of this year we welcomed our son Sawyer William Rolke into the family. We live in Salem, Mass., and I work at a small mortgage firm called GoldCoast Mortgage in Beverly, Mass.

Emily Haynes ’06
Since graduating from CH-CH in 2006, I have attended the Savannah College of Art and Design and Boston University, earning a Bachelor of Science degree in communications from B.U. I worked in advertising for a few years at digital and creative agencies in Boston before moving in house to manage marketing departments for projects closer to my heart, including a business ethics nonprofit and a molecular diagnostic interpretation startup for oncology. I live in Acton, Mass., with my husband, dog, and cat. Everyone except the cat enjoys hiking in our free time.

Matt L’Italien ’06
After spending a year hiking Scotland, Iceland, and Norway solo coast to coast, I’ve settled into an IT Operations Management and Project Management position in Hartford, Conn. I just earned my Project Management Professional certification and am returning to my CH-CH extracurricular roots by joining a men’s baseball league.

Molly Solomon ’06
I am the Site Coordinator of School-Aged Programs and a Lead Teacher at an after-school program and summer camp in Medford, Mass. I am grateful for the unique educational/learning styles CH-CH taught me, which I implement into my program regularly.

Colton Cmar ’07
After graduating from Lasell College, I focused my career on graphic design and front-end web development. I have spent the last four years developing content for companies such as Hood Milk and Massport Authority. I will be continuing my education at the University of Massachusetts-Amherst Codling Academy in June to become a full-stack web developer.

Amanda Horvath ’07
I have spent the last 10 years since graduation doing mission work in a variety of different countries, including Kenya, India, Mexico, and Tanzania. Additionally, I have graduated from Eastern Nazarene College with a Bachelor of Arts degree in religious studies and am currently working on a Masters of Divinity degree at Denver Seminary. I now live in Denver and feel very fortunate to have such a supportive and encouraging community around me. While I do not have any children as of yet, I am the proud parent to a lab-mix,
Mike Kyriakides ’07

After graduating from the Savannah College of Art and Design, I was lucky enough to get a job opportunity right away in New York City working at a photo/film studio as a studio manager. Four years later, I’m still studio managing and shooting more freelance photography.

Sara Lubec ’07

I am living in Austin, Texas, working at a nonprofit organization called Caritas of Austin as a Veteran Specialist, a case manager who helps veterans experiencing homelessness obtain and maintain permanent housing. Last August, the city of Austin achieved President Obama’s challenge to end veteran homelessness!

Mira (Blumberg) Whiting ’07

I’m currently living in Arlington, Mass., with my husband James and three sons: Jesse (six and a half), Jacob (three and a half), and Ezra (nine months). I run my own portrait and event photography business, and I enjoy dancing with Muddy River Morris (a local women’s Morris dance group) in my free time.

Marin Fingerle ’08

I earned a Bachelor of Arts degree in art from Hartwick College in 2012. Since graduating, I have worked in a variety of jobs with children. Currently, I am an assistant teacher at Bright Horizons at a local church. I was very inspired to experience camp for a week each summer.

Anna Gostyo ’08

I got a new job in January 2017. I am proud to say that I am a Coding Specialist at Logix Health.

Adam Hazen ’08

I am currently working for the Boston Red Sox Grounds Crew. I’m a part of the team that keeps the field at Fenway Park looking great. I look forward to seeing fellow CH-CH alumni at the annual Fenway Park outing next summer!

Sarah Rudman ’08

I graduated from Wheelock College, Class of 2013, with a Bachelor of Science in psychology. I am currently working as a manager at The Wellness Room in Newton, Mass. I hope to return to school soon to pursue a master’s degree in applied developmental and educational psychology. Currently, I live in Burlington, Mass., and enjoy doing yoga and spending time with family and friends.

Jake Schuster ’08

After graduating in 2008 and starting my education in Sports Science at McDaniel College in Maryland, I moved abroad in 2011 and spent the next five-plus years living abroad, completing my degree in Amsterdam, a Master of Science degree in England, and have two years thus far towards a doctorate in New Zealand, where I worked with the women’s rugby team as they took the Silver Medal at the Rio Olympics. In December, I returned to the United States to take a post as a performance director at USA Field Hockey. I work with elite athletes all day, every day, and love what I do.

2010s

Grace Black ’10

After I graduated from MassArt, I went on to become a Visual Merchandiser for Free People. I just accepted a position at TJX as an Allocation Analyst. I still live in Massachusetts with my partner, Garrett, who is a music teacher and composer!

My memories from CH-CH mostly consist of what I do.

Class Agent Program

The Class Agent program consists of alumni who volunteer their time to help keep their class informed with happenings at CH-CH. These agents have partnered with the School to help with outreach and philanthropy. If you want to get more involved with the Class Agent program, please contact Ben Rogers at 781-314-0810 or brogers@chch.org.
with the entire school at the end of the year. With such a small student body, it was like an inside joke that everyone was a part of which made the experience just that much more meaningful and unforgettable. I’ll never forget how much I laughed in that class and how much I looked forward to it every week.

Luke DiOrio ‘10

Since graduating from the University of Hartford this past December, I have recently been accepted to an education fellowship program at the St. Andrews School in Barrington, R.I. I will be assigned a mentor in the middle school who will mentor me through this program. I will also be coaching multiple sports throughout the school year. I continue to come back each year as a sports specialist to Running Brook Day Camp. It is truly hard to leave this campus, as well as its great community.


Bret Greenstein ‘10

I graduated from Mitchell College in 2014. I have been working on a farm and love what I do.

Garrett Heller ‘10

I am a Printer Support Specialist for Ricoh working at the Winchester Hospital, and I also work in the Telecommunications and Networking field in the U.S. Army Reserve. I am also a member of the CH-CH Alumni Council.

Sean Mulvehill ‘10

I am currently working as a product manager in the technology industry and have recently moved to Porter Square in Cambridge, Mass.

Solana Johnson ‘11

I graduated from Wheelock College in 2015 with a Bachelor of Arts degree in early childhood education and art. This summer I will continue the Orton-Gillingham Training Program and will continue working at the Carroll School in Lincoln, tutoring and teaching students with dyslexia.

Eventually, I would like to return to school to pursue a master’s degree in reading with the hope of becoming a reading specialist.

Mariel Rheingold ‘11

I graduated in 2015 with magna cum laude honors from New England College with a Bachelor of Arts degree in legal studies. I am currently pursuing a law degree at Suffolk University Law School with an expected completion date of May 2018. I am working at the firm of Christopher Salter, Attorney at Law, a real-estate law firm in Chelmsford, Mass.

Abby Starobin ‘11

I graduated from Syracuse University in 2016 with a Bachelor of Fine Arts degree in communication design. I am now living in Brooklyn, N.Y., and working for the healthcare advertising agency Publicis LifeBrands Medicus. I have worked on ad campaigns for Humira, L’Oreal, Suave, Planet Fitness, and Campbells.

Allie Worth ‘11

I graduated from Lesley University in 2015 with a Bachelor of Arts degree in counseling. After graduation, I moved to Spain for a year to attend Enforex Barcelona to become a fluent Spanish speaker. Currently, I am a private household manager for a family in Cambridge, Mass. I have traveled extensively and have been to Thailand, Israel, Australia, New Zealand.

Alumni Council Listing

MISSION STATEMENT
The purpose of the Alumni Council is to engage alumni of Chapel Hill-Chauncy Hall and its predecessor schools in the advancement of the School and its mission. Through philanthropy, guidance, reconnection, and promotion, the Alumni Council will enhance the School’s profile and reputation within the CH-CH community and beyond.

ALUMNI COUNCIL MEMBERS
Scott Prenovitz ‘97, chair
Sean Mulvehill ‘10, vice chair
Andrew Babitts ‘99
Conny (Hedberg) Ferguson ‘97
Caroline Finamore ‘13
Paul Harlan ‘10
Gary Heller ‘10
Nikelle (Hamada) Klareich ‘96

James Lipcon ‘97
Sara Lourie ‘99
John McGinty ‘97
Amber (D’Amore) McMahon ‘98
Michael Raphael ‘84
Lauren Rhodes ‘95
Jonathan Samson ‘98

Greetings Fellow Alumni!
For those of you who may not know me, my name is Scott Prenovitz ‘97 and I am your Alumni Council Chair. Over the past year, the Alumni Council has worked very hard to ensure that the alumni program at CH-CH has remained active, vibrant, strong, and fun. As we move forward, the council will continue to develop and implement new initiatives to engage all alumni from all decades.

As our alumni community continues to grow, I encourage you to get involved. Attend an event, reconnect with a former classmate, or return to campus for a visit. Remember, you are a crucial part of the CH-CH community and I hope that you keep active and involved.

If you would like to get involved, or just have a suggestion, please email me at chchalumnicouncil@gmail.com.

GO CHARGERS!
Scott Prenovitz ‘97
Justin Gerard ’12
I graduated from the Rochester Institute of Technology in 2017 with a Bachelor of Science degree in photographic and imaging technologies. After graduation, I moved to San Jose, Calif., where I work at GEO Semiconductor as an Imaging Lab Engineer in their testing lab for automotive vision products.

Ashley Lawrence ’12
I graduated from Regis College in 2016 with a Bachelor of Arts degree in communications (with a minor in writing). Currently, I am a senior member service representative at Harvard Pilgrim Health Care in Wellesley, Mass. I intend to return to school in the next couple of years to pursue a master’s degree in communications.

Mara Rios Brache ’12
I graduated from Wheaton College in 2016 with a Bachelor of Arts degree in psychology and a minor in ethnomusicology. I am currently attending the University of Southern Maine in Portland and am pursuing my Master of Science degree in counseling/clinical mental health. I hold two graduate assistantships: one working with a university professor on the Moral Courage Project and Expressive Arts Therapy and the other working with CEPARE (Center for Education Policy, Applied Research and Evaluation) on research on education policy for the state of Maine. In the fall of 2016, I was chosen by faculty as an Inauguration Scholar for my academic excellence and promise.

Emily Rodman ’12
I graduated from Roanoke College in 2016 with a Bachelor of Science degree in communications and a minor in psychology. While in school, I was a member of the Delta Gamma Fraternity. I am currently living in Boston and am working at VistaPrint Corporate Solutions as an Account Manager.

Molly Stone ’12
I graduated from Brandeis University in 2015 with a Bachelor of Arts degree in art history. Currently, I am working as a producer for an independent film production company based in Los Angeles.

Tim Noonan ’13
I visited Yankee Stadium this past summer and was quite impressed.

Ellie Rundell ’13
I just received my degree in industrial design at Drexel University. Over the past four years, I competed in the Red Bull Flugtag, climbed my first 14,000 ft. mountain, got my EMT certification, presented designs for a deep-space airlock at NASA at the Kennedy Space Center, and studied a tiny bit.

Ellie Rundell ’13
I am a public relations manager for a company based in Los Angeles. I just graduated from Suffolk University magna cum laude with a degree in public relations and a minor in writing. I intend to return to school in the fall at Harvard Pilgrim Health Care with a minor in writing. I will graduate in December 2017 from Boston University with a Bachelor of Arts degree in film from the College of Communication. I am currently applying for master’s degree programs in playwriting. I recently had a film screened at the Trinity Film Festival in Hartford, Conn. In addition, I have had several stories and poems published in literary magazines and recently had a poem featured on NPR’s Poetry Sunday segment.

Stefan Lazo ’15
I am a current junior focusing on a degree in communications and environmental studies at Keene State College. I’ve most recently made the dean’s list and have been an active member of the rugby team for the past two years.

Juliette Dent ’16
My first year at Quinipiac University flew by! I was able to confirm my love for the healthcare field and develop many new interests, such as public health and biomedical research. I am currently working at Massachusetts General Hospital as a surgical medical assistant. I’ve enjoyed my summer with the company of my amazing friends. I am so happy to hear about all the experiences and accomplishments my fellow Chargers have had.
Gillary Garcia ’16
During my second semester at Holy Cross, I got a fellowship position in the political science department and I was hired to work for the writer’s workshop! For the summer, I received an internship position at a bookstore called More Than Words!

Natalia Goudvis ’16
I’m going to be attending Emmanuel College, where I hope to major in biology with a minor in education. I’m currently working in childcare and living in Cambridge, Mass.

Nora Maybury ’16
I completed my first year of school at Lewis & Clark College out in Portland, Ore., where I am pursuing a major in political science with a minor in French. Outside of studying, I work in the alumni office, serve as the Director of Elections in student government, and will be an orientation leader this fall. For the summer, I am working as an intern at a company in Boston, as well as interning at CH-CH in the Alumni Relations office. It’s great being back on the East Coast, seeing old friends, and spending time on campus again!

Hannah Sarnie ’16
I was recently selected to attend the National Conference for College Women Leaders in Washington, D.C., which I went to with five other Ithaca College women to meet other female students, I am involved in Jewish life on campus and recently went to Israel on Birthright with Ithaca and Cornell students.

Former Faculty
Gus Favreau
I am the retired head at Avery Coonley School. I am currently living in Kennebunk, Maine.

Current Faculty
Ashley (Foscaldo) Balaonis
As I head into my eight year here at CH-CH, I have shifted into the Dean of Faculty role and am still teaching three blocks of Skills and Academic Support, formerly known as Learning Center. It’s been great watching our community grow and to be a part of such great changes here on campus. My husband and I just had our first child, and we are living in South Boston. It has been great staying in touch with so many alums, and would love to continue to check in with former students. So, please don’t hesitate to reach out!

Christy Lawrence
I have been enhancing my teaching with hands-on art projects big and small. I incorporate literature, especially in the upper levels where this continues to be a focus. Outside of school, I love biking, running, kayaking, cross-country skiing, and watching my three boys play rugby, soccer, basketball, and ultimate frisbee.

Jamie Palmer Keating
This past summer I have been spending time with my 3 year-old son Wyatt and husband Steve, hiking, camping, traveling between Vermont and Cape Cod, and experiencing a lot of firsts for my son including whale-watching, wedding-going/dancing, biking (w/ training wheels!), swimming lessons and more. I’m continuing to make artwork weekly and have an art show up of my Farm Alphabet: from Alpaca to Zinnia at Reasons to Be Cheerful in West Concord, MA through September 30, along with selling more of my work in local shops around the New England area.

Alice Solorow
Over this past summer, I was able to attend a master’s workshop in digital photography at the Maine Media Workshops in Rockport, Maine where my classmates and I were immersed in photographing and processing our own images using Lightroom and Photoshop. I had been to the Maine Photographic Workshops (what it used to be called) many years ago and it was wonderful to return. I learned a great deal, went to new places to photograph, and met some amazing artists, photographers, and filmmakers, gaining new inspiration and renewing my own passion for this artistic form of expression. I am looking forward to sharing much of what I learned with my own photography students this year!

In August, I was fortunate to be able to travel to Oregon to watch the solar eclipse on August 21, a phenomenon that everyone should try to see once in their lifetime! I was lucky enough to experience my first solar eclipse in 2001 in Zambia, Africa, and have wanted to see another every since then. Visually, it’s like nothing I’ve ever experienced and having it cross the U.S. this August was an opportunity I didn’t want to miss.

Julia Woodward
I’m beginning my sixth year at CH-CH, teaching English, coaching cross-country and ultimate frisbee, and serving as the class dean for the 12th grade! For the first summer in a long time, I didn’t work or study in an official capacity, electing to take a few months off to see family and friends, after spending the last four consecutive summers earning my master’s degree from Middlebury’s Bread Loaf School of English. In this summer of relaxation, I visited my hometown of Ithaca, NY., saw friends in Los Angeles, Calif., helped my parents move from Wisconsin to central Massachusetts, and moved myself onto the CH-CH campus! My pup Brenda and I are looking forward to being on campus for the coming year!
The Nancy Emery Memorial Garden

BY MARGARET ALLEN, TRUSTEE, FORMER FACULTY, P’93, P’95

Nancy and Bob Emery and their two young children Sarah and Peter arrived at Chapel Hill-Chauncy Hall in the summer of 1973. Over the next twenty-five years, the school became their home. They were both English teachers; Bob served as head of the department for several years before moving on to Boston University. But it was Nancy whose life calling and passion developed at CH-CH. Her longtime presence breathed life into the school community. Her own strengths—compassion, good humor, persistence, a love of order and aesthetics, a strong sense of service, caring respect for all—became hallmarks of the community itself. Nancy was passionate about teaching and brought out the best in her students, regardless of their backgrounds, strengths and weaknesses, or prior successes. She made her students work hard, and she made them feel confident. She loved helping students connect with language and thinking, reading and writing, whether in freshman English class or advanced senior English. This is how the CH-CH community remembers Nancy, Mrs. Emery. Her presence helped so many, students and colleagues alike, find their way in an often difficult and challenging world.

Years later, faced with an important moment of decision-making, many of us have found ourselves thinking “what would Nancy/Mrs. Emery have done?” Such is the legacy of a person who truly makes a lasting difference.

Nancy died too early, stricken by an aggressive breast cancer, in the fall of 1997. Now, twenty years later, we are honoring her through the creation of a memorial garden. Alumni, parents, friends and former colleagues have come together to make this happen, and with input from the Emery family, we have planned a garden which Nancy would have loved: a beautiful spot, with the flowers and plants she enjoyed, situated right next to a center for learning, and providing a quiet space for reading, reflection and the simple enjoyment of the natural world. The healthy chaos and profusion of natural growing things, balanced with a gardener’s love of orderly arrangement and careful nurture, the garden itself is a metaphor for Nancy. These words from the Songs of Innocence by William Blake, set to music by Bob Emery many years ago, remind us of this balance, and that teaching and learning open us all to the wonders and joy of human life.

My mother taught me underneath a tree
And sitting down before the heat of day,
She took me on her lap and kissed me,
And pointing to the east began to say.

Look on the rising sun: there God does live
And gives his light, and gives his heat away.
And flowers and trees and beasts and men receive
Comfort in morning, joy in the noonday
And we are put on earth a little space,
That we may learn to bear the beams of love,
And these black bodies and this sun-burnt face
Are but a cloud, and like a shady grove

Nancy Emery played a key role in creating a foundation on which the school has grown and prospered. At Chapel Hill-Chauncy Hall today, the worth and potential of every individual student is a core belief, just as it was for Nancy. Nancy’s contributions to the living ethos of the school continue today, and we hope that the garden dedicated to her memory will serve us all as a source of grateful renewal in the face of life challenges.

JOIN US! The official opening of the CH-CH Learning Commons and Nancy Emery Memorial Garden will take place at 3:15 p.m. on Thursday, September 28. All CH-CH community members are welcome to attend the ribbon-cutting ceremony and reception.

Above: Nancy Emery with former colleague Margaret Allen, Trustee, P’93, P’95
The Class of 2017 by the Numbers

45 STUDENTS ARE ENROLLING IN 35 DIFFERENT COLLEGES

The 2017 Matriculations

- American University
- Bennington College
- Bentley University
- Boston University
- Bryant University
- Clark University
- College of the Holy Cross
- Drew University
- Eckerd College
- Emmanuel College
- Fordham University
- The George Washington University
- Johnson & Wales University (Providence)
- Lasell College
- Lehigh University
- Mount Ida College
- New York University
- Northeastern University
- Pace University, New York City
- Quinnipiac University
- Roger Williams University
- Sacred Heart University
- Saint Anselm College
- Saint Michael's College
- School of the Art Institute of Chicago
- Southern New Hampshire University
- St. John’s University - Queens Campus
- Suffolk University
- SUNY College at Brockport
- University of Arizona
- University of Colorado at Boulder
- University of Illinois at Urbana-Champaign
- University of Massachusetts, Boston
- Worcester Polytechnic Institute

CHALLENGING SCHOOLS | CHALLENGING MAJORS:

- ART
- PRE-PHARMACY
- ENGINEERING
- PSYCHOLOGY
- DESIGN
- ECONOMICS
- ART HISTORY
- AFRICAN AMERICAN STUDIES / DANCE
- NEUROSCIENCE

100% APPLIED & ACCEPTED TO COLLEGE

45 SENIORS
396 APPLICATIONS
175 DIFFERENT COLLEGES & UNIVERSITIES

93% OF STUDENTS WERE ACCEPTED TO A TOP-CHOICE COLLEGE

CH–CH CHRONICLE
CH-CH LOVES VISITORS!

Whether you are re-connecting with a former teacher, seeing the campus for the first time, or want to learn more about CH-CH, please feel free stop by for a visit. Please contact Ben Rogers at 781-314-0810 or brogers@chch.org.