Lindsey Grant's cross country experiences and her incredible passion for her sport led her to organize the Coe-Brown Cross Country inaugural race, Run to Fall 5K, last September. For her senior project this past year, Lindsey '02 solicited donations, found local sponsors whose names are emblazoned on the back of the race tee-shirt she designed, hired professional time-keepers, wrote endless letters and made numerous contacts. As a result, more than 100 runners ran in this first-ever race and hundreds of townspeople came to cheer them on. Lindsey's net profit, more than $3,000, was donated to her cross country team, to pay for forty new uniforms for the fall 2002 team that are red with bright white side stripes! There was enough money left to contribute to the team banquet. Lindsey's senior project result is astonishing! This year more than 400 runners are expected to compete in the race that has now become the Road Runner's Club of America 2002 New Hampshire Grand Prix Championship. “The senior portfolio opened one of those little doors and passages that can lead to a life's choice." And so Nicki Tasker '00, has realized she is meant to be a writer. “When I completed my senior project and the portfolio, it made others who read it take me seriously." Many schools, wanting to make senior year more meaningful and productive, require special projects that range from senior speeches to weeks of community service or wilderness experiences. Few, however, require something so intense and far-reaching as Coe-Brown's senior portfolios that every student must complete to graduate. A brilliantly conceived and truly meaningful senior experience, one that indeed fosters life-long learning, personal responsibility and self-respect, Coe-Brown Northwood Academy's senior portfolios capture individual moments of brilliance.

Continued on next page...
Hannah McDuffee '02 designed a fabulous carved CBNA sign, complete with detailed campus map, that is prominently displayed in the upper parking lot of Smith Hall. She commented, "Some nights it was hard to find the time to work on my sign, to do the precision cuts and the meticulous step-by-steps the process required. The project also gave me a chance to spend some quality time with my father, a professional sign maker, before I leave for college. I now better understand my dad's life work, really respect his talent and have an even stronger relationship with him. One of the judges of Hannah's project, Trustee Majorie Sherman Pyle '51 said in her evaluation that Hannah's 20-minute presentation was articulate and well-organized. Hannah completed an amazing 21 components in her senior portfolio and said she'd already used her resume and cover letter to apply to colleges and get a summer job. "As I make the transition into college, this senior portfolio project as a whole has forced me to use the skills I have acquired during high school and given me a chance to fulfill my desire to leave something behind that I value. I can't stay here but part of me will." Her beautifully presented 46-page portfolio booklet features a cover poem that ends: "I hope to leave collection behind of creations made by hand And a trail of many footprints left lingering in the sand."

Athlete Aaron Riel '02 wrote a 215 page book of fantasy entitled the Legend of Seprico; Aaron, who wants to be a writer, said his senior project is the beginning prophecy of a series he plans to write. His mother collects pewter dragons and wizards, which inspired him to select such a fanciful topic. His Medieval work of art is filled with vivid images and beautifully articulated and sophisticated vocabulary. About four years ago Aaron began writing parts of the book; he then redid all his past work in about six months of his senior year, often working until 2:00 AM, and during vacations and weekends. All this while playing three varsity sports and being co-captain of soccer and basketball his senior year! Aaron is widely read and said that while friends and teammates often joked fun at him for always having his nose in a book on buses to away games or in a corner of the locker room, he said he always felt it was good-natured.

Evan Freeman and Chris Boucher, both serious art students in the Class of 2002, mounted an art exhibit that included Evan's piece, entitled American Flag that was judged best of show in the Winter 2002 Arts Festival, and Chris' photograph of moving cars - streams of light in downtown Newmarket. Musicians Matt Gagnon '02 and Nathan Gosselin '02, both of whom qualified for Jazz All-State and Concert All-State, chose senior projects that reflected their musical interests.

Ashley Martin '00 wrote and published a wonderfully comprehensive history and photographic tour of the Coe-Brown campus. Two years later Headmaster Smith still proudly hands a copy of her colorful booklet to campus visitors.

Class of 2001 graduate Kevin DeTrude's portfolio was 55 pages long and his professionally rendered musical scores were an additional 16 pages.

For seven months, from September through March, each senior submits a journal of his or her portfolio and senior projects progress. The portfolio, including two narratives about the senior project, must be completed and ready for presentation to a panel of judges. Headmaster Smith commented that care is taken to match judge with content; for example, a student's senior project based on computers would not be judged by a computer expert. As many as 140 community members were involved with evaluation of students' efforts this past year.

Other basic requirements for the portfolio project are exacting and important to a successful transition to post-secondary life. A student must achieve minimum standards on the California Achievement Test (CAT), submit a resume with cover letter based on Writers Inc., complete forty hours of documented non-school time community service during his/her four years of high school, complete a review of her/his four-year course of study and prepare a Senior Transition Plan.

Rigorous senior checkpoint guidelines must be met by specified dates; these serve to keep each student on track and assure that no one falls through the cracks. In September a senior seminar with the Headmaster is required as is the initial planning meeting with the individual's advisor. A written personal and project narrative is due in mid-October and the first presentation of project and portfolio to the student's advisor must be made by early December; the latter must include three other completed components. These additional senior requirements also include completion of an exit
questionnaire and exit interview. A senior must also complete seven of the numerous optional components to meet the basic portfolio standard. Some of the options are proof of voter registration; completion of a job application, special training program or college application that includes a cover letter; verification of completed ASVAB, SAT, ACT and/or SAT II tests; verified attendance at a pre-approved cultural event or of successful completion of a class or workshop outside of the regular school curriculum; completion of an 8 hour job shadow; completion of 20 hours of service to the Academy as a student aide; statement from a coach, school advisor or community advisor that attests to a student's active participation with an in-school or out-of-school athletic team or organization during the senior year.

Other options are a letter of recommendation from a current or previous employer, completion of an additional twenty hours of community service, documentation of having donated blood, registered for a bone marrow bank, or signed an organ donor card, participation in a statewide or higher academically related contest or event that required prequalification or audition.

The senior portfolio requirement determines a student's graduation designation. Meeting seven to nine of the optional components and all deadlines may qualify a student for "Pass with Honors." The student who completes more than ten of the options may earn the distinction of "Pass with High Honors" depending on the quality of his/her final presentations and having met the CAT objectives by December. These are simply not your usual graduation requirements.

Kevin DeTrude '01, lead trumpeter in the Pep Band for three years and Jazz and Concert Band member for four, created an amazing senior project based on a piece of music he particularly liked for its rhythmic soundness and overall musical stability. Steppenwolf's Magic Carpet Ride. He listened to a recording endlessly, then composed one part on the piano, two bars of music at a time. He then wrote twenty different parts for keyboard, guitars, drums, flutes, clarinets, saxophones, trumpets, trombones and euphonium. All that done, Kevin then transposed each part into another key, F Major Concert. He commented that his project's amazing complexity was really a challenge, requiring him to manage his time between the music, schoolwork and all his extracurricular activities. "Looking back, I really did enjoy the whole portfolio project. I can't begin to express how much I got out of it. The combination of all the components, along with the project itself, has made me a much more well-rounded person and made me look at many things, including society and life, in a different way. For that I am grateful. It was a hugely maturing process." He is studying aeronautical engineering with a minor in... what else... music.

Nicki Tasker's project was a magnificently written and beautifully bound collection of her original poetry and creative writing, completed over a four-year span, entitled I Dream of What I Hope For and I Hope for All My Dreams. She'll be a junior next fall at Wheaton where she is majoring in writing with a concentration in poetry.

She spoke of the evolution of her writing style, its progression from her tenth grade creative writing class with Miss White and the poetry she wrote for Mrs. Squier's Junior English class. Her junior year project was a collection of her own poetry and that of published authors entitled Memories of Colour in Etches of Time. It seems even her titles are poetic! Her dream is to write and publish poetry; she strives for the unusual like the personal poem she wrote in Elvis Presley's 'voice'. Nicki said she thrives on writing, it's her passion. Creating a collection of her creative pieces, under the guidance and support of Mr. Ashley, who was "fabulous, always there for me"; she said he exclaimed to the portfolio project judges, "Nicki was the keeper of my baseball stats - I had no idea she could write like this!"

Searching for your special star?
Your imprint in sand will take you far.
Poems I would rather write,
My passion is a daily delight.......
Panting pens are drooling wetter, leaking to the tips of nails

The 1996 Alumni Newsletter lauded the CBNA graduation requirement. "Senior Portfolios have proven to be a valuable experience for both graduating seniors and their adult interviewers. The alumni of the past marvel at how advanced the Academy's students are these days. We often wish similar opportunities had been open to us."

Most interesting about the choices made by students are what these projects reveal about the school: its superb writing programs, outstanding extracurricular programs in the visual and performing arts and in athletics, the attention to detail and to the individual student. The senior portfolio requirement strengthens and extends the school's mission to instill personal responsibility, a strong foundation for post-secondary citizenship and life-long learning, critical thinking and introspective self-analysis. Bravo to the school that conceptualized the senior portfolio requirements and to the students who so wondrously complete them.

By Carolyn J. Smith
Oak ~ enduring, steadfast, traditional, resilient, solid and firm yet warm….there’s a lot of oak in Headmaster David Smith’s office. It suits him. He has been Coe-Brown’s 27th headmaster for 22 years and he has been at the helm far longer than any other head in the school’s long history.

When Lewis Foote, a man David truly respected, became interim principal at Alton High School where David had been a guidance counselor for 13 years, the two developed a close friendship and David learned much more about Coe-Brown Northwood Academy, where Lewis had been headmaster in the 1950’s. CBNA Trustee Bob Johnson was another reason David Smith came to Coe-Brown, despite his concerns that there might be philosophical differences. Bob assured him this wasn’t the case.

David Smith’s personal philosophy of education has always been intensely important to him and he accepted the offered headmastership when he realized that Coe-Brown’s core values were similar to his own. “It’s really simple,” he said. “Believe in your students, provide them with the opportunities to learn and to deal with one another, instill in them independent decision-making and encourage high character, a strong work ethic and good citizenship.”

In his office in Main Building with its tall oak cabinetry, pressed tin ceiling and embossed tin walls above the old headboard wainscotting, there’s a strong sense of the traditional and a feeling of reverence for New England values that have endured for generations. A sign, prominently displayed, proclaims PRIDE, which David explained means Personal Responsibility in Daily Effort.

David sought a small school environment, one with sound academic programs that would help individual students be successful and feel good about their achievements and successes because they had earned them. He felt his biggest challenge was to promote education, especially the education offered by Coe-Brown, to accentuate the positive and to limit the bureaucracy of school administration that he’d experienced in previous schools. Consistency of excellence was key to a successful school, he knew, and an excellent and eclectic curriculum was paramount. He said that he is most proud of the superior long-term faculty and staff and of the equally outstanding new members of the school community he has hired who have developed and supported a curriculum with ever-increasingly high expectations. “The natural resources component, long a major focus of the curriculum, is still very important,” he commented, “but the new curriculum offers broader horizons for a broader range of students, 75% of whom will go on to college, vocational training or the military.”

One of the first things a visitor to Coe-Brown notices are the exhibits of student art work – everywhere. Each student who completes the art curriculum is asked to donate a piece of art that the school frames and permanently hangs in hallways all over the campus. The displays are a powerful statement about the state of the arts at Coe-Brown.

He is also justifiably proud of the extraordinary Senior Portfolio graduation requirement, now in its eighth year. “We needed something different, a meaningful experience, not just final exams at the end of twelfth grade. Paul Davis, Assistant Headmaster, was a terrific facilitator who worked with the faculty and staff and the community to make the idea a reality.” One of the optional components of the portfolio is voter registration. “It’s an important element of good citizenship and part of the transitional process from high school to post secondary life and responsible adulthood.”

During his tenure as headmaster, an incredible amount of growth has occurred. Perhaps most critical to the school’s success was the formalized contracting with Northwood and Strafford to provide a comprehensive high school education to children in these two towns and the setting of realistic tuition that reflected the actual cost of educating these students. During academic year 2001-2002, there were 627 students enrolled from Northwood, Strafford, Nottingham, Barrington, Barnstead and Deerfield.

As the enrollment grew and the enriched curriculum developed, the need for expanded facilities in 1984 resulted in an addition to the Academy for more library and class space near the Towle-Swain Resource Center and the refurbishment of Wiggin Hall for arts and skills areas. Alumni Field was completed in time for the 1985 fall season. By 1988 another addition, for new science and math classrooms and a multi-purpose room, was created behind and under the Gerrish Gymnasium, and in 1989 a building adjacent to Wiggin Hall was renovated for a music/band room.

With Alumni Field across the increasingly busy and hazardous Route 4, student safety became a concern. In December 1990 the tunnel under the highway was completed and by 1994 a building was completed to shelter the concrete ramps down to the tunnel. Rather than being stark or graffiti-defaced, the walls of the tunnel are graced with wonderful oil paintings done by most talented students.

In 1998 Wiggin Hall was enlarged to meet the demands of a growing music department’s popularity and to provide more classrooms. Soper Hall was recently renovated for a music/band room.

The impressive oval track, which encompasses the soccer field, and the equally impressive cross-country course through the woods, were the first of the athletic improvements. Throughout the summer of 2002, heavy equipment has been clearing a large terraced area out of the hillside. Four tennis courts, named in honor of Trustee George B. Rogers, will be completed this year and two outdoor basketball courts are also being constructed.

At its October 2002 meeting, the Board of Trustees voted to build the critically needed new science building to enhance the present science laboratories.

David attributes much of his success and happiness as headmaster to the Board of Trustees which has given him the freedom to be creative. “The Board sees the big picture, they let me run the daily show. They agree with me that small classes, a caring attitude
and things like the arts and athletics and senior portfolios are critically important. Attitude is everything."

A multi-faceted man, David is also a widely respected varsity basketball coach with more than 20 years of experience who has also directed the Phillips Exeter Academy's Summer Boys Basketball School for 11 years. Coaching is not easy, considering the scope of his administrative duties, but he simply wouldn't consider giving it up. It's a way to connect directly with kids. His is not a remote, hands-off headmastership.

Nicki Tasker '00 commented that Headmaster Smith was and is like a second father to her. She still feels she can go to him anytime with her concerns or problems because his office door is always open. When a student here, she'd often be sitting outside his office waiting to see him and other kids would tease her, thinking she'd 'been bad'. She said that previous heads at CBNA simply couldn't measure up to him. Part of his great success, she commented, is his even temperament (most of the time), his light-heartedness and his high expectations for himself and others. "He loves teaching, enjoys his life and is proud of his school. Mr. Smith means business. He clearly tells you his expectations and he can be your best friend... or your worst enemy if you don't live up to his expectations. If someone does something wrong they simply don't do it again."

Other students said similar things. James Grant '04 and sister Lindsey '02 enthused over Mr. Smith and the "fantastic faculty" he has brought together and the "wonderful programs like drama and cross-country and senior portfolios and music and the great curriculum" they both so obviously enjoy and appreciate.

"Coe-Brown is wonderful. Everyone knows everyone else. I loved my small classes and my teachers, especially Mr. Haley. He is a great person and teacher - understanding and patient," raved Hannah McDuffee '02. "We moved so I could come to school at CBNA. Mr. Smith is terrific. He always takes time out of his day to talk with kids. I worked closely with him on my senior project so I got to know him well."

Local businessman Doug Briggs said, "The school's turnaround in the past fifteen years or so has been remarkable. The faculty and programs like the senior portfolios, for which Janet and I have been judges, are truly outstanding. People have been moving to Northwood and Strafford just so their children can attend Coe-Brown!" That's the ultimate compliment to a school and to the person who heads it! Parent Virginia Dole, also a former School Board member and selectman, heaped praises on CBNA's Headmaster. "When you walk into Coe-Brown Northwood Academy, you can feel the pride - the pride the students, in particular, have for their school and their teachers. But most of all, when you talk with the students, any student, you can feel and see the pride and respect they have for their Headmaster, because they know he has pride in and respect for each one of them."

The Board of Trustees are also most admiring of David Smith. James Colburn, Vice-President of the Board, wrote, "During his tenure as Headmaster, Coe-Brown Northwood Academy has expanded the student population from around 100 in the early 1980s to approximately 650, while maintaining a small school, intimate atmosphere. He prides himself on knowing the students as individuals who have unique needs and desires. His sincere personal commitment to the staff and students has resulted in a school that exemplifies respect and commitment to the entire educational process. His foresight and guidance have transformed the school's image and reputation to a point that Coe-Brown is now a key element for those looking for homes in the area."

Trustee Bunny Behm expressed her admiration, "The school is spotlessly clean at all times and the students themselves make sure it stays that way. Dave is always there; the school runs like clockwork - everything on time, schedules adhered to. What do I like about him other than what's already been said? It's his wonderful sense of humor and his ability to laugh at himself."

Board President Judith Sanderson stated, "It is no exaggeration to say that Dave has prime responsibility for turning the school around and bringing it to a position where it competes successfully in all areas, with schools that are much larger or better funded. There is a focus on not so much always being the best, but always trying your best."

Former Board President Roberta Stearns Ph. D. '57 commented, "Without any question, David Smith is one of the finest educators I have worked with in my own career in education. One amazing feature of Mr. Smith is his balance. He has promoted expanded courses for academic excellence and at the same time he has promoted expanded activities and sport teams with equal expectations for excellence. He has advocated programs for all the students and placed high expectations on all the students. The students have met his challenges and made parents, faculty and the community proud. He fulfills the saying, "Where there is a will, there is a way."

David Smith is respected, admired for his many successes and achievements and credited with the school's astonishing turnaround and growth. His sense of humor, too, is most appreciated by all who know him.

He is so proud that Smith Hall bears his name. "Yep, I'm still alive and I've already got a building named for me!"

By Carolyn J. Smith
In the winter of 1932 he began his morning trek to school, skiing down Harmony Hill. Usually he'd stop to pick up his best friend Charlie Johnson on Harmony Road, and together they would slide across the frozen surface of Harvey Lake, right to the back door of Coe-Brown Northwood Academy.

Since he had been a tiny boy, George had spent summers with his parents in Northwood. They had bought a farm on Blakes Hill in 1931, when George was twelve, and moved to New Hampshire to live full time. His grandfather stayed with young George while his parents worked, stitching and cutting in shoe factories, or were traveling throughout New England, with their possessions in a trunk, during the week. On weekends they returned to their farm. George loved New Hampshire, and even when very young, was heard to say he thought it was God's country.

He looked forward to starting high school at Coe-Brown because of its fine reputation as an agricultural school - young George just loved chickens. During his preteen years, George bought chicks from Hubbards in Walpole and those he raised, for a grade school project, he sold for 18 cents, fully dressed-out. He also sold lots of eggs all around town. By the time he was thirteen, George was feeding all of the farm's chickens every day, and he'd established a nice little local business. His second wife, Ginny, commented that George was born mature and born with an uncanny sense of responsibility. "Work always came first."

George was entering high school just as the country began to suffer the grip of the Great Depression. These were tumultuous years, years of intense poverty for many families, but there was always plenty to eat on his parents' hilltop farm. Young George himself contributed to daily dinners because he truly loved to fish and hunt. Fishing, especially, was a passion he had all his life. He caught many a brook trout and pickerel in his day. Ginny also said, "George was an ardent conservationist, long before it became popular to embrace the concept of saving the earth's resources."

As diligent in his studies as he was with his farm responsibilities, George achieved very high grades at Coe-Brown. There was plenty to learn. Luckily for him, Headmaster Eddie Lord became his advisor; Mr. Lord also loved chickens and was well-known in New Hampshire poultry circles. And thus really began the course of George Rogers' adult life, for George learned much about poultry management under Mr. Lord's tutelage.

Despite his many responsibilities on the family farm, particularly as his grandfather grew older, George found time to be very active in athletics. The Chronicle and Future Farmers of America; he was treasurer for the state-level FFA for four years. He played basketball and excelled at baseball. The O. Williams Hayes trophy, awarded to him for his outstanding baseball achievements and sportsmanship, is on display in CBNA's Alumni Room. He graduated as co-vedic-torian of the Class of 1936.

Widely regarded as a semi-professional baseball prospect, George opted for higher education. At age 17, he applied for and received a $150 loan for his college tuition. He graduated from the University of New Hampshire with high honors, became an instructor in applied farming at UNH that same year, 1940, and somehow found the time to earn his masters in the next two years. His service as an economist with the Office of Price Stabilization in Washington, which began in 1942, was interrupted when he joined the Army Special Forces and served in England and Normandy from 1943 to 1945, reaching the rank of staff sergeant. He fought in the Battle of the Bulge, worked with the French Resistance, drove a jeep off an LST onto Gold Beach and marched with the forces that liberated Paris. During these hectic and often agonizing war years, George continued his education, taking advantage of a University of Tennessee course of study by mail.

When he returned to Washington after the war, he worked again with the Office of Price Stabilization, USDA, American Farm Bureau, and by attending night classes, continued his lifelong quest for knowledge by taking USDA Graduate School courses and a summer's study at the University of Chicago. For much of this period, he was in Durham, NH, working with the USDA and as an Adjunct Professor of Agricultural Economics at UNH.

By 1960, George was back in Washington with ever-increasingly significant positions with the USDA and enrolled in the University of Maryland's doctoral program while working full time and raising a family of two little girls. His first wife died after their return to Washington. George was fortunate to later meet Ginny; he married her in 1966 and acquired two small step-daughters.

His professional accomplishments were exciting. He served as advisor to the U.S. delegation to the World's Poultry Congress, Secretary of the National Egg Pricing Systems Study Commission, studied at Harvard Business School; was published more than 200 times, received numerous USDA Certificates of Merit and the National Recognition Award from the U.S. Egg Industry. He was known internationally as an outstanding research economist in the poultry industry.

George and his family returned to New Hampshire in 1980 where he worked as an economic consultant for the next 21 years. Always right up-to-date, he was working for the Egg Clearinghouse in Dover at the time of his death, writing articles for the ECI monthly newsletter, doing surveys, providing historical data and analysis and serving as full time consultant to the Clearing House!

He became very active in the community when he returned to New Hampshire; he was on the School Board, Town Roads Committee, ZBA, Town Governmental Structures, Route 4 Impact Committee and RDVNA. But most of all, George Rogers became truly...
Sixty years ago World War II began in earnest, after the Japanese bombed Pearl Harbor in December 1941. Young men across the country yearned to fight in that great conflict and many did not graduate from high school as a result of their burning desire to rectify the horrors of that great conflict. It was a time of intense patriotism and love of country, much as it has been for the past year following the horrendous terrorist attacks on the United States in September 2001.

Then, and now, a time has come to recognize the sacrifices many have made in the past sixty years. George Rogers '36, CBNA Trustee, a veteran of WW II and active member of the VFW, was instrumental in the planning for a much-delayed graduation ceremony. The men had fought in World War II or in the Korean War that began just four years after VJ (Victory over Japan) Day.

Only two of the twelve men to be honored were able to attend. Allan G. Holmes, Class of 1946, and David Grant, Class of 1952, received their diplomas with all due pomp and circumstance. Four diplomas were awarded posthumously to family members, one was mailed and the others were presented to relatives. The other graduates were: George Richards '45, whose son accepted the diploma for his father; George Tilton '46 whose brother received the certificate and will mail it to him in Washington; Charles Nielsen '47, who received his diploma by mail; Clayton Boutin '51 of California, whose friend Ralph Trombley '51 will take the diploma to him; Paul Mattson '51, whose friend and classmate Bob Burklund will take the treasured document to him in Florida; and Harley Florence '52, John Hodgdon '49 and Bernard Tasker '51. Walter Lovely '52 and William Twombly '52 are deceased; family members accepted their diplomas on their behalf.

The Commencement Address was delivered by John Sherburne, USAF, retired, a veteran of WWII, Korea and Vietnam and former trustee of CBNA, who said, "I can't say go out and conquer the world - you've already done it!" What a magnificent tribute to those who kept democracy safe all these years. Ginny Rogers read A Letter to a Soldier, sent by an aunt to her husband George as he waited in England for the Normandy invasion to begin. Board of Trustees Judith Sanderson awarded the diplomas, the CBNA chorus sang The Star Spangled Banner, and everyone sang America, the Beautiful.

Joe Holmes commented that he was thrilled about the ceremony and the recognition and the diploma because he really liked George Rogers, "a wonderful man - he's the reason I went to get my diploma that night."

That special letter that George Rogers got from his aunt was originally sent in 1942 from a Woodsville, New Hampshire church rector to a soldier in Colorado. The final paragraph was and is a magnificent tribute to the men of WWII. "The world is going to need a lot of men with ideals and decency and morals after the war is over. Pray God that you may be one of those men to build up what war and crime has torn down."

By Carolyn Smith and Ginny Rogers


Rogers, continued...

active in his school. He was a trustee for 16 years, beginning in 1985, and was especially active and committed to the CBNA Alumni Association. Indeed, it can be said that George and Ginny were the Alumni Association for a number of years; he served as president for four years, vice president and corresponding secretary of the Association and was the “keeper of the addresses”, the most important function of such an organization.

Why was George Rogers so dedicated to Coe-Brown? It represented stability in his life, exhilarating challenges, a place where his early, innate maturity enabled him to be a leader in the classroom, in state level organizations, and on the playing fields. Coe-Brown encouraged him to excel, to reach deep within himself and become more than perhaps he might have been if he hadn’t gone to high school there. Ginny and others described George Rogers as a true scholar, a private and focused person who nevertheless had a wickedly dry sense of humor.

David Smith, Coe-Brown’s Headmaster, said “No one was or is now more dedicated to the school and its missions than George Rogers. I have great respect for his willingness to listen and for his full-team effort, and most of all for his professionalism. He gave great service to his school, his very best effort as a member of the team, his resources and his trust. Most importantly, he gave me the freedom to do my job. He gave me challenges and the opportunities to grow and to improve.”

Why did he love CBNA so? He had known and greatly admired Mr. Brown. Then, too, he was deeply committed to education - he himself loved to learn and he continued to pursue knowledge through education and experiences throughout his long life. George Rogers was a man passionate about the acquisition of knowledge and he wanted others to benefit from Coe-Brown as he himself had. He was also passionate about being part of his community, in which CBNA plays such a pivotal role.

Our New England grandfathers and great-grandfathers have regaled many of us with their tales of walking to school four miles each way in heavy snow, uphill both directions. George Rogers had to go uphill in the snow just one way – home to the farm he loved.
The Class of 1948
Motto was an apt one: The higher we rise, the broader the view. World War II was raging when Class of 48 students were freshmen and ended when the fourteen classmates were juniors. They would, indeed, need a broad view, a positive view of themselves and their world, which was in such chaos. One of their classmates, John Deem, left school to join the Navy as a fireman second class his junior year, was wounded but continued his high school coursework at White River Junction Veterans’ Hospital. John returned to school in 1947 to complete his studies but his burns were so severe he couldn’t finish the year. The agonies and angers of World War II were hardly solved and the Korean conflict was soon to begin.

Fifty to sixty years ago doesn’t seem like such a long time but in most rural areas home life was vastly different than it is today. Bob remembers that their farm didn’t have electricity or running water. He operated a hand-cranked gas engine to haul the household water into a 1500 gallon tank and helped cut ice from the pond to chill the family’s food.

Bob Carr didn’t begin high school at CBNA; his first two years at Manchester Central were busy ones. He played baseball and football in ninth grade there and did cross country and track his freshman and sophomore years. But he wasn’t happy. Bob thought Manchester Central School was a rough place, not even really a safe place and he desperately wanted to leave. “I couldn’t have accomplished anything if I hadn’t attended Coe-Brown. I never would have amounted to anything if I had stayed at Manchester,” he said quite candidly.

In 1946 there were maybe 72 students enrolled at Coe-Brown and 12 of them were on the baseball team. Bob said he was a “big dog on campus” as a result. The school had no gym but there was a shot hoop out in back of Cogswell where the boys could hone their skills for the away games...all games had to be away since there was no place in town to play them. The team would load up in a 1932 Model A ton and a half truck and off they’d go. Headmaster Arthur Toll had been a college basketball star and he did the best he could with what Coe-Brown had, or didn’t have in the way of facilities, as was the case. Headmaster Toll was also a referee for other schools and one night he told Bob that he had to be elsewhere, “so I was appointed coach the night we played Holy Rosary in Dover.”

At CBNA Bob ran cross country and track, and played baseball his last two years of high school. He was named captain of cross country his senior year. As a junior he played hockey and participated in Hi-Y and his senior year he returned to football, was Hi-Y Vice President, on Student Council, on The Chronicle staff, in the Senior Play, Glee Club, Debating Club and was elected Vice President of the Class of 1948. He was voted Best Singer, Best Dancer and Best Dressed by his classmates. It is safe to say he accomplished a lot and amounted to something at his new school!

Frank Guptill (Sheri Guptill DeTrude’s father) was a “great athlete” who became Bob’s best friend; they played the same sports and participated in Hi-Y together. Bob’s favorite song was You Can’t Be True, Dear and Frank’s was The Sheik of Araby. Frank was voted Class Sheik, Best Looking and Most Popular. Bob and Frank must have been quite a pair of “big dogs on campus”!

In his open letter to parents, alumni, students and friends, published in the 1948 Chronicle, Headmaster Toll wrote, “Students have a much more serious outlook on life and greatly improved academic work. Better than 50% of the graduates in the past four years have gone on to schools to receive more advanced training. This compares favorably with the national average of 20%.” He went on to comment about the purchase of a wire recorder, a combination of radio, phonograph and recorder, and a microphone that would enable members of the newly formed Debate Club to practice their speeches before they competed with other teams over the radio!

After graduation Bob went to the University of Maryland, completed Officer Candidate School and numerous Navy Technical Specialty Courses. He served as Commissioning Missile Repair Officer on the USS Long Beach CGN-9, the first nuclear powered guided missile surface ship, and in 1963 he became weapons assistant for the Supervisor of Shipbuilding at Bath Iron Works; he reported directly to the Chief of the Bureau of Ordnance. Bob then served as the Commissioning Officer on the USS Biddle, a newly constructed guided missile cruiser. In 1967 he became Combat System Superintendent for the Navy’s largest shipyard in Philadelphia.

By 1970 he was ready to retire after all these years in the Navy. He founded SEACOR, a corporation that, in the next 15 years, grew to be a $20 million company. SEACOR provided engineering, technical and training services to commercial and government customers needing shipbuilding/repair/overhaul modernization programs. He became Chairman of SEACOR’s Board and CEO of the company which grew to have eight major locations ranging from Dover, New Hampshire to Florida, California and Washington state.

He became a registered professional engineer in New Hampshire, became very involved in civic affairs in New Jersey, where he and his family then lived, and, in 1980, Bob was elected a delegate to the White House Conference for Small Business. At the Signing Ceremony for the Regulatory Flexibility Act, in the East Room of the White House, Bob Carr made a lengthy speech to President Jimmy Carter and the assembled senators and congressmen. Bob Carr had risen quite high.

When he retired to New Hampshire, Bob continued his civic activities, serving on the Zoning Board for 10 years, the School Technology Committee for 7 years and Chair of the Building Committee in Henniker where he lives. He hadn’t, however, forgotten the school that “made me what I am” and so Bob became very active in Northwood, too, serving on CBNA’s Board of Trustees for the past thirteen years. He commented, “I wanted to pay the school back for all it did for me.”
Back when the school wasn't very prosperous, Trustee Bob Johnson and several others came in to repair the floor of the Assembly Hall, now Room 203, in the old building. The floor was in bad shape, but money was tight so Bob organized a work party and fixed it. He fixed lots of other things, too, in his many years of outstanding service on the Board of Trustees since he first joined the Board in 1946. "I was the young kid on the Board." He served as its president in the 1970s, and remained active for nearly 40 years! As Trustee Emeritus, Bob is still associated with the affairs of the school.

Longevity is one of Bob's greatest strengths. Bob worked in the state parole department for 34 years and was Director of Parole Services when he retired from the system. He commented, "I've been in every court in the State of New Hampshire!" He has been Northwood's State Representative for over 60 years, becoming a member of the Legislature at age 23, and Town Moderator, presiding at town meetings and school district meetings, for at least that long. He said "I've always been interested in politics. I used to drive people to and from the polls before I myself was old enough to vote." Roxanne Richardson was my favorite teacher. She taught history and made me love it. She and Edna Quimby, my teacher in the two room school house for 6th through 8th grades, made sure we understood town government. They were exceptional teachers."

Growing up in Northwood during the Depression was harsh. Bob worked in a general store, in a local garage and mowed yards with a push mower for 10 or 15 cents per lawn. He remembers his family using every part of the hog; the lard was used to make lye soap which he grated into flakes and put into a small wire basket that was swished through water to make suds. He still has the little basket. He remembers there were only about 30 kids at Coe-Brown and that the basement was full of wood, from the Academy wood lots, to feed the huge boiler that heated the building.

First baseman on the baseball team, Bob has vivid memories of the big chauffeur-driven car, probably a Packard, that would pull up to watch games. In it was Albert O. Brown, Class of 1874, then President of Amoskeag Savings and a Trustee of CBNA, who later left a quarter million dollar endowment to the school. "I remember Mr. Brown asking the coach what he needed for the team - baseball was the only sport at the school then."

But George Rogers were good friends - they played baseball together. Some 60 years later, when George was President of the Alumni Association, he presented a certificate of appreciation to Bob for all he had done for Coe Brown Northwood Academy.

Bob Johnson's impact on CBNA has been enormous over the years. There was no retirement system for the teachers so Bob sponsored legislation in the late 1940's and got it passed. (He's still working on this issue because it was later overturned.) In the 1950's, it became apparent to some on the Board and especially to Bob, who wanted to enlarge the school and make it more comprehensive, that growth of the school couldn't happen without expansion of the facility. The library at that time consisted of shelves in the Headmaster's office and athletics were difficult without a gym. New lighting, a business course, a library, locker space, a new furnace for the old building, science labs, a shop and a gym were all necessary considerations. Not all Board members were enthusiastic about any expansion at all, but Bob had support from others. Bids went out, a donor came forward to finance the typewriters for the new business course, and perhaps most important, a contract was negotiated for the first time with the three towns sending students to the school. Revenue could be anticipated and financial stability became a realistic goal. "Up until then it had been a struggle to keep the school alive," he commented. "It was a marginal operation." It was his vision, his optimism, his determination and devotion to CBNA that changed the school's history.

Bob Johnson has so very many things about which to be proud. He said that he is proudest of all of the role he played in convincing David Smith to become Headmaster 22 years ago. "Before that, we changed heads almost yearly for quite a long time. Dave taught all three of my sons. He's great."

So is Bob Johnson. Coe-Brown Northwood Academy would not be the school it is today without his influence and contributions.

Carr, continued...

On Coe-Brown's Board, Bob served as Chair of the Athletic Committee for one year, Chair of Advanced Planning for ten years, on the Finance Committee for many years and as negotiator for teachers salaries. He laughed and said he's been the Board's conscience, making sure there are plenty of school alumni serving on it. Headmaster Smith commented, "Bob is warm, sensitive, honest. You know where he stands and he listens with an open mind. If we have disagreed in the past, we have found compromise. He is a dedicated alumnus."

Indeed he is. Bob Carr has accomplished so very much in his life... he's amounted to something! He has risen high, with a broad view of his world as it was during the tumultuous middle years of the past century and as it is today. He expects the best from himself and from those he works with. He's an exacting man... a military man... a great Coe-Brown Northwood Academy graduate.
There were many bright smiles as more than 100 alumni and guests warmly greeted each other at the Annual Reunion in late July. Board members of the Alumni Association provided the hors d’oeuvres for the social hour preceding dinner; a number of classmates from 1951 and 1953 came during the social hour to visit with members of the honored 50th anniversary class and to reminisce about the championship baseball team in 1952! A surprise visit by the 2002 state champion baseball team and their coaches resulted in a great photo opportunity!

Ninety-four classmates and friends enjoyed the delightful banquet of barbecued chicken and Yankee pot roast, homemade cookies and ice cream. The dinner was catered by Country Galley Catering, owned by Karen and Joe Freida (he is a CBNA trustee).

After dinner Headmaster David Smith spoke about the school as it is today and Board President Judy Sanderson gave a presentation about the science building scheduled to be constructed this next year. The door prize, a wooden chest created by the CBNA woodshop with special engraved plaque on its top, was won by Robin Burklund Drown ’76, member at large on the Alumni Association Board. The Nominating Committee report congratulated the newly elected officers of the Alumni Association; Ginny Rogers, associate member of the Class of 1936, is the new Association President. She and her late husband George have worked tirelessly over the years to develop and maintain alumni participation.

During the after-dinner meeting Paul Guptill ’52 and championship baseball team member, who had organized a fund drive for a fence around the new baseball field, presented the school with a generous donation.

By Carolyn J. Smith and Ginny Rogers, associate member of the Class of 1936 and President of the Alumni Association.

Celebrating Who We Were Then…
And Who We Are Now….
Fifty years later, members of the 1952 state championship baseball team met to reminisce: Richard Bengtson ’53, Clifford “Skip” Bane ’53, Leonard Welch ’52, Kenneth Magoon ’53, David Newell ’52, Paul Guptill ’52, George “Bud” Demmons ’55. The 2002 championship baseball team came to shake hands: Jon Comtois, Micah Smith, Matt Bombaci, Brad Beauregard, Will Gazzola, Nick Cassidy, Aaron Riel and Tom Drescher. Behind them are coaches Peter Riel, Robert Drescher and Sean Ashley.
A Bear of a Challenge – CBNA’s First Annual Fund
Preserving Our Past and Funding Our Future

Class Agents

We do! Class agents are the most important way for members of a class to keep in touch with each other and to stay connected with their school. Class agents build cohesiveness and cohesiveness builds alumni participation. Coe-Brown Northwood Academy already enjoys a strong Alumni Association, thanks to the tireless efforts of the late George Rogers ‘36 and his wife Ginny, associate member of the Class of 1936 and new President of the Alumni Association. Visions, the new alumni magazine, will be published twice yearly and one annual issue will concentrate on class notes.

While the class agents role doesn't involve a great deal of time it is an incredibly important function because the class agent is the person to whom regular news from classmates is usually sent. The class agent compiles the notes and sends them to the school so these can be prepared for publication once a year.

The class agent will also help with address change notification so that CBNA can better communicate with its graduates. Future publications will also publish an In Memoriam section; this is another important area in which class agents serve as the links between alumni and the school. Once or twice a year agents may want to write postcards or brief letters to classmates, urging them to send in their class notes or to attend Reunion or some other exciting event at the school. CBNA staff will prepare and mail these for the class agents.

Please consider becoming a CBNA class agent. There are so many exciting and wonderful things happening at CBNA – a place we all know and love, a place that is forever timeless in our minds even if it has physically changed and grown. Your participation will greatly help CBNA to grow in another, new direction.

If you would like to volunteer a little time and a lot of loyalty to CBNA and its Alumni Association, please call Ginny Rogers at 1-603-942-5580 to discuss becoming a class agent.

Until Coe-Brown Northwood Academy’s class agent program is in place, it is important that you send your news directly to the school or to Ginny Rogers. The deadline for the first Class Notes publication this winter is January 1, 2003.
Coe-Brown Northwood Academy offers a comprehensive curriculum of the highest quality, one that is accessible and consistent with state and federal laws and requirements. The curriculum, woven into a coordinated and demanding course of study and taught by a dedicated and talented faculty, enables all CBNA students to realize their potential and prepare them for their chosen post-secondary endeavors.

To achieve this mission, the Academy seeks to:

1. Promote learning outcomes that:
   - meet high academic standards
   - support excellence in the acquisition of literacy, technology and computational skills
   - place the needs of the individual student first, maintaining small teacher/student ratios
   - provide a strong foundation for post-secondary education, employment and life-management skills
   - reflect and meet the needs of students in a multi-cultural society.

2. Create an environment that fosters an appreciation of:
   - life-long learning, critical thinking, personal responsibility, self-respect, multiple aspects of knowledge.

3. Support mutual respect for peers, faculty, administration, community and the environment through example, curriculum, community service projects and community involvement within the school.


The Emblem...
What Does It Mean?

Designed by two members of the Class of 1956, Doris Holmes Anderson and Robert Wentworth, the clever emblem epitomizes Coe-Brown Northwood Academy's enduring values and focus. Like similar icons on the seals or logos of dozens of other New England schools, the Lamp of Knowledge is prominently and appropriately placed on the top of the heraldic shield design. Within the quadrants of the shield are representations of the four major courses of study traditional for much of Coe-Brown's history. Clockwise from the top right, the Winged Foot depicts Athletics, the Scroll and Pen represent Academics, the Lyre portrays The Arts and the Cornucopia stands for Natural Resources.

For the past 46 years, the emblem has symbolized CBNA on yearbooks and graduation announcements, letterheads and envelopes, class rings and alumni memorabilia; it is expected that it will continue to grace all sorts of things for many years to come.
I can’t believe this! This is extra-special!” So said CBNA coach Sean Ashley when his 2002 baseball team won the Class I State Championship. Why couldn’t he believe it? Because CBNA came into the tournament as 12th seed. And they were up against the two-time defending champions, Goffstown, which had so soundly defeated Coe-Brown in regular season play. Underdogs they were when they began the game – top dogs they were at the end of nine innings.

To quote Al Pike, local sportswriter, “Saturday’s long-overdue championship was no dream – it was definitely Riel. Not only was Aaron Riel the winning pitcher in the final, but the last time the Comanches captured a title in baseball, more than a quarter century ago, his dad, Peter Riel, was the coach!”

Perhaps this story should be told by Aaron himself, already the author of a 215 page book, The Legend of Seprico.

In our championship, in the sixth inning, I believe, the runner on third stole home and I picked him off and threw it home and he ran into the pitcher. He was called out and also thrown out of the game for not sliding. Then in the seventh, Isaiah Smith made a play with a runner on third with two outs…it was kind of routine but it was a big play with a lot of pressure.

The bases were loaded with two outs and I threw two balls and ended up getting the kid to ground out. Then in the ninth Nick Cassidy got a two out, two run double and Brad Beauregard had a good running catch in the out field and…we won! Will Gazzola in right field caught a line drive to end the game.

It was an amazing feeling. I stood watching the ball going toward Will and kept thinking that if he missed it I would kill him. I have never had such a feeling come over me. I was so happy and awestruck that I wanted to cry. Seeing all of our fans run out onto the field, and thinking about what this meant to my dad and my family since this is all they’d wanted for me…to make it to a final. It was overwhelming. Having everyone come up to you and tell you how well you did and how proud of you they were… friends giving you the high five and big hugs. It was awesome. I will never again experience anything like it and I wish more than anything I could go back to the second before it happened and experience it again!

Aaron’s dad was the assistant coach on this team, but when he was head coach, back in 1974 and 1975, his teams won the state championships. He knows what Aaron experienced. Present coach Sean Ashley does too. Sports writer Mike Trocchi quoted Ashley as saying, “Gofftown's a good bunch but they're a cocky bunch. They've won a couple of championships in a row. It was good for us,” Ashley said of being seeded so low. “There was no pressure on us. We thought we were capable of beating any team and we went out and proved it.” And there was a firetruck and police car escort back to the school after the big game!
One of the “Definitions of a Coe-Brown Graduate” published each year in the Program of Studies states, in part: The Coe-Brown graduate will demonstrate individual responsibility in the home and community, be courteous to and accepting of people of all backgrounds and abilities. After reading the 2001 U.S. Commission on Civil Rights report that cautioned sports teams against using an American Indian image or name which could be considered demeaning to an ethnic minority, the CBNA Board of Trustees and its administration decided to drop the Academy’s Comanche mascot.

Much controversy about Indian names for athletic teams, mountains, ski areas and even rivers has been reported across the country and particularly in New England. Dartmouth College changed its well-known Indian mascot for the Big Green. Scarborough, Maine’s high school finally settled on the Crimson Wave after months of public disagreement and debate about a new name and symbol for their teams. Coe-Brown has, wisely, become the Bears.

While Coe-Brown had received a few phone calls in the past year or so, Board President Judy Sanderson said the school’s decision was not prompted by widespread complaints but rather by a consideration for others and the cultural sensitivity expected of each CBNA graduate. Headmaster David Smith commented, “The bottom line is that we don’t want to be offensive to Native Americans.”

So, Comanches they no longer are at Coe-Brown... the teams will be known as the Coe-Brown Bears... big and bold Bears. Bears are a noble species native to New Hampshire, unlike the Academy’s previous mascots. Cobras, after all, are Eurasian snakes and Commanches are Indians of the West.

Other names had been suggested by students, teachers and parents; the Coe-Brown Cougars sounded fine but there are several other Cougar Class I schools nearby. High schools in Plymouth and Durham already sport the name Bobcats. Somehow Colts, Cardinals, Comets or Cavaliers just weren’t right. Several other New Hampshire schools have decided to keep names like Apaches, Indians, Red Raiders or Sachems.

Reaction to the change of mascot? One student commented, “I’m part Indian and I thought having an Indian name for our teams was like an honor.” Another said, “Coe-Brown Bears sounds fine to me. I don’t want something like having an Indian mascot to become a huge issue that would cloud other important things here. In my opinion, this was a wise decision.” A recent graduate stated, “Well, I was a Bear in grade school...it’s a good name for a mascot.”

Coe-Brown has done the right thing. Rather than offend or demean Native Americans, rather than wait until it was forced to make a change, the school has been proactive rather than reactive. The change will not be a major one since the bright white and red school uniforms don’t feature an Indian image but the floor of the gym in Smith Hall does. A bear will be painted over the Comanche and victory cheers this year surely will include a good, loud growl!

By Carolyn J. Smith

They are Bears!
If there is an error in your address, please accept our apology. We request you notify the Alumni Office of any changes. Thank you.