

Buckingham Browne & Nichols

The Link

February 2008

*Spotlight Article*

**Noted Humanitarians Paul Farmer, Ophelia Dahl Visit BB&N**

BB&N students were treated to an inspiring visit before winter break when humanitarians Paul Farmer and Ophelia Dahl stopped in to talk at the Middle and Upper Schools. Farmer and Dahl are the respective founder and director of Partners in Health, a non-profit organization dedicated to providing health care for poverty stricken countries.

Starting in 1987 with a handful of volunteers and funding from a single donor, PIH launched a project in rural Haiti, with the aim of providing assistance to a community of refugees. Since that time, its reach has extended to nine different countries, and has helped thousands of people with health care, and improving quality of life.

Dahl, the daughter of famed author Roald Dahl, was in Haiti at the age of 19 when she had an epiphany. “I saw parents with sick children turned away from a hospital for lack of money, sums as little as 25 cents...I told Paul (Farmer), ‘This is what we’re going to do with our lives.’”

Setting out to help a ravaged third world community does not come with an instructional guide though. Uncertain as to how to begin such an endeavor, Farmer and Dahl began canvassing the highland hills of Haiti, going door-to-door of the locals’ makeshift huts. “We went from shack to shack, asking what people wanted if we could offer help,” says Farmer. “They all said the same thing—a hospital.”

So they raised funds and built a hospital, and their organization has grown from there.

In addition to providing health care, PIH has focused on training locals in impoverished areas to serve as health care workers and teach sustainable methods of living, shelter, and community building.

“We discovered that the secret ingredient to making this work was training native social and healthcare workers,” Farmer says. “This helps to get people invested in their community and makes the aid we set up more self sufficient and maintainable down the line.”

Farmer presented a slide show depicting the issues he and his staff deal with on a daily basis as they bring medical care to those in need. At the Upper School one slide in particular had a dramatic effect on all in attendance. Farmer told the story of seeing a 26 year-old man named Joseph who had lost the will to live due to HIV. After six months of treatment with Farmer, the results were miraculous. The before and after photos encapsulated the possibilities of the work Farmer and Dahl are doing.

Throughout both the assemblies, Middle and Upper School students hung on the speakers' words, resulting in productive dialogues during the question-and-answer sessions following.

“Educate yourself about the world and the issues we as humans all face,” encouraged Farmer when asked what can be done on a local level to support their work. “Think big, think about basic human rights.”

Middle School students and their parents took the advice to heart, organizing a clothing drive for Haitian families who had been brought to Boston for medical care.

“It's been an amazing success...I've lost count of the bags of clothes, but we've filled two station wagons already and a third collection is growing,” says Middle School Director Mary Dolbear. “Partners in Health has more families coming from Haiti as well as current Haitians living in Boston who will need more clothes—some of the clothes we donated ended up on the backs of families that same evening!”

### *Articles*

#### **Inside The Classroom: Making History with Bill Rogers**

On most days, he's just Mr. Rogers, American History teacher.

But with his classroom transformed into a makeshift House of Representatives for the morning's lesson, the title of “mister” will no longer do, Rogers informs his students.

“I get to be the President—probably the job I enjoy the most,” he quips at the start of class, to equal numbers of cheers and groans. “Remember to watch your budget and to vote for the things that will help you—five votes to pass the bill and eight if it's an amendment.”

Channeling their inner politician, Rogers' eighth grade American History class has traveled back in time to play a game called Disunia—where students enact the roles of different state representatives, trying to pass bills as the founding government of the United States, circa 1776.

“Because Massachusetts was instrumental in the Revolutionary War, is the second-richest state in the country, and has a general feel of confidence, the state should be granted \$13 million to become the new capital of the United States and build a new capital complex,” argues Representatives Kerry Matlack and Natalie Kingston, of Massachusetts.

“Yeah, but how are all the southern states going to get to Massachusetts?” asks Representative Clif Cody, of Georgia.

Although the students present a solid case, the bill does not pass. But it’s the process of trial and error, Rogers explains, that will teach them the most.

“The kids were enacting the roles of different states with the idea that they would understand better after they completed the game why the Articles of Confederation failed,” Rogers says. “And then as we move into the Constitution we try to teach them about today’s government and what’s in the news that relates to today’s government.”

Rogers is a founding father of his own sort, arriving at BB&N in 1974, after graduating from Tufts University. He started out coaching soccer and working as a teaching assistant for first and third graders, then, a year later, moved into a full-time sixth grade teaching position.

He gravitated to teaching history with a little push from the then-Middle School director, who was a parent of one of his students.

“She asked me if I’d like to come teach history, and I thought, ‘Are you kidding? Yes!’ It just happened,” he says.

After earning a master’s degree from Harvard University, Rogers began teaching in the history department of the Middle School in 1980. It was a smooth transition, Rogers points out, since many of his Lower School students were making the move with him. His current colleague at the Middle School, theater teacher Katie Glick ’85, was in one of his classes.

“I had my own built in survival system,” Rogers kids. “I taught some of those kids for five years straight.”

As Rogers grew comfortable in his new role and became chair of the department, he began to see the need for the 7th grade curriculum—which had been African American history—to take a new course. Along with several other teachers, Rogers decided to now focus on Latin American history.

“We had a wonderful time doing it, but it was a crazy time and we didn’t know what we were doing,” Rogers says with a smile. “We tried to find other schools that were teaching Latin American history but couldn’t. Luckily we found a few universities who were delighted to have the School use their curriculum. And they became the backbone of our course.”

After 34 years in the classroom, he's still excited to see his students grow, still chuckles at their humor, and is still in love with the job.

"People always ask me, 'What do you like about teaching? You've been teaching the same thing for so long.' And I say, 'Well it's not the same thing.' You can learn the curriculum in a year, but the kids and the mix of the group is a whole different thing," Rogers says. "Every group is entirely different and has a different chemistry—you don't really teach a class until the entire class comes together in a cooperative group. You can really get frustrated if that doesn't happen. But when it does, you really feel as if you have traveled."

### **Martin Luther King Jr. Breakfast Inspires BB&N Community**

The BB&N community honored Dr. Martin Luther King Jr. with insightful speeches, thoughtful presentations, and inspirational music at the recent MLK breakfast.

"We come together to acknowledge the path we have been on, and the path for tomorrow," said Head of School Rebecca T. Upham to a crowd that filled every table in the Upper School Commons on a chilly Monday morning.

After a brief introduction by Head of Multicultural Services Lewis Bryant, Senior Isis Kayiga '08 discussed Dr. King's instrumental role in the founding of the Southern Christian Leadership Conference (SCLC) in 1957, a group created to harness the moral authority and organizing power of black churches to conduct non-violent protests in the service of civil rights reform. Reflecting on how Dr. King was profoundly affected by Gandhi and the idea of nonviolent protest during his trip to India, Kayiga read a quote aloud:

"Since being in India, I am more convinced than ever before that the method of nonviolent resistance is the most potent weapon available to oppressed people in their struggle for justice and human dignity," she read. "In a real sense, Mahatma Gandhi embodied in his life certain universal principles that are inherent in the moral structure of the universe, and these principles are as inescapable as the law of gravitation."

After a performance by the Upper School chorale, three Middle School students impressed the audience with their multimedia presentations on individuals they feel have "stepped up" for a cause. Seventh Grader Alexandra Sanyal did her project on her mother, Professor Diane Davis, who helped create Jerusalem 2050, a visionary project that seeks to understand what it would take to create peace in Jerusalem by 2050.

“Even though we are in the midst of a dark time, my mom is trying to show that there is hope for a brighter future,” she said.

Dean of Students Rory Morton '81 then took center stage and gave a poignant speech about three inspiring leaders that have furthered civil rights at no small cost to themselves— former Celtic Bill Russell, boxer Muhammad Ali, and musician Sam Cooke.

Attempting to convince his son that Bill Russell is the greatest player of all-time, Morton turned to YouTube to prove that there was more to being a great player than just dunking and scoring a lot of points.

“Bill Russell was the centerpiece of a dynasty that lasted 13 seasons, he was not embraced by the Boston public or the media—he was virtually ignored,” Morton said. “He spoke out against his unfair treatment, and the media portrayed him as sullen and with a bad attitude.”

Morton used Ali’s outspoken and brutally honest nature as well as Cooke’s courage to release a racially themed song as examples of people willing to sacrifice themselves to inspire change.

“Children see adults willing to step up and that provides them with the ability to step up as well,” Morton said. “It would be such a shame not to continue their fight and their message.”

The gospel group Confirmation closed the morning festivities as many students and faculty danced to a variety of their powerful songs.

## **Winter Concerts Wrap-Up**

BB&N students from all three campuses took to the spotlight once again this winter in a series of concerts and assemblies showcasing their musical prowess.

### ***Upper School Winter Concert***

Stepping from a cold, snow covered evening through the doors of the First Parish Church of Brookline, BB&N parents and faculty were quickly warmed by talents and voices of many student musicians at the annual Winter Concert.

The Upper School Orchestra opened the performance with Mozart's *Symphony No. 35 in D Major*, playing through four movements under the direction of stand-in conductor Mary Beekman. Beekman, who graciously filled in for Director Brian Reasoner who had fallen prey to one of the season's early maladies, energetically led the orchestra to a fine showing—in particular the third movement (*Menuetto*), which featured powerful bursts of sound and tympani to start, and a graceful, contemplative interlude before delving back into the fray for a potent finish.

The Chorale followed with an international offering of songs ranging from Hungarian folk to Polish carols, and even traditional spirituals. Director Joseph Horning led the singing, and standout solos by Amy McNabb '08 and Emily Leinbach '09 resonated throughout the eaves and no doubt spectators' ears long after the performance ended.

The concert closed with a-cappella performances by both the Knightingales and Voices of the Knight—the latter's version of Joni Mitchell's *Both Sides* proved a striking bookend to the evening.

### ***Middle School Winterfest***

With luminarias gracing the entry from the parking lot and hand-crafted snowflakes dipping elegantly from the Big Room ceiling, the Middle School's annual Winterfest concert ushered in the holiday season with its usual festive mix of chamber music, choral performances, and jazz band romps.

The various chamber ensembles all performed beautifully, but the emotional highlight was certainly the heroics of violinist Margy Weathers '12, who played two Mozart serenades flawlessly, despite having jammed the middle finger of her left hand in a basketball game a mere hour before the show. "You should hear her when her hand is healthy!" marveled director Chris Dwyer as the crowd gave Margy and her accompanists, Kyle Kirwan and Sam Krentzman, a standing ovation.

The jazz band, directed by Diane Wernick, moved smartly through a trio of rousing numbers: *Done Deal*, *Kansas City*, and *Watermelon Man*. And the chorus, directed by Kathi Gellar, punctuated its performance with a terrific medley of songs by the rock group Queen. The chorus also took center stage for Winterfest's "surprise ending"—a rendition of *Lean on Me* that was enlivened by the addition of numerous faculty members to the chorus ranks.

### ***Lower School Concerts***

Grades 2-6 performed an array of music during the New Wing and Brick Building concerts. Led by Lower School Arts Department Head Debbie Slade and Music Teacher Ada Park Snider, the LS orchestra began the New Wing concert with a cheerful rendition of *Sleigh Ride* by W.A. Mozart. Third and fourth graders in the chorus followed, performing the Dutch Spinning Song *Sarasponda* and The Japanese Snow Song (*Yuki*).

Brick Building students impressed their audience with *Gypsy Rover*, an Irish ballad arranged by Margaret Vance, and the recorder club showcased their talent with *Edi beo Thu Hevene Quene* and *Personent Hodie*, an English 13th century melody and a traditional German 14th century carol respectively. The Brick Building Chorus then sang *Yo Vivo Cantando (I Live to Sing)* as fifth graders Sophie Applbaum, Antoinette Cozier, and Tynan Friend accompanied on the percussion.

Morse Building Students and their parents gathered in the Lower School Gym for the annual Sing-Along, an event that Head of School Rebecca T. Upham aptly coined, “a great way to celebrate the start of winter break.”

“This is a tradition that BB&N has been doing for many, many years,” said LS Director Sue Scarborough before turning the proceedings over to an all-star cast of faculty musicians who led students on *We Are the World*.

### ***Keeping You Up to Date***

#### **Save the Date: Friday, April 11 A Celebration of Teaching Excellence at BB&N**

Please save the date for a festive evening on Friday, April 11. Parents, alumni/ae, grandparents, faculty, and staff will gather together at the Nicholas Athletic Center to honor our extraordinary faculty. Watch your email and mail in the coming weeks for an invitation with further details, but we hope you will plan to join us.

### **Cello Magic at the Lower School**

Morse Building students were thrilled by a late-January visit by Sandy Kiefer, music director of the Copley Chamber Players, who introduced the youngsters to the music and magic of the cello. Ms. Kiefer wove together cello playing and interactive storytelling techniques to entertain and educate the enthralled audience. The interactive program, presented under the auspices of Young Audiences of Massachusetts, was supported by the Maureen Baker Lower School Language Arts

Fund, established in 2004 by a group of Lower School parents to honor Ms. Baker, a teacher at the Buckingham School and BB&N from 1964 to 2004.

### **Gallery Talks Provide Glimpse into Artistic Process**

Standing in the brand new gallery space in Renaissance Hall at a recent student gallery talk, Senior Emily Parkinson speaks about the process behind her silk-screening work—long sheets of brightly colored fabrics intricately patterned with her handmade designs.

### **Fifth Grader Performs with Local Orchestra**

Fifth grader Sophie Applbaum will be featured as cello soloist with the Longy Youth Chamber Orchestra in a family concert at the Longy School of Music. This honor comes as a result of her winning second prize in the 10-14 year old category of the concerto competition at the Longy School of Music. Sophie, who has played the cello since she was five, will play the first movement of the Concerto in C minor for cello and orchestra by Johann Christian Bach. The 4 pm concert, which is open to the public, will be held in Pickman Hall at the Longy School of Music in Cambridge on Sunday, February 3.

### **Summer Programs and Community Service Resources**

We want to inform BB&N families about information resources for two areas that may be of interest to many of you: community service and summer program opportunities. These resources are offered by a local organization called [TeenLife Boston](#).

**Community Service:** TeenLife is hosting a Community Service Fair on Sunday, February 10, from 2-5 pm at the Atrium Mall in Chestnut Hill. All students, parents, and teachers from grades 7 through 12 at BB&N are invited to attend this free event. Over 35 non-profit exhibitors will be present to recruit students for individual volunteer opportunities, help with goods drives and special events, administrative internships, and in some cases, paid staff positions. Students, parents and teachers are encouraged to pre-register by February 4 in order to receive priority access at the event.

TeenLife also offers a *Guide to Community Service - 2008*. It lists hundreds of volunteer opportunities at non-profit organizations throughout in the Greater Boston area, both large and small, who seek to engage teens as volunteers, interns or staff members. This printed guide provides contact information, minimum age requirements for different tasks, and a description of the organization and the teen volunteer opportunities. [CLICK HERE](#) for more information or to place your order. A portion of the proceeds will benefit financial aid at BB&N.

**Summer Programs:** TeenLife's *Guide to Summer Programs – 2008* provides one-page summaries of nearly 400 programs offered by colleges, independent schools, private camps, health & recreation centers, and non-profits that include or are specifically geared to teens (ages 13-18 or entering Grade 7 to College). Each profile includes contact information, eligibility requirements, fees, hours, session dates, and a short description of the program. [CLICK HERE](#) for more information or to place your order. A portion of the proceeds will benefit financial aid at BB&N.

### **Upper School Woodworking Teacher Awarded Grant**

Upper School woodworking teacher Paul Ruhlmann was recently awarded an Art Renewal for Teachers Grant from the Philanthropic Initiative Inc. The \$5,000 grant is one of seven given to Massachusetts teachers this year and provides the recipients resources to renovate studio space, purchase equipment, travel for exhibits and other necessities important to renewing and encouraging their art form.

“I plan to use my grant to purchase a wood turning lathe, make some improvements to my home studio, and use my time this summer to create a series of wood sculptures,” says Ruhlmann.

Next fall, Ruhlmann will give a presentation on how he has benefited from the grant. Ruhlmann also hopes to apply for a further inter-disciplinary grant for the School to have an independent study course in mechanical sculpture, connecting Science with Art.

### **Annual Food Drive Begins on February 4**

The 6th annual BB&N Food Drive will begin on Monday, February 4 and run through Friday, February 15. The schoolwide drive benefits the Preventive Food Pantry at the Boston Medical Center. The Food Pantry provides, free of charge,

medically and nutritionally appropriate food to many of Boston's neediest children, new mothers, and pregnant women.

[CLICK HERE](#) to see a list to which the Food Drive organizers are asking BB&N students and families to donate as many food items as they can.

Thank you in advance for your help in continuing the great success of this BB&N initiative.

### **Two Trailblazing Summer Programs On Tap**

This year, BB&N will debut two exciting summer programs that tap into long-standing strengths of the Upper School.

The first is the Critical Languages, Global Politics & Diplomacy Summer Institute—a six-week program for any Greater Boston-area student entering grades 9-12. The daylong program features a curriculum that combines beginner-level study of a less commonly taught critical language (students can choose from Arabic, Chinese, or Russian) with the study of global politics and diplomacy. The courses will be taught by experienced, talented faculty; BB&N has earned a national reputation for educational excellence based on its more than 50 years of teaching critical languages. This unique summer program is a great match for students who see themselves as future leaders in international affairs, whether it be business, politics, or academia.

The second summer offering is a college counseling program designed to give Greater Boston-area students who may not have had access to in-depth college counseling in their junior year a comprehensive head start before their senior year. During the three-day program, students will learn how to create and research a list of colleges, get tips and practice with filling out applications, and instruction on how to write effective college essays. In addition, there will be work on interviewing and a visit a Boston-area college.

[CLICK HERE](#) for more information about the programs.

### **Letter from BB&N's Director of Health Services**

Please [CLICK HERE](#) to read a letter from BB&N's director of health services, Debra Dzierzak, that reviews key health information for the BB&N community during cold and flu season.

## **LS Students Thrive in Local and National Chess Tournaments**

BB&N may have to build a new trophy case at the Lower School based on the outstanding performance of its chess teams this year.

In late January, two teams from BB&N's Lower School, led by Coach Larry Eldridge, won championships at the Massachusetts Chess Association's annual Holiday Team Challenge. The K-6 team, made up of Nicholas Trieu, Bunnard Phan, Darrith Phan, and Zachary Lovett, won all of its matches for a perfect 4-0 score. The K-3 team, composed of Will Nemirovsky, Tristan Young, Nat Adamian, and Ben Wiegand took first place with 3.5 points.

In early December, four third graders made BB&N history when they finished in third place out of 25 teams in the U.S. Chess Federation's National Scholastic K-12/Collegiate Championship in Houston, Texas. Max Wiegand, Tristan Young, Will Nemirovsky and Issay Matsumoto were the team members.

In the team competition, BB&N was third out of 25 teams. In individual standings, Max Wiegand placed 12th out of 158 third grade players nationwide and Nicholas Trieu finished 22nd overall in the sixth grade category.

## **Middle School Play & Musical Revue Delights the Crowd**

In a departure from years past, the Middle School winter play shared the bill with a musical revue, making for a delightful combination of theater and music. On the acting side, Director Katie Glick adapted Shakespeare's *Hamlet* into a witty and irreverent production titled *Shamlet*. Featuring a Hamlet as a depressed murderer, Ophelia as a tramp addicted to dry erase markers, an impatient, disillusioned ghost, and many other memorable characters, the play tickled the audience in all of the right places.

Under the direction of Music Teacher Kathi Gellar, the other portion of the evening featured a selection of songs from famous Broadway productions titled *They Call the Show Anita*. The familiarity of the material and the energy of the students contributed to a series of wonderful performances, culminating with the big closing number *Everything's Comin' Up Roses* from the musical *Gypsy*.

## **Science Symposium Explores Intriguing Topics**

The Upper School Science Department hosted its second annual Current Topics & Research in Science and Technology Symposium on January 17. Five seniors—four enrolled in the CTR course and one performing a Physics independent study—took turns presenting their research and findings to a room filled with parents, teachers, and fellow students. The symposium is a keystone event for CTR students, who are charged at the beginning of the school year with identifying an area of scientific interest and pursuing independent research to present to the community.

The students lived up to their end of the bargain, as they shed light on a fascinating variety of topics and fielded questions from inquiring minds in the audience. The presenters were, from left to right above: Extremophiles, by Tiffany Sommadossi; Aquatic Invasive Species, by Meredith Bosco; The History and Engineering of Bridge Design, by Justin Curhan; Internet Security, by Feng Wu; and Wireless Energy Transfer, by Max Seidman.

### **Middle School Geography Bee Goes Down to the Wire**

Pageantry and academic acumen collided in the Middle School Big Room this winter when 12 students competed in the first ever Middle School Geography Bee. The event started with a bang as Middle School History Teachers Bill Rodgers, Gabe Mejal, and Harold Francis entered the room to the Rocky theme, *Eye of the Tiger*. Replete with sunglasses and metal briefcases containing the questions for the bee, the faculty costumes lent the event an air of drama which students responded to, cheering and tittering anxiously.

The bee took the form of both verbal and written answer questions posed to the participants who lined the Big Room stage. As the fun and informative competition wound down, Miles Harrison '13 and Thomas Hislop '13 squared off as the last two standing. When Harrison correctly identified Guam as the US territory which sees the earliest sunrise, he secured the victory, and earned a chance to take a national test which could qualify him for the National Geographic Bee later this year.

### **Former KGB Officer Visits Upper School**

Upper School Russian students recently engaged in a lively Q&A session with Konstantin Preobrazhensky, a former KGB officer, who was invited to BB&N by Senior Brian Stearns.

“It was a very helpful experience for our students to see that a secret agent doesn't necessarily have to resemble James Bond,” said Upper School Russian teacher Armen Dedekian. “Konstantin probably is more stereotypical of a secret agent because most are brainy rather than muscular and macho.”

Born in 1953 in Moscow, Preobrazhensky began working for the Foreign Intelligence Department of the KGB in 1976. He was arrested in 1985 by the Japanese police for recruiting Chinese scholars while working as a TASS correspondent and subsequently published a book, *The Spy Who Loved Japan*, in 1994. Preobrazhensky was also a columnist for the *Moscow Times* from 1993-2002 after leaving the KGB and a regular speaker on *Voices of America*.

Dedekian summed up the occasion: “As Jack Knapp said, ‘What other school in the country can say that they had a former KGB agent come as a guest speaker?!’ This indeed makes BB&N quite special.”

### *Campus Voices*

#### **Lower School Sue Scarborough Director, Lower School**

It is 8:30 on Tuesday morning in the Morse Building. As students enter their first grade classrooms, Mrs. Writer and Mrs. Stevens are just finishing their Morning Messages for Morning Meeting Time. On this day, the sentences in the messages look a bit different because they are filled with words in French or Spanish—in preparation for Señora Carrion and Madame Munir to arrive for a language lesson. During their time with the first graders, they will sing, greet each other, perhaps hear a story, or converse in simple sentences—all in either French or Spanish. And throughout the lesson, you will see smiles and hear giggles as the children explore their language abilities.

And that is how our journey to bring foreign languages to the Lower School has begun. If you visited on any other day of the week, you could see a similar scenario in Beginners and Kindergarten. You might even meet Mimi the Spanish Monkey or Cami the French Mouse—stuffed animal friends who help our youngest students remember French and Spanish words.

We are enthused with the progress we have made with our Language Program so far, and we know that there is still much work to be done. Just after Winter Break, Rebecca Geary and I met with the Morse Building and Foreign Language teachers to assess what we

have accomplished so far, and plan for the future. What will be the next steps in our journey?

With much discussion, several common themes came to light:

- For the youngest children, exposure to one language is best and we believe Spanish will be our choice.
- Exposure to French and Spanish should occur at the upper elementary grades.
- This could lead to a language choice before a student leaves the Lower School.
- Designated periods should be set aside for language instruction.

So, now we have a roadmap for the next part of our journey. With a basic framework for our expansion, we can begin to think about the curriculum, scheduling, and staffing that best meet the needs of the students at our school. At spring grade-level Coffees, I will be able to fill in more pieces of our framework, bringing us closer to our destination: preparing our Lower School students at BB&N to be global citizens and world communicators.

**Middle School**  
**Mary Dolbear**  
**Director, Middle School**

What can you do with four minutes and 42 seconds and 168 middle school students?

Some magic was created in our Big Room at the Middle School on January 15 that warrants pause, recognition, and inspiration.

In honor of Martin Luther King Jr.'s birthday, the Middle School held a community gathering with music, artwork, and reflections. The theme was "stepping up" and the program honored heroes, those who aspired for an ideal, and/or those who worked to carry out Dr. King's dream.

Middle school voices are often stereotyped. Much of society suggests that Middle School students are typically and uniquely self-absorbed, alienated, rebellious and driven by their peer culture; nevertheless, our students stepped up in heartwarming ways and proved the stereotypes wrong. While *Crazy in Alabama* by Kate Campbell played in the background during our assembly, students sat quietly for the length of the song (four minutes and 42 seconds) and completed our custom-made *If I Can Dream* cards.

Our kids can and do speak from their heart and as a culture, we need to listen carefully. Society can underestimate both the wisdom and potential of this age group. They represent our future and deserve our attention. I am grateful for and inspired by their honest reflections and dreams. A selection of their responses can be found below.

### **If I Can Dream...**

*...I would make sure people could pursue their dreams in freedom. It is not enough for people to say that they have a dream, they have to follow through with it, and hopefully, if people had the freedom to pursue their dreams, they would dream and change the things that make the world hurt.*

*...I hope that genocide comes to an end as people see the character of others, not just classification of looks. I also hope that we stop generalizing.*

*...My dream is for Haitians who are illegally working in the sugar cane industry in the Dominican Republic to stop being a part of modern-day slavery. I would like the genocide in Darfur to end, healthcare problems all over the world to end. I would also like the education system to be better all over the world.*

*...I dream that one day, we can all be equal, no matter what color of skin, how rich or poor, that no one would have to step out on to the cold, hard, sidewalks, hats in front, begging....*

*...My dream is to become a person who stands up for people who might not be able to stand up for themselves.*

*...I have a dream that people who have power and money help people who have only hope. My dream is not targeted to one people or cause. Why focus on one piece of peace when you can help malnourished families, AND abused women and children, AND people who do not have “dramatic” problems but little ones that make them unhappy on a daily basis? ...My dream is for people to make little changes, because little changes can sometimes change the world. I have a dream that we, the people of the country, will step up and do something! I believe in this school because we all have the power to make this dream a reality.*

*...I have a dream that one day people will feel comfortable with one another even if they didn't know each other. There will become a day where there is no fear. Our individual backgrounds and personality would be expressed.*

*...I dream of a place where everyone can remain safe, whether it be from driving or from nightmares. My dream is a place where teenagers stop dying from drunk driving and street violence comes to an end.*

*...I dream of a cure for cancer.*

*...I would put an end to the war in Iraq and bring the troops back and send medicine and AIDS medicine to Africa.*

*...One of my dreams for the world is to find a way to end homelessness. Everyone deserves a home, especially during the winter months. No one deserves to be in the cold.*

*...My dream is to travel the world and experience the different cultures of each country.*

*...I dream that a person's religion, skin color, political beliefs, or ethnicity never be used to judge someone.*

*...I dream that that there are no small people, just those won't stand for a cause. I dream many things for the future, but above all, I dream that everyone will find and stand up for something that they believe.*

**Upper School  
Jack Knapp  
Director, Upper School**

As has been the case throughout my independent school career, many of the happiest memories of my time at BB&N revolve around athletics and the pride I feel in seeing our scholar-athletes compete wearing the school colors. These experiences range from standing at the boathouse and watching our crew teams pass by at the Head of the Charles on a spectacularly beautiful Sunday morning, to celebrating what used to be referred to as the “thrill of victory” when our football team carried off the New England trophy last year, to suffering through the “agony of defeat” when our soccer team lost in the closing seconds at Middlesex this fall as the sun set, and to my commitment to try to see every team play at least once in a season. My admiration for our students who play on our teams is unbound, as it is for all of our students who represent the school in co- and extra-curricular activities. We ask them to do so much in so many different classroom settings, and they respond so well.

Why, I am asked, do we compete at the level we do in athletics? For an answer, I frequently turn to National Association of Independent Schools surveys of alumnae and alumni. When graduates of schools such as BB&N are asked what they value the most looking back at their secondary school experience, the first item cited is always some aspect of traditional classroom activity: a favorite teacher, a favorite subject, the awakening of intellectual curiosity about this or that. But clearly second, and blending into the first is some variation on the theme that "I got a chance to play at BB&N that I wouldn't have had somewhere else, and the lessons I learned on the playing field have remained valuable ever since." It is important to see these responses as complementary one to the other.

A game of field hockey is really just another learning experience, this one taking place in an open classroom. The lessons taught about cooperative teamwork, shared hardships, technical expertise, and graciousness in victory are extraordinarily valuable in negotiating the ups and downs of life. And we should raise our voices in praise of the teacher-coach, who has such a highly visible role to play. When I walk into my freshman history class and close the door, I am in my own domain; a mistake made can be privately corrected. Not so with the student-athlete or the teacher-coach, whose classroom is so public: "Why would you try to pass the ball cross-court?" spectators ask. Or, "Wasn't that the dumbest time-out call you ever saw?"

The key is to appreciate the whole, and not to draw lines of distinction between this and that contribution to school life. Athletics and academics exist in a symbiotic relationship to each other. Opportunity and success reinforce each other, creating occasions for student-athletes to make contributions to school life and be appreciated for those contributions in addition to the values and ideas they bring to the classroom. This is as true of the student who plays volleyball as it is of a theater performer, a Vanguard reporter, or an aspiring artist. All contribute to the mosaic that is the beauty of the school community. And it truly is a mosaic, individual talents and skill that, when brought into combination form the school community of which we should be so proud. We learn from each other every day in many different ways. The clean-up batter in baseball who lays down a perfect sacrifice bunt when he or she could just as easily have swung for the fences has been taught and is teaching a lesson of great worth.

We play and compete to do much more than win, although that is important. We play to express pride in the school, to give an avenue of expression to individual talent, and to teach the lessons of life. Athletics at BB&N should be a source of pride to all of us.

**All School**  
**Rebecca T. Upham**  
**Head of School**

Coming up on February 13 is a professional day for the faculty and staff at School. While students think of it as a day off, parents sometimes wonder why time devoted to professional development of the faculty is so important, why it merits time away from classes, and what impact, if any, it has on the experience of their child. Why do we take time out of the academic calendar for a “professional day?” The answer to that is very simple: professional development for faculty leads to better programming and experiences for our students. Put more directly, great schools invest in their faculty. One of the most powerful and transformative investments BB&N can make is to encourage and support faculty to develop curricula in their fields of expertise, grapple with how best to address current needs of our students, and proactively prepare them for the future.

Many parents and alumni/ae are surprised to hear that new programming at BB&N frequently starts with a professional development grant, and that the majority of projects the School funds result in direct classroom applications. Take, for example, the group work done with a grant last summer by an Upper School mathematics team. Knowing that statistics is becoming an increasingly important area of math, that team worked on integrating statistical concepts and units into all of our math courses. The result is something they call SAC: Statistics Across the Curriculum. With this program in place, all students who graduate from BB&N will have a working knowledge of the general statistical ideas.

Another stunning example of the impact that professional development has on curriculum is the eighth grade radio essay project. This project, the creation of teacher Rachel Jamison, came out of work she was doing towards her master’s degree. This innovative unit on media literacy has each student write and produce, complete with a sound track suitable for broadcast radio, an essay on a topic of personal importance. Not only do students write and read their essays, but they also explore how to influence tone and mood of an audio piece. To produce the final product, they work both independently and collaboratively with each other.

Media literacy is something educators around the nation are wrestling with; aware of the power and subtleties of message making, teachers look to teach both decoding and encoding skills in “new”, non-print media. Another example of how faculty have thought about and responded to this challenge can be found in the ways LS teacher Anne Mackay applied a professional development project to her classroom teaching. Mrs. Mackay has

integrated i-movies into the curriculum at the beginner, kindergarten and first grade level. Beginners created a “news broadcast” from space to review information acquired during their study of space; Kindergarteners participated in a digital storytelling experience, summarizing and reenacting several African folktales; and first-graders created a “game show” to review phonetic skills and sight words. Not only were these i-movie projects a lot of fun but they also encouraged the use of several modalities to build a sense of story and increase the oral fluency and dramatic skills of young readers.

On February 13, BB&N’s faculty will gather for a different sort of professional development opportunity. We have reserved that day for presentation and discussion of the work done by Dr. Lisa Gonsalves, U Mass professor and researcher for the achievement study sponsored by the E.E. Ford Foundation grant. There is no doubt that this important day is the first step in a process that will—over the course of the next few years—lead to a series of conversations within the faculty and, ultimately, to changes in some of our programs. Curricular and program change at BB&N is a dynamic process, one that is usually rooted in the professional development of dedicated teachers.

### *Giving Update*

You are cordially invited...

To join your fellow BB&N Parents, Alumni/ae, Grandparents, Past Parents, Faculty, Staff, Students, and Friends in support of the 2007-08 Annual Fund, which fills the gap between tuition and the actual cost of your child’s BB&N education.

Goal: \$2,350,000

and

100% Parent Participation

Date: Today or by June 30, 2008

Time: No time like the present.

Location: [www.bbns.org/donate](http://www.bbns.org/donate)

or

Mail to: BB&N, 80 Gerry’s Landing Road, Cambridge, MA 01238-5512

RSVP TO: Jo-Ann Lovejoy  
Director of Annual Giving  
jo-ann\_lovejoy@bbns.org or 617-800-2723

Response to date: \$1,339,948  
57% of goal

Grade	Parent Participation
B	42%
K	56%
1	62%
2	52%
3	38%
4	58%
5	76%
6	49%
7	48%
8	39%
9	33%
10	54%
11	58%