

BB&N: The Link Newsletter

December 2009

Feature Stories

Spotlight Article: Enthralling Encore for One School-One World

More than 600 members of the BB&N community forged through a soggy Nor'easter on November 14th to enjoy the second celebration of the School's vibrant tri-campus festival, One School-One World (OSOW).

Taking the format of a street fair, OSOW once again highlighted BB&N's various and varied initiatives, programs, clubs, and curricula. The event also provided a venue for School families to promote understanding of cultures and countries.

OSOW doubled in size from its 2007 beginnings. There were more than 60 tables of exhibits, 17 "main stage" student performances, artwork from all three campuses, not to mention the ever-popular Russian Club's Moon Bounce. In additions, BB&N teachers from all three campuses were out in force to show off the student work and the multifaceted goings-on taking place in their respective classrooms.

With the support of administration, parents and volunteers, OSOW was once again free of charge.

Numbers, however, can only convey so much. The splendor of One School-One World could be experienced even more vividly through the sights, sounds, and tastes that spanned the globe as well as the expansive gymnasium floor. As Event Producer Kate O'Kelly, P'13, said, "OSOW had a magical ability to generate positive energy and connectedness with everyone who attended." Spectators could sample foods from dozens of countries, learn sensitivity tips from the Community Gay-Straight Alliance, and ponder over 2-D and 3-D student artwork. Crowds lined up for the Human Race Machine photo booth, joined the Electric Slide line dance, and clapped enthusiastically for all the student performers. Visitors could try a homemade French crepe or Korean kimchi salad, talk about life with a Ghanaian family, listen to the sweet sounds of the Lower School children's chorus, and rock out to the Middle School's Preface band.

"As a Lifer parent," said Cheryl WhiteDear, P'10, "I can tell you that One School-One World is a wonderful reflection of the many threads that weave together to make BB&N the special and diverse community that it is across all three campuses."

Lewis Bryant, Director of Multicultural Services, agrees. "If one attends OSOW," he said, "one can find out about our multicultural curriculum offerings, the diversity of our population, and the way in which our community interacts across all kinds of boundaries. On this day, we are truly one school and one world." (Click here to read a letter from Lewis Bryant about One School-One World II.)

The community visiting One School-One World this year was further enriched by the presence of numerous grandparents and grandfriends, who were already on campus on Saturday morning for the Grandfriends Breakfast event.

Rounds and rounds of applause to the following student performers:

Lower School Chorus

Ryan Chen '13—Chinese Yo-Yo & Kung Fu

Tom Cohn '14—electric guitar

The Lower School Karate Club

Brittany Banks '13 and Khatidja Karimi '13—Bollywood dance

Danielle & Arielle Galler-Rabinowitz (both '10)—classical piano duets

Upper School Chinese Class—singing

Upper School Dance Team

Harrison Savage '15—trumpet solo

Amanda Dai '15—gymnastics

Yissel Guererro '12 & Axel Lopez '13—Latin Dance duet

Alexandra Sanyal '13—Classical Indian Dance

Lily Ma '13 and Helen Li '11—classical Chinese dance

Upper School Knightingales—singing group

Axel Lopez '13—street hip-hop

Preface—five-piece Middle School rock band

See you in two years' time at One School-One World III!

(A special thank you to Kate O'Kelly, not only for her production of One School-One World, but for much of the reporting above.)

Inside the Classroom: Around the Harkness Table with Alda Farlow

From the outside, Alda Farlow's classroom seems pretty typical. Students sit around a wooden table in a circle, their binders open as they jot down notes and grip their copies of Charles Chesnutt's *The House Behind the Cedars*.

Yet, when the discussion commences, Farlow is noticeably quiet, scribbling what looks like a mathematical diagram with tons of lines and margin notes into her own notebook. Today it is juniors Kyle Umemba and Mike Ventresca who begin the class discussion, asking their peers probing and thoughtful questions about the novel.

“What are the most important characteristics of the characters that we've seen so far?” Kyle asks.

“I think one of the most important things are their accents,” says one student. “Rena didn't have an accent like her mom and neither did Warwick. I also thought that Warwick was a little arrogant. Like on page 5, when Rena sped to help a woman and Warwick was shocked she would actually do that.”

“I think he rejects a lot of things about himself,” another student pipes in.

This question-and-answer session leads to a debate over character identity among the students, some of whom are angry at the main character (who is one-quarter African American and three-quarters white) for what they consider rejecting himself by trying to pass as fully white. Farlow lets the students discuss their opinions freely, occasionally chiming in to keep them on the right track.

“You guys have to remember, this is 1900 and being a black person limits everything. Where are we getting the sense that the character thinks he’s better?” she asks. “Go back to the book. This is 1900, not 2009.”

Watching this back-and-forth dialogue, it is now clear that this class is anything but typical. This is the Harkness method in action—a way of learning where students comes to class prepared to discuss, discover, and share a particular subject. Before each class, Farlow will sit with her student “leaders” of the day and go over discussion questions and ics. There are no lectures.

“If you value student-centered critical thinking, there is no more effective method than Harkness,” says Farlow, who learned the art of Harkness teaching at the Rocky Hill School where she taught previously. “We have very bright children here and they can learn from each other.”

On April 9, 1930, philanthropist Edward Harkness wrote to Exeter Academy’s Principal Lewis Perry regarding how a substantial donation he had made to the Academy might be used: “What I have in mind is [a classroom] where [students] could sit around a table with a teacher who would talk with them and instruct them by a sort of tutorial or conference method, where [each student] would feel encouraged to speak up. This would be a real revolution in methods.”

The result was “Harkness Teaching,” in which a teacher and a group of students work together, exchanging ideas and information, around a table.

Both physically and philosophically, the Harkness table creates a classroom dynamic where every student is on equal footing with his/her classmates, and with the teacher. Legend has it that the table’s originator, Harkness, designed the table in an oval shape so that each participant would be able to look into the eyes of anyone around the table.

“When students can face each other, literally sharing a table co-equally,” says Farlow, “they can exchange ideas and reflect on them with an interpersonal understanding not always possible in other environments.”

Farlow, who’s in her fourth year teaching at BB&N and formally trained as a Harkness teacher, tracks class participation from all (the rounded) corners of the room—hence the mathematical looking diagram—taking particular note of gender and length of speech.

While she admits that the teaching style does not favor the “quiet kid who is used to sitting in the back of the room and just getting good grades,” she says she works with these types of students on an individual basis to improve their speaking confidence, and does not start grading on class participation right away.

“It’s all about equality and shared space,” she says. “It teaches them to understand citizenship as well as how to have a good conversation.”

Students Reach Out Helping Hand through Community Service

BB&N students on all three campuses celebrated Thanksgiving this year by doing service in the community. In addition to instilling a sense of commonality with the greater Boston and Cambridge area, community service allows students to give back to those in need while enhancing leadership opportunities and fostering a sense of selflessness critical to personal growth and learning.

On Wednesday, November 18, Upper School students participated in Community Service Afternoon. Organized by the US parent community service committee together with the faculty community service coordinators, about 110 students went to 12 organizations in Cambridge, Boston, and Somerville.

Four students went to Youville House, an assisted living facility in Cambridge, to perform music for their elderly residents. Chaperoned by BB&N parent Liz Marran, students said they had a wonderful time, and that the students really connected with the residents.

“This isn’t the first time that I worked in a nursing home. I actually worked at a nursing home for four years on a weekly basis until a woman I was very close to died. Going back into a nursing home setting this time around was very different. I got to perform songs with my best friend and also got to bond with two freshmen who I had never met before,” senior Julia Berkowitz said. “The residents were very welcoming and warm (even if I messed up my harmony). At the end when we ran out of songs they started singing and sharing music with us. To me this was symbolic of how community service is both about what you give and also what you take from the experience.”

Sophomore Alexa Horwitz, co-president of the student community service group PACS, was one of seven students who went to the Women’s Lunch Place, a homeless day shelter in Boston.

“Our afternoon at the Women’s Lunch Place was incredibly moving, especially our chance to talk one-on-one with a woman who was once homeless, and now works at the day shelter,” Horwitz said. “Some of us sorted clothes and books, and others wrapped birthday gifts for the ‘guests’. For some of these homeless women, it is the first birthday gift they will ever receive.”

Walking into the foyer of 80 Sparks Street on the annual Giving Thanks Day, a quote by Muhammad Ali says, “Service to others is the payment you make for your space here on earth.” Middle School students followed that sentiment with community activities including raking leaves, preparing fleece blankets for homeless children, collecting items to donate to local shelters, preparing a meal for On the Rise Shelter, and various other service deeds. As the clock ticked down to the wire, several students in the library crammed together a last-minute iMovie documenting their efforts for the Duley House, a homeless shelter in Cambridge, so that they could show it to their classmates during the day’s closing assembly.

Lower School students also enjoyed a Thanksgiving assembly in which students and faculty shared thoughts and inspirations of the season, read relevant poems, and sang Thanksgiving songs. Students collected food items to donate locally and did an incredible job collecting, sorting, and mailing over 40 boxes of candy (which they had donated from their Halloween loot) to the U.S. troops stationed in Afghanistan.

Cast and Crew Shine in “Execution of Justice”

Directed by theater teacher and aficionado Mark Lindberg, Upper School thespians performed *Execution of Justice* by Emily Mann for the Fall Play.

Based on a true story, Emily Mann’s play is about the murder of Harvey Milk, the first openly gay City Supervisor in San Francisco, who was assassinated along with Mayor George Moscone in 1978. While city employee Dan White was found guilty of the crime, the charge was reduced from murder in the first degree to voluntary manslaughter when his lawyers claimed that White became emotionally unstable after eating too much junk food; this controversial and much-derided legal tactic became known as the “Twinkie Defense.” White served five years in prison for the double murder before committing suicide in 1985.

“The kids (and the audiences) did a beautiful job with an especially demanding theatre piece,” Lindberg said.

[CLICK HERE for a PDF of the full list of cast and crew.](#)

Keeping You Up to Date

Boston Magazine Corrects its “Best Schools” Rankings

Eighth Graders Put Science Knowledge on Display

The Big Room and Eighth Grade Foyer were filled to capacity during the annual Middle School Science Fair in November. Whether you were interested in water quality, ski wax, mold, or the effect of a wrist brace on a slingshot, each of the students who presented had

something interesting to share with their teachers and peers. Every student was asked to give a formal presentation to at least two separate discussants, who were encouraged to ask questions. The purpose of this event is to highlight the MS science program and the innovative work the students undertake during their own scientific explorations.

Boys' Soccer Wins ISL

The varsity boys' soccer team enjoyed a tremendous season this fall, winning the Independent School League title with an outstanding 11-1-3 record. It marks the team's third league title since 2004. Highlighted by a seven-game win streak in the middle of the season, the Knights were a defensive juggernaut, allowing a mere 10 goals to be scored against them during their 16-game schedule. The team shut out Loomis Chafee, 3-0, in the opening round of the New England Class A Tournament, but then dropped a close 3-2 match to eventual champion Hotchkiss in the semifinal round. Congratulations to Coach Jesse Sarzana '93 and his Knights!

Chess Tournament Brings Many Visitors to BB&N

Eleven BB&N youngsters competed against a record-breaking field of 127 children in grades Pre K-12 from across the state in the Massachusetts State Chess Association's Second Spiegel Cup Qualifier, which was held at BB&N's Upper School campus on Saturday, November 21.

BB&N participants were William Greenstone '21, Ranch Kimball '20, Ben Wiegand '20, Andrew Keating '19, Philip Melki '19, Alexander Seguin '19, Siddharth Simon '19, Jeremy Tang '18, Issay Matsumoto '17, Eliza Sternlicht '17, and Max Wiegand '17.

Congratulations to fifth grader Eliza Sternlicht, who won the U400 section with a perfect score! It was only Eliza's third tournament!

Fourth grader Jeremy Tang received a medal in the U400 section for scoring three points.

Letter from Endowed Chair Donor

As we reported in the last issue of The Link, two endowed master teacher chairs and one endowed instructorship have been established at BB&N this year.

We invite you to [click here to read a letter from the anonymous donor](#) of one of those endowed positions: the Founding Paideia Master Teacher Chair.

Also, be sure to check out the Upper School and Middle School Campus Voice pages in this issue of The Link to read the remarks of chair recipients Rob Leith and Margaret Hardy.

Arts Faculty Exhibit their Talents

The talents of BB&N arts faculty members are on wide display this fall and winter:

Parrish Dobson, Upper School Arts Department Chair and photography teacher, is having a show of her black-and-white photographs titled "Places of Memory" at the Digital

Silver Imaging Gallery at 11 Brighton Street in Belmont, Mass. The show runs from November 19 to January 10, 2010.

Andrew Warren, Upper School film and video teacher, has a collection of photographs displayed in a small group show at a newly opened gallery, The Hallway, in Jamaica Plain, Mass. The show will be on display from December 3 to December 23.

Maria Lindberg, Lower School art teacher, had a collection of her art titled “Thinking Outside the Box” displayed at the Cary Memorial Library in Lexington, Mass., during the month of November.

Snow Day Notifications

With December upon us, we remind parents about the procedure for weather-related school cancellations, delayed openings, or early closings.

BB&N endeavors to provide notice of a cancellation as early as possible, typically between 5:30 and 6 am. Parents will receive an automated notification at their home telephone number. Additional sources of closing/delay information are the School switchboard (617-547-6100), the School website (www.bbns.org), and WBZ 1030 AM and CBS-Channel 4 TV. In the event of an unplanned early dismissal, all “emergency” contact numbers on file will be called via the automated system.

Conditions in the Greater Boston area can be highly variable. We encourage parents to exercise discretion in making decisions about transporting their children to school. BB&N understands and is supportive of the fact that individual families may need or want to keep their children at home for weather-related reasons.

Lower Schoolers Celebrate Thanksgiving

The Lower School community celebrated Thanksgiving this year with the annual Thanksgiving Assembly in which students, teachers, parents and friends gathered together to give thanks through performance and song. Lower School students also collected food items to donate locally.

Mothers and Daughters Bond at Annual Dinner

The Upper School Women’s Issues Group hosted the Annual Mother/Daughter Dinner on November 10th. Whether it’s the potluck-style dinner or the warm sentiments of the evening, the event is well-attended every year by moms and daughters in the BB&N community.

Sixth Graders Build Teamwork During Hulbert Trip

Sixth graders had a terrific time during the class’ annual visit to the Hulbert Outdoor Center in Fairlee, Vermont, in early November. The four-day excursion, taken in conjunction with Grade 6 faculty, fosters personal growth, self-reliance, responsibility, confidence, cooperation, teamwork, and a sense of community.

Grandfriends Enjoy Visit to BB&N

Nearly 75 grandfriends visited BB&N on Saturday, November 14th to enjoy a special breakfast at the Upper School with their grandchildren from all three campuses. Opening remarks were made by Head of School Rebecca T. Upham. Grandfriends got a great taste of the dazzling display of talent and energy present in their grandchildren's lives at BB&N.

Middle Schoolers to Perform "16 in 60" on December 9th

A group of eighth graders, under the direction of Kathi Gellar (music) and Christa Crewdson (drama), will stage *16 in 60* at the Middle School Big Room on December 9th at 7 pm. The title refers to the fact that the show will feature 16 performances in 60 minutes! Through improvisation, the students have created performance pieces ranging from original scenes, video, music, and movement. All students in the class have a hand in the creation of several pieces, and all will perform as part of the ensemble on December 9th. We hope to see you there!

Author Mitali Perkins to Visit Middle School

On December 17, author and poet and writer Mitali Perkins will visit the Middle School, where she will speak with the students and faculty about her experience living in two cultures. (She was born in India and raised in Ghana, Cameroon, London, New York, and Mexico before settling in California "just in time for middle school.") She is an award-winning author of numerous award-winning books for young adults, including *The Not-So-Star-Spangled Life of Sunita Sen*, *Monsoon Summer*, and the *First Daughter* series.

Updated Safe House List

An updated list of families participating in the Safe House Program has been posted on password-protected Knightline.

The Safe House Program is an agreement signed by BB&N parents, which states that if their child hosts a gathering in their home, apartment, second home, or office, the parent(s) will be present to chaperone the gathering and will not allow any drugs or alcoholic beverages to be served to minors on the premises. In addition, the parent(s) will secure any firearms and assure that no students will have access during the gathering. This agreement is viewed as a means of promoting safety, health, and open communication among BB&N parents and students.

If you are not yet on the list and you wish to participate, please check Knightline to access the Safe House Program Agreement.

Campus Voices

Lower School

Sharon Mathieu

Grade 6 Social Studies Teacher

Every November the 6th graders take an orientation trip to Hulbert Outdoor Center in Fairlee, Vermont, to bond as a grade. The program was designed by the Hulbert staff and BB&N teachers. We collaborated to create lessons that complement and enhance students' learning using practical and experienced-based activities that will translate into the school community upon return to campus.

The trip this year, taken in early November, was an overnight trip from Tuesday to Friday. The program was designed to foster personal growth, self-reliance, responsibility, confidence, cooperation, teamwork, and a sense of community.

The experience was divided into a day and evening program. The day program is designed to develop team-building skills. The days were filled with a variety of individual and core group challenges, such as problem solving, ropes course initiative (low and/or high), exploration of natural history of New England, mountain hiking up Black Mountain, and jobs assigned to the core group such as cooking prep, cleaning, etc.

The night program began with the core group. The groups would be comprised of a night walk, which was a learning experience about nocturnal animals and adaptation to darkness, experiments with night vision, and exploring the powers of other senses. The night program also featured a talent show and whole group activities that allowed the entire grade to bond, but more important, to have fun.

The core groups were pre-assigned by BB&N chaperones. Students were placed in 8-10 co-ed groups. A Hulbert instructor was assigned to individual groups. The core group worked together, ate lunch together, participated in evening activities as a unit, and engaged in discussions before, during, and after the activity.

There was a set of agreements that each group produced and the goal of the agreement was to come up with rules concerning the actions of individuals and the group. All students were given three non-negotiables that they had to follow while at Hulbert, which were: 1) to always act in a manner that was physically and emotionally safe; 2) to use helpful, productive language, giving and receiving positive and honest feedback; and 3) to participate 100 percent in the program through what was called "CHALLENGE BY CHOICE."

The sixth graders had a terrific time and we hope that they returned back to school with new friendships, an understanding of teamwork, and a new sense of what they are capable of as individuals.

**Middle School
Margaret Hardy
World Languages Department Chair**

(The following remarks were made by Ms. Margaret Hardy at a reception earlier this fall honoring BB&N's first-ever recipients of endowed chairs and instructorship.)

First of all I would like to thank all those who made it possible for me to receive this Jeannette Markham Master Teacher Chair. To be recognized in this way is a great honor. Perhaps the greatest honor a teacher could possibly receive. I could not be more grateful.

What makes teaching such an exciting and rewarding profession for me is the students. As the year starts I try to determine who each student is deep down and what their passion is. I want to meet them where they are and help them move forward from that point. I have found that if I can help them see their strengths and believe in their own abilities they will do better at school in general. I start with any little success I see and then build on that. The strong students need this encouragement far less than those who struggle with self doubt, but they too gain from feeling good about themselves.

At the MS we created a Latin based language class for 8th grade students who have not done well in their 7th grade language class, or for new 8th grade students who do not have the background to enter our 8th grade language classes.

This year I have a student in that class, who was very discouraged about her ability to learn any language, but now believes that she is really good at Latin. I asked questions I knew she could answer correctly, and I encouraged her to try – she had a tendency to say “I don’t know” and then shut down. As she tentatively participated and found she got the answers right, she gained confidence. She now takes risks and volunteers to answer some of the more difficult questions. She is also getting top grades on her papers and quizzes.

All our students are above average and all have areas of ability. I believe that my job as a teacher is to help them realize how good they are, and that if they put in the effort they will succeed. Sometimes that means being brutally honest with a student, not cruel, just honest. Telling them: “You are better than this” more often than not results in a student changing from being a passive learner to a more active learner.

A new 8th grade student in that same Latin class this year spent the first week slumped in his chair, body facing away from me, unwilling to participate voluntarily. He did far worse than anyone else on the first quiz of the year. I found him and told him he was “better than what I had seen so far.” We talked and the very next class period he started trying. He paid attention, volunteered to answer questions, and even grappled with the more difficult material. He is now one of the best students in that class. I wish they were all so easy to turn around. I think he just needed someone to notice him and to care.

Over the years when one of my students says “I can’t” and feels discouraged my stock answer is for them to repeat the negative statement and then add the word “yet”. I can’t roll my Spanish “r”s yet. I want my students to know that I believe in them and in their ability, and I hope that that gives them the courage to take risks, to keep trying, which in turn should help them to move forward in their learning – (maybe even in other classes as well.) When it works, it is terrific, and when it doesn’t I just add the word “yet” to my own negative thought.

Thank you.

Upper School
Rob Leith
English/History of Art Teacher

(The following remarks were made by Mr. Rob Leith at a reception earlier this fall honoring BB&N's first-ever recipients of endowed chairs and instructorship.)

Those of you who have read *Harry Potter and the Half Blood Prince*, or who saw last summer's movie of the book, will remember Felix Felicis, or Liquid Luck, a potion that brings good luck to whoever imbibes it. Ever since Rebecca told me I had been chosen for this honor of the Founding Paideia Master Teacher Chair, I've felt as if I'd taken a good swig of that. This is the greatest honor I have ever received and the greatest honor I can ever imagine receiving.

Last week during orchestra rehearsal, I looked over my shoulder, and there in the hall stood one of my advisees weeping copiously. I snuck out of my chair and spent the next 20 minutes with him, listening to him talk about what had caused him such grief. Before we parted, he told me, with an embarrassed smile on his face, "I wish high school wasn't full of such drama."

High school is indeed a dramatic place, which is one of the main things I like about it. For decades it has been the subject of popular books and movies and television shows, from *To Sir with Love* and *Up the Down Staircase* when I was in high school myself, to *Stand and Deliver*, *My So-Called Life*, *The Breakfast Club*, and *Napoleon Dynamite* in more recent years.

These dramas are necessarily private, but there is one that has occurred already this fall that I'd like to share, and that is the story of my senior English class.

Senior English consists of elective courses, and I have earned a reputation for assigning lots of reading. After having gotten an advance look at a list of this year's group of students, I had spent much of this past summer fretting about how I would serve them effectively, given what I knew to be the personality of the group. I made some adjustments to the reading list, especially to accommodate a class with a preponderance of boys. I even began reading stories about the Boston Bruins, a team I had stopped paying attention to since the departure of Ray Bourque. But on the first day, when I handed out the syllabus and the semester reading assignments, I could see their jaws drop at the long nightly readings in our first novel, *All the King's Men*, and I could read thoughts of regret in the bubbles above their heads.

From the first day I treated this group with the same high standards and respect that I would treat any other group of seniors, along with the humor, enthusiasm, and patience that are every student's due, and I was pleased to see them follow my lead. Last Friday

we finished the 660-page novel, and nearly every class along the way featured vigorous discussion about a wide range of subjects, from teenage love to the nature of the good. I have been reminded once again that there is no experience more thrilling than teaching a good class. This week we are reading August Wilson's play *Fences*, and on Friday night we are going out together for Chinese food followed by a performance of the play at the Huntington Theater. In class today we made our plans for the evening, including a vigorous discussion of the best Chinese hors d'oeuvres and entrees. I told them that we would be sitting at a round table, like the one around which I teach, and a couple of them chirped, "We're a family, we eat together like a family!"

This disparate set of students has become a unit.

Like every teacher I owe much of my success to others, including, in this case, Robert Penn Warren, for writing such a magnificently teachable novel, and especially my colleagues. I want to close by acknowledging how many great teachers there are at BB&N, teachers I truly feel unworthy being elevated above. They say that teachers often act in loco parentis, in the place of the parent, and teaching shares a great deal with parenting, especially because you don't get a lot of recognition or thanks for either role. This teaching chair has been a big boost for me, and I hope that it won't be long before there are additional such distinctions that enable my superb colleagues to feel the same excitement and fulfillment and gratitude that I feel tonight.

Thank you.

All School
Lewis Bryant
Director of Multicultural Services

The idea of having a multicultural carnival or feast of some sort has never been at the top of my list of programs to initiate at BB&N. I'd heard over and over again that schools who have these types of events are doing very little besides providing opportunities for folks to eat, dance, and gain weight in the process. Every diversity workshop or conference I've attended over a 28-year period of time warned against the meaningless gatherings of "ethnic" people and "ethnic" food. These types of programs were considered a tremendous waste of time and money, along with being an easy way to avoid the real difficult aspects of diversity work. I swore that as long as I was the Director of Multicultural Services at BB&N we would do much more substantive programs and avoid the trap of marginalizing diversity efforts through the use of food, song, and dance. In fact it was actually the idea of former Assistant Director of Multicultural Services Joyce Allen-Beckford to have an event like One School-One World.

When presented with the idea initially, I had my typical reaction, which was that sitting down and sharing food would not make a big difference at BB&N. I didn't want BB&N to make the mistake that many other schools have made in having such an event and thus

trivializing diversity. What changed my mind was the reality that we had taken stock of our diversity efforts through the creation of the Diversity Program Guide in 2006, more recently started the Achievement Study, and prior to that we had looked at our school through the lens of sexual orientation in 2004. I began to realize that at BB&N we have taken diversity very seriously and have developed numerous programs to address this critical issue. In fact I decided that we had every right to celebrate and spread the knowledge about our program(s).

The “One School-One World” event is the brainchild of Kate O’Kelly, parent of Addie Doyle ’10 and Brendan Doyle ’13, and Laura Ulvestad, parent of Olivia Stetler ’10 and Harrison Stetler ’13. At our initial parent meeting, Kate described something that sounded chaotic and uncontrollable. Her exact words were, “We are going to have an indoor street fair with music, dancing, and student performances.” I will give myself credit for having the wisdom to trust her and off we were creating “One School-One World.”

This past November 14, we held our second OSOW celebration and it was every bit as successful as the first one, despite a day of rain and stormy conditions. The event has various elements including ethnic food tables, children’s games from around the world, cultural exhibits, curriculum tables sponsored by BB&N faculty, student art exhibits, a Human Race Machine (where you can morph your facial features into those of another racial/ethnic group), the very popular Moonbounce, ping pong and chess tables, student tables representing various student diversity groups, parent tables representing various parent diversity groups, and the most popular element of all—the student performances. These performances take place all day throughout the event on a huge center stage and all performers are BB&N students.

I still believe that schools that do nothing other than an event like OSOW run the risk of trivializing and marginalizing the important work associated with Diversity. I’m happy to say that our OSOW event both contributes to and highlights our diversity efforts. On this day we show the BB&N community what we do at BB&N in the name of diversity, and how we do this across campuses and constituencies. This one event brings the three campuses together along with students, parents, alums, faculty, and prospective families. If one attends OSOW, one can find out about our multicultural curriculum offerings, the diversity of our population, and the way in which our community interacts across all kinds of boundaries. On this day we are truly one school and one world.

The most important message to get out of the day is that we can pull off a day like this because we have invested a lot of time, energy, and resources into making BB&N a school that is truly diverse, multicultural, and inclusive. What is reflected at OSOW is real at BB&N and the result of years of work by hundreds of BB&N community members. The number of parent volunteers this year was well over a hundred. The people power needed to pull off this event in such spectacular fashion comes from within the BB&N community, where we discover in numerous ways every day, that we truly are one school and one world.

My favorite story each year is one where a BB&N family discovers that there are other BB&N families from their same country, village, and/or neighborhood and you can see the joy and excitement this connection has created! This can only happen at OSOW!

Thank you to all who contributed and/or attended this year. See you all in November 2012 for OSOW III!

Giving Update

2009-2010 Annual Fund Reaches 49% of \$2.25 Million Goal!

The end of the calendar year is nearly upon us!

You can click here now to make your year-end pledge or gift online:

www.bbns.org/donate

With an enthusiastic team of volunteers in place, the Annual Fund has gotten off to an excellent start, having raised \$1,092,259, which is 49 percent of the 2009-2010 goal, in combined gifts and pledges as of November 30th.

The Annual Fund is BB&N's annual fund-raising program with a goal of raising those funds necessary to bridge the "gap" in the operating budget created between tuition, and the actual cost of a BB&N education. This year, the "gap" per student is \$6,680.

All gifts of all amounts are of critical value and necessary if we are to achieve our financial and participation goals. The Annual Fund underlies all independent education and is necessary to sustain the program of excellence that has come to define BB&N. The Annual Fund supports Arts, Athletics, Academic Programs, Financial Aid, Faculty Professional Development, and Technology.

The BB&N community of Parents, Alumni/ae, Past Parents, Grandparents, Faculty, Staff, Current Seniors and Friends, all play a significant role each year in helping to achieve this critical and necessary goal. Parent volunteers are currently in the process of reaching out to every family in our community in hopes of obtaining support and the elusive goal of 100% participation. We are extraordinarily grateful for the early and enthusiastic Annual Fund support BB&N has received to date. Alumni/ae Class Agents reach out to their classmates through letters and emails. Past Parents and Grandparents share their enthusiasm for the experiences of their children and grandchildren through personal letters. Faculty and Staff continue to give back to BB&N and may take advantage of our employee Annual Fund payroll deduction and automatic renewal program. Each year, the Senior class votes to direct their Annual Fund class gift and sets an early goal to achieve before graduation. We continue to have the long term support of Friends of the BB&N community who believe in our mission and have elected to make BB&N a giving priority each year.

We invite your participation in this year's Annual Fund. Your early gift or pledge will provide additional savings to BB&N by limiting the amount of contacts necessary to reach our goal by April 30, 2010. Thank you very much for your thoughtful consideration.

You may give online at www.bbns.org/donate. Please contact Jo-Ann Lovejoy, Director of Annual Giving at 617-800-2723 or email jo-ann_lovejoy@bbns.org for further information, questions about giving, or to learn about ways in which you may become involved as an Annual Fund volunteer.