



# Unity First

Volume 15

Number 8

October 2009



## 2009 Diversity in Education





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Designer/Guide,  
Emancipation Tour



Janine Fondon,  
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Guide, Emancipation Tour

# Emancipation Tours

## Massachusetts 2009-2010

### Exploring Boston Statues, Sculptures & Monuments Significant to African American History

The Emancipation Tour is a three-hour guided study of statues, sculptures and monuments in the Back Bay and South End neighborhoods of Boston commemorating people and events relevant to African American history. The tour includes women and men of African and European backgrounds -- all of whom have importance to African American history. More importantly, this guided tour asks participants to reflect on the ways in which the person or event depicted has relevance to today - on either a personal basis or in relation to the larger society.

According to David W. Blight, Director of the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale, "emancipation" is associated with three periods of United States history:

1. American Revolution: Thirteen Original Colonies emancipated from England
2. Civil War: after 246 years of bondage, the bloodiest war in American history emancipates enslaved Americans but, sadly, another form of bondage takes over
3. Civil Rights Act of 1964: conceived to protect African Americans, this act actually emancipates all people of color - and women regardless of color - from the de rigueur (by law) and de facto (by custom) segregation in schools, public places, and employment as a result of the failure of Reconstruction following the Civil War



**Ask about lunch programs, in-school presentations, plays and interactive workshops!**

**ABOUT THE TOUR:** Given Boston's unique place in American history, the tour includes each one of these periods with several stops, which include:

1. One Bondage Ends, Another Begins: Emancipation Memorial
2. Activists & Allies: Wendell Phillips, Thomas Cass, Tadeusz Kosciuszko, Charles Sumner, William Ellery Channing, & William Lloyd Garrison
3. Liberty & Justice for All: Phillis Wheatley & Lucy Stone
4. Economic Justice: A. Phillip Randolph
5. Liberation - Personal Power & Commitment: Harriet Tubman & Emancipation Group





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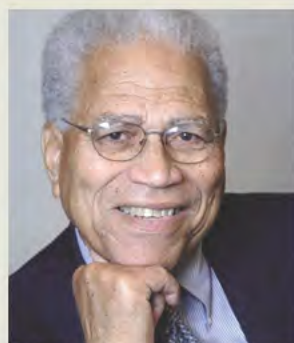
Janine & Tom Fondon



*Diversity and Education*



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From Left to Right: Haywood Fennell, CEO Triad Veteran League, Governor Deval Patrick and Janine Fondon, CEO of UnityFirst.com



# Diversity in Education

## Opportunities to engage parents and students

Unity First is proud to issue its sixth Diversity in Education Special Issue, with a special thanks to Milton Academy grad Patricia Spence.

As we have said many years ago, this issue of Unity First is dedicated to every child, parent, extended family member, friends, guardians and others who appreciate the power of getting a good education. We also salute those who strive to understand the benefits of education in an increasingly competitive and diverse workforce.

It is up to family members, friends and those in the community to assure that children receive all opportunities and fair access to the best possible education.

So, we encourage everyone reading this issue to find resources, schools, programs, and services to help inspire children to focus on education and stay engaged in the wonderful world of learning.

Education is the key to your child's success and the link to your child's future. Take the time to find and take advantage of all of the resources available to you. Don't dismiss any opportunity because you believe money is your obstacle. There are scholarships available and other resources that may give you the help you need.

This issue has a special section on independent schools which may offer the education and/or experience your child needs.

This issue will also share stories of role model leaders and examples of success -- across all ages, such as the recent win by Massachusetts Institute of Technology's biochemist JoAnne Stubbe. UnityFirst extends congrats to MIT biochemist JoAnne Stubbe who received the National

Medal of Science — the nation's top science honor — for her work in understanding the mechanisms of enzymes that play an essential role in DNA replication and repair.

MIT President Susan Hockfield commented, "Professor JoAnne Stubbe is a

scientist's scientist: fiercely intelligent, doggedly curious and unbending in her pursuit of truth. We are extraordinarily proud that she has received the National Medal of Science for her pioneering work in advancing our understanding of the chemistry at the root of life."

## SUCCESS

*is measured by the height of your*

**ASPIRATIONS,**

*the breadth of your*

**VISION,**

*the depth of your*

**CONVICTIONS.**



Tom and Janine Fondon, Unity First News



President Barack Obama presents the National Medal of Science to Dr. JoAnne Stubbe of the Massachusetts Institute of Technology during a ceremony in the East Room of the White House Wednesday, Oct. 7, 2009. Official White House Photo by Lawrence Jackson





## Excellence in Education: a priority for our nation's success

*"By 2016, four out of every ten new jobs will require at least some advanced education or training."* President Barack Obama

The nation's schools and colleges have more students enrolled now than ever before, according to the National Center of Education Statistics (NCES).

This fall, nearly 50 million students are in public elementary and secondary schools, up from 47 million a decade ago. Of this year's students, almost 35 million are in pre-kindergarten through eighth grade and about 15 million are in grades 9-12. An additional 5.8 million students are expected in private schools.

Public school systems will employ about 3.3 million teachers, resulting in a pupil-teacher ratio of 15.2 -- lower than last year's 15.3 and in 1999 when the ratio was 16.1. About a half-million teachers will be working in private schools where the pupil-teacher ratio is estimated at 12.8 versus 13.0 last year.

Colleges and universities anticipate an enrollment record of 18.4 million students, a projected increase of about 3.1 mil-

lion since fall 2000. Among those are unprecedented numbers of African Americans and Hispanics.

U.S. Secretary of Education Arne Duncan said, "With more children enrolling in public schools and adults pursuing higher education and career training, we have a unique opportunity to invest wisely and make thoughtful reforms in education that will produce significant dividends for our nation for decades. We must give students the education they deserve to compete for jobs in a global marketplace, retrain displaced workers for jobs in new industries, and provide children with the foundation to imagine and invent the careers of the future."

### Diversity grows

Today, more African American and Hispanic students are attending college and their numbers represent a larger share of overall college enrollment. From 2000 and 2009, the

number of African American college students increased 39 percent, to 2.4 million projected for 2009 from 1.7 million in 2000. The number of Hispanic college students increased 47 percent in those 10 years, to a projected 2.2 million in 2009 from 1.5 million in 2000.

### Inspiration needed

With the opening of the school year and increases in the numbers of students, President Obama delivered a message to inspire all students to work hard and stay in school:

"I've given a lot of speeches about education. And I've talked a lot about responsibility. I've talked about your teachers' responsibility for inspiring you, and pushing you to learn. I've talked about your parents' responsibility for making sure you stay on track, and get your homework done, and don't spend every waking hour in front of the TV or with that Xbox. I've talked a lot about your government's responsibili-

ty for setting high standards, supporting teachers and principals, and turning around schools that aren't working where students aren't getting the opportunities they deserve.

"But at the end of the day, we can have the most dedicated teachers, the most supportive parents, and the best schools in the world -- and none of it will matter unless all of you fulfill your responsibilities.

"Unless you show up to those schools; pay attention to those teachers; listen to your parents, grandparents and other adults; and put in the hard work it takes to succeed."

President Obama emphasized that, "What you're learning in school today will determine whether we as a nation can meet our greatest challenges in the future."

### On dropping out

In many speeches, the President has expressed concern for the dropout rates in the U.S. and he has even offered a call to action as noted in one of his speeches."

"As I said a couple of weeks ago, dropping out is quitting on yourself, it's quitting on your country, and it is not an option -- not anymore. Not when our high school dropout rate has tripled in the past thirty years. Not when high school dropouts earn about half as much as college graduates. And not when Latino students are dropping out faster than just about anyone else.

"It is time for all of us, no matter what our backgrounds, to come together and solve this epidemic."

He repeated this sentiment in another speech by saying "We need to ensure that we are encouraging the next generation of discoveries -- and the next generation of discoverers."



# Focusing on Achievement: Where are the gaps?

Nationally, student achievement gaps for minority and low-income students have narrowed across all grade levels and subjects in 74 percent of all trend lines between 2002 and 2008, according to a report released by the Center on Education Policy (CEP). Despite this progress, achievement gaps continue to be a challenge, widening in 23 percent of trend lines studied in the report.

The report, *"State Test Score Trends Through 2007-08, Part 3: Are Achievement Gaps Closing and Is Achievement Rising for All?"*, reflects findings from the third year of a multi-year study of student achievement. The report describes overall achievement trends and gap trends among African American, Latino, and Native American students and their white and Asian counterparts, and between low-income students and those who are not low-income.

CEP's study analyzes state test data in three different ways. Elementary school math and reading scores from all 50 states are examined to see if gains were made across all three achievement levels—basic, proficient, and advanced—and whether progress is lagging at any level for specific subgroups.

## Achievement gaps persist

The report finds that in general, achievement for minority and low-income students has gone up and achievement gaps have narrowed in most states, although gaps are still large.

Gains made by various racial/ethnic subgroups have outpaced gains by white or non-

low-income students in most states.

## Success and ways to close the gaps

Across subgroups and states, there was more progress in closing gaps at the elementary and middle school levels than at the high school level.

Most often gaps narrowed because the achievement of lower-performing subgroups went up rather than because the achievement of higher-performing subgroups went down.

However, with gaps still widening in 23 percent of cases, test scores for lower-scoring subgroups must increase at a faster rate in order to close gaps—a main goal of the No Child Left Behind Act.

"The good news from this study is that, overall, states have made progress in closing achievement gaps," said Jack Jennings, president and CEO of CEP. "However, now is not the time to let up. There is still much work to be done."

## Closing the gaps - Asians take the lead

Progress in closing gaps in both reading and math was particularly noteworthy for Latino and African American students.

Gaps in the percentage of students scoring proficient narrowed in 79 percent of the trend lines studied for Latino students and 77 percent of the trend lines for African American students—a higher share than for other subgroups.

Despite this progress, African American students still had the largest average gaps in percentages of students scoring



proficient than any other subgroup.

Meanwhile, the Asian subgroup generally outperformed all other subgroups, including white students, in all subject and grade level combinations except high school reading.

## In Massachusetts

From 2002 to 2007, the percentage of students scoring at the proficient level in reading increased slightly at the elementary grade analyzed and grew at a moderate-to-large rate at the middle and high school grades analyzed.

In math, percentages proficient rose at a moderate-to-large rate at all three grade levels analyzed.

From 2002 to 2007, gaps in percentages proficient between African American and white students narrowed in both reading and math at the elementary and high school grades analyzed. At the middle school level, however, African American achievement gaps

widened in reading and math.

Gaps in percentage proficient between Latino and white students narrowed at all three grade levels analyzed in both reading and math, except in middle school math, where the gap widened.

## Help is on the way

On September 17, Governor Deval Patrick and Education Secretary Paul Reville urged the Legislature to act on the Governor's legislation designed to improve public schools and close achievement gaps that persist despite the successes of education reform.

"These bills will usher in the next chapter of education reform in our Commonwealth by helping the lowest performing districts catch up to their peers and ensuring healthy districts have the modern tools and ideas at their disposal to continue to improve," said Governor Patrick in written testimony.



## Saluting Robert Coard, a Leader by Example

Robert M. Coard will retire this year after 41 years of exemplary service to the people of Boston. Thanks to his leadership, lives have been changed for the better, children have received an education and care has been provided to those in need.

His compassion for the people of the city inspired his work as part of the Action for Boston Community Development (ABCD), incorporated in 1962, to combat poverty by promoting self-help for low-income people and neighborhoods.

Committed Boston residents, with support from Mayor Collins of the City of Boston and the Permanent Charity Fund, establish Boston Community Development Program (BCDP) to improve quality of life for city residents.

BCDP is incorporated as Action for Boston Community Development, a prototype for urban "human renewal" agencies with initial funding from the Ford Foundation (\$1.9 million).



Robert M. Coard

Robert M. Coard has served as President/CEO of ABCD since 1968. From 1965 to 1968, he was ABCD Deputy Director for Planning and created the agency's decentralized APAC/NSC system. Earlier, he held managerial positions at the Boston Redevelopment Authority (BRA) and the Urban League. He also spent several years in the private sector.

### Success

Today, as the largest independent, private, 501(c)3 non-profit human services agency in New England, ABCD assists more than 100,000 low-income individuals and families annually. It provides innovative, practical, and timely programs and serv-



Robert M. Coard with Sen. Ted Kennedy.

ices that emphasize education and skilled job-training at all levels and develop problem-solving skills for people and neighborhoods.

ABCD programs provide opportunities for tens of thousands of individuals and families each year to improve their lives and contribute to their communities.

Showing Bob Coard's compassion for the community, a Boston Globe article from 1998 quoted him in regards to the Boston Day & Evening Academy: "This is our school. We never fall. We stick togeth-

er through all troubles and triumphs."

This seems to be what Coard's life was all about -- working together with others to solve problems and triumph over adversity." His consistency toward these goals are probably unmatched by many, but his example, will serve as the guidepost for understanding how to help people in need through the power of education and local community resources.

His life work has spanned from the days of busing to today's economic crisis.



Left to Right: Robert Coard with Timothy (Tip) O'Neal



Ralph Nader (standing) with Robert Coard (seated, left)



Continued from previous page

## Saluting Robert Coard

In the late 1960s, Coard was appointed to the 15-member Citywide Coordinating Council that advised on school desegregation during the school busing crisis. He has since served on many local and national task forces and committees that impact social policy decisions affecting poor and working people. He frequently testifies before Congress or the State Legislature on issues affecting the poor and is often interviewed by the press for his views on social concerns and ABCD programs.

During his tenure at ABCD Coard built many significant institutions, including the National Community Action Foundation to provide national-level leadership and impact legislation affecting the nation's poor.

He also created CAPLAW, a

national program to provide legal support to the 1,000-plus community action programs and their low-income constituents.

In addition, Coard is the Founding President and current Vice Chair of the Urban College of Boston, a fully accredited two-year college that provides higher education opportunities to low-income Boston-area residents.

Coard holds degrees from Dillard University and Boston University and completed coursework at the Massachusetts Institute of Technology for the Ph.D. program in city and regional planning. He also attended Harvard University's Littauer School of Public Administration and has received honorary degrees from Simmons College and Lesley University.

Juliette Mayers, ABCD Board Chair, says, "Bob's lifelong commitment and willingness to fight for the low-income people, his ability to continu-



Left to Right: James Baldwin and Robert Coard

ously innovate programs to not only help people get out of poverty, but to build a better life for themselves. From the Urban College of Boston, Summer internships for youth, expansion of HeadStart programs, Financial Management programs, Fuel/oil heat assistance - the list is long.

"Bob is a man of the people and for the people. His approach is always inclusive, not just in words, but in deed. I've admired his ability to bring people from all different walks and view points together. I have had the privilege of observing him and have learned a lot from his leadership style."

## OUR MAN FOR ALL SEASONS

*Providing Pathways out of Poverty*

*ABCD is proud to honor*

# BOB COARD

*on his retirement after 41 years of outstanding leadership, advocacy, humor and friendship.*

*We are proud to be part of your legacy at ABCD.*

## THANK YOU BOB!



Action for Boston Community Development, Inc  
178 Tremont Street, Boston, MA 02111

617-357-6000 – [www.bostonabcd.org](http://www.bostonabcd.org)







Sirdeaner Walker



Carl Walker-Hoover

## A mother on a mission: Sirdeaner Walker

Sirdeaner Walker is a passionate mother who fights for the safety of her children as well as all children in schools. Whether she participates as part of her daughter's private school parent organization at The MacDuffie School or fighting for school safety in memory of her 11-year son Carl, Walker has won the hearts of people here in New England and across the country with her message of hope.

Walker, who is truly an advocate of 'getting involved' is indeed getting involved. She is taking her mission for safe schools with her run for the Springfield School Committee (Election on November 3).

In an interview with Unity First, she says, "I don't want any other parent to go through what I have gone through, no one's child should have to be harmed or die. I want to help other parents identify what's best for our children and work as part of the solution."

Last spring, Walker's 11-year-old Carl Walker-Hoover, took his life on April 6 by suicide after enduring constant bullying at school. Walker found her 11-year-old son Carl Joseph in his room, dead, hang-

ing from an electrical cord. She recounts the story of her son being bullied as administrators at the New Leadership Charter School told her "it would work itself out."

Walker has turned her pain into a passionate plea for keeping students safe. She testified in front of the House Subcommittees on Early Childhood, Elementary and Secondary Education and Healthy Families and Communities in support of the Safe Schools

Improvement Act - federal legislation to require that schools adopt anti-bullying policies.

"Carl liked football and basketball and playing video games with his little brother," Walker testified. "He loved the Lord and he loved his family. What could make a child his age despair so much that he would take his own life? That question haunts me to this day, and I will probably never know the answer."

"School bullying is a national crisis, and we need a national solution to deal with it. That is why I am here today. Teachers, administrators and other school personnel need additional sup-

tional violence."

Nearly two-thirds of middle and high school students (65%) said they had been bullied in school in the past year, according to From Teasing to



Dominique Walker, Carl's sister, is shown (second from right) with other youth at GLSEN's Respect Awards. GLSEN, the Gay, Lesbian and Straight Education Network, is the leading national education organization focused on ensuring safe schools for all students.

port and clear guidance about how to ensure that all kids feel safe in school.

N.Y. Rep. Carolyn McCarthy among the 60 bipartisan cosponsors, said, "Students cannot learn and teachers cannot teach in environments that aren't safe. Schools should be sanctuaries for our children to learn and get the tools they need to succeed in life, not places where children have to worry about physical or emo-

Torment: School Climate in America, a 2005 report from GLSEN and Harris Interactive an important step toward making sure that all students are safe in school."

Added Walker: "The most important thing I've learned is that bullying is not an inevitable part of growing up. It can be prevented. And there isn't a moment to lose."



According to the American Cancer Society, African-American women have a 37% higher death rate from breast cancer than white women.

Breast cancer is the second most common cause of death among African-American women.

Early detection would help increase the survival rate among African-American women, as the earlier the cancer is detected, the more treatable it is. "Breast cancer incidence has been rising steadily in African-American women since 1989 and African-American women ages 25 to 40 have a higher incidence of breast cancer than white women in the same age group," The American Cancer Society said.

Cost and lack of health insurance are attributed as factors that prevent early detection in African-American women. Not knowing the importance of mammograms is another reason. For example, the African American Breast Cancer Alliance (AABCA) states on its website "Elderly black women may be less aware of breast cancer risk factors or delay medical

attention, which results in more advanced disease." Another cause for late detection could be that some health-care providers don't appropriately stress the importance of mammograms for early detection.

The following steps are recommended by [www.women-shealth.gov](http://www.women-shealth.gov) for all women to help detect breast cancer early:

■ **Get a mammogram.** This is the best way to discover breast cancer. A mammogram is a special X-ray picture of the breast. It can detect breast cancer that is too small for you or your doctor to feel. All women starting at age 40 should get a mammogram every one to two years. Talk to your doctor about how often you need a mammogram. If your mother or sister had breast cancer, you may need to start getting mammo-

grams earlier.

■ **Get a clinical breast exam.** This is a breast exam done by your doctor or nurse. She or he will check your breasts and underarms for any lumps, nipple discharge, or other changes. The breast exam should be part of all routine check ups.

■ **Get to know your breasts.** Perform monthly breast self-exams to check for any changes in your breasts. If you find a change, call or see your doctor right away. However, be aware that a breast self-exam and a clinical breast exam are not substitutes for the early detection powers of mammograms.

The most important thing African American women of all ages can do is to have open conversations with their physicians about breast cancer concerns

and screening options.

Physicians can help you explore your lifetime risk of breast cancer and provide screening advice based on your own risk factors.

The American Cancer Society's Cancer Resource Network offers a range of free services and information to cancer patients and survivors. Services include: financial, insurance, and prescription questions, help finding temporary lodging and transportation during treatment, cancer support groups and cancer education classes. For more information, visit [www.cancer.org](http://www.cancer.org) or call 1-800-ACS-2345 any time, day or night.

## Early detection saves lives.

It's a tragic fact that has touched thousands of lives: African American women are more likely to die from breast cancer than women of any other race.

In part, this is because breast cancer among African Americans is often diagnosed later, at a stage when it is more difficult to treat and cure.

So talk with a doctor about your risk factors and make breast self-exams, regular doctor visits, and annual mammograms after age 40 an important part of your healthy lifestyle.



MASSACHUSETTS



## Page School

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# 2009



Shown at left is Leon Brown, a student at The Roxbury Latin School. According to Peterson's Private Secondary Schools 2010, Roxbury Latin students scored a median of 2250 on the 2400 scale, believed to be the highest score of any school in the country.

## Diversity in Education

### Special Advertorial Section

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Page 19 Why an independent school?

(see page listing for the schools in the purple column to the left)



# Celebrating the power of private school

There is much debate about the success rates of diverse students at private, independent schools as well as numerous stories about the experiences of life on the campus of a private school. However, no one argues that success for diverse students can be found at private or public schools - if the students work hard and smart.

In fact, today's private schools are seeing more diverse students than ever, with some schools hosting a considerable number of international students.

Even though private schools may be facing tough economic times with requests for financial aid increasing and requests for donors increasing, they remain committed to their students and parents.

Over the years, while retention rates for diverse students may vary, diverse students have

excelled at private schools -- thus encouraging new generations to consider the experience despite the cost and the challenge of getting and staying in.

## Obama Senior Advisor Valerie Jarrett attended private school

Valerie B. Jarrett, Senior Advisor and Assistant to the President for Intergovernmental Affairs and Public Engagement, is a graduate of the Northfield Mount Hermon School.

Prior to her current position, she served as Co-Chair of the Obama-Biden Presidential Transition Team, and Senior Advisor to Obama's presidential campaign. Jarrett received her B.A. from Stanford University



Entertainer Natalie Cole attended Northfield Mount Hermon School.

in 1978 and her J.D. from the University of Michigan Law School in 1981.

Her great-grandfather was the first African-American to graduate from M.I.T., her grandfather was Robert Taylor the first black man to head the Chicago Housing Authority, and her father Dr. James Bowman was the first Black resident at St. Luke's Hospital. Her great-uncle is Democratic power broker Vernon Jordan.

Valerie Jarrett's mother Barbara Bowman, also attended Northfield, Mt. Hermon. Barbara Taylor Bowman (born October 30, 1928 in Chicago, Illinois) is an award-winning early childhood education expert/advocate, professor, and author. As co-founder of the Erikson Institute, she pioneered the teaching of early childhood education and administration.

## Deval Patrick - A Better Chance and Milton Academy graduate

Massachusetts Governor Deval Patrick came to the Commonwealth in 1970 at the age of 14. An excellent student

despite the difficult circumstances of poor and sometimes violent Chicago schools, he was awarded a scholarship to Milton Academy through the "A Better Chance" program, a Boston-based organization.

After graduating from Milton, Patrick went on to Harvard, the first in his family to attend college.



Barbara Bowman



Valerie Jarrett



Deval Patrick





## King Abdullah II of Jordan graduates from Deerfield Academy

Twenty-five years after he has graduated, King Abdullah II of Jordan, a graduate from Deerfield Academy in Massachusetts in 1980 opened a coeducational boarding school in Manja, Jordan, modeled on his alma mater. The school is called King's Academy. Founded in 1797, Deerfield is one of the most prestigious prep schools in the country. According to the school's web site, its mission is "to educate young people ... so that they become responsible, contributing citizens and fulfilled human beings."

Abdullah hopes to apply what he has learned through his experience at Deerfield to his own school in an attempt to show that we can all get along, build a younger generation who can take over the duties of their parents and have an open mind.

The 144-acre school, Kings Academy, was established in 2007 as a selective, co-educational college preparatory boarding and day school for grades 9-12. The Academy currently enrolls 398 students, on its way toward a full enrollment of 600. While the majority of its students come from Jordan, King's Academy is home to young scholars from 24 countries. The Academy's curriculum is English-language based and offers 16 Advanced Placement courses.



## Journalist Juan Williams

Juan Williams was born in Colon, Panama, near the Canal Zone, then a United States territory. His father, Roger, was a boxing trainer and his mother, Alma, a seamstress. He was raised in the Episcopal Church. When he was four years old his family—including older siblings Elena and Rogelio—moved to the Bedford-Stuyvesant neighborhood in Brooklyn, New York. He then won a scholarship to attend Oakwood School in Poughkeepsie, N.Y.



## Civil Rights leader Julian Bond

Born in Nashville, Tennessee, Bond and his family moved when he was five to Pennsylvania, when his father, Dr. Horace Mann Bond, was selected as the first African-American president of Lincoln University, his alma mater.

Bond first studied at George School, a private Quaker preparatory boarding school near Newtown, Pennsylvania.

Beginning in 1957, Bond attended Morehouse College, a historically black college in Atlanta. While there, he earned a varsity letter for swimming. He also helped found a literary magazine called The Pegasus which was founded by his friend. He worked as an intern at Time magazine.

He was also a member of the only class taught by Dr. Martin Luther King, Jr.

## Ugly Betty gets a new daughter for Wilhelmina

The character Nico, Wilhelmina's stubborn daughter, is returning to Ugly Betty, played by America's Next Top Model year three runner-up Yaya DaCosta. Ya Ya DaCosta is a graduate of Northfield Mount Hermon school.





## Northfield Mount Hermon

### James Greenwood, a leader by example

James J. Greenwood  
Director of Multicultural Education and Associate Dean of Students at the Northfield Mount Hermon (NMH) is clearly a role model for his students. He is passionate about education and diversity.

He teaches in the School's History & Social Sciences Department - teaching a course that he developed on the Civil Rights Movement. Greenwood has also served as the house director for forty 9th grade boys, 9th Grade Class Advisor, and advisor to several campus clubs and organizations.

According to Greenwood, "Diversity at NMH, a co-educational boarding high school, is more than just skin deep. Since its founding in 1879, the



*Shown is James Greenwood (right) with a student.*

school has taken great pride in its unique history of inclusivity and its genuine commitment to equity and social justice. NMH's earliest graduating classes included Native American, African American, and Asian students— unheard of in institutions of our kind at the time—and we have maintained an extraordinarily diverse student body over the decades.

"More than just a "diverse" community, we are truly a multicultural one. NMH welcomes students from a variety of backgrounds: Our students come from 30 states and 25 countries,

from Minnesota to Moldova. Students of color, both domestic and international, make up almost one-third of our student body.

"Here, diversity is considered a strength—deeply embedded in the culture of the institution. Our emphasis on multiculturalism and commitment to equity are not only important, but also distinguishing.

"As director of multicultural education, my role is to aid our faculty in examining not only what they teach but also how they teach, and to help ensure that all our students learn about others, while still seeing themselves reflected in the school's curriculum."

Originally from Cleveland, Ohio, Greenwood has had a life-long passion for working in

both public and private education. A product of the Cleveland Public School system, Greenwood spends his summers working with both students and teachers from Cleveland Public Schools on professional development.

Greenwood received his Bachelor of Arts degree in American Studies from Kenyon College in Gambier, OH and his Master of Arts in Teaching degree from Brown University in Providence, Rhode Island. He is currently pursuing his Master of Education degree from The Klingenstein Center for Independent School Education, a part of Columbia University's Teachers College in New York. Active throughout his career in diversity work.





# NMH Northfield Mount Hermon

One Lamplighter Way  
Mount Hermon, MA 01354  
413-498-3227  
admission@nmhschool.org

[nmhschool.org/nmhbook](http://nmhschool.org/nmhbook)

## EFFECTIVE AND INTELLIGENT

More than 600 students, from all over the world, attend NMH. They are empowered by an education that engages and challenges the intellect, compassion, and individual talents of every student.

- Grades 9–12 and postgraduate year
- AP courses in all disciplines
- Exemplary advising system
- More than 60 interscholastic sports teams; facilities include two turf fields
- New 63,000-square-foot arts center
- Diversity summits and multicultural education
- Open houses November 14 and December 12



## Invest in your child's future at The MacDuffie School



"MacDuffie has been a great experience for both of my children. The MacDuffie environment, created by both students and faculty, fosters students' acceptance of each other and builds such a sense of community for students from grades 6-12. Students are well prepared academically and emotionally for the years ahead."

Dr. Wandana Joshi, Medical Director of Perioperative Services at Holyoke Medical Center. Son, Neelesh '10, on science field trip to DNA lab at UMass Medical Center in Worcester.



## Open House

Sunday November 8 at 1:00 p.m.

Tour the campus, Meet faculty, current students and their families.

[www.macduffie.org](http://www.macduffie.org) One Ames Hill Drive, Springfield, MA 01105  
Contact admissions for more information. [admissions@macduffie.org](mailto:admissions@macduffie.org) 413-734-4971





## Kathryn Gibson, a Leader by Example at The MacDuffie School

Kathryn Gibson, Head of School, is a true leader by example at MacDuffie. Gibson directs this almost 120-year-old private school which sits in the heart of downtown Springfield in Western Massachusetts.

In her 11 years at the school, she has brought new insights to its spirit of tradition. She has also guided the school by maintaining its traditional basics and being open to change in a more diverse world.

The school, established in 1890 as a school for girls, has served a coed student base since 1990 and today enjoys an international student body.

With Gibson's leadership, the school has focused on excellence -- from its successful math team and arts programs to its leading language and science programs.

Gibson says, "Our mission is to instill in our students intellectual habits of mind, respect for diversity, and high ethical standards through every aspect of school life -- from classroom learning and a variety of extracurricular activities and athletic offerings to the School's cherished traditions."

MacDuffie, a small co-educational school for grades 6 - 12, is truly a setting where students and faculty thrive. The school's rich liberal arts and multicultural curriculum enables students to grow to their fullest potential as global thinkers and leaders.

*(continued on next page)*





Shown above are MacDuffie students in 1969

Through courses, students internalize and master increasingly complex skills and subject matter.

### Student success

MacDuffie students come from 22 towns in Massachusetts, five town in Connecticut and 14 countries worldwide.

"Our students of all backgrounds are prepared to excel in this environment," says Gibson. "They come from diverse social and economic backgrounds, and their involvement on this campus helps to make MacDuffie an exciting environment in which to learn and



Shown above are MacDuffie students grow as well as positively influencing others.

"I am really proud of our faculty and students," says Gibson, who notes that The MacDuffie School students have attended schools such as Harvard University, Smith College, Mount Holyoke College, New York University, Amherst College, Fairfield University, American International College, Springfield College and Western New England College.

MacDuffie is often cited for having the best academic pro-

gram in the city of Springfield. Also, the school gives financial aid to over 50% of its students and encourages students in need to apply for scholarships and financial aid.

Together, the students work collectively on class and community projects. In addition, parents are active and make important contributions to student life on campus.

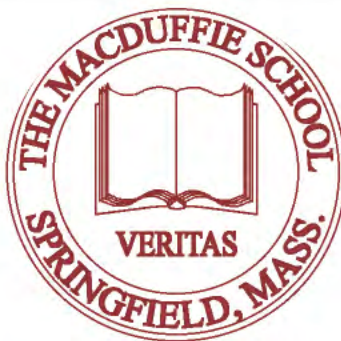
"We work collectively with parents and faculty to prepare our students to be successful in college and beyond," says Gibson. "We get to really know

our students, including their goals and dreams."

### Diversity

The school also encourages an appreciation for diversity -- from academics to global communities. From the literature they read, to the students they meet on a daily basis, diversity is a part of campus life.

"We live in a diverse world," says Gibson. "We want our student body to mirror the community and world."



Congratulations to The MacDuffie School's Kathryn Gibson, a "Leader by Example"





# Applying to Private Schools

Source: Peterson's Guide

Since 1966, Peterson's has helped to connect individuals, educational institutions, and corporations through its critically acclaimed books, Web sites, online products, and admissions services.

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Much like the college application process, applying to a private school is a process that takes research, time, and paperwork. It's a rare school that only requires you to show up and fill out enrollment papers. Private schools are unique and generally competitive, so expect to get started early and be required to meet a series of deadlines and paperwork requirements.

## Making a list

The first thing on deck is finding the school that you want your child to attend.

Depending on where you live, there may be a lot to choose from in the surrounding area, or there may be very few. Of course, if you're considering a boarding school, the number of schools available nearby may be a moot point altogether.

If you don't already know which ones you want to look into, the best way to get started researching schools is via the Internet. You can search for schools by location, academics, size, type, and specialty areas. In areas where private schools (particularly day schools) are in abundance, you may be able to get leads and "insider" information via word of mouth from other students and their parents, local agencies, and your child's current school counselor.

## Checking it twice

Once you've gathered initial information, determine which schools merit a second look based on what you want in a school. From there, it's a process of visiting Web sites, requesting written materials, calling admission officers, and scheduling campus tours. After



you've done all your research and considered price tags, location, and your needs versus your child's, it's time to apply. If you have the option of doing so, apply to more than one school that interests you.

## Testing 1, 2, 3

Many schools will require admission testing, usually in the form of the SSAT or ISEE, but other tests may be required depending on the school. For instance, New York City has a special test for its Specialized High Schools, and Catholic schools have entrance exams that may differ depending on where the schools are located. Regardless of what tests are required, get on them quickly, as most of them are given only once or twice a year. Your child's scores can be released to the schools of your choice, but if your child misses the test altogether, you may need to wait another year before you can start applying again.

## Fill in the blanks

Every school will have its own application requirements, but many of them will probably be quite similar. To help simplify things, some schools belonging to the Association of Boarding Schools (TABS) accept a standard application form that can be sent to more than one

school. Aptly dubbed the "Admission Application Form," a copy can be downloaded online, filled out, copied, and sent out to each of your selected schools. There is a portion for parents to fill out, as well as a portion for students, and several different forms for letters of recommendation from various teachers and school administrators.

Not every school accepts this form, and some that do only accept some of the forms rather than all of them. You'll need to check the TABS list of schools that accept the Admission Application Form and then verify with each school which portions of the application they want, as well as what other materials you need to send in. Many will require things such as transcripts, essays, and a student resume.

This common form is unique to schools that belong to TABS. There are many other schools belonging to organizations such as the National Association of Independent Schools (NAIS) or the National Independent Private Schools Association (NIPSA), and most of them will have their own forms for you to fill out. Most schools will request similar items to those requested by TABS schools.

## Wrapping it up

After getting all your paperwork turned in and meeting all your deadlines, it's a matter of waiting to find out which schools have accepted you.

Once you hear back you need to let the schools know if you'll take them up on their enrollment offer so that if you decide to pass on it, they can make an offer to another student who may be anxiously waiting to hear from them. Take the time to make the decision carefully, but don't wait until the last minute to let a school know that you won't be attending.

When you hear back about your acceptance depends on the schools themselves as some have an application window each winter for the following school year, and others have rolling admissions and accept students all year long. Make sure you know what to expect and time your applications properly for enrollment timelines.

## Get rollin'

Once you're in, you'll find yourself part of a whole new community and you may have the opportunity to participate in social activities or "preview" weekends prior to school starting so you can meet some of your peers and their families, as well as teachers and other school officials.

These are great opportunities to start forming relationships with people who are sure to influence not only a great educational experience, but some terrific memories and friendships that will be with you for a long time to come.



# Why An Independent School?

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**Small Classes  
Commitment to Diversity**

**Sense of Community  
Afternoon Programs/Sports**

**Dedicated Teachers/  
Individual Attention**

**High Academic Standards/  
Creative Arts Programs**

*A group of Greater Boston independent schools invites you to attend Open House Programs*

SCHOOL NAME	CITY/TOWN	AGES AND GRADES	OPEN HOUSE DATE(S)/TIME(S)	PHONES	WEB ADDRESS
•The Sage School	Foxboro	4-14 years (PreK-8)	Thurs., October 1, 9-10:30 am & Sun., Nov. 1-1-3pm	508-543-9619	sageschool.org
•The Rashi School	Newton	5-14 years (K-8)	Mon., October 5- 9:30-11am Sun., Dec., 6-1-3pm	617-969-4444	rashi.org
•Learning Project Elementary School	Boston	5-12 years (K-6)	Tue., October 6- 4-6 pm & Sat., October 17-11:00-2 pm	617-266-8427	learningproject.org
•Inly School	Scituate	18mo-14 years (Todd.-8)	Wed., October 7- 9-10 am & Thurs., Oct. 8- 5:30-7 pm	781-545-5544	inlyschool.org
•The Advent School	Boston	4-12 years (PreK-6)	Wed., Oct. 14- 9-11 am & Sun., Nov., 15-2-4 pm	617-742-0520	adventschool.org
•Beaver Country Day School	Chestnut Hill	11-18 years (6-12)	Thurs., October 15 & Mon., November 11-8:15-9:45 am	617-738-2725	bcdschool.org
•Atrium School	Watertown	4-12 years (PreK-6)	Fri., October 16-9-10:30 & Sun., October 18- 2-3:30	617-923-4156	atrium.org
•Boston Trinity Academy	Boston	11-18 years (6-12)	Sat., October 17-11:00-1 pm & Tue. Nov. 17- 6-8 pm	617-364-3700	bostontrinity.org
•Delphi Academy	Milton	2.9-13 years (PreK-8)	Sat., October 17-10-12 pm, & Sun., Nov., 15- 1-3 pm	617-333-9610	delphiboston.org
•International School of Boston	Cambridge	3 to 18 yrs (PreK-12)	Sat., Oct. 17- 9-1pm (PK & K) & Sat., Nov., 21- 10-1(1-12)	617-499-1459	isbos.org
•Noble and Greenough School	Dedham	11-18 years (7-12)	Sat., October 17- 9-12 pm & Tue., Dec., 8- 6:30-9 pm	781-329-0850	nobles.edu
•Commonwealth School	Boston	13-18 years (9-12)	Sun., October 18- 3-5 pm & Tue., Dec., 1- 7-9 pm	617-266-7525	commschool.org
•Dana Hall School	Wellesley	11-18 years (girls 6-12)	Sun., October 18- 1-3 pm	781-235-3010	danahall.org
•The Newman School	Boston	13-19 years (9-12)	Sun., October 18- 2-5 pm	617-267-4530	newmanboston.org
•Montrose School	Medfield	12-18 years (girls 6-12)	Sun., October 18-2-4 pm & Thurs., Nov. 5- 7-9 pm	508-359-2423	montroseschool.org
•Dedham Country Day School	Dedham	4-14 years (PreK-8)	Tue., Oct. 20- 8-9 am & Mon., Nov., 2- 5:30-7:30 pm	781-329-0850	dedhamcountryday.org
•Kingsley Montessori School	Boston	2-12 years (PreK-6)	Wed, Oct., 21-9-11am & Sun., Nov., 15- 2-4 pm	617-226-4931	kingsley.org
•Roxbury Latin School	West Roxbury	12-18 years (boys 7-12)	Thu., Oct. 22, 6:30-8:30pm, & Sun., Nov. 8-12:30-2:30 pm	617-325-4920	roxburylatin.org
•Newton Montessori School	Newton	15mo-12 years (Todd.-6)	Fri., October 23- 9:30-11 am & Sun., Nov. 15- 12-2 pm	617-969-4488	newtonmontessori.org
•BB&N Middle and Upper School	Cambridge	12-18 years (7-12)	Sat., October 24- 9-12 pm	617-800-2136	bbns.org
•BB&N Lower School	Cambridge	4-12 years (PreK-6)	Sat, October 24- 1-30-4:00 pm	617-800-2471	bbns.org
•Thayer Academy-Upper School	Braintree	13-18 years (9-12)	Sat., October 24- 12:00-2 pm	781-664-2221	thayer.org
•Brimmer and May School	Chestnut Hill	4-18 years (PreK-12)	Sun., Oct., 25 (pre-k-5) 2-4 pm & Sun., Nov., 1 (Gr. 6-12) 1-4 pm	617-738-8695	brimmerandmay.org
•Cambridge Montessori School	Cambridge	24 mos. to 15 yrs (T-9)	Sun., October 25- 1-3 pm	617-492-3410	cambridgemontessori.org
•Chapel Hill-Chauncy Hall School	Waltham	14-18 years (9-PG)	Sun., October 25 & Sun., November 8-1pm	781-314-0800	chch.org
•Charles River School	Dover	4-14 years (PreK-8)	Sun., October 25 & Sun., November 15- 2-4 pm	508-785-8213	charlesriverschool.org
•The Eliot Montessori School	South Natick	5-14 years (K-8)	Sun., October 25, 1-3 pm & Mon., Nov. 9- 9-11 am	508-655-7333	eliotmontessori.org
•Fay School	Southborough	4-15 years (PreK-9)	Sun., October 25- 1-4 pm & Thurs., Nov. 17-10:30-12:00 pm	508-490-8201	fayschool.org
•The Fenn School	Concord	9-15 yrs (boys 4-9)	Sun., October 25 & Sun., November 15- 2-4:00 pm	978-369-5800	fenn.org
•Lesley Ellis School	Arlington	2.9-11 years (Pre-5)	Sun., October 25- 12-2 pm & Sat., November 14- 10-12pm	781-641-1346	lesleyellis.org
•Meadowbrook School	Weston	4-14 years (JrK-8)	Sun., Oct. 25- 1-3 pm & Tue., Dec. 8- 9-10:30 am	781-894-1193	meadowbrook-ma.org
•Shady Hill School-Lower School	Cambridge	4-10 years (PreK-4)	Sun., October 25- 2-4 pm	617-520-5200	shs.org
•Shady Hill-Middle School	Cambridge	11-14 years (5-8)	Wed., November 18- 7 pm	617-520-5200	shs.org
•The Waldorf School	Lexington	2.5-14 years (PreK-8)	Sun., October 25-1-4 pm & Sat., Jan., 23-10-12 pm	781-863-1062	thewaldorfschool.org
•Waldorf High School of Mass Bay	Belmont	14-18 years (9-12)	Sun., October 25- 1-4pm	617-489-6600	waldorfhighschool.org
•Meridian Academy	Brookline	11-18 years (6-12)	Wed., October 28 & Wed., November 18- 7:00 pm	617-277-1118	meridianacademy.org
•St. Sebastian's School	Needham	12-18 years (boys 7-12)	Thurs., October 29- 5:30-7:30 pm	781-449-5200	stsebastiansschool.org
•The Rivers School	Weston	11-18 years (6-12)	Sat., October 31- 9:00-12 pm	781-235-9300	rivers.org
•Thayer Academy-Middle School	Braintree	11-14 years (6-8)	Sat., October 31-1-3 pm	781-664-2221	thayer.org
•Belmont Day School	Belmont	4-14 years (PreK-8)	Sun, November 1- 1-4 pm & Wed., Nov., 18- 9-11am	617-484-3078	belmontday.org
•Boston University Academy	Boston	13-18 years (9-12)	Sun., November 1 & Sun., December 6-1-3 pm	617-353-9000	buacademy.org
•The Cambridge School of Weston	Weston	14-18 years (9-12)	Sun., November 1-1-4 pm	781-642-8650	csw.org
•The Chestnut Hill School	Chestnut Hill	3-12 years (Beginners-6)	Sun., November 1-1-3 pm	617-566-4394	tchs.org
•Fayerweather Street School	Cambridge	4-14 years (PreK-8)	Sun., November 1-1:30-4 pm	617-876-4746	fayerweather.org
•Milton Academy K-8 Division	Milton	5-14 years (K-8)	Sun., November 1-1-3 pm	617-898-2509	milton.edu
•Newton Country Day School	Newton	10-18 years (girls 5-12)	Sun., November 1-1-3 pm	617-244-4246	newtoncountryday.org
•The Park School	Brookline	4-15 years (PreK-9)	Sun., November 1-12-3 pm	617-277-2456	parkschool.org
•Cambridge Friends School	Cambridge	4-14 years (PreK-8)	Sat., November 7- 1-3 pm	617-354-3880	cfsmass.org
•Carroll School	Lincoln	6-14 years (1-8)	Sun., November 8 & Sun., January 31- 1-3 pm	781-259-8342	carrollschool.org
•The Fessenden School	West Newton	5-15 years (boys K-9)	Sun., November 8 & Sun., December 13-1-3 pm	617-630-2300	fessenden.org
•Lexington Montessori School	Lexington	21 mos-14 yrs (Todd-8)	Sun., November 8- 1:00-4:00 pm	781-862-8571	lexmontessori.org
•Tenacre Country Day School	Wellesley	4-12 years (PreK-6)	Sun., Nov., 8- 2-4 pm & Thurs., Jan., 7- 8:15-9:30 am	781-235-2282	tenacrecds.org
•Nashoba Brooks School	Concord	3-14 years (PreK-8)	Sun., November 9-1-3 pm, Thurs. Jan., 14- 6:30 p.m.	978-369-4591	nashobabrooks.org
•The Winsor School	Boston	10-18 years (girls 5-12)	Fri., November 13- 8:30-12 pm	617-735-9503	winsor.edu
•Derby Academy	Hingham	4-14 years (PreK-8)	Sun., Nov., 15- 2 pm & Tue., Nov., 17- 9 am	781-749-0746	derbyacademy.org
•Jackson School	Newton	5-12 years (K-6)	Wed., Nov., 18 & Wed., March 31- 9-11 am	617-202-9772	jacksonwalthamparkschools.org
•Adams Montessori School	Quincy	2.9-12 years	Sun., December 6 & Sun., February 28-1-3 pm	617-773-8200	msoq.org

*The schools listed above do not discriminate on the basis of race, religion, national origin, disabilities or family composition in their admissions, financial aid, or in the administration of their educational policies.*

CALL LISTED NUMBERS OR VISIT WEB SITES FOR MORE INFORMATION AND DIRECTIONS.



# Shady Hill School

## Becoming a Part of the Shady Hill School community --- Nadine Poindexter Riggs

Why Shady Hill? When considering schools for my daughter, Shady Hill happened to be the last school on my list to visit. I was mentally drained and exhausted with the whole independent school visiting and interviewing process. My appointment to visit was scheduled on a cold day, mixed with rain and snow, and I was contemplating whether or not to go-but I felt guilty, so I went.

Within 15 minutes of beginning the tour, I couldn't believe that I almost hadn't come. Despite the weather, one could see how beautiful and spacious the campus was-ideal for children to run, laugh, and play and with designated play areas for the younger grades. What I remember most about that day five years ago was that I saw large, bright, and colorful classrooms with walls covered in children's artwork.

In the 4-year-old classrooms, children were engaged and playing in several areas. In a third grade classroom, teachers and students were absorbed in a fascinating discussion about whales. In the science building, students were building LEGO robots. The library, sunny and warm, was sprinkled with a dozen three-foot high paper mache animals that were made by kindergartners and displayed for all to see. I also remember how kindly the teachers spoke to the children and to each other in the classroom and out on campus. By the end of the tour I felt as though I had discovered a hid-

den treasure.

My daughter, Montanna, could have attended other independent schools, but after going through the admission process at several schools, I felt Shady Hill's philosophy of wanting children to be happy and active learners paralleled my own vision of what schooling should be.

At Shady Hill, Montanna has been challenged, yet nurtured, and taught, yet encouraged to take a major role in her own learning. Equally important, Montanna has been truly happy as a student there. Shady Hill has been a wonderful place for my daughter to learn and grow.

But little did I know when my daughter started at Shady Hill that the school would also become a place for me to learn and grow. Influenced by my mother who has been an educator for almost 40 years, I always thought I would like to become a teacher. Knowing that my daughter had a student teacher in her class at Shady Hill, I decided to look into the school's Teacher Training Course (TTC).

The TTC is a one-year, graduate-level program, in which "apprentice" teachers, working with classroom teachers, receive a hands-on classroom teaching experience. In conjunction with being apprentice teachers during the day, members of the TTC attend Lesley University or Tufts University in the evenings and weekends to take additional



*Nadine Poindexter Riggs, a 1st grade teacher at Shady Hill School, with her daughter Montanna, a third grader at the school.*

graduate courses. Apprentices graduate with a master's degree in education and are certified by Shady Hill.

My apprentice year was challenging, exhilarating, exhausting, and rewarding. My studies at Shady Hill and at Lesley helped me prepare for the Massachusetts Teacher Certification exams.

While it was an extraordinarily difficult time for me, it was also a time when Shady Hill School exemplified community. My fellow Shady Hill parents helped to care for Montanna when I needed to work on school projects (those playdates were a life saver); teachers welcomed me into their classrooms as an apprentice and helped me learn the teaching profession; and others

in the community counseled and encouraged me when I had doubts.

Now, five years after joining Shady Hill as a parent, I am in my third year as a teacher there. I love it! My view of Shady Hill has not changed from my first visit to the school: I still see it as a hidden treasure where childhood is celebrated and children become active learners. Standing where I am now, having experienced Shady Hill in three different ways, I have no regrets and would gladly make the same decisions and choices again. Shady Hill's community of children, parents, teachers, and administrators has been an important and welcoming one for my family.





# SHADY HILL SCHOOL

**A coeducational independent elementary  
& middle school**

We offer a rigorous and dynamic curriculum of integrated, in-depth study; experiential, project-based, collaborative learning; and an inclusive community that values multiple perspectives.

**Please join us at one of our Open Houses**

**Lower School (PreK-Grade 4)  
Sunday, October 25, 2:00 PM**

**Middle School (Grades 5-8)  
Wednesday, November 18, 7:00 PM**

**For more information, contact the  
Admission Office at 617-520-5200.**

Financial aid, transportation,  
and Afterschool programs available

**178 Coolidge Hill • Cambridge, MA 02138  
www.shs.org**

# The Pike School

A coed independent school enrolling 440 students for Pre-Kindergarten to Grade 9

**Admission Open House  
Sunday**

**November 8, 2009**

**1:00 p.m.–3:00 p.m.**

(Grades 6–9 Open House Tuesday,  
December 8, 9:00 a.m.–11:30 a.m.)

We believe that by recognizing, respecting, sharing, and appreciating our similarities and differences, we grow and flourish.

- **Small class size**
- **Challenging curriculum**
- **Vigorous athletic programs**
- **Commitment to the arts**
- **Financial assistance available**



34 Sunset Rock Road • Andover, MA 01810  
978-475-1197 • [www.pikeschool.org](http://www.pikeschool.org)

**PIKE**  
1926



## THAYER ACADEMY

745 WASHINGTON STREET, BRAINTREE, MA 02184



BELONG. REACH. ACHIEVE.

<p><b>UPPER SCHOOL OPEN HOUSE</b></p> <p style="font-size: small;">GRADES 9-12 SATURDAY, OCTOBER 24 12:00 - 2:00 PM</p>	<p><b>MIDDLE SCHOOL OPEN HOUSE</b></p> <p style="font-size: small;">GRADES 6-8 SATURDAY, OCTOBER 31 1:00 - 3:00 PM</p>
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A highly rigorous academic curriculum

Small classes, personal attention  
(a 6:1 student:faculty ratio)

A wide variety of performing  
& fine arts opportunities

A broad and successful athletic program

A strong commitment to financial aid



## Kevin Collins, an inspiration to all

A new scholarship honoring Milton Academy's beloved Frank Millet was awarded at Convocation 2009 to Kevin Collins, a student who holds great promise as a leader.

According to the school, the definition of the Millet Scholar befits the role that Mr. Millet has played in the Milton community for 67 years. The Millet Scholar demonstrates high moral integrity, is supportive of classmates, and has established meaningful relationships with peers and faculty.

During the announcement, Kevin received a standing ovation from his classmates.

"Kevin's teachers have remarked on his openness to the world," said Head of School Todd Bland. "Imagining a student who has lived his Milton life with more integrity, heart and gusto than this boy would

be difficult. He has made his presence felt in many areas, and has never shied from trying new things—from sports and acting and student government, through singing and co-heading the Spanish Club. While Kevin's list of activities is impressive, we feel the force of his character most strongly in some of his quieter contributions: serving, mentoring, supporting, being a good friend. With great pleasure we award the Millet Scholarship to a student whom one teacher called, 'such a true-to-himself person.'"

Collins, from Brooklyn, New York, entered Milton as a Freshman thanks to the A Better Chance (ABC) program which recruits inner city students to attend private schools.

Today, as a senior at the school, Collins has adjusted well to the rigorous life of a

Milton student.

Collins says, "When I first came, it was difficult. I was at one of New York's best schools, but it still didn't compare to Milton. I went from living with my family in Brooklyn to living with 40 boys in Milton, Massachusetts. At first, I wasn't into it, but now, I like it.

"Also, at first, my As slipped to Cs and I had to work harder to get the grades others received."

He adds, "The bottom line is that the opportunities here are great and I have even been able to try so many things. Before I came here, I had never heard of Squash or Lacrosse.

Collins also notes that when various issues, some involving racism, emerged on campus, there were channels to address the issues. "I have really enjoyed the meetings, held



Kevin Collins

every two weeks, for African Americans and other interested students get together to talk about life on campus. Collins' brother graduated from Milton in 1996 and now he will graduate in 2010. His Grenada-born parents are very proud of his success.

"I was also excited to learn about Gov. Deval Patrick, a Milton graduate and ABC program alum. He is an inspiration to us all."



# LIVES

# DREAMS

# SURPRISES

Milton faculty devote their lives to young people—in classrooms, on stages and on athletic fields—helping them to develop their best selves.

Diverse and talented individuals, Milton faculty love teaching and the dynamics of learning, fueling extraordinary growth in their students.

Students thank faculty for helping them understand possibility, challenge, creativity, passion and responsibility.

Whether it's making friends who get excited about ideas, or performing in a play, or getting to know someone whose family is different from your own, Milton helps young people meet their own high expectations.

For students who are talented and curious, caring and funny, motivated and excited about learning—Milton is a dream fulfilled.

In our School, intellectual vitality builds upon itself, and a culture of achievement, creativity and care brings more of the same.

Milton's culture encourages students to take the risks that result in personal surprises—extraordinary growth in courage, skill, understanding and grace.

*Milton Academy is an independent college preparatory K-12 school, boarding and day in grades 9-12, located eight miles south of Boston.*



# MILTON ACADEMY

170 Centre Street • Milton, Massachusetts 02186 • 617-898-2227 • [www.milton.edu](http://www.milton.edu)



# Buckingham, Browne & Nichols School

## Independent schools offer choices and opportunities

By: Sharon Mathieu  
Buckingham,  
Browne and  
Nichols  
School, 6th  
Grade History  
Teacher



I have been teaching in the independent school sector for 10 years. As I have journeyed through two independent schools, it is evident that independent schools have much to offer in the way of an expanded education.

Expanded education gives students the opportunity to really play an active role in their learning not just within the four walls of the classroom, but to take their knowledge beyond the classroom. There are many benefits to an independent school education. I will focus on the benefits that I have witnessed as a middle school teacher in independent school settings.

Students are responsible for helping to develop a positive experience for themselves in school. Students are given the opportunity to take ownership for their learning. Independent schools allow students to really discover who they are as learners and as citizens within a community.

As learners, the students are encouraged to be their own advocate. They are trained to seek assistance of teachers early on in their independent school journey. Students are given a voice and it is wonderful to see that by the time the year ends that students are very comfortable advocating for themselves and articulating their interests and needs as a student and a citizen in the community.

The students also benefit from the community aspect of independent schools. Independent school communities give students a strong sense of pride and loyalty to the school and the community. One of the major benefits will continue beyond graduating from the school. Many independent schools have alumni mentoring programs that connect older alumni with new graduates. The relationships created will develop into opportunities for future endeavors.

In an independent school it is wonderful, as a teacher, to have the opportunity to have time to be accessible for students. It becomes a close classroom environment because of the small class sizes. It makes it easier for the student to be heard, to listen more closely to others and for the teacher to move a bit quicker and to get through more material.

Having small and structured environment provides for a more challenging and rewarding academic environment. Independent schools stress the importance of balancing academic and extra curricular activities, such as sports, performing arts, and the arts.

It is great for students to have the opportunity to choose from different extra curricular activities, so that their talents are displayed inside and outside of the classroom. Extra curricular activities offer students a safe place to explore different options outside of the classroom. It allows them to shine in their areas of choice and interests.

It is essential that as families are choosing an independent school that home and school work as partners. It is crucial

that parents remain highly active participants in the education of their children.

Families make independent school functional and unique. Each family has something to offer and the schools welcome new ideas and fresh perspectives from families. When deciding to enroll a child into an independent school setting, families become a part of a network of families with similar goals.

As a parent in private schools it is vital for your child's education for parents to be involved in every aspect of their child's educational experience, from the classroom to a wide variety of school activities. Parents have ample opportunity to meet with other parents to stay connected with each other and discuss the different aspects of their children's education.

The relationships allow parents to learn from each other and be a support system for one another.

From personal experience, Independent schools have made great strides with diversity. It has become evident that students learn best from being exposed to different perspectives. Every student brings something unique to the classroom.

Students are able to share personal stories within their lives, which will allow all students to hear from others different than themselves. Diversity is an aspect of independent school that is essential to the schools moving toward a more global view of the world. Independent schools have made part of their mission to be proactive about admitting students of color and different cultures to give all students a

broader sense of the "real" world.

Independent schools have made great strides in obtaining highly qualified teachers of color, so that there is a representation of the realities outside of the school environment. The schools that I have taught in have embraced diversity and recognized the importance and value of different cultures and ethnicities. There are many clubs and affinity groups available for students of color and other cultures to participate in as they take the journey through independent schools.

When thinking of applying you and your child to independent schools it is important to know that the advantages mentioned are essential once you have been admitted, but choice and opportunity are of great importance to applying.

As a family you have the opportunity to select a school that may have very different educational styles and distinctions that are suitable for your child. Every independent school has a distinct personality, so it becomes important to do research on the school through the internet, school websites and personal testimonies.

Finally, it is important to choose a school that shares your personal values, so that you can be sure that school is an extension of home. It is important to choose a school that will help your child achieve the success and opportunity, but more important that your child is in a safe, healthy and comfortable environment, that will make them feel successful and confident members of that school's community and beyond.



## Roxbury Preparatory Charter School

*Preparing students for college and beyond*



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- ...to be **supported** through high school and college?

Roxbury Prep Charter School is a rigorous and strict **FREE** and **PUBLIC** middle school that accepts students via **LOTTERY**.

If you have a child who is in 5th grade and are interested in learning more about Roxbury Prep, come to one of the following information sessions:

**Wednesday, November 18th at 6:30**

**Saturday, December 5th at 10:00**

**Thursday, January 7th at 6:30**

Check our website for additional information sessions.  
All sessions held at Roxbury Prep

Shuttle service from Jackson Square T by reservation and child care available upon request.

120 Fisher Ave, 3rd Floor Roxbury, MA  
(617) 566-2361  
[office@roxburyprep.org](mailto:office@roxburyprep.org)  
[www.roxburyprep.org](http://www.roxburyprep.org)

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## Roxbury Prep



### Roxbury Prep: A middle school on its way to college

It's Friday afternoon, and the entire school is gathered together for Community Meeting. The student host asks the audience to state the mission of the school. In unison, the students and staff shout, "To enter, succeed in, and graduate from college!" Roxbury Prep is a public charter school serving grades 6-8. Learn more at [www.roxburyprep.org](http://www.roxburyprep.org).



**Buckingham Browne & Nichols School**

Build a Foundation for Life



### Admission Open House

Saturday, October 24, 2009

Middle and Upper School: 9 a.m. to Noon

BB&N Upper School Campus,

80 Gerry's Landing Road, Cambridge

Lower School: 1:30 p.m. to 4 p.m.10

Buckingham Street, Cambridge

- Tour the campus & visit classrooms
- Meet current students, parents, faculty & administrators
- Attend informational sessions on academics, arts, athletics, student life & financial aid



For more information, call 617-547-6100 or visit [www.bbns.org](http://www.bbns.org)



# Winsor School

## SISTERS and Mentors at the Winsor School



"Winsor is a place where everyone feels welcome," reflects Julian Braxton, director of community and multicultural affairs at the Winsor School in Boston. "It is a place where every girl can live out her possibility."

For years, the name "Mentoring" was synonymous with the ideals of welcome and support for girls from diverse backgrounds at Winsor, a leading independent school for academically promising girls in grades 5-12.

At one girl's suggestion, the Mentoring program took on a new name last year, SISTERS, short for Sharing Individual Stories Through Everyone's RootS. "The name embodies the spirit and the breadth of what we believe," reflects Mr. Braxton.

SISTERS provides a valued support system for girls of African-American, Afro-Caribbean, Cape Verdean, and Latina descent. "One of the things we teach girls is how important it is to actively and positively define yourself," Mr. Braxton explains.

The Big Sister Program, a key part of SISTERS, kicks off each fall at an Inspiration Evening where older girls are matched as mentors to younger girls.

At one year-end SISTERS celebration, Tanya Lindsay '03 returned to speak. President of her Winsor class, Tanya went on to become president of the Black Students' Organization at Columbia. "It is in this community I learned to speak up and speak out," she said. "I learned to be confident in myself and what I can bring to the table in any setting. I implore you to take that lesson with you."

Winsor's lessons-and friendships-stay with girls for their lifetimes. The college choices of Winsor graduates reflect the strength of the school and its students. In the last five years, the colleges attracting the largest number of Winsor alumnae were Harvard, Brown, BC, Columbia, MIT, Amherst, George Washington, and Yale. While college is in girls' immediate futures, Winsor truly prepares them for life.

"We're excited to share why Winsor is such a special place," says Pamela Parks McLaurin, director of admission and financial aid and a Winsor graduate herself.

To learn more, please call the Admission Office at 617 735-9503 or visit [www.winsor.edu](http://www.winsor.edu).



# Winsor will open her eyes.

This November we'll open our classrooms as well. Join us and explore all that Winsor means to academically motivated and promising girls in grades 5-12.

Visit live classes.  
Take a tour. Browse departmental displays.  
Meet and talk with teachers and parents.

Parking is available. No RSVP is necessary. To learn more, call 617 735-9503.

**THE WINSOR SCHOOL**  
**ADMISSION**  
**OPEN HOUSE**

**FRIDAY,**  
**NOVEMBER 13, 2009**  
**8:30 A.M.-NOON**

THE WINSOR SCHOOL PILGRIM ROAD BOSTON, MA 02215

[www.winsor.edu](http://www.winsor.edu)



# Dana Hall School



## Dana Hall Focuses on Green Issues

Dana Hall School has formed a Sustainability Committee to consider environmental concerns at the School. The group of students and faculty, known as the Green Team, has amassed an impressive list of accomplishments in the areas of recycling, waste removal, and water and energy usage. Evidence of their success can be seen in the school's Dining Center, which no longer uses trays. Green Team members calculated how much food was thrown out and dishwashing water usage, both with and without trays. Going trayless reduces food waste by 40% and saves 130 gallons of water every lunch period. The trayless initiative demonstrates Dana Hall's commitment to its community and our planet.

*Shaping creative, capable, and courageous young women*

## Dana Hall School



Dedicated to preparing young women for the opportunities they will face as adults and world citizens, Dana Hall is an independent boarding and day school for girls in grades 6-12.

Please visit our campus during Open House  
Sunday, October 18 1-3 p.m.

visit [www.danahall.org](http://www.danahall.org)  
or contact the Admission Office  
(781) 235-3010 x2531  
[admission@danahall.org](mailto:admission@danahall.org)



**Nobles**  
[www.nobles.edu](http://www.nobles.edu)

**OPEN HOUSES**  
**Saturday, October 17, 2009**  
9:00 a.m. – 12:00 p.m.  
**Tuesday, December 8, 2009**  
6:30 p.m. – 9:00 p.m.



Noble and Greenough School invites you to attend an Admission Open House for prospective students and their families.

rsvp preferred but not required:  
[admission@nobles.edu](mailto:admission@nobles.edu)

• High Academic Standards • Innovative Teachers • A commitment to diversity  
Strong programs in the arts, athletics and community service.

coeducational • grades 7-12 • day and five-day boarding

Noble and Greenough School is a rigorous academic community  
dedicated to inspiring leadership for the public good.



Noble and Greenough School  
10 Campus Drive  
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[admission@nobles.edu](mailto:admission@nobles.edu) • [www.nobles.edu](http://www.nobles.edu)  
781-320-7100



# Roxbury Latin School

## Leon Brown at Roxbury Latin School

John Eliot, after whom the Eliot Church in Roxbury is named and who preached for many years at the First Church in the square that bears his name, founded The Roxbury Latin School in 1645 "to fit [students] for public service both in church and commonwealth in succeeding ages."

He believed that, whatever a man's profession, the thrust of that man's life should be "public service." He hoped to instill in students a desire to live serious lives of noble purpose characterized by a concern and respect for others. The Founder's statement may have been written 365 years ago, but it still expresses Roxbury Latin's mission today.

With fewer than 300 boys in grades 7-12, The Roxbury Latin School, located in West Roxbury (an easy ten-minute commute from Forest Hills), is a small school that strives to prepare its students not only for college, but also-more important-for life. It is hard for boys at Roxbury Latin to "fall through the cracks" because we pride ourselves on knowing and loving every boy.

While formal structures (such as our advisor system) guarantee that a boy will be guided by an adult, it is the smallness of the School community that ensures that many faculty and staff will know and care about a boy.

At Roxbury Latin there are a number of extracurricular activities that expand and challenge the abilities of our students. We offer programs in sports, music, drama, community service, public speaking, debate, Model



Leon Brown

United Nations, and School publications. Our boys possess richly diverse talents and do not confine themselves to only one or two extracurricular activities.

They observe their peers engaged in many commitments, and they benefit from this positive example as it inspires them to try new things and often to discover a passion for an activity that, previously, they never would have expected to enjoy.

One boy, Leon Brown of Mattapan, who is now beginning his senior year, has taken full advantage of the numerous academic and extracurricular opportunities at Roxbury Latin. Since his arrival in the seventh grade, Leon has earned the respect of his teachers for his hard work and consistency. In particular, he has excelled in French and math, earning honors grades in those courses

throughout his high school career. Leon attributes his academic growth over the past six years to the small size of the School and an attentive faculty, stating, "My teachers and advisors watched over me and were willing to help whenever I needed it." Leon feels that the adult support system at Roxbury

Latin allowed him to make a successful transition from his former school, Berea SDA Academy.

Beyond the classroom, Leon has accomplished extraordinary feats in athletics. Despite being heavily recruited to play Division I soccer in college, Leon has decided not to specialize in that sport alone, but has also contributed to the basketball and track and field teams.

As a ninth grader, Leon started for the varsity soccer team and set the Independent School League (ISL) record for goals scored in a single season by a freshman. He has been a first team all-league selection for the past two seasons and already holds the School's goal-scoring record. As a senior captain this year, he hopes to lead

the team back to the New England post-season tournament just as he did during his sophomore campaign.

In addition to his soccer pursuits at Roxbury Latin, Leon has played for an outside club team, the FC Greater Boston Bolts, leading it to a sixth place finish at the national tournament in Carson, California this past summer. Leon's accomplishments in track and field are just as noteworthy, as he will be a four-year letter winner and has helped lead the team to back-to-back New England Class C Championships.

As a sophomore, he was part of the 4 x 100 relay team that won the ISL Championship and finished fourth in New England. Last spring, he showcased his athletic ability by winning the ISL Championship in the triple jump and finishing second in New England. More important than offering wins and individual records, sports have allowed Leon to form wonderful bonds with his peers and reinforced what he believes has been the most important feature of his high school experience: "the community aspect."

In all of his endeavors at the School, he notes that "everyone sticks together and others care about you as much as you do for yourself." Leon hopes to find that same sense of community at the college or university he will attend after Roxbury Latin. (At the moment, he is considering Notre Dame, Harvard, Georgetown, Wake Forest, and Dartmouth.)

*Continued on next page*



## Roxbury Latin School

*Continued from previous page*

Leon also gives back to the School community by serving as a tour guide for the Admission Office. However, he believes that the off-campus, citywide service projects in which he has participated with classmates have had the most profound impact on him. "These projects have made me see those less fortunate than me and made me appreciate what I have," he says. "As a result, I do not want to waste the talents I have." Indeed, Leon has not wasted those talents, as he consistently strives to do his best in all of his classes and activities.

Leon's devotion to a range of school and community activities is actually a common occurrence at Roxbury Latin. Here, a culture of participation exists in which boys realize that there is more to life than one's own pursuits. Students who attend Roxbury Latin are well prepared for the challenges and opportunities of life, because they understand and embrace the words etched into a frieze in our dining hall: "From those to whom much has been given, much will be expected." Leon Brown is an excellent example of the motivated and selfless boys who belong to the Roxbury Latin community.

If you would like to learn more about the School, please visit our website ([www.roxburylatin.org](http://www.roxburylatin.org)), or contact the Admission Office at [admission@roxburylatin.org](mailto:admission@roxburylatin.org) or 617-325-4920.



### The Roxbury Latin School

*Academic, ethical, and spiritual training—preparing boys to lead and serve*

An independent day school for boys in grades 7-12

## Open House

*for interested parents and boys*

**Thursday, October 22, 2009, 6:30-8:30 p.m.**

**Sunday, November 8, 2009, 12:30-2:30 p.m.**

101 St. Theresa Avenue, West Roxbury (off Centre Street)

No reservation necessary. For more information, call 617.325.4920 or visit [www.roxburylatin.org](http://www.roxburylatin.org).

No application fee. Need-blind admission — ample financial aid.

## OPEN HOUSES

TUESDAY,  
OCTOBER 6  
4 - 6 P.M.

SATURDAY,  
OCTOBER 17  
11 A.M. - 2 P.M.



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**Sunday, October 26, 1:00-3:00 p.m.**

**Wednesday, November 12, 6:30-8:00 p.m.**

for prospective Kindergarten families

**Sunday, December 7, 1:00-3:00 p.m.**

**K-GRADE 9 DAY, GRADES 5-9 BOARDING**

250 Waltham Street, West Newton, MA

[www.fessenden.org](http://www.fessenden.org) 617-630-2300



# Understanding Your School Options

Examining the numerous educational choices available to Boston area families- finding the best fit for your child.



A free event open to the public

## Topics covered will include:



Understanding the various school models: public, parochial, independent.



The application process: interviewing, standardized testing, financial aid.



Panel discussion: parents and students share their experiences and answer questions.



Monday, November 9th  
6:30pm – 8:00pm

The Lavine Civic Forum  
City Year Building  
287 Columbus Avenue  
Boston, MA 02116

Located near the Orange Line  
at Back Bay Station

Metered parking available on Columbus Avenue  
Call for parking rates at Dartmouth (617.266.9046)  
And Clarendon (617.275.0151) lots.

Further information: [mosborne@beaconacademy.org](mailto:mosborne@beaconacademy.org)



## Catholic Memorial students visit South Korea

As part of Catholic Memorial School's mission to encourage students to embrace diversity and develop a lifelong love of learning, a new cultural immersion program began in 2003. Named "BERSI," or the Blessed Edmund Rice Solidarity Initiative, the program has brought students to Puerto Rico, Lima, Peru, and El

Salvador as well as to several domestic cities where students explore the diverse neighborhoods, traditions and cultures of foreign lands.

This past summer, a dozen BERSI students braved seventeen-hour flights, extreme jet-lag, and a severe language barrier as they became the first Catholic Memorial School students to travel to Asia, and specifically, South Korea.

The group of seventh to twelfth graders included Colm Sheehan, Michael Keane, John Chipman, William Ferrara, Michael Gallagher, Thomas Byrne, Patrick Carney, Thomas Coughlin, Brian Keeley, Christopher Masterson, Ryan Shanahan, and Brendan Shea. They headed to South Korea on June 12, joined by CM's director of admissions John Mazza and vice principal Dr. James Keane.

As part of a one-week cultural immersion trip, the students spent two nights in the homes of Korean families, dining and socializing with them. Later in the week, students spent the night in a Buddhist temple, visited the demilitarized zone near North Korea, and attended cultural and sporting events in the city.



Catholic Memorial junior William Ferrara earns his certificate during a martial arts workshop in Seoul, South Korea.

According to senior Chris Masterson, it was a once-in-a-lifetime trip. "I stayed with a family in the city," he recalled, "and it was interesting to see that for the most part everything there was the same, but there were little differences."

Although his host family spoke little English, Masterson learned to communicate in Korean and had the help of children in the family who studied English at school. "You could still gather a lot of the culture without language," he said.

"It was fantastic," said junior Brendan Shea, who cited the temple stay and the DMZ visit as favorite memories of the trip.

"At the temple, we did some yoga. They really believe that it helps your energy and spirit. They merge the spiritual with the physical in Buddhism, which you don't really see in Catholicism. I thought it was very insightful," said Shea.

Coming back to the U.S. on June 22, Shea said he'd learned a lot. "I'm more mindful of the culture in general, that not everyone is the same as America. It was very different from our way of life, and I realized that we're living a very different life here."



The Catholic Memorial group of students on a nature walk with Buddhist monks: Colm Sheehan, Michael Keane, John Chipman, William Ferrara, Michael Gallagher, Thomas Byrne, Patrick Carney, Thomas Coughlin, Brian Keeley, Christopher Masterson, Ryan Shanahan, and Brendan Shea

"This was the most ambitious trip we've ever done. It was historic, taking our students to Asia. Our purpose was not to just expose them to new cultures but to open them up to other peoples and backgrounds.

As part of CM's mission to expand diversity awareness, the trip was one way for American students to better understand the culture of the Korean students who study at CM, said Keane. "We also felt solidarity with those who lost their families in the Korean conflict, in slave camps and the war."

Director of Admissions John Mazza '98 spoke about CM's visit to Korean Minjok

Leadership Academy, which is considered the most prestigious school in all of South Korea. "It was an extreme privilege for our kids to visit KMLA," he said. "They were able to spend a day in the life of a Korean high school student and join in a friendly classroom debate with top students from the other side of the world."

"Both our CM students and the Korean students we met represented their schools and countries with great class and pride," said Mazza. "It was a memorable day. These kinds of experiences continue to widen the scope of CM's international focus."



### Discover Catholic Memorial

a faith-based community of lifelong learners

Catholic Memorial invites you to attend our

### Open House

Sunday, October 18, 2009  
1:00pm - 3:00pm

Catholic High School Entrance Exam:  
November 14 or December 12  
Grades 7 and 8 ISEE Test: December 19

For admissions information or application materials, visit [www.CatholicMemorial.org](http://www.CatholicMemorial.org) or call 617-469-8019.

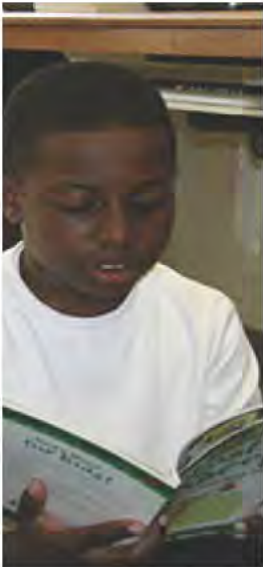


**Catholic Memorial School**  
235 Baker St.  
West Roxbury, MA 02132  
617-469-8019  
[www.CatholicMemorial.org](http://www.CatholicMemorial.org)



## "Reading to Learn" at the Park Street School

Jeremy Johnson, a Park Street School (PSS) fifth grade student, loves to tell stories. If asked, his classmates would tell you Jeremy is best known for his sense of humor, his comedic timing, and his love of making his friends laugh. During a recent book report presentation, however, Jeremy's storytelling took a decidedly more serious tone.



Each June, PSS students receive grade-appropriate summer reading lists. In the fall, students attend a formal book award ceremony where certificates of completion are given. Children in grades one and two create book covers to detail a favorite book read. Students in grades three through six present formal book reports and projects, creatively expressing their enjoyment of the books selected.



Jeremy ventured to the Boston Public Library to look over the selected titles on the list. Deciding against some of the more popular titles, one book caught Jeremy's attention and ignited his curiosity. *Roll of Thunder, Hear My Cry* by Mildred D. Taylor was the book, he decided. Diving in, Jeremy soon found that in addition to learning about the life of Cassie, the engaging main character, he discovered an important period of American history. "I couldn't relate to what she went through," said Jeremy, referencing the Klu Klux Klan and the lynchings they burned, "but I could relate to how she felt."

Through a creative puppet show, Jeremy presented to his classmates the story of the hardships and struggles of Cassie Logan, a black girl living in rural

Mississippi during the early 1930s. Jeremy described one particular scene in which Cassie was ordered to address her white friend as "Miss." That scene affected Jeremy deeply, he shared. "It hurt me in my heart," Jeremy

said, pointing a finger to his chest, "that they thought they were better than them because of skin color, because God has made us all equal." For the next few minutes, the class quietly discussed the topics of racism and segregation

before moving on to the next classmate's presentation. Not only did Jeremy learn a lot through his reading, but a class full of friends benefited as well.

### Park Street School | Park Street Kids

CELEBRATING 10 YEARS



Come visit both of our schools during our fall Open House

October 15, 9:00 – 11:00 a.m.

October 16, 9:00 – 11:00 a.m.

October 19, 6:00 – 7:30 p.m.

Together, Park Street Kids and Park Street School offer children a continuous, integrated educational experience from two years old through sixth grade. For more information or to schedule a tour, please call 617-523-7577, or visit our website at [parkstreetschool.org](http://parkstreetschool.org).

IN THE HEART OF BEACON HILL

Park Street School | Park Street Kids

Administrative Offices: 67 Brimmer Street, Boston, MA 02108



## How social justice education creates opportunities at Beaver

By Robert Principe, Director of Educational Leadership

At Beaver Country Day School, creating opportunities for students of color doesn't begin and end with recruiting a diverse student body and faculty - at Beaver, opening our doors is just the beginning.

Moving beyond merely celebrating each other's differences and patting each other on the back for the diversity of our community, we work hard every day to create an authentic culture of respect where everyone feels safe to talk about why our differences exist and how we can bridge them.

Creating opportunities for students of color to find their voices and become community leaders is a huge part of what I, and my two Hiatt Center colleagues, do at Beaver. We roll up our sleeves and "get messy"

with these issues, as our students like to say.

Created in 2005, the Hiatt Center for Social Justice Education is a unique resource for a school, especially one as small as Beaver (421 students in grades 6-12). Our teachers are tasked with integrating discussions of social justice issues throughout the curriculum, whether they're teaching 7th grade math or 11th grade history. It shows our community how important it is that we all take personal responsibility for acting as agents of social change.

I'm so proud to work in a school that views social justice

education as central to its mission in educating all its students, not just a special program for kids of color.

We have a popular student group in the upper school called SALs (Social Action Leaders) who meet weekly to dig into tough top-



The Social Action Leaders (SALS) group at Beaver

ics like privilege, social class, and gender and power, and find ways to involve the rest of the Beaver community in their work. We also give stipends to students who want to pursue social action work over the summer, and financial aid to those who want to go on school service trips over breaks.

Danielle Bynoe '10 of Hyde Park is a great example of a student taking advantage of opportunities at Beaver. Danny is a SAL who came from the Steppingstone program in 7th grade. She's interested in medicine and has explored her passion for science through two internships Beaver helped place her in, one at the Broad Institute and one at Beth Israel Hospital.

Last year, Danny decided she wanted Beaver to host the next AISNE Students of Color Conference, and she has been working hard pulling together all the logistical details to make it happen on April 17-18, 2010.

Another student who has lit-

erally found his voice at Beaver and become a leader on and off campus is Daniel DeLeon '11 of Allston. Danny is a Beaver "lifer" - he came in 6th grade - and a 3-year SAL. His family speaks Spanish at home, and he has solidified his linguistic heritage by taking our Spanish for Native Speakers course. Last summer Beaver helped Danny participate in the BCCJ's (Boston Center for Community and Justice) "InIt" leadership program, and he also traveled to Costa Rica on our annual school trip to volunteer on an organic farm, an experience he says transformed the way he thinks about the food supply. Danny's greatest passion is performing spoken word poetry, which he does every chance he gets, always to a standing ovation.

### Beaver Country Day School



#### Admission Information Day and Open House Group Tour

Thursday, October 15, 2009 &  
Wednesday, November 11, 2009  
8:15 a.m. - 9:45 a.m.



#### Admission Information Evenings

Thursday, October 29, 2009 &  
Thursday, December 10, 2009  
7:00 - 8:30 p.m.



Learn more at [www.bcdschool.org](http://www.bcdschool.org)  
Tour & interview required for admission.  
Application deadline is January 15.

Beaver Country Day School  
791 Hammond Street  
Chestnut Hill, MA 02467





## TENACRE COUNTRY DAY SCHOOL

*"embracing the elementary years"*



Tenacre develops critical thinkers, confident learners and caring citizens. Come to an Open House and take advantage of the opportunity to meet faculty, parents and students. Tour our campus and learn more about the value of an independent school education, or call the Admission Office (x204) to receive an admission packet or to schedule a visit.

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- We value the importance of team teaching, a strong home/school partnership and the meaningful daily participation of each child
- After-School until 6 pm
- Transportation from some Boston neighborhoods. Need-based tuition assistance available
- Tenacre nurtures and challenges each child, every day

### OPEN HOUSE DATES:

Sunday, November 8, 2 - 4 pm

Tuesday, January 7, 8:15 - 9:30 am

78 Benvenue Street, Wellesley  
781-235-2282 • [www.tenacreeds.org](http://www.tenacreeds.org)

## National Diverse News

[www.unityfirst.com](http://www.unityfirst.com)

## Local coverage

[www.unityfirst.com/massachusetts.htm](http://www.unityfirst.com/massachusetts.htm)

1



*Learning is not only acquiring a body of information but a process and mode of inquiry. Our goal is that students will be learners and seekers throughout their lives.*

Find out what a  
**Quaker  
education**  
can mean for your child.



## Open House

November 7, 2009

from 1-3 pm

Cambridge Friends School  
5 Cadbury Road  
Cambridge, MA 02140

617.354.3880 Ext. 144  
[cfsadmission@cfsmass.org](mailto:cfsadmission@cfsmass.org)  
[www.cfsmass.org](http://www.cfsmass.org)

## The Chestnut Hill School

*Academic Excellence, Diversity & Community*

## OPEN HOUSE

SUNDAY, NOVEMBER 1, 2009 • 1:00 - 3:00 P.M.

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## Belmont Day

### Life at Belmont Day School

At Belmont Day School, three questions highlighting identity, diversity, and community shape our students' experiences from pre-kindergarten through eighth grade. They are living, breathing questions, asked everyday in myriad ways.

#### Who am I?

BDS students explore their own strengths and characteristics, interests and talents. They develop a sense of who they are in relation to others, how they are similar, how they are unique. Teachers carefully monitor the stages, milestones, and variances in each child's developmental journey. They nurture each child, helping him or her strive for individual excellence.

#### Who are you?

BDS students work and play together in a variety of pairings and groupings. They come truly to know one another. They listen to their opinions, respect their differences, and celebrate their accomplishments. They learn from each other.

#### Who are we?

We are a small school with a big vision, a school where small voices speak big ideas, where children embrace uncommon challenges and grow into independent learners. We are a strong community. We look at the world through one another's eyes. We are a school dedicated to a creative and dynamic educational program, a strong partnership with parents, extensive outreach through community service, and a deep commitment to diversity.

## braiding different strands at Belmont Day School

-an independent elementary and middle school, pre-k to grade eight-

At Belmont Day School, we believe that a foundation of excellence in education is a diverse community where children and adults understand, appreciate and celebrate differences. We hold the values of honesty, caring, joy, respect, responsibility, and excellence as essential to a healthy community of learners.

Belmont Day School offers a rigorous and creative academic program, an integrated arts curriculum, challenging athletics and a strong home-school partnership. Special summer sessions in visual arts, reading, math, soccer, sports, drama, Shakespeare, and technology. School vacation week programs in February and April.

### Fall Open House Dates

Sunday, 11/1, 1:00-4:00 p.m. & Wednesday, 11/18, 9:00-11:00 a.m.



617 484 3078 | [www.belmontday.org](http://www.belmontday.org)

Belmont Day School | 55 Day School Lane Belmont, MA 02478

## COMMONWEALTH SCHOOL



Photo by Layla M., Class of 2011

### SHARP MINDS & GENEROUS HEARTS



Small, challenging classes led by inspiring faculty. Meaningful service to others. Independent projects each year. Deep and durable friendships. The highest levels of intellectual and artistic expression.

Fall Open House, Sunday, October 18, 3-5 p.m.  
[www.commschool.org/learnmore](http://www.commschool.org/learnmore)

151 Commonwealth Avenue, Boston, MA 02116 | (617) 266-7525



## Fayerweather Street School: Small School, Big Community

Joan Grisham has been teaching at Fayerweather for over 15 years. We asked her to reflect on her experience at the school and what makes Fayerweather so special.

"Fayerweather is small enough that you can really get to know every student. I've always admired Annie Sullivan, Helen Keller's teacher. She looked at what Helen needed, and saw that what she really needed was to be able to communicate. She gave her that gift.

"You have to see what a kid needs, so they can do what they need to do. One year I thought my first and second graders would focus on primates, but the kids were all really into whales, so we concentrated on whales! We went on a whale watching trip, we categorized whales, and we even measured to see if a humpback whale

could fit in our backyard. Our life-sized model of a baby whale hung from the ceiling for a long time. Students would come back to visit it when they had moved on to the upper grades and then I would gently remind them to get to class."

"Fayerweather is the closest thing I've found to being like my block when I was growing up. All the kids would play together and move freely from house to house. You had all these adults who were there watching out for you. At Fayerweather I know all the students even if they're not in my class, so I'm one of the adults watching over 200 kids."



UnityFirst.com

  
**Fayerweather  
Street School**  
www.fayerweather.org  
Progressive Education  
Grades PreK through 8th



**OPEN HOUSE**

**Sunday  
November 1<sup>st</sup>  
1:30 to 4:00**



765 Concord Ave. Cambridge MA 02138 • 617 876-4746



# St. George's School

## New generations of diversity



Shown above are St. George's School students

Set on 125 seaside acres near Newport, Rhode Island, St. George's School has welcomed students since 1896. The school made new history with the entry of diverse students in the 1960s. Today, the alumni of color total about 300 and alumni of color reunions are held every two years.

The St. George's School values diversity and believes in exposing each member of the school community to people of all backgrounds, cultures and economic levels.

According to its diversity vision statement, exposing students, faculty, and staff to a wide range of ideas, experiences and cultures enhances the learning experience and reflects the school's educational mission. This inclusive approach leads to a welcoming, supportive and healthy school community that embraces differences and promotes genuine respect for each individual.

Dr. Kim Bullock, St. George's Director of Diversity, who has held the position for five years, expressed her deep commitment to understand and teach the school's history as well as recount its journey of social justice. "I look forward to sharing this knowledge with

the entire school community," says Dr. Bullock. "Learning about the school's history -- including how it met the tough challenges of the time -- will help shape our approaches to today's campus life.

### Culture of inclusiveness

Together, Dr. Bullock and her husband, James, a history teacher and coach at the school, have worked collectively along with their three children to help create a culture of inclusiveness, understanding and excellence. In fact, two of their three children currently attend the school.

The school recently completed an Alumni of Color reunion where personal stories were center stage as an inspiration for current students and a healing for some alumni.

The goals for the Alumni of Color Conference is to:

- establish a connection between alumni and current students
- increase opportunities for alumni of color to become involved in the school
- foster a connection between newer and older alumni of color
- raise the awareness of and



Shown above are St. George's School Alumni of Color. Standing (second row from left, first) is Kim Bullock, St. George's School Director of Diversity.

integrate the history of under-represented peoples, social justice and diversity at the school ■ foster and promote an inclusive community as stated in the diversity vision statement.

Thanks to the sharing by Alumni at the conference, "Students at the school heard first-hand, accounts and 'living history' from alumni representing five decades in the school's history," adds Dr. Bullock. "This was a valuable and memorable experience for both students and adults.

Above all, this experience gave students campus-wide a full appreciation for the school's diversity and history and the institution's ongoing commitment to inclusion.

Dr. Bullock and her husband as well as her family have been important markers on the diversity timeline at St. George's. "Our commitment and sacrifice will continue as we work to document and contribute to the next chapter of history at the school.

NEWPORT, RI 401-842-6600

[www.stgeorges.edu](http://www.stgeorges.edu)

*Are you up for  
the challenge?*

**Rigorous classes. Competitive athletics. Arts, clubs and special projects designed to harness your talents--and help you reach new heights of accomplishment. Each day at St. George's School is packed with these activities and a whole lot more. Sound exhilarating? Then come visit.**

**Open House dates:**

**Saturday, Nov. 7, 2009, Saturday, Dec. 5, 2009  
and Saturday, January 9, 2010**

**ST. GEORGE'S SCHOOL**

*Because the journey matters.*





# Landmark School

## Landmark's success is based on addressing language-based disabilities

Landmark's Head of School Bob Broudo is proud of the school's mission to help students, with language-based learning disabilities, realize their educational and social potential.

Broudo says, "Landmark's primary focus is our students. At the heart of the Landmark experience is a partnership between the student and teacher – our one-to-one tutorial. Our students obtain the best possible opportunity to realize their potential in the classrooms, in theater, music, athletics, and in many other areas of interest. Ninety-two percent of Landmark's graduates matriculate to colleges throughout the country and continue to succeed."

He adds, "For 38 years, Landmark has proven that students with language-based learning disabilities can and do succeed. Landmark's diagnostic and prescriptive procedures, individualized intervention and remediation, and teamwork have saved thousands of young lives. Our school is blessed with an outstanding faculty, and it is their commitment, expertise, and perseverance that result in the success of Landmark's students."

The school customizes programs for each child, including the one-to-one tutorials as well as classes with only six to eight students. They also group students by skill levels.

With all of the support given to students, Broudo proudly



Shown are student co-athletes of the week for their outstanding plays.

shares that, "We place 92% of our graduates in college and 100% pass the MCAS."

"We believe that every student has a right to learn. Our children have the cognitive ability to learn, problem-solve, and generalize, although they have trouble letting the world know."

Landmark also shares its knowledge with others. This past summer, Landmark hosted a teachers training forum for 2,000 teachers from across the world who want to better learn how to integrate students with learning disabilities.

## Willow Hill School



*A unique, independent day school serving students grades 6-12 with learning difficulties.*

- College preparatory curriculum aligned with Massachusetts Curriculum Frameworks
- Small classes, tutorial/study skills support, technology instruction
- Unified Arts Program
- Sports and outdoor experiential learning (Project FEAT)
- Accredited by New England Association of Schools and Colleges
- Approved by Massachusetts Department of Elementary and Secondary Education as a private special education school



[www.willowhillschool.org](http://www.willowhillschool.org), or contact the  
Director of Admissions at: 978-433-2581 or  
e-mail: [amreen@willowhillschool.org](mailto:amreen@willowhillschool.org)

**Willow Hill School**

98 Haynes Road, Sudbury, Massachusetts

## ONE-TO-ONE, EVERY DAY



At Landmark School we embrace the potential of every student through daily one-to-one tutorials and an individualized approach to teaching. Landmark is a leader in the field of language-based learning disabilities, and 92% of our graduates go on to college.

Grades 2 - 12

Boarding and Day • Summer Programs  
Professional Development Courses & Publications

**MONTHLY INFORMATIONAL VISITS**

**LANDMARK SCHOOL**



Embracing Potential. Empowering Lives.  
*Educating students with language-based learning disabilities.*

Prides Crossing, Massachusetts • 978.246.4000 • [www.landmarkschool.org](http://www.landmarkschool.org)



# Carroll School's new approach to math instruction

The Carroll School has redesigned our approach to teaching math to students who have language-based learning difficulties. We understand that many of the same issues that affect our students' learning in language classes also have an impact on their learning math. Collaborating with Dr. David Stevens, a cognitive psychologist, Carroll's math classes are redesigned to begin with cognitive warm ups that challenge our students' thinking skills related to quantity, grouping, and sequence. Our math program emphasizes developing

cognitive strengths in our students for problem solving, discovery of solutions, fluency with math facts, and developing consistency in math vocabulary and math comprehension. Software programs that develop both computational and conceptual skills are an integral part of this math program. The principles of our instruction follow the National Council of Teachers of Mathematics new Curriculum Focal Points. To learn more about Carroll's academic and extracurricular programs, visit our website at [www.carrollschool.org](http://www.carrollschool.org).

## The Carroll School

38



When her dyslexic son Tyler was 7, Sasha went to our Open House.

*Both of their lives changed that day.*



THE CARROLL SCHOOL OPEN HOUSE  
SUNDAY, NOVEMBER 8 AND SUNDAY, JANUARY 31

*For 40 years, The Carroll School has helped children with language-based learning difficulties like dyslexia become proficient readers and confident, lifelong learners. The educational experience kids have here transforms their lives – not to mention their parents' lives. Visit an Open House to discover more about a Carroll education.*



**THE CARROLL SCHOOL**

Lincoln, MA | 781-259-8342 | [www.carrollschool.org](http://www.carrollschool.org)

## Charles River School Small School - Big Difference

An independent school for Pre-Kindergarten - Grade 8



Children thrive in an environment with:

- ✓ Small class sizes
- ✓ A rich engaging curriculum
- ✓ Middle school within an elementary school

## Open Houses

Sunday, October 25 ~ 2 - 4 pm

Sunday, November 15 ~ 2 - 4 pm

*We are committed to diversity in our student body, our faculty, our curriculum, our community*

Six Old Meadow Road, Dover, MA

For directions go to [www.charlesriverschool.org](http://www.charlesriverschool.org) or

Call Mimi Earley at 508-785-8213

*Financial Aid Available*





## Thatcher Montessori School prepares students for future opportunities

American children need a different set of skills to succeed in the 21st century. Thatcher Montessori School provides its students with those skills now.

According to a survey of human resource officials by the Partnership for 21st Century Skills, future employees must move beyond a competency in the "3 Rs" (reading, writing, and arithmetic).

Employers are going to want students to be better educated in critical-thinking and problem-solving skills, demonstrate an ability to communicate well and collaborate with fellow workers, be creative and innovative, and have knowledge of foreign cultures and language.

Montessori education already goes beyond conventional schools by

offering these skills NOW. Although Montessori education has been in existence for over 100 years, it is at the forefront of those schools preparing children for the 21st century workforce.

Montessori students attain academic excellence through a curriculum adapted to the needs of each individual. Each child learns to think and act independently but also to be responsible for one's thoughts and actions. Montessori children show extraordinary critical-thinking and problem-solving skills as well as a keen ability to communicate effectively, collaborate with others, and think innovatively.

The Montessori education places an emphasis on the power and strength of a diverse

community and encourages frequent exposure to foreign cultures and language.

Thatcher Montessori School is a leader among Boston-area Montessori schools. Located in Milton, Thatcher provides a stimulating and nurturing environment. Each Thatcher student learns independently, understands responsibility, and reaches his or her fullest potential.

Thatcher can do this by emphasizing true Montessori education, offering individual attention and academic opportunity in a diverse community, and providing an environment that empowers the child with the necessary 21st century skill set for success.



**Thatcher Montessori School**  
Nurturing boundless  
curiosity in children  
18 months to 14 years old

### OPEN HOUSE

Saturday, November 14  
10:30 am to 12:00 noon  
617-361-2522, EXT. 10

- A nurturing environment that prepares children for success in life
- Adapts to your child's academic and social needs
- Fostering love of learning, intrinsic motivation, self-confidence, respect for others, independence and social awareness

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1425 Blue Hill Avenue • Milton, Massachusetts 02186  
T: 617-361-2522 • F: 617-364-0911 • [www.thacherschool.org](http://www.thacherschool.org)



## Relationships - the key to student success

When students are underachieving, school policymakers often examine class size, curriculum and funding, but University of Missouri researchers suggest establishing relationships may be a powerful and less expensive way to improve students' success. In a review of the research they show that students with positive attachments to their teachers and schools have higher grades and higher standardized test scores.

Private schools are great places to build new relationship and take advantage of educational experiences and extra-curricular activities. Check out the stories in this section to get an idea of the possibilities at each school.

"In this era of accountability, enhancing student-teacher relationships is not merely an add-on, but rather is fundamental to raising achievement," said Christi Bergin, associate professor in the MU College of Education. "Secure student-teacher relationships predict greater knowledge, higher test scores, greater academic motivation and fewer retentions or special education referrals. Children who have conflicted relationships with teachers tend to like school less, are less self-directed and cooperate less in the classroom."

"To be effective, teachers must connect with and care for children with warmth, respect and trust," said David Bergin, associate professor of educational psychology, and the other author of the article. "In addition, it is important for schools to make children feel secure and valued, which can liberate them to take on intellectual and social challenges and explore new ideas."



## BELMONT HILL SCHOOL

A SCHOOL FOR BOYS GRADES 7 - 12

### CURRICULUM NIGHT OPEN HOUSE

TUESDAY, NOVEMBER 17, 2009

6:30 p.m. - 8:00 p.m.

Come explore innovations in teaching at Belmont Hill

♦ Panel discussions

♦ Boys and Writing

♦ Harkness Table Pedagogy

♦ Technology demonstrations

♦ Student Project Presentations

For program information and directions go to:

[www.belmonthill.org](http://www.belmonthill.org)

350 Prospect Street, Belmont, MA 02478 Tel. 617.484.4410



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Pre-K-12

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617-738-8695

Lower School Open House:

Sunday, October 25 from 2 p.m. - 4 p.m.

Middle/Upper School Open House:

Sunday, November 1 from 1 p.m. - 4 p.m.



# Another Voice

by Mable Lene Sharif



## Parent to Parent

Empowering parents to help prevent their children from drugs or substance misuse.

Parents please make sure your children know that you are interested in their education by making time to visit their school. If at all possible, attend and take part in your child's school's Parents and Teachers Association (PTA) meetings. Meet with the teachers to find out about your children's progress so that you may know what area your help is needed most.

I often reflect back to when I was in school and how I felt when my mother and father came to visit my school. I felt so proud and wanted to really excel in my learning. My parents taught their three children that Education was a Must. Dropping out of school was not an option. My parents' involvement in my schooling was directly responsible for my enjoying school. I did not like school after my first day, but my parents' involvement caused me to believe that school was a fun place to be; Besides, I did not have a choice.

Remember and be aware that children who are not interested in school and tend to hang around other children who smoke and/or use drugs, are more likely to do the same. Remember to let your children know that you do not approve of such behavior and why. Do not let your children associate with friends who practice behaviors that you do not approve of. Set house rules



reading writing

math spelling

phonics study skills

confidence motivation

state testing prep

self-esteem SAT & ACT



**Huntington**  
LEARNING CENTER

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## Why do smart kids struggle?

If your child has struggled with schoolwork this year, take action now to make his or her grades better.

**Huntington Learning Center can help.** Our certified teachers can pinpoint your child's strengths and weaknesses and tailor a program of instruction to meet his or her needs. Just a few hours a week can improve your child's skills, confidence, and motivation. Call Huntington today. Your child *can* learn.

and guidelines for your children to abide by and stand firm in your course of action.

Parents make time to talk with your children and please take time to listen to what your children have to say. Children who have a good relationship and communicate well with their parents are more likely to come to their parents for advice rather than turn to their peers. Remember that we all can learn from each other regardless of the age. Education and how we apply what we have learned is the KEY to being successful!

Mable Lene Sharif

## Urban Education Panel at The MacDuffie School - October 22

## City Thinks 2009: Education, Poverty and a Call to Action

The 2009 City Thinks, a collaboration of the Springfield Public Forum (Springfield Symphony Hall) and the Springfield City Library will analyze urban education and poverty amelioration through book- and film-discussion groups, panels, a student and art essay contest, a mural project and other cultural and educational programming. The City Thinks will culminate in the lecture with Harlem Children's Zone CEO and President, Geoffrey Canada on November 4, 2009. The book which will serve as the backbone for City Thinks programming is *Whatever It Takes: Geoffrey Canada's Quest to Change Harlem and America*; the documentary we will screen is *Hard Times at Douglass High: A No Child Left Behind Report Card*. Discussion groups and other programming will be scheduled at City Libraries, schools and community centers.





## The Brim and Crown Shop



The Brim and Crown Shop has many new and exciting styles and colors for every occasion. So, if you're looking for that special Sunday "crown" to enhance that gorgeous ensemble or maybe you just want something to wear out and about, make us your first and last stop. The Brim and Crown Shop is the hat shop for the serious hat wearer. Open 24/7 at [www.brimandcrown.com](http://www.brimandcrown.com)

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**Friday, October 23, 2009**



### Keynote Speaker Beverly Holmes

Beverly Holmes, a successful business leader, entrepreneur, author, and activist, has spent many years both nationally and internationally advocating for and promoting women business owners and their enterprises.

Blake Law Center Room B  
Western New England College  
1215 Wilbraham Road  
Springfield MA  
8:00 a.m.-2:30 p.m.

Price: \$50 per person

To register for this event  
call 413-796-2030 or email  
[jgadson@law.wnec.edu](mailto:jgadson@law.wnec.edu)

[www.law.wnec.edu/lawandbusiness](http://www.law.wnec.edu/lawandbusiness)

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WESTERN NEW ENGLAND COLLEGE

# LAW and BUSINESS

Center for Advancing Entrepreneurship

## "Effectively Leveraging New Media for Profitable Business Development"

Presented by

### DAVID BULLOCK

President and Managing Director of  
White Bullock Group and coauthor of *Barack 2.0*

**Thursday, November 5**  
**Law School Commons**  
**12:00 noon**

FREE AND OPEN TO STUDENTS, ALUMNI,  
THE COLLEGE COMMUNITY, AND THE GENERAL PUBLIC.

Lunch will be provided.

## D

**AVID  
BULLOCK**

Coauthor of  
*Barack 2.0*, brings an  
engineer's perspec-  
tive to social media.

David Bullock, coauthor of *Barack 2.0*, will speak about leveraging new media platforms for branding and multichannel business communications: an ideation-to-transaction case study.

This eye-opening behind-the-scenes-look at the proven methodologies for effective messaging and dissemination of multi-media content will examine the successful social media implementation strategy and tactical messaging of the 2008 Presidential Campaign. Thinking, strategies, and tools will be discussed.

David is President and Managing Director of White Bullock Group, a business development firm. He is a degreed mechanical engineer with a thorough understanding of process control. David has held positions with Mobil Oil, The DuPont Company, and Fanuc Robotics North America where he accounted for more than \$100 million worth of goods and services sold in a seven-year period. His book *Barack 2.0* is an exploration of how then-candidate Obama used social media to help win the White House and how those lessons can be utilized in business.



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