Dear C&C Community,

I am excited to welcome you to our second issue of Works in Progress, the magazine of City and Country School. The inclusion of the word “Progress” in our magazine’s title emphasizes our community’s commitment to progressive education. One of the cornerstones of progressive education is the presence of a guiding philosophy that moves our children’s learning forward.

What guides C&C is the idea—instilled by our founder Caroline Pratt in 1914—that learning should always have a real-life context. C&C’s guiding philosophy is present in every Group, and you’ll find interesting examples throughout this magazine. It drives the deep understanding of our Middle/Upper School students as they research complex societies and time periods, and create meaningful artifacts as described in “Around C&C” and featured on the cover. More instances of creativity, collaboration, and self-directed learning in each Group are richly related by our most senior students in “A XIII’s-Eye View.”

Our feature article, “STEAM since 1914,” perhaps offers the most profound illustrations of how our guiding principles are put into practice through the STEAM approach to education. Multiple subjects organically intersect in each study, providing learning opportunities based on real-life situations. This method, now popularized and labeled “STEAM,” is what experts suggest education must become. But Caroline Pratt included elements of this in the C&C curriculum from the beginning, and we’ve used it consistently and effectively throughout our 104-year history.

There is no better way to learn about C&C’s guiding philosophy and Caroline Pratt’s approach to education than through her book, I Learn From Children. We’re happy to share that the audiobook is now available, and in this issue, you’ll learn how the narrator, Becky Ann Baker, brought voice to Caroline Pratt’s vision.

As always, please reach out and let us know what you think about our magazine.

Enjoy!

Scott Moran
Principal
A XIII’s-Eye View of C&C

Excerpts from the Xllls’ Newspaper,
Roof Yard Rattler

A big improvement for the IIs is their comfort with having new visitors and grown-ups in the classroom. They have been feeling more ambitious and have started running up to new visitors and introducing themselves. “This Group has grown particularly quickly. Usually, it takes them more time to get confident,” said Sara Hance, the IIs Group Teacher.

The bright, energetic IIs are filled with enthusiasm for the new materials and activities they will explore. “I am making lunch and dinner,” said one III, while playing with colorful sponges and a wooden spoon. While he experimented at lunch and dinner,” said one III, while playing with colorful sponges and a wooden spoon. When walking the halls of C&C, visitors often see the Xllls gathering the latest news, clipboard and pencil at the ready. Whether bending down to catch what the shy IV has to say about Rhythms, or seeing eye-to-eye with fellow Xllls as they contemplate the end of their time at C&C, our 13-year-olds are capable of great insight into our unique community. Here are some highlights from what they’ve written throughout the year about different Groups.

When they’re not busy building with blocks, reading books, and tracing leaves, one might catch the energy in the Rhythms Room. The XIs were becoming tugboats the other day, according to a IV. He made sure to clarify that they were just “pretending to be a tugboat.” This unique activity consisted of the IVs tagging themselves across the Rhythms Room on a rope, and it was a joy to watch their giddy smiles as they ran back to sit with their friends.

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One thing that is being introduced to the Vs curriculum is the observation of worms. “We have compost and give it to the worms and chop it up into little pieces so the worms can eat,” explained one V. In the past years, the Vs have brought compost down to the kitchen every day. Now they are finding out where the compost goes after they throw it out. They are feeding the worms with the compost so the worms can make fertilizer.

The Vs started the year creating teamwork collages to understand the importance of the Group as a whole. The Vs have learned three new games: Racing Dice, Seven Snakes, and SPLAT. But what are these games? “Racing Dice and Seven Snakes are addition games that involve rolling two dice and adding to get the sum,” said Erin Teesdale, Group Teacher. “SPLAT is a counting game that happens with the whole Group.” The Vs Math Program is already on the upswing.

The Vs had a talk with Ted Wright, the Director of Bicycle and Greenway Programs, at the NYC Department of Transportation. During the talk, the Vs learned what kind of bike lanes are going to be painted outside of the 13th Street Building. They were also informed as to why the changes were going to happen and what impact they will have on our community. Afterward, the VIIs went outside and watched as the DOT construction workers painted lines onto the street, using a special bike lane painting machine.

The VIIls Post Office, “Postagram,” had its grand opening. . . . The VIIls job of running the Post Office not only benefits the C&C community, but it is also a C&C tradition that gives the VIIls a fun yet challenging responsibility. The job represents the transition from the Lower School to the Middle School. It also trains the VIIls to do mental math and be organized with their thoughts by learning to fill out receipts.

The IXls have been working especially hard on the School Store. Besides working on jingles and speeches, the IXls have made some key decisions involving the name of the store, mascots, and colors. As the IXls were talking about these things, they were bouncing up and down with enthusiasm. After a very close vote, The First Floor Store [is now the official name of the store]. Two IXls said that despite the close vote, all the IXls were content with the name.

In Social Studies, the XS have been studying the history of writing. They are learning about all kinds of ancient forms of writing, such as hieroglyphics and cuneiform. The XMe have also been studying evolution and the history of humans. They took a trip to the Hall of Human Origins at the Natural History Museum to learn even more. To visualize the history of humans, the XMe created a very long timeline, and they discovered that the first homo sapiens were from 160,000 years ago. The XMe also have an exciting science project to work on, where they mummify a chicken to learn more about the process.

The Xllls have been learning about the social hierarchy of imperial China and have been talking about Chinese gods. The Xllls have also learned about the three “perfections”—calligraphy, poetry, and painting, in preparation for the scrolls that they will be making soon. “They would do the painting on paper which was then put on cloth,” said one XI, as she explained how paintings were put onto scrolls that primarily had paintings of landscapes. They have also been discussing the history of some of the empires and political happenings of the time.

Each day, a couple of the Xllls go up and observe the IVs, . . . as a way to get to know them. At the end of the day, the Xllls take the IVs down to the lobby and bring them to their parents or caregivers. . . . As fun as the IVs are, talking with them and taking care of them can be a tiring job. “Before I walked into the classroom, I never realized how big of a responsibility it is,” said a XII. The Xllls have been working diligently on their curriculum and with their lively IVs.

[For the Midterm Elections], the Xllls studied contests in all 50 states in order to predict their outcome. . . . and were accurate in roughly two-thirds of elections. First the Xllls researched the demographics, geography, economy, and voting history of different states in America. They focused on “toss-up” elections, following polls on [several key websites]. A toss-up election is an election that could go either way. It was extremely challenging to predict the results in those elections.
Parents’ Corner

When our daughter was about to be two, she was, you know, tiny. We’d barely stopped wearing her around in the carrier. Now we were supposed to select a bunch of strangers to keep her for two-and-a-half whole hours in some building whose basement we hadn’t inspected?

Yeah, the sound of helicopter blades was making it hard to think, but we persevered.

Maybe if we sent her to a parents’ cooperative (we’d toured a couple and they seemed awesome) we could have kept her for two-and-a-half whole hours in some building whose basement we hadn’t inspected?

Then somehow we ended up at City and Country, the school founded by Caroline Pratt, whose memoir, I Learn from Children, reveals her thinking about ways in which parents should not be involved in their children’s educations. Wow, we really didn’t choose a parents’ cooperative. Oh, well.

Oh, wait. When school started it was obvious. We had joined a co-op of another kind (the kind Caroline envisioned). As new families have discovered this year, September’s email brings a deluge of invitations to plug in. A few times I’ve been asked: How many of these things do we have to attend? Which of them are really important? The answer is, nothing has to be attended, and everything is really important.

The most valuable thing anyone can do for the City and Country community is show up. For something, or a couple of somethings: Monday Coffees or Wednesday Parents Meetings, Diversity Book Group or a CSA shift, a guest speaker or a volleyball game, Community Service Day or your shift wrangling the face-painting line. When the spaces that host these occasions are full, the School and the community are stronger and happier.

Parents lucky and generous enough to spend lots of time at School must be singled out. Co-Chairing the Benefit, presiding over the Parents’ Association, running the Shoppe, planning Harvest Festival and Spring Fair, serving as our Representative to the Board of Trustees or a Group Parent for your Group. These are high-profile, super-important jobs that rotate frequently. We can all take our turns. Big thanks to those who do! Any of those folks will tell you, when you plan a gathering or schedule a meeting you cross your fingers that folks will sit in front of school selling tickets the week before and arrive with appetites big enough to polish off the sushi platter before it goes bad. That’s how the bonds that form at festivals and the plans to lobby the Department of Transportation on the bike lane get made—by being all together. In our belonging to one another we inspire the unsung acts that are the most cooperative.

Kevin Gillespie (Max, ViSt) just stepped forward to become only the second overseer of Lost and Found in the past 10 years. Here’s what motivates Kevin:

“Service is essential to any community, especially one with as many moving parts as ours. Our ‘ecosystem’ works because we keep those parts from breaking down. You come upon a wayward hat in the middle of the River Yard…a small amount of effort gives the kids a chance to reunite with their stuff. When that doesn’t happen, we donate these items and they go on to help even more people. Every step of this job benefits somebody and every lost hat’s journey has a happy ending.”

Service has its rewards, of course. Our big donors of time and energy gain knowledge of the School’s inner workings that they can share with the rest of us. Nothing is as valuable as good information and the wisdom it promotes.

You’ll notice Mital Patel (Siya, IXsK, and Ilya, ViSt) lending a hand to many operations (including as a new Parent Trustee), but she says she especially loves putting books back on the shelves in the Library. She loves spending time in that “enviable space that allows me to make yet another connection to the community. It brings back so many fond memories of days spent in my elementary school’s library, reading for pleasure. It was similar to the rich and deeply rooted tradition of C&C’s reading program.”

Sharing others’ experiences is the foundation of the Parents Association.

In her time, Tara Grabel (Carys ’18, Devin, XuKsP, and Henry ’25) has taken on just about every task on the roster. For a couple years, she and I shared a fun job. I can tell you that while we were helping say goodbye to Principal Kate Turley and hello to Scott Moran, Tara was still taking real pleasure in the simple act of attending Parent Support Group, where she helped create the strength, and strength in numbers, that make anything we do at City and Country the most important thing. “I treasure the family friendships that come out of all this!” Tara says. That’s more than enough.

Thanks for the help, everyone.

The Value of Showing Up

By Nick Smart

Parents’ Corner is a space where current parents, in their own voices, talk about their experiences at City and Country School. We’ve asked former PA Co-President and current Admissions Associate, Nick Smart (Penelope, ViSt), to share his thoughts, and he’s written a piece on the strength of C&C’s community.
“It was clear that City and Country’s Blocks Program, even within just a few months of its introduction, had been transformative for students and teachers alike,” observed Nina Farrell, Lower School Floater and former Group Teacher. Nina’s exciting reflection followed a collaboration introducing C&C’s Blocks Program to second graders at PS 130. Now, many more NYC students and teachers will be able to have similar transformative experiences through Block Connection. It’s a reimagined and formalized program, championed by C&C teachers and offered free of charge to public school teachers through a Tietz Family Foundation grant, that is bringing the Blocks Program to schools across NYC.

C&C was founded on principles that reach beyond the walls of the School. It was always part of Caroline Pratt’s vision that our School serve as a model for change, both educational and societal. Through her vision she created a school that at its very core spoke of social consciousness, guiding children into experiencing the power of collective challenges and responsibilities. These principles are very much alive today as C&C educators actively create and embrace ways to reach outside our walls and exhibit the power of our program, simultaneously establishing themselves as emerging experts in the progressive education field and renewing their passion for our unique approach.

By Jane Clarke, Director of Lower School

Mary Hauser emphasized this crucial part of Caroline Pratt’s vision in her book, Learning from Children: The Life and Legacy of Caroline Pratt:

“Having her ideas about teachers and learning accepted into public school was a goal that Miss Pratt maintained throughout her career. She could easily have been satisfied by the success of City and Country School in effectively preparing students for high school and college work. But the students she originally set out to teach, the children of immigrant families, remained in her thinking. Working with public schools would enable her to once again serve these students.”

Block Connection Initiative

C&C began the Block Connection initiative 13 years ago, fulfilling founder Caroline Pratt’s vision of making a real change in how all children are taught, and bringing her approach to education to schools across the city. Partnering with public school teachers and administrators, C&C educators demonstrate how open-ended materials, unit blocks in particular, and a commitment to dramatic play, are crucial components of learning for young children. Through the initiative, C&C’s educators have extensively and successfully partnered with PS 38, PS 100, and PS 261 in Brooklyn, the Sicomac School in New Jersey, and with many other public schools on a smaller scale through Block Connection workshops.

In the 1930s, C&C worked diligently to form relationships with Putnam Valley Central School and PS 33 in Chelsea. They were among the first public schools to embrace and implement our unique principles, introducing progressive work and play programs into their curricula. Leaders and educators of both schools quickly recognized the value of the C&C philosophy, and the partnerships proved the validity and longevity of Caroline Pratt’s belief that the C&C curriculum was “good for children everywhere and of every kind, children who have apple trees to climb as well as children who carry the door key of a tenement flat around their necks.” In 1942, Caroline Pratt called the entrance of C&C into the public schools its “greatest excitement.”

Before returning to work at C&C 14 years ago as the Director of the Lower School, I worked for an arts education organization that placed visual artists in partnership with classroom teachers in underserved public schools. I observed committed administrators and teachers doing their utmost to support children and families in schools that were often overcrowded with rapidly diminishing resources. I left that position with opened eyes and a broader view, determined to build upon the relationships I had cultivated, and bring C&C experiences to a wider range of educators and children. To this end, Block Connection was born in 2005. Founded upon Caroline Pratt’s tenet that the C&C way is good for children in general, and the belief that teachers learn so much from each other, we constructed the framework of the program and have since partnered with Head Start, daycare, and public school teachers to introduce the C&C philosophy and belief in basic open-ended materials to educators around the city.

As a testimony to how C&C is actively furthering this work, we received a $10,000 grant from the Tietz Family Foundation to formalize and expand the program. The grant allowed us to create a two-part program: The Block Connection Principals’ Breakfast, a chance for school leaders to visit C&C and learn firsthand about Block Connection, followed by the Block Connection Conference, a day-long workshop that introduced public school teachers to our program.

At the Principals’ Breakfast in October 2018, visiting public school Principals were invited to “play” and work with blocks in one of our Vis’ Classrooms. They ventured into a mindful, creative interaction with open-ended materials, and, needing little encouragement, they happily engaged and then reflected together on the experience. We then looked at what this initiative may be able to offer their teachers.

The administrators wholeheartedly saw value in bringing this training to members of their faculties, saying they wanted teachers at their schools to experience Block Connection to:

“… feel the joy that we can bring to our students.”

“… have more of an understanding of how they can use materials like this to integrate learning in more creative ways.”

“… learn how to get children to do more of the work and to allow things to get ‘messy’.”

“… have support to think creatively within the box.”

Donna Taylor

This grant and expansion of the Block Connection Initiative was sparked by renewed interest from some of our longtime partners, and a “coincidental” visit with Donna Taylor. Donna, an educator and wife of C&C alumnus, Blakelock (Blake) Taylor ’73, had long head stories from her husband and his C&C friends about their warm memories of learning surrounded by play at school. In her role as the founding Principal of the Brooklyn School of Inquiry, she even applied the essence of what she had learned from her husband and his friends into the foundation of the new public school. So in 2018, while mentoring a leader starting a new school with a vision of play as the core component of learning, Donna immediately thought of C&C and visited to gain a deeper understanding of our programs. That visit, along with the support of the Tietz Family Foundation, led to the creation of the Block Connection Conference.
With this endorsement of the public school administrators, the second phase of the work, the Block Connection Conference, took place in December 2018. Eight dedicated C&C teachers created stimulating workshops for public school teachers with the goals of providing experiences that showed the value of open-ended materials, emphasizing the vitally important role of play in the early childhood curriculum, and demonstrating ways teachers can meet important curriculum goals creatively and impactfully. Workshops were driven by experiences with our unit blocks, with a few looking at how block builds can fuel dramatic play and math. One workshop included a trip to a nearby subway station to gather information, in the manner of our students. Teachers then looked closely at how the dramatic narrative that naturally unfurls for children through such experiences becomes a pathway to deeper understanding and learning. The workshops mirrored a central core of the work of the Vs, VIs, and Vills at C&C.

With events like these, our goal is always that the public school teachers who join us, many supported by the desire of their administrators to see children engage in more creative and playful activities, will have eye-opening experiences, returning to their schools inspired and equipped with new ideas to incorporate into their classrooms. We hope that after observing the effect the new strategies have on their own students, teachers will return to C&C for additional Block Connection Workshops, learning more ways to integrate playful and creative activities into their lessons in ongoing and meaningful ways.

The testimonies of C&C teachers who have engaged in Block Connection work over these past years confirm that our philosophy is making a palpable difference in how teachers from all backgrounds approach their work, how students thrive by incorporating themes of the C&C curriculum into their learning, and how our own teachers deepen their mastery of Caroline Pratt’s concepts by teaching other teachers:

“It was wonderful to develop a relationship with teachers at PS 130,” said Erin Teesdale, VIsE Group Teacher. “I worked closely with the first grade team; observing children working with blocks and collaborating with the teachers. The teachers were open and excited to develop ways to incorporate blocks into their current curriculum. It was rewarding to watch a group of six-year-olds accepting block challenges, working together, and having fun because of the enthusiasm and commitment of their teachers.”

“Participating in C&C’s Block Connection program was both educational and gratifying,” continued Nina. “The early-childhood and elementary educators at PS 130 felt so strongly about the importance of block work for their students that they raised enough money to buy a full set of blocks. I visited their new ‘block room’ a few months after the blocks had been set up and observed the students building collaboratively and sharing ideas as they added details, all the while fully immersed in dramatic play. Teachers shared with me that this was the one hour per week when they could count on every student being focused and engaged.”

The exciting expansion of work envisioned since our founding upholds our founder’s vision and greatly benefits our educators and children. We look forward to continuing that expansion in the coming years.

Much more about the recent Block Connection Workshop at C&C can be found in the News section of our website, cityandcountry.org.

Q&A with Becky Ann Baker

Emmy-nominated actress and alumni parent, Becky Ann Baker, narrated the audiobook of our founder Caroline Pratt’s memoir, I Learn from Children, now available free of charge through Audible. After finishing her time in the recording booth, Becky sat down to answer a few questions about the experience.

Q. C&C approached you about reading I Learn from Children just as you were starting a new off-Broadway play, Cardinal. Considering your busy schedule, what was it about this project that made it worth your time?
A. Our daughter, Willa ‘07, went to C&C for nine years of her education. We came to love and appreciate the educational environment and spirit of the School. Reading the book seemed like a great way to give back and celebrate our time there.

Q. How did you prepare for the role of Caroline Pratt?
A. Rereading the book in preparation to read it on “tape” was the only way to prepare. Caroline is so forthcoming about her progress in becoming an educator. She walks us through her discoveries year after year! By doing so, we learn so much about her, especially about her compassion for the children she’s teaching. The interesting thing to me as an actor was that she was 80 when she wrote the book! I didn’t want to try to create that particular age, as she starts at the beginning of her career and moves forward. Instead, I wanted to give her dignity and a formality that went with the early part of the 1900s and beyond. It was a dignity that was consistent with her writing.

Q. How is audiobook work different than television, film, and theater?
A. I love doing audiobooks because you get to be all of the characters and tell the whole story. A shorter version is reading to your child at night. The audience is completely yours! It’s a lot of fun for an actor.

Q. Was there anything in the book that surprised you or made you look at education in a different way?
A. The most surprising thing about Caroline’s book is how current the thinking is! Her insights from the early 1900s are still relevant and timely. Putting the child first still works!

Q. How did your background as a C&C parent influence your approach to the narration?
A. My understanding of a C&C education informed the entire book. The producer with whom I was recording was so impressed with Caroline’s thinking. We talked about the School between takes, and I had so much fun describing the School to someone new. I was hoping to put all of that knowledge into Caroline’s words.

Q. In what ways has Caroline’s philosophy of progressive education had a lasting impact on Willa, and by extension, on you and your family?
A. Our entire family has been influenced by a C&C education. I imagine every family that has spent time “learning from the children” looks at education differently. Asking questions fearlessly is the beginning and it never ends.

I Learn from Children, the audiobook, is available free of charge through Audible.com. In addition to Becky, the audiobook features former Principal Kate Turley reading her 2014 chapter, “C&C at 100,” and writer and The New Yorker contributor Ian Frazier reading his 2014 introduction. Also included is CUNY Professor of Education Susan Semel’s 2014 afterward. We extend special thanks to parent Kiran Paranjpe for making this free audiobook possible, and alumni parent and Board Member Barry Munger, who spearheaded its creation.

The Tietz Family Foundation

The Tietz Family Foundation was founded by Larry Tietz on a rock-solid set of beliefs: that all kids can learn, and that all teachers and administrators can find a pathway, if they are given access to the right tools and resources. The Foundation is dedicated to bringing about real, lasting changes to the American educational system with a focus on what Tietz calls a “common-sense approach” to education. www.connectionsplus.org

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With our unit blocks, with a few looking at how block builds can fuel dramatic play and math. One workshop included a trip to a nearby subway station to gather information, in the manner of our students. Teachers then looked closely at how the dramatic narrative that naturally unfurls for children through such experiences becomes a pathway to deeper understanding and learning. The workshops mirrored a central core of the work of the Vs, VIs, and Vills at C&C.

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The goal of the STEAM approach to education is to enhance students’ critical thinking and problem-solving skills by anchoring learning in real-life situations that incorporate multiple subjects.

Sound familiar?

While STEAM is marketed as a relatively new educational approach, it has been very much alive at C&C since 1914.

Our founder, Caroline Pratt, knew long ago that children learn by doing. When children’s work is rooted in practical and engaging situations as it is at C&C, it is only natural that STEAM is embedded in their activities. All five subjects become necessary tools, and children’s deepening understanding and skill with each is a logical outcome.

“When we root learning in meaning,” says Principal Scott Moran, “through an exploration of our basic materials, a social study, or a school-wide job, children have a clear context and purpose. Students can easily see why they’d do well to learn whatever it is that is being studied. The question of why they’d need to learn it doesn’t need asking.”

C&C’s approach to education enables students to build upon different aspects of learning that grow in complexity over time. The program cultivates mastery of each subject and, significantly, it allows children to see how subjects naturally come together in their studies—and as they experience the world.

Here we take a brief look at each STEAM area at C&C, often through the eyes of our teachers and children.

STEAM = Science, Technology, Engineering, Arts, and Math

STEAM emerged as a modern term in the 1990s, with advocates citing it as a paradigm shift away from traditional models of education. Developed in response to the new economy, STEAM seeks to prepare students to become the innovators of the 21st Century.
Science

For our youngest students, our basic materials offer infinite opportunities to engage in the scientific method through trial and error, hypothesising, deliberate experimentation, and gathering information to draw conclusions. Young children make meaning from an open-ended, carefully chosen set of materials by challenging themselves: What color is made when red and yellow paints are combined? How much water can I pour until my bottle overflows? Why does my block building keep tipping?

Though children do not yet have the language to express it, they are internalizing many scientific concepts through their daily work such as surface tension, gravity, balance and equilibrium, cause and effect, weight, and solids and liquids. The Groups’ studies of the school community, neighborhood, and city often connect with Science, as they investigate systems of water, electricity, the Hudson River, and the path that food takes to get to our tables. With the School’s continued efforts to adopt increasingly sustainable practices, children are engaged with recycling, composting, waste and energy reduction, and gardening experiments and activities.

A scope and sequence of science concepts is logically laid out over the age levels, reflecting national standards around a crackling fire.

The Xs create a terrain model to gain a deep understanding of the geography of Ancient Egypt and the Nile River Valley or Mesopotamia and the Tigris-Euphrates River Valley. Using an oil-based clay, they build a gated ditch oven built by the IXs themselves. In true pioneer style, they then enjoy their bread as an after-dinner snack, often around a crackling fire.

Highlights for the XIIIs include a study of global warming, biodiversity, and space exploration, and the students graduate with certification in both CPR and first aid.

Many of our students are passionate about the environment, and in recent years, students have participated in the School’s Sustainability Committee. Last year, several XIs joined faculty and staff, including members of the kitchen, operations, and finance staff, to pilot some new sustainable school-wide initiatives.

“We witnessed the negotiation and collaboration within the groups is really amazing,” says Katrina Raben, Science Teacher. “One of the many things that works about the process at City and Country is the freedom of curriculum. We give the students options for where the Group can take the topic under study, depending on their interests. Their hypotheses and observations fulfill the Group mission as well as individual desire.”

Children are especially inspired when their studies in Science connect with Social Studies. As the IXs prepare for their week-long trip in the country to recreate pioneer life in the 1800s, in Science they learn the hows and whys of pickling and food preservation processes, experiment with natural dyes, and cultivate a living sourdough culture. They take the culture with them on their trip and use it to make sourdough bread in an authentic brick-and-mud oven built by the IXs themselves. In true pioneer style, they then enjoy their bread as an after-dinner snack, often around a crackling fire.

We Learn from Children

“It’s a lot more hands-on in terms of building and researching — a lot less textbook and a lot more ‘figuring things out.’” – An XIs Student

Technology

At City and Country, digital technology is used to enhance the children’s work. Our educators mine the riches of the rapidly evolving digital landscape and carefully select technology that has the potential to deepen our work, increasing creative expression, critical thinking, and problem-solving. The first computer activity for our Vils is to take apart a vintage computer as an introduction to how a computer’s components function. The idea is to demystify technology and help children view it as a tool to aid in their learning.

“I’m always asking, ‘What if?’ ‘What if I could?’” says Caroline Pratt, Technology Integrator and Support. “21st Century skills, Caroline Pratt was focusing on in the 20th Century. Same case with STEAM: We’ve been doing those things for a long time, just with different names and labels.”

During their study of the Golden Age of Islam, the XIs study elaborate Islamic patterns, examining the technology and how a society functions. As the VIIIs study elaborate Islamic patterns, examining the relationship between design and culture. Adobe Illustrator comes in handy as the students design their own Islamic-patterned ceramic tiles and boxes. Using augmented reality, their work is capped off by the creation of a virtual museum, enabling them to showcase their visually authentic works of art.

Students also consider the relationship between technology and how society now refers to as 21st Century skills. Caroline Pratt was focusing on in the 20th Century. Same case with STEAM: We’ve been doing those things for a long time, just with different names and labels.”

Many of our students are passionate about the environment, and in recent years, students have participated in the School’s Sustainability Committee. Last year, several XIs joined faculty and staff, including members of the kitchen, operations, and finance staff, to pilot some new sustainable school-wide initiatives.

“They came up with excellent ideas to implement: not consuming bottled water and eliminating paper cups,” says Katrina. “They attended meetings, voted, and made decisions. With this sort of work, students become advocates, which is always the end goal. XIs were able to see their work in action as they directly impacted our community in a positive way. There is no better feeling than empowering students to feel that their voice will be heard and that they do have a seat at the table.”

“I came up with a cool project about water and pollution,” says an XI. “I thought about what would happen if we spoke up. We could write to important people like the governor or the president.”

For instance, as part of their study of geography and mapping, Vils create code to program robots to navigate space. Xs use digital tools to create 3D models for their studies of ancient Mesopotamia and Egypt. Google Apps becomes an essential tool beginning in the IXs as students collaborate with their peers and teachers. Google Docs has revolutionized our peer editing process, enabling students to delve more deeply into their creative writing and research papers. What used to be done by piles of photocopies is now streamlined and efficient. The use of this particular technology increases communication, collaboration, and creativity—three of the “21st Century skills” continuously referenced in business and education.

Ian says, “What society now refers to as 21st Century skills, Caroline Pratt was focusing on in the 20th Century. So what is this thing called 21st Century skills? What do we do? How do we do it? Google Docs comes in handy as the students design their own Islamic-patterned ceramic tiles and boxes. Using augmented reality, their work is capped off by the creation of a virtual museum, enabling them to showcase their visually authentic works of art.

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Innovation requires experimentation, a willingness to explore, see what works, and what does not,” says Ian. “In Science, VIIIs study what engineers do and how they solve problems,” says Katrina. “Our first activity is to look at the strength of shapes—triangles, squares, and rhombuses that the children make from craft sticks. Ultimately, the VIIIs invent a structure and test the amount of weight it can sustain using angles to make a foundation.”

The Brooklyn Bridge study follows naturally. The students research, discuss, and design a variety of bridges, including truss, arch, and suspension bridges, and build an historically accurate replica of the Brooklyn Bridge in their classroom. "VIIIs examine the Brooklyn Bridge carefully, one part at a time," says VIIIs Group Teacher Coua Vang. “They learn about what it means to be a Chief Engineer—the person with the big idea who then has to be able to communicate and collaborate with others in order to physically create. This is essential in their own process of reconstruction.”

The children learn the history of the Roebling family who was responsible for the Brooklyn Bridge—the first suspension bridge in the United States. By putting themselves in the shoes of those who created and used the bridge, they learn that it was essential for the people of New York because the Fulton ferries were having trouble commuting between Brooklyn and Manhattan during the icy winter months. The VIIIs develop a deeper connection with the bridge that is a familiar part of their cityscape. Teachers respond to the Group’s questions with more questions, enabling students to make sense of the story for themselves—a far more engaging process than simply providing answers.

Once the children have an understanding about the concept of a suspension bridge, they recognize that the physics involved relate to compression and tension. The VIIIs build the bridge in small groups, each responsible for a certain part: anchorages, caissons, towers, roadways, cables, all the while debating how balance and counterbalance will support the overall construction.

“Our VIIIs have an understanding of the physics behind the Brooklyn Bridge,” Ruth Conroy, VIIIs Group Teacher says. “Through a guided study of The Brooklyn Bridge by Elizabeth Mann, combined with walking trips across the bridge and their expertise in block building, they organically understand how each part of the bridge comes together with compression and tension to allow the roadway and the walkway to be suspended.”

Examples of engineering can be seen throughout the older Groups, and they often incorporate Math and Science along the way. XIs examine why specific types of bridges are needed in certain regions, taking on the role of a civil engineer, structural engineer, and city planner. XIs, as part of their Earth Science study, use their knowledge of seismic activity and controls to create structures that can withstand earthquakes. During their study of hurricanes, the XIIIs become environmental engineers as they examine the effects of climate change, designing resilient city structures for regions damaged by recent hurricanes.

**Engineering**

New York City is the perfect place to learn about world-renowned feats of engineering, such as iconic buildings and bridges. Children in C&C’s Lower School often use blocks to explore these structures, and in the process stretch their research skills and their imaginations. They begin to recognize the basics of what it takes to be an engineer.

One obvious example is the VIIIs’ study of the history of the Brooklyn Bridge. It typically starts with a look at the engineering profession in general and ultimately leads to a study of bridges.

“In Science, VIIIs study what engineers do and how they solve problems,” says Katrina. “Our first activity is to look at the strength of shapes—triangles, squares, and
Creative expression, in all of its forms, is at the heart of the City and Country experience. Young children use art materials every day: paint, clay, drawing materials, and collage. Because our Art Program is largely open-ended for young ones, the materials offer the children opportunities to express and understand themselves and the world around them in infinite ways.

**We Learn from Children**

“At a certain point in Math, we were looking into mathematicians in ancient Egypt, and it was helpful to use math there to help us learn—and also, the pyramids, how tall they’d be, how wide, how level the ground would be.” — Xs Student

As with other subject areas, Art is infused in Social Studies figure studies, printmaking, vessel building, and to engage in specifics such as landscape, study art concepts such as line, here that children begin to is filled with light. It is high-ceilinged and C&C’s Art Room, a opportunities to express and understand themselves and to calculate unit prices, and sampling and data collection as they determine inventory. The IXs also use a balance sheet to keep track of sales and debt—a complicated set of numbers that is understood by the IXs because it’s meaningful to them.

Logically, math concepts become increasingly complex as the children get older. Students in the Middle and Upper School study decimals, geometry, probability, exponents, linear equations, descriptive statistics, quadratic equations, and algebra—among other things. Their work often dovetails with their Social Studies.

“The math that we are doing in the Upper School becomes increasingly rigorous,” says Lisa Ochs, Math Teacher. “We cover topics such as how to decode the codes, Spartan generals used when sending messages in battle. This not only connects to Social Studies work, but it allows us to see how codes were used long ago compared to now, which leads to studying large prime numbers and number theory. Math doesn’t just have to be arithmetic.”

Because our students achieve the level of Algebra I before graduating C&C, they are prepared, like other eighth-graders across the city, to reach Calculus in high school.

Math at City and Country occurs in layers: the direct teaching of math concepts through games, lessons, and assignments; and the practical application of math in the context of the children’s work. The Math Program follows a scope and sequence of concepts across the age groups, and teachers facilitate opportunities for students to put the math they are learning into action.

Central to building math skills in the Lower School at C&C is Caroline Pratt’s creation, the wooden unit blocks now used in classrooms around the world. Repeated use of the blocks exposes children to myriad math concepts: geometry, patterns, measurement, fractions, area, sorting and classifying, and more. Over time children internalize these concepts, and when they are formally introduced in later years, children already have a firm grasp of the concept. Additionally, block-building incorporates each of the other STEAM areas. It’s an extremely powerful learning tool for children, and C&C teachers are experts at facilitating their use.

“When we talk about STEAM, I see it as everything combined—the weights and measures, the building blocks of engineering, the science, math, arts, and technology,” says Matt Winkler, Vs–Ixs Math Specialist. “What it means to design and build something, to create something, is inherent in almost everything the students do here.”

Caroline Pratt deliberately designed her Jobs Program so that children could practice their math skills in a meaningful context. The Vills and IXs jobs are obvious illustrations. The Post Office requires VIIIs to multiply, add, subtract, and understand money math—all skills that are part of a typical third-grade math curriculum. The IXs’ School Store introduces children to long division as they calculate unit prices, and sampling and data collection

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Around C&C

Coffee Grinder
Social Studies Research and XsMe Play 2016–2017
Paint, wood, glue, nails
By a Xs Student

Lyre
Social Studies Research and XsMe Play 2017–2018
Paint, wood, paper mache, glue, string, nails
By a Xs Student

Artifacts

The fate of Greece hangs in the balance as a XII arms themselves for battle against the Trojans. A IX makes a coffee grinder to keep their family healthy on the journey westward. A X plays beautiful music for the aristocrats of Ancient Egypt on a handcrafted lyre. These things don’t actually happen at C&C, but Middle and Upper School students understand how they would because they are so immersed in the research that drives the creation of their artifacts. These artifacts, the majority of which are created for the Group Plays, are a physical manifestation of the students’ thorough investigations and studies. Some, such as the XIs’ Parthenon featured on our cover, are meant for contemplation in the Classroom. In addition to demonstrating their deep understanding of the subject matter, artifacts allow students to convey what they’ve learned, while drawing upon the skills they’ve acquired in other subjects like Shop, Music, and Art. Creating these artifacts gives students a first-person perspective into the society or time period they’ve studied, and makes their learning more meaningful and knowledge more permanent.

Seminar for Rhythms Teachers

At the beginning of the school year, Kate Tarlow Morgan ’68, former C&C Teacher and daughter of Joan Morgan ’40, Rhythms Teacher from 1977–2001, visited C&C to lead an Awareness Through the Body (ATB) seminar with C&C’s three current Rhythms Teachers: Madeleine Buhler-Rose, Michelle Gay, and Zelda Gay ’06.

Fun Run!

At the end of 2017–2018, C&C held its fourth annual City and Country Fun Run along the Hudson River. It is a 5K run (or walk!) that is open to all Middle and Upper School children, their families, faculty, and staff who would like to participate in a celebration of the weather, the end of the year, and running!

Save the Date for C&C’s Annual Spring Benefit!

Capitale
130 Bowery NYC
Thursday, March 7, 2019
6:30–10:30 p.m.

Silent Auction: We are looking for donated items at all price points. Have an idea or need more information? Contact us at benefit@cityandcountry.org or visit the Support section of cityandcountry.org.

Coffee Grinder
Social Studies Research and XsMe Play 2016–2017
Paint, wood, glue, nails
By a Xs Student

Armor, Beard, and Sword
XIsMe Play 2016–2017
Paint, cardboard, duct tape, twine, ribbon, wood
By a XIs Student
In November, our IVs–VIIs invited a special friend to visit their classroom.

Welcome to Katoiya

Katoiya Bell joined our community in November as Development and Communications Associate. She brings with her a wealth of development, marketing communications, social and visual media production, writing, event planning, and community building experience. She previously worked at The Dallas Conservatory, and Texas Center for Arts + Academics, wearing numerous hats in both the development and communications realms.

NEW VIDEO: XIlis Job!

The XIlis Job working with the IVs gives students the ability to build a truly meaningful and mutually valuable partnership, as both age groups guide each other through this significant stage in their academic and social/emotional development. In our informative new video, watch as the students engage with each other, and hear how the Job impacts our XIlis, IVs, and the greater community.

Watch at cityandcountry.org/jobsprogram

New Bike Lane in Front of C&C

In Fall 2017, C&C learned that the L train shutdown meant that the NYC Department of Transportation (DOT) would install a two-lane protected bike path along 13th Street directly in front of the School’s entrance. Realizing the impact this would have on student safety, Principal Scott Moran, Board Members, families, and neighbors worked closely with the DOT to find a safer solution for our community. The result is a single bike lane with significant safety features, including a narrowing of the lane in front of the School. The bike lane was installed in October 2018, and our VIs and VIIs used the opportunity to learn about bike lanes and the equipment that creates them, with a visit from Ted Wright, the DOT’s Director of Bicycle and Greenway Programs.

Admissions Blocks Workshops

In October, C&C Admissions hosted the first-ever in a series of new block building workshops for parents of applicants. These workshops give prospective parents the opportunity to experience and further understand the value of our founder’s invention. As these photos show, the applicant parents dug in just like our students do, exercising their creativity, social skills, and problem-solving abilities. We estimated and then counted the total number of blocks used during the session—476 blocks!

Said one participant: “Thank you for hosting such a unique, interesting, and fun event! The workshop was a lesson in teamwork, strategy, design, creativity, improvisation, calculation, and social dynamics all wrapped up in one! And I gained an appreciation for what that experience must be like for students as young as two and three.”

Special Friends’ Visiting Morning

In November, our IVs–VIs invited a special friend to visit their classroom.
Alumni News

The Mexican Motorcycle Journey of Polly (Forbes-Johnson) Storey ’30

C&C alumni are known to head off on remarkable life journeys after their time at C&C, sometimes even on the back of a motorcycle.

After C&C, Polly attended a boarding school in Connecticut and then went on to Bennington College—"a small town where she was kicked out (twice) for being too progressive." At the age of 19, not sure what to do with herself, she rode south on a motorcycle. Waaaaaay south. To Guatemala City. Solo. Did we mention she was 19... and that it was 1935?!

When she made it to the Mexican border, the border agent, worried for her safety, asked if she had a gun. When she replied yes ("somewhere at the bottom of my duffle bag"), he said that was a special he wanted to take her. Fearing she might have to fend off advances, Polly followed warily. Her fears were for naught: It turned out El Presidente was an avid motorcycle enthusiast, and where he took her was his own private motorcycle gallery!

He was so in awe of Polly and her journey that he gifted her with a motorcycle. She accepted the motorcycle graciously—what else could she do?!—despite the fact that she couldn’t ride two motorcycles back home.

Suddenly, Polly had to find a new way home. She booked passage on a ship headed to New York City. She didn’t have any money, so she told the booking agent the unbelievable story of her journey and said he could sell it to any magazine or newspaper that would have it in exchange for passage home. He agreed—and thus Polly returned to New York City with two motorcycles in tow.

This story was relayed by Polly’s daughter and granddaughter (Elizabeth and Laila Selimi) when they recently came to visit City and Country School and learned about the school’s mother/grandmother who had spoken of so many years. Director of Communications Matt Payne gave them a tour that ended in C&C’s Archives, with Archivist Jordin Rosberg sharing works from Polly’s time at C&C; including her entry in the Xis’ Journal, Hunted.

Elizabeth enjoyed connecting with her mother’s past. “It was especially interesting and valuable to me to recognize C&C’s influence on my own upbringing—and on that of my own children and on my own students,” said Elizabeth. “The School’s legacy lives on!”

Polly is connected to C&C in more ways than just attending our School. She was the adopted child of two women who were influences on the School’s legacy. Harriet Johnson was the founding teacher at what would become the Bank Street Nursery School (and was initially the Bureau of Educational Experimentation’s nursery program). The school, which opened in 1919, acted as a feeder school for C&C. She also wrote The Art of Block Building, a book which is in C&C’s Archive. Harriet Forbes was a settlement nurse, involved in the labor movements of which Helen Marot, Caroline Pratt’s partner, played an active part—and which greatly influenced Caroline.

After her fantastic journey, Polly eventually ended up settling on Great Cranberry Island off the coast of Maine, where she made a living in a number of ways over the years. Her final, and most fulfilling, job was creating a company that sold wildflower seeds to people around the world and then tracked how the flowers took to varying climates. Polly passed away in 2002, but the story of her adventure continues to be told through the lens of Polly’s motorcycle gallery!

Words spread to police in the towns down the road that a young American woman—and now fellow police officer—was heading south through Mexico. Often local police forces escorted her through the country on their motorcycles. When she got to the Mexican Police Force—carrying the gun would no longer be a problem by making her an honorary member of the force because it was too dangerous. They solved the problem: They couldn’t let her into the country with a gun because it was illegal; they couldn’t let her in without a gun, but that was 1935!!?

When the Student Becomes the Teacher by Nica Delbourgo ’10

Recently I walked into an empty Vills room and found Post Office work still on the tables. Rather than attributing this to disorganization, I recognized that the Vills were sending a message. Just because Social Studies was technically done for the day, their work wasn’t. Rather, it’s an ongoing process and they were eager to continue it later. That’s very City and Country, I remember thinking.

That moment, among many others, reaffirmed my decision to come back to teach at C&C as an alum. I decided I wanted to be a teacher in the Xs. My interest in teaching continued through high school at the Calhoun School, and I did my senior internship with the Xills. I attended Skidmore College and majored in Education Studies with a minor in English Literature. After student teaching in the fall of 2017, I kept contrasting my student teaching experience to my childhood at C&C. I knew I wanted to go back. My cover letter for C&C was the easiest one I wrote during the job application process because coming back to teach here just made sense to me. Michele Bloom, our Director of Middle/Upper School, might remember better than I do, but I think I squealed when I got the job offer.

People keep asking if things have changed since I was a student here. While I’m sure there are many changes, I don’t notice them because they’ve had no negative impact on the philosophy or how I interact with C&C. I know the changes have been mostly positive; otherwise I wouldn’t feel as comfortable and at home as I do every day. To some, being on “the other side” of being a student would be weird, but delving deeper into C&C’s approach to teaching philosophy—with the support of many of my former teachers—has been so exciting, and being trusted to enact it is truly a dream come true.

Not every day is easy, of course, but every day is meaningful and filled with adventure. Whether it’s investigating a spider on a leaf, trying to understand and troubleshoot the PO job chart, working out how many envelopes we can buy and still have enough change for the grand opening, or having a fruitful dialogue about where the Lenape have sought shelter in Inwood Park, every day at C&C is filled with a sense of interest, excitement, and curiosity that I get to share with my students.
Chin Chi ’49
Thank you, C&C, for bringing out the best in us! One of my favorite things was to sit in the Library, in one of those big comfortable wicker chairs, and read a good book. My favorite was Bambi by Felix Salten. I engrafted in my heart forever, what is good, what bad, what right, what wrong. In March 2018, San Francisco passed a ban on the sale of animal fur. Eighteen years ago, I proposed the exact same ban at the Commission on Animal Control and Welfare, and it was immediately squashed by the fur industry and the SF commerce departments. The fur ban won this time because it was an addition to the SF Health Code, as fur factory farms are a source of pollution. I recently saw a movie produced in 2003 entitled Good Boy, about a boy and a dog. It urges humans to rethink our relationship with dogs, and, in the wider sense, with all other living and feeling beings of other species. If we did not view the “others” as only things useful to us, but as life forms also yearning for love and respect, and if we were able to receive their love and respect in return, how happy we could all be. The “Critics” panned this movie, but I don’t think they had even a clue as to its real significance and the hearts of those who created it, for one, urge all fellow “C&C children” to see it and promote it wherever possible.

Leigh Berrien Smith ’41
My seven years at C&C were the best thing to happen to me, from “Dinky” in VIIs to “Oll” in XIlIs, Mrs. Smith in clay, Leo S. in Shop, Mrs. Montague for piano, and “Braddy” for songs and orchestra. I always liked my work with the IVs at C&C, something that greatly influenced my future career. I worked with Kindergarten children in NJ in a similar independent school for 25 years, also doing music and substituting to third grade. Now, I am a lucky nonagenarian with a son, two daughters, six grandchildren, and two great-grandchildren. I never mastered computers, so write or phone family weekly, while staying involved with the League of Women Voters of Martha’s Vineyard, and supporting Vineyard projects with the help of my daughter near me. I’m very involved on a board wanting to produce 1654 Opera, about efforts made here that year to abolish slavery. A Spiritual Choir sings authentic slave songs, and a wonderful production can be the outcome.

Peter Goldman ’46
At age 85, I’ve just published Students of Pain, the third book in a series of detective stories. Book four in the series—and my 14th book overall—is finished and will be published early in 2019.

Annell Muschenheim Arms ’49
I showed my Llama print at the Small Works, Big Impact juried show at Manhattan Graphics Center in November.

Joseph “Joe” Aronson ’51
After attending Cornell and Columbia Architecture Schools, I received the Rome Prize for Environmental Design (1954), a Guggenheim Fellowship for Italian Urban Design (1976), and a Graham Foundation Grant (1981). I was a Visiting Scholar in Architecture at MIT (1995), did graphics and posters for the Italian government (Milan Trade Fair), and have prints and aerial photographs in museums and collections including the Uffizi, the Getty, the Metropolitan Museum of Art, and the National Gallery. My current project is A Continuous Aerial Panorama of the Hudson, NYC to Albany and Back, which entailed 80 hours in a helicopter and 43,000 raw images. I’m presently logging red pines planted by my father in 1940 and milling them into timber to restore my 188-year-old house.

Carol Levine Paasche ’51
I never seem to be able to make the Reunions or the Fair, but will continue to try! We moved two years ago to Newton (near Boston), MA. We had been in Toronto, Ontario for almost 50 years, so, needless to say, it was a somewhat traumatic move! Being nearer our now grown children, as well as our almost grown grandchildren (the youngest is now 17 years old), was our main reason for moving. Many of my friends from C&C are, as far as I know, no longer alive. I would love to know who of us is among the “over-80” survivors! I have dropped by C&C a number of times over the last few years and always experience some sense of “returning home.” We don’t get into NYC that often anymore, but next time I am in the “Village,” I will try to drop by.

Stephen Wandner ’54
I am an economic consultant and a fellow at The Urban Institute, the W.E. Upjohn Institute for Employment Research, and the National Academy of Social Insurance. My book Employment Insurance Reform: Fixing a Broken System, was published in September. This past year we traveled to Newcastle, Australia for the Western Economic Association and recently to Southeast Asia. We visited children and grandchildren in Los Angeles and Berkeley during the summer. Closer to home we enjoy having two children in the Washington, DC, area.

Ellen Rosenberg Leary ’55
At this late stage in my life, and after a career on the professional stage, I am currently writing. My new novel, The Understudy, is about to be published! Look for it soon on Amazon or in bookstores near you!

Kerry Allen ’60
It is my eighth year working for the Young People’s Chorus of NYC as the Wardrobe Coordinator, a wonderful retirement job with a wonderful organization.

David Lebe ’60
LONG LIGHT, PHOTOGRAPHS BY DAVID LEBE, a survey exhibition of my work from about 1960 to the present will be at the Philadelphia Museum of Art (PMA) February 11 through May 5, 2019. A book by the same name published by PMA & Yale University Press will be out in time for the show. A few sentences are devoted to C&C in the text.

George Geller ’64
To my classmates of ’64, whom I remember 54 years later with admiration and love, I offer this capsule of my life after our departure: Following college (Columbia, then Wayne State University) and law school (University of Michigan), I’ve worked for the International Brotherhood of Teamsters for my entire professional career, first for 15 years as an attorney representing the largest Teamster locals in Detroit, then as an International Representative of the Teamsters for the New York City area. I often wonder what happened to C&C ’64 classmates, painfully so in some cases, as I hear two of our shining stars died way too young. My best wishes for happiness and good health to all.

Steve Cartwright ’65
Here’s a photo from May 2018 at The Liberal Cup pub in Hallowell, ME, where I met my friend John Bavana ’65 for the first time in 53 years. We graduated C&C in 1965, the last time we saw each other. With us is John’s wife, Nan.
Lee Stoliar Dufresne ’70
I own/operate The Folstaf Company, which hand-makes wading staffs for fly fishers; am a clay sculptor (LeeStoliar.com); and am newly a student of Yiddish. I was married for 40 years to painter Leonard Dufresne and am the mother of 26-year-old artist Dorian Dufresne. I live upstate but am still very much a West Villager, with a pied-a-terre at 46 Jane Street, an address my classmates may recall. I’m in NYC every month for business, theatre, concerts, food, and friends.

Virginia Harrison ’72
I am still working with clay and glass and showing in galleries.

Andra Krushenick Kisler ’74
After a year at home dealing with Lyme Disease, I am back in my preschool classroom and very grateful.

Sheelah Feinberg ’85
I am working at the NYC Department of Finance. My husband, Mike Rutkoski, and I have a daughter in the Vs at C&C. It’s exciting to be back in the C&C community.

Alex Kalman ’99
Alex, the designer, curator, writer, and founder of Mmuseumm (possibly the world’s smallest museum), co-authored the new book, Sara Berman’s Closet, along with his mother, bestselling author and illustrator, Maira Kalman. Their talents combine in this family memoir (Sara is their mother and grandmother, respectively), a creative blend of narrative and striking visuals that is a paean to an exceptional woman and a celebration of individuality, personal expression, and the art of living authentically. Sara Berman’s Closet was an exhibit before it was a book, and now that the book has been released, exhibitions will be held at Skirball Cultural Center (LA: December 4, 2018–March 10, 2019) and National Museum of American Jewish History (Philadelphia: April 5–September 21, 2019). A book tour will make its final stop at the Skirball Cultural Center on January 24, 2019.

Jordan C. Glaubinger ’07
I recently started a new job at Corcoran Sunshine Marketing Group as a Research Manager.

Porter Reyes ’16
I served as a Senate Page!

PASSINGS

Nicholas “Nicky” Wright Gillham ’46
Nicky passed away in March. After attending C&C, he attended the Loomis School in Windsor, CT. He earned three degrees at Harvard University, including his PhD, following three years in the Air Force Medical Service as an entomologist. He was a post-doctoral fellow at Yale University and then returned to teach at Harvard as an instructor and assistant professor. In 1968, Nicky joined the Duke University faculty and was named to a distinguished professorship in 1982, and served as chairman of the Department of Zoology from 1986–1989. Nicky ran a large and successful genetics laboratory for over 34 years along with John Boynton, professor of Botany. Amongst his various scientific and academic achievements, he also co-authored a microbiology textbook, two books on the genetics and molecular biology of cellular organelles, and a book on genetic diseases. His most well-received publication remains A Life of Sir Frances Galton, a look at the significant, though controversial, scientific figure and his work on eugenics. City and Country would like to extend our deepest sympathy to Nicky’s family.

C&C’s Annual Alumni Reunion for All Classes on Friday, April 12, 2019

Visit with classmates and meet Principal Scott Moran. Refreshments will be served.

5:00–6:00 p.m.
Sing-Along or Rhythms Workshop

6:00–8:00 p.m.
Reunion

Alumni Reunion

May 18, 2018

Nearly 60 alumni from the Classes of 1940 to 2017 came back to visit with classmates, meet with Principal Scott Moran, and enjoy the Spring Fair during the Alumni Reunion 2018. Members of the Class of 1958 held a special 60th Anniversary Reunion.

Young Alumni Gathering

October 13, 2018

Over 40 high-school-aged alumni came back to C&C on the day of the Harvest Festival to see their old friends and former teachers, and to meet Principal Scott Moran.

Alumni Updates

We love hearing from City and Country alumni and know that you do, too! Please share your latest news with us through the Alumni Updates section of cityandcountry.org.
In what has become a tradition in the last few years, Trustees presented updates on key work being undertaken by C&C’s Board during the December Parents Meeting held by the Parents Association.

“Our goal with this annual presentation,” says John Kolz, Board Chair, “is always to keep the entire community informed and current about C&C’s governance, finances, and future plans.”

As in years past, Trustees relayed information on finances and fundraising, and updated parents on the progress of the Strategic Plan 2015–2020. New this year was an update on the ongoing diversity and equity work being undertaken by the Board. This includes expanded board training to include racial literacy and equity, increased communication and collaboration between the School’s various related groups, and increased access to feeder schools and programs.

Also of note in the Trustees’ presentation was the increase of $324,000 in Financial Aid in 2018-2019. 26% of students in eligible years (Vs–XIIIs) currently receive aid.

Welcome to New Board Members

Four new Board Members joined us in 2018: Sheelah Feinberg ’85, C&C parent and alumna; Illsa Group Teacher Anisah Moonsammy, as one of our two Teacher Representatives; Mital Patel, as Representative to the Parents Association; and Namita Tolia, Head of School at Montclair Cooperative School in New Jersey, as an outside educator. More information about our Board can be found in the About Us section of cityandcountry.org.

Participation in our fundraising endeavors is a show of belief in the School, its mission, and programs. City and Country is grateful for your support, which continues to strengthen our community and ensure its future.

Annual Fund

The Annual Fund helps keep City and Country vibrant and preserves and improves the progressive practices and programs that make us unique. The Annual Fund directly supports the fulfillment of our mission, through curriculum enhancement, new and established programs, classroom supplies and renovations, financial aid, and professional development. Every gift is important, no matter the size, and indicates your support of our mission. The 2018-2019 Annual Fund goal is $825,000.

To make your gift, mail a check to the Development Office in the attached envelope or donate online (visit the Support section of the C&C website). The deadline is June 30, 2019.

Annual Spring Benefit

The Spring Benefit is a parent-organized fundraising event held each year. Members of the community support the event by purchasing tickets, bidding on auction items, or making a donation in the paddle raise. Funds raised support current and future financial aid. The 2018 Benefit raised over $420,000. This year’s Benefit is March 7, 2019.

Endowment

City and Country established an Endowment in 2014, the School’s Centennial year. A robust Endowment will help ensure the strength of City and Country for generations to come. The Endowment stands at approximately $7,500,000.

Planned Giving

Increasingly, our community uses planned gifts to augment outright giving to the School. Planned or deferred gifts, such as bequests, gift annuities, and charitable remainder trusts, provide income to City and Country for many years into the future, and allow individuals to leave a legacy of learning. Our Legacy Guild recognizes donors who have honored the School with a planned gift.

For more information about making a donation to any of these initiatives, as well as additional information (such as making a gift of stock), contact Penny Arnold, Director of Development, at pennya@cityandcountry.org or 212.506.5945.
Photo Mystery

John DeWind '61 and Kim Allen '61 recently spotted this iconic image at C&C, and helped us identify four of the six people in the photo. From left to right: Mary Card (Xs Teacher), Joan DeWind, a parent, Mrs. Lebe, a parent, Mrs. Darton. Photo by Casey Allen. Touch-up by David Lebe.

If you know who the mystery parents are, email us at communications@cityandcountry.org.