

THE PAIDEIA SCHOOL

NEWSLETTER

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Auction Goes "Old School. At School."

The Paideia School Auction 2020, a benefit for financial aid, will go "Old School. At School." **Saturday, March 28** at 6 p.m. As the Paideia@50 Capital Campaign looks forward to Paideia's future, the Auction will have fun revisiting our past. We'll return to the Paideia gymnasium with our original auctioneer, **Paul Bianchi**. Like our '70s roots, we'll be small-scale and laid-back - come as you are, or better yet, as you were!

While Auction 2020 will be smaller in scale, we'll still have amazing items for you to bid on, including travel, event tickets, dinners and drinks, and more. Here's a preview - how about kicking off the decade with an African safari? Organized by **Tony Helms** and **John Iannini**, you can celebrate a graduation or milestone birth-



day by flying round trip via Istanbul with Turkish Airlines to spend 11 nights hosted by Melia International at luxury properties in the Serengeti, Zanzibar, and Arusha. All while funding financial aid!

Tickets will be \$50 in advance, increasing to \$75 at the door, so buy your tickets now via the Auction 2020 page under Campus Life on the Paideia website (www.paideiaschool.org).

As always, you can bid in your PJs via the advance online auction, beginning **Friday, March 13**. Be sure to register your credit card on the website in advance for easy bidding and purchase your tickets for the 50/50 raffle.

Please join the entire Paideia community on **March 28** to fund the financial aid program that is such a central component of our past and future Paideia!

Paideia@50 Campaign Kicks Off!

Paideia@50 was launched on Jan. 25 at a celebration attended by hundreds of parents, faculty and staff and friends. The three-year \$35 million capital campaign will fund academic campus expansion, including a new junior high building, the retrofitting of existing academic buildings, renovations to all three of the school's playgrounds and extensive improvements at Python Park. The campaign will also contribute \$5 million to the endowment to maintain the school's long-term financial well-being with a focus on financial aid and teacher development.

The kickoff event, chaired by **Kelcie Bruce** and **Angel Goldman** was an exciting night that started with cocktails under the tent, a program led by campaign co-chairs **Louisa D'Antignac** and **Scott Schnell** sharing the details of the campaign's progress with the community.

As part of their presentation, **Louisa** and **Scott** announced that \$15 million has been raised so far.

Paul Bianchi, headmaster, noted in his speech that Paideia's last capital campaign, the Campaign for All Ages that paid for the existing junior high, the second gym, the campus green, and renovated Python Hall with art rooms and the elementary library, was 14 years ago. He noted that the new campaign like the others before it, exemplifies an ongoing ideal. "I'd like all of us in the Paideia community to see this campaign as a 'Pay It Forward' moment," he said.

"**Paideia@50** will reconfigure the entire Paideia campus: not just the junior high and high school, but for all ages: elemen-

tary classrooms, playgrounds, and art space to an improved junior high, and science and STEAM spaces for high school. The changes will affect students presently here, our children and grandchildren, and also, importantly, impact all those families

who will be at Paideia in years to come; Our contributions will thus be a gift to somebody

else's children at Paideia after we're gone. We're paying it forward for those in line behind us.

"I want to persuade us to extend that inter-generational perspective even more—more than Paying It Forward; I want us to Pay It Backward," said Paul.

Visit the campaign website www.Paideia50.org for updates and campaign news.

PAIDEIA@50

Illustrator E.B. Lewis Paints Pictures with Words

By Natalie Bernstein, Elementary Librarian

“Find your joy, the thing that makes you jump out of bed in the mornings! Is it reading? Then you do this!” E.B. Lewis grabbed a book, opened it and slammed it hard against his face, a dramatic demonstration of how a passionate reader feels with a book. “You know what I call people who love books like that? They are PAGE SNIFFERS!”

Paideia teachers and students were spellbound by the visit of illustrator E.B. Lewis. He is a master storyteller in addition to winning dozens of awards. His stories of his childhood, his journey, and his books enthralled each group of children as they came to the library. And they were all fired up. **Lauren** and I had been sharing his books with children with all classes, K-6, from late October through December. During these classes where we explored how images amplified the story, children pointed out details in his work that I had never noticed: details in the paintings that signified grief, guilt, overcoming segregation, humor, exuberance and just plain love. I knew he was the illustrator we needed to be with, but I never expected such a stunning tour de force. This summary of his talks can only touch on the richness he brought to Paideia.

I took notes as fast as I could. Here are some highlights, in his own words.

Part One: Opening Remarks

“I am a teacher. I am an artist. I sit on the periphery noting what is happening in our society. Artists see the world. Art changes us: we are transformed by art. I travel the world, talking to children and adults, about how I look at picture books. The art in picture books is just as important as the art in galleries. Images can connect us.

“I worry about students who want to make A’s all the time, who worry when they are very young about going to the university. What is happening? They begin to do just enough to get by because the pressures to be perfect are everywhere. They lose sight of what needs to be their purpose.

“Ok. You wake up in the morning. What makes it a good day? What will make you want to jump out of bed? You need to know: it is NOT what other people want you to do. You come to school to find your



purpose. To find your happiness. What makes you happy? I live happiness.

“This school is designed to help you move beyond limitations, to help you not be afraid of taking risks. How much would you risk to get up to the next level? Is your passion, your purpose math? Music? Sports? Finding the thing that makes you want to work hard, to practice, to get better and better — that’s not WORK! That’s your joy!

Mark Twain once said, “The two most important days in your life are the day you are born and the day you find out why.”

Have you found out why yet? Let me tell you about when I found out why.

Part Two: School Stories

School for me was tough. I was that kid who was always in trouble. Teachers hated to see me come in. They said, “Don’t put him in my class. Please don’t make me teach him.”

Teachers yelled and yelled at me — and now I ask — to what cost? My parents were baffled and took me to one psychologist after another but no one could figure

out the problem. I felt incomplete.

I failed the third grade. I didn’t know it then, and the teachers didn’t know it, but I had dyslexia. The words just jumped around on the page, and I used to have to stand up and read aloud in front of everybody. Every night, I would take the book home and call it to memory. That way, when the teacher called on me, I could say all the words. Just as bad, I stuttered. [And here he paused to try to read, demonstrating his stutter. The kids looked shocked.] Still, the teacher made me stand up and read aloud.

I lived with my grandparents — here’s a photo of me with smudges and white spots. I could have photoshopped it so it looked perfect, but those spots and smudges are a reminder — a reminder of my childhood. My art has reminders like that. It just happens. It’s never perfect but the smudges matter.

I tried to find ways to compensate, to get attention, usually by being funny. One year, in third grade, my seat was by a fireplace. When the teacher wasn’t looking, I sneaked into the fireplace and slowly squirmed my way up. There I was, hanging from the rafters, when the kids laughed and pointed up. The teacher suspended me.

Here’s a story that feels like it was just

yesterday. I will never forget it. Sixth grade. It was career day. Several hundred of us sixth graders were in the auditorium, listening as people from different professions on the stage answered questions. Little Charlie Shoemaker—I remember his name—was at the end of the row. He raised his hand and said he wanted to be a doctor. The doctor answered. I knew that I wanted the kind of respectful attention that Charlie was getting. So I raised my hand. The teacher next to me shoved it down. Twice. So I raised my other hand. I was called on and said, “I want to be a lawyer.” The whole room burst into laughter. All the kids laughed. And all the teachers laughed. The laughter went on and on. I didn’t know what to do, so I just stared straight ahead. That laughter can destroy a child. I needed somebody to care. And then...my uncle saved me.

He knocked on the door and took me somewhere new. My uncle came to take me to explore and create art every Saturday morning for years saying, “Life is better when you see yourself.” The smell of linseed oil and turpentine in that art room went into my soul. I found my people. I found my purpose. I found my joy. I began my art journey. I saw myself in a whole new way. I wouldn’t change anything about my life, even the parts that were hard.

Part Three: The Books

He’s illustrated some 80 books and won many awards. I’ll just talk about a few here.

I Love My Hair! has long been a favorite at Paideia, a way to approach a sensitive topic with zest and confidence. Mr. Lewis told us that one illustration in the book needed to be of an exuberant little girl flying; part of that painting is on the cover, above. How do you get a photo of a child model FLYING in order to paint it? He managed to suspend her from a play structure with a chain, and by pulling a rope, made her fly. [In the painting, we don’t see the chain, the rope, and her sister aching to get to do it next. Or her delighted

father and worried mother.] Fly into the abyss! Embrace your own self!

Each Kindness. Usually children’s picture books end happily, reassuringly — even the ones where, say, a dog dies. This one doesn’t. And I use it with every age and have made sure that many of our classrooms own a copy. A little girl, Maya, is new to a school. She makes one friendship bid after another, asking children on the playground to play with her: play jacks, pick-up sticks, cards... But our narrator, Chloe, and her friends, shun Maya, most likely because her clothes are worn. One day Maya is gone from class. That day, the teacher drops a pebble into a bowl of water and explains that the little ripples represent our actions in the world — and that every kind action ripples outward. Chloe realizes her ugly actions also ripple outward. She walks home, throwing pebbles in a pond, hoping that when Maya returns, she will return Maya’s smile. Maya never returns. Kids are stunned and talk about the playground, the classroom and their families. They leave wanting to do a kind act. It is one of the most important books I have ever shared.

The Other Side. This is the one I consider to be the masterpiece, one that I have taught since it appeared in 2001. Two little girls, one black and one white, are divided by a fence that stretches through their

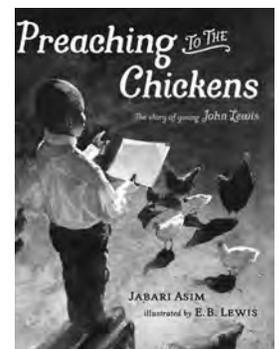
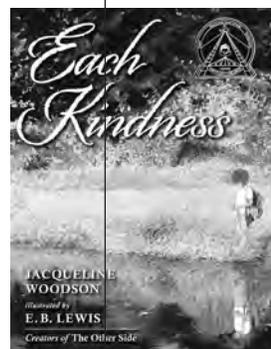


town. Their mothers have forbidden them to cross the fence: it’s not safe on the other side. The spine of the book physically separates the two girls. Gradually, tentatively, they

approach the fence. The illustrations of their faces are exquisite: curiosity, a little apprehension, confidence... Then the pinnacle: their longing to be together is expressed by their outstretched arms as one pulls the other up onto the fence. “Our mothers never told us we couldn’t SIT on the fence!” The author, Jacqueline Woodson, envisioned it as a present-day setting. Lewis, who shops in thrift stores for period clothes, set it in the time of segregation. The last lines, “Someday somebody’s going to come along and knock down this old fence down...” resound with our children. It will be the kids that finally demolish what divides us. . He exhorts all of us: “Take that risk. Use your heart. Elevate society. Create connection, joy and love.”

I read aloud *Preaching To the Chickens: The Story of Young John Lewis*. Congressman Lewis shared this funny story from his childhood in his autobiography which E. B. Lewis has captured in a soft palette of varied greens. As a child, John Lewis loved to preach to his chickens and even baptize them. The book nearly bursts with his own hard-won optimism and his desire to speak for those who can’t speak for

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High School Short Term Classes Offer an Array of Topics

Short term provides students in the high school with an opportunity to take a sampling of classes on a wide range of subjects. The classes often reflect individual teacher's interests and passions. Here are just a few of the offerings.

Joseph Cullen taught a course called "Poetry is for the Birds," and included poetry about birds in particular and nature in general. Students were encouraged to make their way outside for observations of the world around them. During the second half of the class, writing their own poems led to sharing and workshoping their work, all inspired by communing with nature and their feathered friends.

Students used the anthology *On Wings of Song* to delve into poems by poets including Marianne Moore, John Milton, Wallace Stevens and Ted Hughes. Some of the birds these poets wrote about included ostriches, peacocks, hawks and night-

ingales. During the course, Joseph asked students to learn a relatively short poem of about 15 lines by heart and to write an essay about a poem that they liked. He also played a recording of British poet Ted Hughes reading his poem *Hawk Roosting*, which Hughes called a monologue written by a hawk.

Math teacher **Kim Mansion** taught a class on *Hidden Figures*, a recent popular movie which told how a group of black women worked on the foundation of the United States space program during the '50s and '60s time frame. This group was known as "human computers," working in math and engineering jobs at the NASA center in Langley, Va. The class also examined the turbulent times, including the civil rights movement, the Cold War and the space race, all woven together in the true story of this special group of women.

Modern language teacher **Eddy Her-**

nandez offered a course introducing students to modern Italian culture and basic language. The course focused on literature, music, and film as well as history, geography and politics. Students were able to engage in conversational Italian and had a chance to "manga" Italian food and possibly see an Italian movie. Short quizzes, oral and written projects on the Italian aspect of their choice rounded out the course.

"Eat, Smoke and Weave" was a class designed for students wishing to learn how plants were used in traditional cultures as well as today, with science teacher **Brian Smith**. Focusing on medicinal uses and making their own cordage from local plants, students could learn to identify local plants and use them to make paper and dyes among other things. This was a "learn by doing" hands-on course.

100 Days Senior Luncheon

Monday, Feb. 10, 12:40-1:20 p.m.

The class of 2020 celebrates 100 Days until graduation with Taqueria Del Sol! Senior gift is a Paideia tradition that creates a lasting legacy and this year we are donating 20 percent of the money raised to benches in honor of **Molly Wrede**. The remaining 80 percent will go towards supporting Paideia financial aid and we've set a goal of 100 percent participation of senior class families. We encourage you to bring your contribution on February 10th!

STUDENT ACHIEVEMENTS

Robotics Team Advances to State Tournament

The high school robotics team of juniors **Nikhel Krishna, Rakibul Chowdhury, Max Stein** and **Alec Harris** advanced to the quarter finals in a tournament at Kennesaw State University in January. The team also won the Design Award, which qualifies for them for the state tournament Feb. 8. The team was one of two high school robotics teams that competed against 26 other schools at the tournament.



Science Olympiad Team Heads to Region Tournament

The high school Science Olympiad team took first place among single A schools at the Brookwood invitational in January. By winning, the team has advanced to the Region Tournament in March. In individual events, junior captain **Daisy Solomon** and freshman **Cecilia Pardo** came in second out of 70 teams in the "Write It - Do It" event.

Jennifer Thompson, Author and Activist to Speak at Paideia

Jennifer Thompson, a co-author of *Picking Cotton: Our Memoir of Injustice and Redemption*, will speak Paideia School, Thursday, Feb. 20, at 7 p.m. in the black box theater. There will be a reception in the Art Lobby at 6 p.m. Her talk is entitled, “Wrongful Conviction and the Concentric Circles of Harm.” The talk is free of charge, but seating is limited.

Jennifer Thompson is the founder and president of Healing Justice, an organization that addresses the collateral human damage of wrongful convictions to all involved. Jennifer founded Healing Justice based on her experience with a failed criminal justice process that sent an innocent person to prison and left the true perpetrator free to commit additional crimes. Along with Ronald Cotton, who spent 11 years in prison after being wrongly convicted for Jennifer’s brutal attack as a college student in 1984, Jennifer co-authored *Picking Cotton*, a *New York Times* bestseller, after DNA testing led to Ronald’s exoneration and identified her attacker in 1995. Jennifer is a nationally-known advocate for criminal justice reform, focusing on the human impact of wrongful convictions, the fallibility of eyewitness testimony, the need to combat sexual violence, and the healing power of forgiveness.

Basketball Senior Night



Seniors on the varsity and junior varsity girls’ basketball teams with their parents and coaches on Senior Night.

Innovative Programs Enliven and Enrich Curricula Schoolwide

At Innovation Night on Jan. 15, several members of the faculty gave talks about their innovative programs. The speakers were: **Dave Fergemann**, high school science teacher and school STEAM coordinator; **Tania Herbert**, urban agriculture coordinator; **Korri Ellis**, sustainability coordinator; **Natalie Rogovin**, director of service learning and civic engagement; and **Lacey Andersen** and **Amy Valk** innovative teaching specialists.

The goal of the evening program was to inform parents about these programs and how they interface with curriculum at all levels of the school throughout the school year.

Below is an example of an initiative by the urban agriculture program taken from the program’s annual report to the board of trustees.



Thomasville Heights Elementary Farm Collaboration

This new collaboration allows Paideia students to share their accumulating knowledge and skills with students and teachers in another community. Paideia Urban Ag students helped to create an amazing outdoor growing space (500 square feet of beds and an urban food forest) that will give Thomasville Heights the same educational platform that we enjoy here at Paideia.

During a Food, Farming and Community short term class in January 2019, our students worked with the 4th-5th grade students to design and install a 2,000 square foot food forest with fruit trees, berry bushes, herbs, flowers and native plants for pollinators. They also built a trellis system with their 2nd grade students to plant sugar snap peas while measuring depth and spacing for sowing seeds.

This project provides numerous opportunities for our students to reinforce what they are learning at Paideia. It is also a powerful example of how Urban Agriculture can become a bridge that connects communities. With this greater connectivity comes a deeper sense of collective place and belonging for all students, helping us cultivate a more resilient and vibrant city.

- **Alex Cullen '99** and **Sam Bathrick '00** are based in Brooklyn, N.Y. They recently filmed (Alex) and directed (Sam) *16 Bars*: a film about the incarceration system telling the story of four inmates in a Virginia jail who are writing and recoding music. In collaboration with Grammy-winning recording artist, Todd “Speech” Thomas from the hip-hop group Arrested Development, the film highlights how to envision art as a form of rehabilitation and how communities can support formerly incarcerated citizens as they return to ordinary life. For more information visit 16barsthefilm.com.
- **David Young '01** is living in Washington, D.C. with his wife, **Masooda**, and his two kids, **Sunia** (2) and **Naveed** (7). He works at the office of the special inspector general for Afghanistan Reconstruction (SIGAR), where he leads a team of experts trying to identify and write public reports about lessons in the U.S. war in Afghanistan. His team reviews thousands of U.S. government documents and interviews hundreds of military officers, ambassadors and technical advisors to obtain insight into the most significant challenges and successes of the reconstruction effort in Afghanistan. David’s current investigative report focuses on U.S. efforts to help Afghans administer credible, inclusive, and transparent elections. Another report written by his team detailing U.S. struggles to stabilize communities contested by the Taliban was featured in a recent *Washington Post* series, “The Afghanistan Papers.”
- **Caitlin McClure '02** is living on Lookout Mountain in northwest Georgia with her husband and two daughters. She owns a graphic design company, feelgooddesign.co, specializing in branding and illustration. She loves working with Paideia alums who are building their own businesses!
- **Adam Morgan '04** just finished his Ph.D. at the University of California, San Diego, in cognitive psychology. Adam starts his postdoc in neurology at New York University in January. He looks forward to spending time with fellow Paideia alums **Ethan Pakchar '08** and **Katie Weiss '03** in New York!
- **Anna Glass '14** has been offered a position with the Peace Corps and she heads to Malawi in June! As a high school English teacher, she will challenge students to think critically and creatively and share teaching practices with fellow teachers in order to foster a student-centered learning environment school-wide.
- **Avery Yang '15** graduated with a bachelor’s degree in mechanical engineering from Georgia Tech in May 2019. As part of the BS/MS five-year program at Georgia Tech, she will complete her master’s in mechanical engineering in the spring. She has recently accepted a job at L3 Harris in Melbourne, Fla.

Alumni Gather for Annual Holiday Meet and Greet

Our annual Holiday Reunion at Manuel’s Tavern on Dec. 26 was filled with laughter, mingling and plenty of holiday cheer! With almost 100 alumni ranging from classes '78 to '17 showing up to rejoice in all things Paideia, the night was absolutely memorable. A big thank you goes out to everyone involved and congratulations to the Class of 2013 with the highest class attendance! Stay up to date on Alumni Events through our website paideiaschool.org/alumni, Facebook Paideia School Alumni Page and Instagram @paideiaalums.



E.B. Lewis *continued from page 3*
 themselves. I was reading it aloud all week after Lewis' announcement that he has stage 4 pancreatic cancer. The students all know this hero — and many of them have met him. I read it with my voice breaking as the students were utterly hushed.

Part 4: Our Kids Loved Him—Their Questions, Their Thoughts

Questions kids asked:

Fifth grader: “Did you ever paint your uncle?” (This student had listened closely.) Mr. Lewis answered, “I never thought of that. I might do that.”

Sixth grader: “Do you ever turn down offers to illustrate books that you get from the publisher?” An honest answer from a sought-after illustrator: “I only illustrate books that are important to me. I don't do cute. I do REAL.”

Fourth Grader: “Why do you paint so many people from behind?” (I loved this one — I had pointed this out as we read book after book during library class.) “I paint them from behind in a sense of wonderment. We don't need to see their faces to know they are nervous, or sad, or lonely. Or joyful. We can see their feelings from the way they hold their bodies. I am full of wonder at how people show their feelings.”

And my favorite: **A fourth grader** asked: “What do all your books have in common?” What a question! Mr. Lewis looked at me in surprise, noting “I've never been asked that. Let me think. Hmm. All my books have one thing in common.

They are all about love: pictures of people who come to love each other, stories of how people help each other, how they take risks and all about how we can all think of ways to love in our world.” And then he added, “There is always a hugging scene in my books.”

Their Thoughts After the Visit:

When I talked about his visit afterward with class after class, they were animated and compassionate.

Many children, all ages: “I loved that story of the dog. It was so funny. They couldn't get the dog to pose for the pictures. The dog just kept turning his head. So they had to throw him in the water. I'm glad they threw him in so he could rescue the boy.”

First grader: “I liked he told us how he painted. I liked him.”

Third grader: “I liked the story how he came [*sic*] an illustrator. He changed my life!”

Five-year-old: “I loved his books. I was so excited I wanted to scream.”

Seven-year-old: “He is awesome and watercolors make his pictures so pretty. I'm noticing watercolors in other books now.”

Eight-year-old: “I liked those pictures of him when he was little — he was so cute!”

Eight-year-old: “I want to make \$50 per hour to be his model, but I would do it for free.”

Nine year-old: “He was so happy. I thought he would just talk about his books.

He was just happy. He is funny. I thought he would be so serious because he was so serious in those videos you showed us. But I laughed so much.”

Nine-year-old: “He showed us how he stuttered. I felt so sorry for him when he was little. I'm glad he doesn't stutter now. It would be hard for him to talk to us.”

A dad said that both his children, a first grader and a fourth grader, both quiet kids who rarely talk about school, talked about him all evening. And now a couple of mothers have told us that his books were on their children's Christmas wish lists and they were thrilled to get them.

Fifth and Sixth Graders:

“I liked that story he told about making mistakes.

“I can't believe he read his new book about time to us. I can't wait to see the pictures.”

“It was his voice. His voice was just so reassuring. It made me think I could take a risk.”

“He made me think about what wakes me up in the morning, what thing I want to do that day. But it's also ok if I didn't find that thing yet.”

“I believed him. He was confident. Maybe I can be confident too.”

Part 5: A Few of My Favorite Parts:

Mr. Lewis was talking to children, but also to us adults. I took this example as a metaphor for teaching. “Let's think about a baby bird. If a human touches it, its mama won't feed it. So you could take some bird food, chew it in your mouth, put that mouth up close to the baby bird, and feed it just like a mama bird. This is joyful. And this is how close I want you to be to the thing in your life that you love.”

Finally, he told me as I drove him to the airport, “I think it's especially important that boys see a grown man, a tall black man, who can be vulnerable. I try to be as vulnerable as I can for all kids. Being vulnerable is how we create powerful, loving relationships with each other.”

This is diversity teaching at its best: we are not talking about pain and exclusion based on race, but instead we are responding empathetically to characters in his books. And there he is, with a profusion of books showing children of all colors, that all of us must find our passion in life. His passion is, of course, art, but it is also love: love of the children and love of the world.



THE PAIDEIA SCHOOL

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THE PAIDEIA SCHOOL is nonsectarian, serving families with children ages three through 18. Paideia does not discriminate in employment or in admissions. It actively seeks racial, cultural, and economic diversity in its student body.

The ancient Greek word *Paideia* conveys the concept of a child's total education: intellectual, artistic, and social.

The Paideia School Newsletter is published 10 times a year. The deadline for the newsletter is the 1st of the preceding month. Send all correspondence to Jennifer Hill, Editor, at Paideia School, 1509 Ponce de Leon Avenue, Atlanta, GA 30307. Phone number is 404/377-3491, ext. 339; e-mail address is hill.jennifer@paideiaschool.org. For information about sports schedules and upcoming events visit our web site at www.paideiaschool.org

Montgomery Museum Sheds New Light on History

In January, social studies teacher **Carl Rosenbaum** took three high school history classes to visit the Legacy Museum and National Memorial for Peace and Justice in Montgomery, Ala.

"We follow the brutal theme of African-American History within American History in those classes [American History and American Politics]," Carl said.

The museum and memorial opened in 2018 and explore the history of racial injustice in America and its legacy. From "Enslavement to Mass Incarceration" is the theme of the Legacy Museum, which is the work of Bryan Stevenson's Equal Justice Initiative that is based in Montgomery. "They do an excellent job of presenting personal stories to support their point of view," said Carl, who visited the museum and memorial last summer.

He noted that the National Memorial to Peace and Justice "is a one-of-a-kind exhibit that focus on the reality of lynching. I try to emphasize the role of this terror on human behavior within the American His-

tory narrative in my classes."

Students found the museum and memorial educational and the exhibits riveting. **Duncan Kelly '22** said he found the Enslavement to Mass Incarceration Museum the most interesting part of the exhibit and felt more education is needed about mass incarceration. The mass incarceration exhibit includes the stories of people who are or were imprisoned.

Gabe Elliott '22 said the visit to memorial made him aware of "lack of recognition about lynching ...the lack of acknowledgement of the trouble that happened during and after slavery."

Margaret Pope '22 said the design of the lynching memorial was powerful. The memorial is composed of over 800 metal pillars suspending from the ceiling and the exhibit slopes downward as you progress so that when you reach the end you are looking up the hanging pillars. The pillars represent each U.S. county where a lynching took place. "White place cards explain why some of the lynchings took

place. Some of them are only a few lines. So many of them happened for such stupid reasons. Sometimes you just see the names on the signs but you don't know anything about the stories. Reading the stories—that was really powerful," she said.

While at the museum the classes encountered Kuntrell Jackson who was sentenced to life imprisonment without parole age 14, when he was tried as an adult and convicted of capital murder. The Equal Justice Initiative (EJI) won a new sentence hearing based on a 2012 Supreme Court ruling that life-without-parole sentences for children under 17 is unconstitutional in a case argued by Bryan Stevenson. Jackson was released from prison in 2017 through efforts by the EJI and now volunteers at the museum. **Miles Lieberman '22** said he was struck by Jackson's story and his years of imprisonment. Jackson spent 16 years in prison and told the students he is now involved in politics "to make a change."