



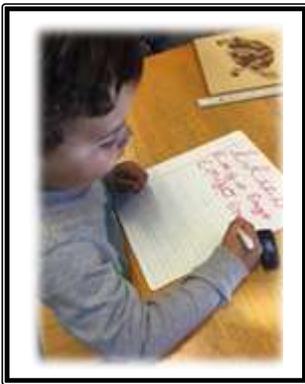
The River Current

A Message from our Executive Director

Dear River Montessori Charter Families,

Walk into any classroom at our public Montessori school and you will see children engaged and involved in their learning. What does that look like? Sometimes a work period is messy, sometimes it is loud; at times it can even seem uncomfortably quiet. In the eye of the beholder? Perhaps. You might find that when you take a closer look, you will start to see and hear the unique experience of a Montessori classroom: each classroom represents the balance of the individuals and the collective community sharing that space and what looks like one thing may actually be another.

This is why we invite and love for parents to observe—the examples and variation of perspective are frequent and can be very subtle. A child appearing to be doing nothing, may have, in fact, just completed a work and may be observing and deciding which lesson to do next. A boisterous child telling others what to do might



refining the language and grace of leadership. A child working alone may have decided that a “table for one” is a good place to concentrate. A child seeking help from a guide may have a simple question, may be too dependent upon that guide, or may have found finding a seemingly acceptable way to delay or avoid more

RMCS CALENDAR OF EVENTS

December

- 4 Q-Zar Laser Tag Fundraiser (RMF), 3-11pm (see Foundation Flash for details)
- 7 **River Crew Registration Deadline** for Winter Break
- 8 RMCS Board of Directors' Meeting: 6:30pm
- 16 River Winter Music Celebration (TK/K & Lower Elementary): 6-7pm
- 17 RMF Cal Skate & Donate: 6:00pm
- 18 Parent Coffee Social-RMF: 8:15am
RMF Monthly Meeting: 9-10:30am, River Crew Room
- 21 **Winter Break** Begins (through January 4)
River Crew Open Mon – Wed of each week

January

- 5 **Return to School:** 8:15am
- 8 RMCS Board of Directors' Meeting: 1:00pm
- 13 Prospective Parent Meeting: 6-7:00pm
- 18 Martin Luther King's Birthday, NO SCHOOL
- 29 RMF “Parent Night Out” at Lagunitas: 6-8pm

YOU CAN ALSO VISIT RMCS WEBSITE'S CALENDAR
(Click on link above)

*******SAVE THE DATE*******
River Spring Gala & Casino Night
Saturday, April 30, 5:30-11pm

responsibility by asking questions. Each scene depicts a host of history, individual needs, group dynamics, and social-emotional expressions. Thankfully, we have the observational skills of the

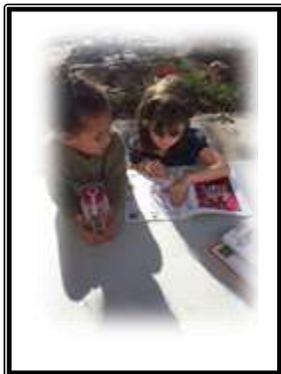


“We must help the child to act for himself, will for himself, think for himself; this is the art of those who aspire to serve the spirit... Here is the child as he should be: the worker who never tires, the calm child who seeks the maximum of effort, who tries to help the weak while knowing how to respect the independence of others; in reality, the true child.”
 ~ Dr. Maria Montessori, *Education for A New World*

Montessori Guide to lend insight about the holistic needs of the child and community, thus advocating for each child as an individual in order that the child remains in the lead of his or her learning and understands the personal role each child takes in his or her own joy, contribution, and accomplishments.



As Montessorians, we prepare an environment to capitalize on a child’s curiosities and abilities. Through independence and autonomy, the child learns problem-solving skills, life skills, and character development together with academics. Only then can we observe the end result of a Montessori education at RMCS: a whole, strident, preadolescent who



understands him/herself, knows the personal value of innate talents and individual purpose, and is personally aware of strengths and strategies for the individual skills and tasks which do not come naturally. Undoubtedly, Montessori is a solid foundation for a contented, inspired, and fulfilling life of learning!

Please watch this video—it has inspired our faculty, staff, and students and we are practicing our sign language while singing our truth. We hope that you feel

the spirit of the group singing and will join us in the conversation! Be brave...

<https://www.youtube.com/watch?v=ysl3htaAaKM>

And while we were more than competitive in our obligatory state testing/CAASPP last year, here’s a testament to why we value more:

<http://www.bebrave4education.com/>

Happy holidays to you and yours! While we are so very honored and grateful to serve your children in their growth every day, we wish you the most delightful family time over the break. See you in 2016!

Peace, peace,

Kelly

River Montessori Music Presents...

A winter music celebration! Join in the TK/R and LC children as they share the music they have enjoyed this semester.

December 16, 2015,
 6 p.m. - 7:00 p.m.



“Independence is not a static condition; it is a continuous conquest, and in order to reach not only freedom, but also strength, and the perfecting on one’s powers, it is necessary to follow this path of unremitting toil.”

Maria Montessori, *The Absorbent Mind*

MONTESSORI MATTERS

I was able to see the documentary, *Most Likely to Succeed*, at the Charter Schools Development Center Annual Leadership Conference in November. It was excellent and reminds well of the myriad benefits of an interdisciplinary, interactive, socially- collaborative education (read: Montessori!) Here’s an article by a former Montessori student with the film’s director, please read on. *Enjoy!* Kelly



“What is a scientist? ... We give the name scientist to the type of man who has felt experiment to be a means guiding him to search out the deep truth of life, to lift a veil from its fascinating secrets, and who, in this pursuit, has felt arising within him a love for the mysteries of nature, so passionate as to eliminate the thought of himself. “

~ Dr. Maria Montessori, *The Montessori Method*

Our schools are broken: An interview with director Greg Whiteley about his Sundance doc ‘Most Likely to Succeed’



[Alexandra Heeneey](#)

Staff Writer



By: [Alexandra Heeneey](#) | Staff Writer



A scene from Greg Whiteley's "Most Likely to Succeed." Photo by Gabriel Patay courtesy of Sundance Institute.

Given that our education system was designed over a century ago by a group of 10 men, including founders of the industrial revolution like Henry Ford, is it still serving students of the 21st century well? This is the central question of Greg Whiteley's new documentary, "Most Likely to Succeed," which premiered at this year's

Sundance Film Festival. The film excavates the roots of our current education system, argues for how the world is changing in a way that make this form of education obsolete, and looks for answers for the future of education. During the Sundance Film Festival, I sat down with Whiteley and Dintersmith to discuss High Tech High, education reform, and the role that Montessori-type education might play in education for the 21st century. *(Please continue to page 6 of the River Current for more from this interview)*



"Munchy Monday"

Have you been enjoying the weekly fundraiser hosted by our 6th year students? Fill yourself up with some delicious baked goods while helping to send our 6th year students to Astro Camp.

Click [HERE](#) if you are reading this newsletter!

We work hard to provide information in this newsletter as a streamlined, one-stop shop for school news but receive feedback that it goes unread and may not be serving families well. Please let us know if you read the school newsletter and how it meets your needs or what would make it better.

Thanks!



RMCS BOARD NEWS

RMCS Board is happy to announce and introduce new board members who have generously signed on to support River school and community:

- Ginny Hautau – Community Member
- Betsy Hall - Community Member
- Ruben Mejia - Parent Member
- Eresa Puch - Parent Member

River is thrilled to add them as a guiding force, and grateful for their commitment to the RMCS community.

UPCOMING BOARD MEETINGS

December 8th at 6:30 p.m.

January 8th at 1 p.m.

February 9th at 5:30 p.m.

March 11th at 1:00 p.m.

April 12th at 5:30 p.m.

May 10th at 5:30 p.m.

June 28th at 5:30 p.m.



“So shouldn't we be paying a great deal of attention to the educational method that produced, among others, Larry Page, Sergei Brin, Jeff Bezos, Jimmy Wales, Peter Drucker, Julia Child, David Blaine, and Sean “P. Diddy” Combs? They were all students in Montessori schools. According to a Wall Street Journal article by Peter Sims, there's a “Montessori Mafia” among the creative elite. So maybe there's something to the method Italian physician Maria Montessori came up with around the turn of the 20th century.” ~ Andrew McAfee, *Montessori Builds Innovators*, Harvard Business Review

ROWING WITH RIVER CREW



RIVER FOUNDATION NEWS

Don't forget to consider out the River Crew Winter Camps

Week One: December 21-23, 2015

- Monday December 21: Puppet making /Plays and Spanish
- Tuesday December 22: Sculpture and Spanish
- Wednesday December 23: Spanish and Art

Week Two: December 28-30, 2015

- Monday December 28: Puppet making/Plays and Spanish
- Tuesday December 29: Origami and Spanish
- Wednesday December 30: Spanish and Art
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***Spaces in camp are limited.** Please preregister to have access to these camps. No drop will be accepted. If you have additional questions about our Winter Camp program email at rivercrew@rivermontessoricharter.org. We look forward to welcoming you to inter Camp!

Puppet and play, in this camp child will be creating a Play and Dialogue for a Puppet Performance. Participants make hand puppets for creative play and classroom use. All materials are included.

The Origami Camp is especially designed for beginners. For a child who has never done origami before, it will take some time before they get used to the process. Once they has experienced the joy of origami, children will eagerly decipher the origami instructions (called diagrams) by themselves.

Children's Spanish Camp features introductory Spanish vocabulary for students. In this student hands-on experience, each lesson is based on a specific theme and also contains a group of numbers to continue practicing counting in Spanish as well new vocabulary.

DEADLINE: December 7th is the Registration Deadline River Crew Winter Camps

The River Montessori Foundation has been hard at work finalizing dates for upcoming fundraising events. 2016 will bring lots of opportunity to get involved with both some familiar and some new events. No matter how small a block of time you have to lend a hand, your participation is welcomed and encouraged. And, it's fun!

Please mark your calendars with the following events in 2016:

Friday, January 29, 6:00-8:00 pm
Parents' Night Out in the Lagunitas Loft

Friday, February 15, Noon-3:00 pm
River Montessori Walk-a-Thon

April 13-16
River Montessori/Copperfield's Book Fair

Saturday, April 30, 5:30-11:00 pm
River Montessori Spring Gala and Casino Night
Hermann Sons Hall, Petaluma

Saturday, May 7, 1:00-4:00 pm
Creator Faire

Copperfield's Money for Schools a Great Success
For the second year in a row, the Copperfield's Money for Schools event exceeded expectations. While we wait to hear from Copperfield's how much was raised through our shopping flyer, the bake sale pulled in nearly \$500 for our school! And, also for the second year running, RMCS was the only school to have a presence at the event, which speaks volumes to the outside community about our passion for our school. Special thanks to all those who volunteered, both parents and students, from providing baked goods to sell to working the event and serving as ambassadors for RMCS, including: *Dana Wade, Spring*



Teijeiro, Michelle Loftin & Olive Bredo, Summer Stubblefield, Elizabeth Berkowitz, Eden & Oliver Belov, Tammara Norman & Anna Hamilton, Suni & Ryan Bosch, Nancy & Jared Feldstein, Julie & Zachary Petersen, Lesli & Ruby Frederick, Jennie Kadriowski, Sarah & Deus Abuyen, Jess Holten-Casper & Eli Casper, Gary Guest, Tammy, Ava & Griffin Cleland, Jen & Molly Haslet, Emily Kischell & Tallulah Gimzek, Eva Covarrubias, Melissa Franks and Becky Kreutz.

We are so very grateful!

Special thanks for...

Karen Orlandi for finalizing the RMCS Family Directory and submitting box tops for the school year

Klamath and Copper Creek for hosting the October and November parent coffee socials

Summer Stubblefield and Julie Petersen for managing social media, online communication and the Foundation Web site

Danielle Orthwein for picking up and delivering milk each week for pizza and wrap lunches

Lisa Baird for snapping photos at History's Mysteries and offering them to the RMCS community

Dana Wade, Erin Ayres and Eden Belov for facilitating Pizza Mondays

Lesli Frederick for tirelessly coordinating Dine & Donate-style events to benefit RMCS

Jess Holten-Casper for coordinating an in-school book fair through Copperfield's in April 2016

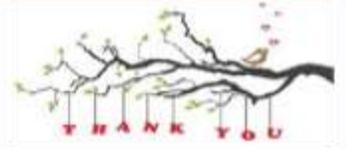
Amy Atchley for ideating and managing the May 2016 Creator Faire

Betty Li for updating the RMF calendar

Melissa Franks for managing the RMF finances and writing checks to our school

Courtney Wolfe for updating chalkboard signs and coordinating new River Wear

WISHING FOR... Carpet squares/samples; Dining Room Hutches/TV Cabinets; Indoor Trees/Plants; Outdoor Tables/Chairs/Umbrellas;



And more thanks to...

Renee Hamley for help in Yuba & Tuolumne

Anouar & Urszula Dziri for help with Lost & Found

Maureen Buckley, Deb Volat, Courtney Wolfe, & Elizabeth Huang for help in San Lorenzo

Betty Li for help with Pasta lunches

Sean Fannin for help with P.E. in San Lorenzo

Becky Kreutz for help with Wrap Wednesday and help with Square Dancing

Liz Rantissi for help in Yuba & Kaweah

Urszula Dziri for help in Ellis Creek

Danielle Bolla, Sara Abuyen, & Andrea Friedman for help in Copper Creek

Elizabeth Berkowitz & Nancy Feldstein for facilitating Art in Yuba

Mark Edwards, Elizabeth Berkowitz, & Julie Compton for cooking help in Yuba

Karen Orlandi & Bear McGuinness for help in the River Garden

Stacey Gare for sharing with students in Ellis Creek

Josh Rosenfeld & Courtney Wolfe for talking with students in Copper Creek

Amy Powell for bringing fruit into Ellis Creek

Heather Hartley for help with P.E. & help in Tuolumne & Yuba

Anne Crealock, Sara Koenig, & Meggin Hallinan for help in Kaweah

Julie Peterson for help with nature hike in Kaweah

Stacey Earl for reading help in Ellis Creek

Danielle Bolla for help in Tuolumne

Jessica Holten for help with Klamath walk

Andrea Friedman & Sara Koenig for help with Copper Creek walk

April Rehberg for help with Ellis Creek laminating

Lorena Fernandez for help with art & photography in Tuolumne

Lauren Lutuvakula for car line help

Rama Mejia for help in Tuolumne

Amy Loh for help in Kaweah

Bear McGuinness for help in Yuba

Always, always our **River Montessori Foundation** for help and support throughout the year!



Our schools are broken *(continued from page 4)*

Working with Stanford alumnus and executive producer Ted Dintersmith, Ph.D. '81, Whiteley discovered a charter school in San Diego, High Tech High, which is already involved in a revolution in education. Students at High Tech High don't sit in a classroom, getting lectured by a teacher from 9 a.m. to 3 p.m. Instead, they're involved in multi-disciplinary, collaborative projects, where learning the physics behind how gears work might be key to completing their social science project on why civilizations rise and fall: They had to build a visual representation of their theories using mechanical systems.

In fact, what's happening at High Tech High sounded to me a lot like the Montessori method, an educational approach for elementary school students, which emphasizes independent learning and exploration. But no one has yet figured out how to extend the Montessori method into secondary school. As someone who's a product of a Montessori School — I attended one from kindergarten to grade six, when Montessori ends — who then found being thrown into a regular school system a crushing experience, I was excited to see that High Tech High just might be the answer to providing the Montessori experience to middle school and high school students.

When I asked Whiteley and Dintersmith if they'd explored the Montessori method at all, they noted that it kept coming up during their interviews with the film's subjects. Whiteley recalled, "One of the key interviews in our film is [with] this economist named Andy McAfee, out of M.I.T. He was a product of Montessori schools. He gave us this great quote, where he tells this story that for the first few years of his life, [he] just developed this keen interest in x, y and z, because [he] was allowed to explore. [He] was allowed to poke at things and kind of learn in a way that Montessori celebrates. And then, because he aged out, or maybe because his parents moved, he went to a more traditional school, and he said, 'it just killed me. It was just so painful.' "

Dintersmith added that there was [an article in the Wall Street Journal a few years ago about the "Montessori Mafia"](#) — people like Amazon Founder Jeff Bezos, Wikipedia founder James Wales, and Google Co-

Founders and Stanford Alumni Larry Page M.S. '98 and Sergey Brin M.S. '95 all of whom spent their formative years in a Montessori school. The "Montessori Mafia" found that Montessori was the best education experience of their lives. So, Dintersmith asked, "Why is it in 2015, when the world begs for the characteristics that get promoted in Montessori school, [why do] we send kids to this desert called middle [school], high school and college?"



*Director Greg Whiteley.
Photo by Adam Ridley
courtesy of Sundance
Institute.*

Whiteley explained that when our current education system was founded, "What we hoped it would produce was a level of obedience and compliance and the ability to follow instructions. During the Industrial Revolution, those characteristics were really helpful. If you were following instructions from a foreman on an assembly line, obedience and compliance meant people were safe. You were efficient. You could mass produce instructions, and build a factory in New York, Ohio, St. Louis, and you'd get a work force no matter where you were, because you'd standardized education — all these people that could read or follow instructions."

But times have changed, and Whiteley continued, "Compliance, following instructions: those don't serve us very well in the 21st century. If that's all you can do, and you show up to a job interview, your employer is going to look at you, and just say, 'Well, I really don't need people like that, because I've got a computer, or an algorithm, or a piece of software, that is compliant or follows instructions. I need somebody that can come here and think critically, and not just problem-solve, but detect problems. I want you to point out to me problems that I'm not even aware of and solve them.' That's what employers in the 21st century are looking for. It's what life is looking for."

One of the problems with our current, traditional education system is its emphasis on rote memorization — cramming for a test rather than applying the knowledge you've learned to a situation that's actually useful. Dintersmith described the basis of the current system as a myth: "The [idea] that if you just take



notes, memorize, and go back into a class and either recall content or definitions or string pieces of content together, into a formulaic essay, or do low-level procedures, in a science or engineering class, and that you’ve actually learned anything is exactly that: it’s a myth. Which we hope people say [when watching the film], “Wait a minute, what’s going on?”

Whiteley explained that there’s research to back up the claim that this is not the way to educate our children: “Studies show that you might as well be memorizing the phone book, because anything you do learn under those conditions, you’re going to forget three weeks later. And when I say forget, I mean gone forever. There are studies that demonstrate that the content you spent a whole semester trying to learn — all of these facts, dates, into your head, cramming for them — they’re gone, three weeks after you take the test. And that begs the question, ‘What have we been doing?’ And then it begs the second question, ‘What can we do differently?’ How should education change so that it isn’t something that’s just disposable, and move onto the next thing?”

This is especially a problem within Science, Technology, Engineering, and Mathematics (S.T.E.M.) education. Whiteley noted that “We’ve been conditioned to believe that a good math student is someone who is graduating, like you would get certain merit badges. You now have algebra as a part of your toolkit. You now have calculus. And as you graduate along, two problems. One, you’re learning it in this traditional way, where you forget it three weeks later, so you’re not really building on it. The second thing is you’re not taking that math and applying it in any real way.”

“As Linda Darling-Hammond, [an education professor] at Stanford [notes]” whom Whiteley interviewed in the film, “and has done really important research on this subject and cites others, as well — there’s a part of your

brain, that when you take something that you’ve learned, particularly math, and you get it, and you’re asked to apply it—Or better, if you’re working on something you love, and you go, ‘You know, I could use

some math here to help me solve it.’ Or a teacher points out that if you learn this element of calculus, that’s going to help you solve this little problem that you’re working on here. Then, that math that you go and learn, you learn it much faster. *And* it gets stored in your brain in a place that it doesn’t become disposable. They’ve tested this. It’s there later, and you then start to build on it.”

When Whiteley interviewed Eric Mazur, a physics professor at Harvard, Dintersmith recalled that Mazur “concluded nobody was learning physics at Harvard. All they’re learning is to memorize formulas, shove numbers in, and not make a mistake on units or the math. And so his [class] is entirely different, where he delivers thought-provoking conceptual questions.” One of these questions, that Mazur and is a thought experiment where, Dintersmith recounted, “[you’ve got a] rectangular sheet of copper, uniform thickness. [You] cut a hole in the center the size of a quarter, [and] heat it up — heat it uniformly. What happens to the size of the hole? Gets bigger? Stays the same? Gets smaller?”

Only 10–20 percent of Mazur’s students get it right, and even when he tried the thought experiment on employees at Google’s Cambridge, Massachusetts campus — “people that you know have gotten fives on all their AP tests,” Dintersmith added — there was a random, even split in the room: one third of the people in the room thought it would get bigger, one third thought it would get smaller, and one third thought it would stay the same. Dintersmith said he’s now asked at least 300 people this question, and the only people who *always* get it right are “electricians, plumbers [and] emergency medical technicians (EMT),” because it’s a principle they’ve actually had to apply on the job. For example, if you’re an EMT with a patient who has a swollen finger with a metal ring on it, you heat the ring to get it off.

Dintersmith added, “We think we’re teaching kids how the world works when we teach them science, but nothing could be further from the truth.” Whiteley continued, “[It’s] pretty good evidence that we’re turning kids off from science. Because you look at it, and it’s like, is this what science is? It’s memorizing a

bunch of stuff? It's all theory." Yet this isn't the case at High Tech High, where about a third of their graduates



who go to college — and almost *all of them* do — end up studying in S.T.E.M. That's partly because even when they're studying history, they still have to use mathematic or scientific principles to build visual displays to present their work. It's all inter-connected and inter-disciplinary: you can't self-select out as "not a science person," because you'll still have to deal with science and math in your humanities classes.

High Tech High is not the only place that's taking a different approach to S.T.E.M. education. "The best high school math I've seen," recalled Dintersmith, "was in a social studies class in a school in Massachusetts. They had the kids work in teams to predict the world's population in the year 2100. And then it's transformational. Because these kids suddenly [had] to know about extrapolation, curve fitting. Some of them [wrote] their own code to project it. One group [decided they] were going to segment the world's population by religion [using Eigenvalues] and [looked] at the systematic growth rates by religion, and [used] that to project forward."

It completely shifts the paradigm of what math is actually about. Much to Dintersmith's chagrin, even teachers will say, " 'math is different, because there's only one right answer.' " And what I always say back is that the reason you say that is because you're not teaching anybody math. You're teaching them arithmetic or symbolic computation. But you're not teaching them math modeling, in any way shape or form. So you watch this class where kids now work in groups, come up with [their] assumptions, logically analyze everything, present it and critique it. So [they might end up saying], 'Wait a minute, you got to 45 billion people in the year 2100? That can't be right.' " Deciding what to put in and keep out of a mathematical model is a fuzzy process, one that doesn't really have a *right* answer, but you *can* know when you've gone completely *wrong*.

The fact that we aren't properly teaching students to think critically, in S.T.E.M. or otherwise, means we're not creating people who can be active, thinking citizens of a democracy. Whiteley said, "Even to be a citizen in this country, it's not enough just to be compliant and obedient. You should be somebody that's critically thinking of ways that this country can improve, and how you might improve it — how you fit in this democracy. I really believe the success of not just people, economically, but of our future role as leaders in the world, free people, are going to be contingent upon our ability to think critically, have empathy, understand what it means to be [a] part of a team, and to work as a team, [and have] grit. These are things that our schools weed out of kids. They were never designed to produce those kinds of skills. I believe we innately have them. I think if you go into kindergarten, you'll find many of these skills. Montessori schools have figured that out. They nurture that. The current system does not. We've got to figure out a way to change it."

I suggested that it's this kind of education system that's producing citizens who aren't infuriated about the fact that federal governments — in the U.S., Canada and beyond — are cutting research funding to the pure sciences. Had school-children seen, first-hand, the value of S.T.E.M., they might become better citizens. [There was a study done at M.I.T. by Serman and Sweeney](#) a few years ago, where they asked S.T.E.M. graduate students to explain the basic scientific concepts behind climate change — stock flow principles — and they weren't able to. You'd think, of all people, they would be the ones to ask. But if these top, advanced S.T.E.M. students didn't understand the science of climate change, how can the average citizen be expected to understand how climate change works and then become an advocate for aggressive environmental policies? When I proposed this to Whiteley, his response was, "Exactly. We should have put you in the film."

It's for all of these reasons — the need to produce creative individuals, who love learning, who can contribute creatively to society — that Whiteley has picked up and moved his family to San Diego where both his kids now attend High Tech High. Whiteley does caution though that “High Tech High is not this panacea. They're not perfect. I think I would be the first to tell you. I don't think they're for everybody. I've got a boy and a girl, and they're really different. Both of them happen to love High Tech, particularly when it's done right. So [both of them] have had teachers, whom I'm convinced are as good as you can be. When it works, the happiness that you feel emanating from them, just a human being that is coming into their own, makes me cry just to think about it. It's so fun to watch. But it's just as dark when it's somebody who's not up to speed. It's just as discouraging. They've had both of those experiences in the last year-and-a-half we've been there.”



Nevertheless, there's hope that the hands-on, multi-disciplinary teaching methods of High Tech High could be applied elsewhere. This is a school where teachers are brought in, Whiteley explained, “on one year contracts: no tenure, not a lot of job security. You make slightly less money when you start out at High Tech High [than at other public schools]. In spite of that, they've got a five year waiting list.” And not all of the teachers at High Tech High even have training as educators, but they're put through a rigorous application process to screen for teaching ability. This suggests that it might not be as hard as we might think to find *enough* of these teachers to serve all the schools in the U.S. But it won't happen unless we start to critically examine our current education system, where it goes wrong, and what we should be doing differently. It's the hope of Whiteley and Dintersmith that “Most Likely to Succeed” will be a major catalyst for that conversation. It's certainly gotten me thinking.

Contact Alexandra Heeney at aheeney@stanford.edu

