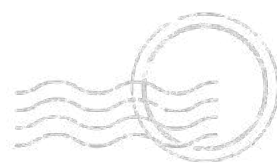


# SUNDIAL

PUBLISHED ANNUALLY TO CONNECT AND ENGAGE THE CAMP RISING SUN GLOBAL ALUMNI NETWORK



*Greetings from Camp*



**RISING**

**SUN**



LAJF

Published to bring together the CAMP RISING SUN Global Network of Alumni

# MY VIEW FROM TENT HILL



Dear Friends,

In this unique year, the *Sundial* is a little different and will be published online only, but we wanted to make sure we share the important annual highlights with you! You'll notice that our beloved Beings & Doings section is missing, but not to worry, we will include the ones that were submitted this year in next year's *Sundial*. We appreciate everyone who has taken the time to share their exciting life updates with us.

**I want to take this opportunity to thank you for standing with us throughout the past two tumultuous years.** Despite the challenges of these times, **I have often found myself feeling grateful to be part of such a remarkable community as ours.** Our Camp Rising Sun global community is resilient, and feeling connected to all of you across the world during this time has made it a little easier. I hope you will also feel this connection as you read through the updates and stories on the following pages.

Even though it's been two summers without welcoming campers in person, I am proud of how our staff creatively pivoted to virtual programming so that we could bring in a whole new cohort of young people. These new alumni had the opportunity to expand their worldviews through programs that focused on critical topics related to social justice, climate change and sustainability, and artistic exploration. **The Virtual Camp Rising Sun and Virtual Intensive programs are here to stay**, and this technological advancement will help us reach even more young people each year. This year **we also took a major step into the future and passed an ambitious five-year strategic plan.** The plan is the result of a tremendous amount of energy and hard work from our staff, Board, and dozens of volunteers. The plan extends our ecosystem of programs, strengthening Camp Rising Sun while also developing and initiating new programs, to maximize the potential of our mission and reach more youth.

Finally, as you read through this magazine, I hope you will be as inspired as I am by the incredible people within our global network. **CRS alumni are using the skills they developed at Camp to create waves of change in their local towns and cities, and the world at large.** Our alumni are speaking out against injustice through activism, leading community organizing efforts and protests, giving their time to serve their neighbors in need, and helping to advance areas of study and research that will lead to long-term societal change. It's exhilarating to witness the impact of our program in action and to see generations of campers step into leadership roles, using the power of their voices to make a difference.

On behalf of the LAJF team, we once again thank you for all of your support and involvement that make our work possible. We couldn't keep the magic of Camp alive year after year without each and every one of you.

With gratitude,

Helene Mattera

LAJF Executive Director



# TABLE OF CONTENTS

From New York to Palestine	4
How to Be Your Own Leader	5-6
Building a Social Enterprise	7-8
Celebrating Change Makers	9-15
2019-2020 Fiscal Year Annual Report	16-20
Host Private Events at CRS	21
G.E.J. Scholars 2020	22-28
Educators Think Tank	29-31
Celebrating 90 Years of Camp Rising Sun	32-33
How CRS Changed the Way I Look at Myself	34
CRS Alumni Associations	35
2021-2026 Strategic Plan	36
2021 Camp Season in Review	37-41
Curriculum in Focus	42-44
Lessons on Critical Multicultural Education	45-47
Making CRS More Linguistically Accessible	48-49
Solar Energy at Camp Rising Sun	50-51
Alumni Engagement Opportunities	52-53
CRS Alumni Database	54
Host a Camper	55

Unless stated otherwise, content for the Sundial Summer 2021 was produced and provided by various LAJF staff members and alumni. Thank you all for your contribution to the creation of this Sundial. Every effort is made to ensure the accuracy of published information.

Designed by: Melissa Sharon

Photographs courtesy of: The LAJF/CRS digital photo album, and CRS Alumni

# FROM NEW YORK TO PALESTINE

BY SAMA ABBASS

American cultural anthropologist, Margaret Mead once said:

***"Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has."***

These inspirational words remind me of a life revelation I went through in the summer of 2019 at Camp Rising Sun. We were a group of 60 girls coming from multiple countries and spoke many languages. The first week was quite hectic and we were all feeling homesick, yet through that shared feeling, we made a deep and powerful connection in which we reshaped our Camp experience into that of a joyous one. Through the Camp workshops and activities which were quite tedious yet fun, we formed a close-knit community through the values of camaraderie, cooperation, and empathy. Language and culture no longer posed as barriers for us. Instead, it was strength which made us diverse in our thoughts, beliefs, and perspectives. Before we even knew it, we created a large family that dispersed to its many homes, creating a newly formed network of thoughtful, committed, citizens that became agents of change no matter where they may be.

For me, it was even more meaningful in ways I could not even communicate. As a young Palestinian woman, I face many physical and internal obstacles that seem quite difficult for me to overcome. Fear and hesitation have always been my most dependable senses which do not bring out one's full potential. Through partaking in activities like camping in tents for a month and spending a day in the wilderness, I changed in so many ways that inspired me to make a change not only to myself, but to my community back home. I also realized that the memories I made between my dearest friends at the camp should be cherished and shared in a way to encourage other girls to attend the camp. That is why I made a group in my country, Palestine in order to share my camp experience with other Palestinian campers who once attended the camp in order to create a sense of community in which Camp Rising Sun leaves a legacy of its own here in the Middle East. This community of former campers and I encourage others in our community to attend Camp Rising Sun.

For me, the Camp Rising Sun experience is like traveling through a tunnel. At first it may seem dark, but if you keep on walking, you will eventually reach a place of beauty and light which allows you to cherish the journey. My advice to previous and upcoming campers is to cherish your memories of Camp Rising Sun, for there is no other experience like it.

# HOW TO BE YOUR OWN LEADER

*Through our unique experiential learning model, Camp Rising Sun participants are given considerable independence within the program structure to construct knowledge through meaningful hands-on experiences and develop servant leadership skills. Read the reflections on leadership by Renzo '19,*

By Renzo Ulloa '19

## **"This is a safe place"**

Hi! I am Renzo Ulloa, a seventeen-year-old human being currently living in Lima, Peru. I was selected to attend Camp Rising Sun in 2019 and I cannot express how this opportunity is still changing my life. There are too many reasons to say, but this time I will highlight the idea of how you need to be your own leader. I am thrilled to share with all of you part of my story and how the concept of leadership changed for me.

I would love to start by telling you how my life before CRS was. Personally, I considered myself as a proactive person with a bubbly personality, but I did not see myself as a "leader," or at least what I had been taught was completely different from what I would later discover. So, I found this beautiful opportunity to develop leadership skills in teenagers, and I applied in order to prove to myself that I could fit into the classic idea of leadership I had. That idea of a leader who is always giving incredible speeches to cheer up everyone, that leader who is open and extremely self-confident. I described the few experiences that demonstrated my "leadership potential," focusing on how I took initiative to develop a positive change in my community and how meaningful cooperation and collaboration were to success in this process. But I did not recognize the activities in which I had a more supportive role as leadership potential.

After submitting my application and having an interview with Daniel, the person in charge of the selection in Peru, I received an acceptance letter from LAJF, my first acceptance letter for an international experience. I was doubtful about it and asking myself too many things at the same time, but I accepted it and suddenly I was preparing myself to go outside my country for the first time. My host family was, and still is, one of the best families I have ever met. They were so kind with me and Rodrigo, the other Peruvian camper. They took us to some places in New York City, and then they took us to the place where we will begin our magical story in Camp.

On the road to Camp, I was asking myself (and asking Rodrigo as well): Am I dreaming? Is this real? - And then I decided to just be focused on one thing: to discover the reason why I had been chosen and discover if I am a "real" leader. The excitement of sharing special moments with people from all over the world was enormous, and it reminds me of something that I read in one of the instruments in the lounge: "Everyone has an implicit mission in Camp." It was not until the third week when I realized it. There was not a more perfect day than when I was the "Leader of the Day," with my Italian friend Vittorio.

It was easier on the grounds that we were two, one supporting each other, and we had our counselors helping us in every moment we needed. That was a busy day since half of the campers were going on the hiking trip, and we were receiving three new campers. I remember that I was helping in the teamwork groups to make sure everything was as in the schedule. I was a bit nervous in the beginning, but finally, I got enough confidence to believe in what I can do, to get out of my comfort zone, and to prove that I had developed leadership skills. When we received feedback at the end of the day, I could not believe that I did great work being a leader. The best part was when I realized that I loved it! I love to serve my community.

I realized that leadership is inherent in every human being, and that everyone seeks and builds their own leadership style based on their personality and abilities. Personally, I was trying to fit into the pre-established



leadership style, but my thing was to have more direct and personalized contact with each person in the community so that they would have the confidence to talk to me to solve problems together. As a leader, I was trying to figure out how to make it easier for the whole community to create a sense of belonging to Camp. I think many people still think that we should be an ideal leader, ignoring that they can be their own ideal leader and that they can take advantage of their own abilities to serve their community.

After that day, when other campers became leaders, I wanted to keep helping, but I was not sure about how to do it. Until someone said to me: "Just be your own leader." I still bear that in mind in every action, every thought that I have. I learned from that experience that I can be a leader, whether I have an "official role" or my inner supportive role. CRS developed my critical and divergent thinking to find out ways to help others even if I don't have a leadership role. Being your own leader even if you do not have the title is a priceless lesson. The place is the same, but what makes the Camp special are the people and the experiences that can arise from the international community that is there. I completely recommend Camp Rising Sun: I made a family there, and I still think it is the best safe place you would ever find. CRS is an incredible opportunity to change your life.



By Haadia Khan

An blog written Haadia '18, a CRS camper from Pakistan, sharing how Camp inspired her to start her own candy business and develop a summer camp for blind children with her social enterprise.

### My CRS experience

In July 2018 at Camp Rising Sun in Rhinebeck, New York, surviving a vigil night alone in the woods was unthinkable for a city girl like me. My first attempt at building a fire burnt my fingers. As I dipped my stinging fingers into my bucket of water to ease the pain, a blaze of determination kindled in me, fueling my determination to get through the night. I needed to be strong. When that first log caught fire, the blaze felt like an inferno. I broke more branches to keep it alive as it seemed like my only company.

## BUILDING A SOCIAL ENTERPRISE

That night, my surroundings gave me strength. A myriad of insects crawled over me. The once terrifying sounds of coyotes became a reassurance that I was not alone. The sky bloomed into fiery opalescence and the sounds of the coyotes faded into the soft chirping of the birds. The warmth and animation of the forest was proof that I had not only survived that night but had successfully embraced the forest as my comfort zone. I doused the fire and watched the flames die out. All that remained were the ashes, my mark in the forest. The fire was out, but its warmth within me is still alive. A part of the forest came back with me. The first night after returning home to Pakistan felt strange. Something was missing. It was the tent talks, songs and sound of laughter from the people I cared about. In Pakistan, I never had the chance to go camping and I always felt I wouldn't like it. However, the wilderness trip changed it all. It's amazing how one experience can have such a big impact.

Camp taught me that leadership is not about telling people what you think is best and doing that only. It's about letting others explore through experience and being there as a guiding light. It's about being a shoulder they can lean on in the time of need. Most importantly, camp has taught me how to adapt to different conditions which will help me adapt to different circumstances in life. My learning from camp has become a way of thought and action.

CRS 2018



### MY JOURNEY AFTER CAMP

Camp has taught me to try new things without any fear. After returning from camp I started my own natural candy business in Pakistan under the name of Candycation. Camp also made me more observant and I noticed how parents refrain from buying their children candy because it has chemicals, artificial color and flavor. That is why it's essential to have healthy alternatives. Since there is no healthy candy company in

Pakistan, I decided to make my own. I was thrilled to see the response I got when I set up a stall at the Daachi Festival.

Examples of Haadia's candy

Camp continued to inspire me and I decided to incorporate my learnings from camp in my social organization Be a Friend that I had started in 2016.

### BE A FRIEND ORGANIZATION

BE A FRIEND engages volunteers to interact with disabled children to exchange knowledge and friendship via art, sport and activity. I launched a book drive, raising Rs 175,000 to purchase 175 braille books for the students of Aziz Jehan Begum Trust (AJBT) for the Blind by selling preloved books. I promote environmental awareness through social entrepreneurship by developing natural recipes for play dough, bath bombs, lotion bars, body powder, peel off masks, dry shampoo and perfume to sell for fundraising and encourage use of natural chemical free products. I also donate these products to young cancer patients at Shaukat Khanum Memorial Cancer Trust Hospital and the orphanage Bali Shelter. My team has 70 donors and volunteers. However, I still felt like I was lacking a personal connection with the students of Aziz Jehan Begum Trust.



### Play dough activity with young cancer patients at Shaukat Khanum Memorial Cancer Trust Hospital

In July 2019, I organized a summer camp at Aziz Jehan Begum Trust for the Blind through my social venture Be A Friend. Inspired by the teaching methodology at Camp Rising Sun, I led a team of 11 instructors by designing an integrated course curriculum based on experiential learning. Subjects included art, drama, music, public speaking, poetry and creative writing with field trips, exhibitions and performances to close the Program.

### CRS AS INSPIRATION WHILE CONDUCTING THE CAMP

At camp we were all encouraged to give instructions based on our talents and interests. Similarly, I encouraged the Be A Friend team to instruct workshops based on what they believed in or what they were good at.

Each workshop was taught by a specialist of that field; the drama, music and poetry instructors were the presidents of these societies in their respective schools. Not only did they get a chance to showcase their talents but it also gave the students a chance to explore different fields of interest.

Camp encouraged me to step out of my comfort zone and try new things by taking us to the wilderness trip. I decided to take those 80 students to the mall in order to bring them out of the comfort of their school and explore and interact in an environment that was new to them. It was going to be their first time on an escalator. I have to admit, I was scared to take 80 students to the mall. Every now and then I scurried around making sure all the kids were in my sight. But seeing their confidence in navigating the brand-new space, I relaxed as they giggled in delight at the smells and sounds of the mall.

During our public speaking workshops, we would ask the students for feedback. After each student's speech, the students sitting in the audience were asked to give one strength and one weakness about the speech just like the Sachems of the day at camp would ask us to give them feedback about the day and their performance as leaders. I wanted to see if they liked the idea of giving feedback to one another so I asked them. They said, "Yes, it makes us more confident and we end up learning from each other." Their response was quite pleasing to hear as my aim of uniting the students and making them depend on each other for support and advice had been fulfilled.

After all, that's what camp taught us. To rely on each other in our time of need.  
"Lean on me, when you're not strong."

My students became my friends. Their phone calls asking about my school and life showed their desire to diversify their circle of friends. We ended up forming a Whatsapp group and now texting seems obsolete. Our communication through voice notes is quick, easy and expressive through tone. Our backgrounds, abilities and goals may be different but we share the same emotions. This reminds of my friends from camp. What I miss most about Camp Rising Sun is being surrounded by people who represent the world and finding similarities within our different cultures and beliefs through experiential learning. My fellow campers wishing me Happy Birthday in different languages gives me a window into being a part of so many new cultures.

We hope you enjoyed reading how one alumnae's Camp experience impacted her life back in her home community! If you are interested in writing for our blog, please email us at [contact@lajf.org](mailto:contact@lajf.org).



# CELEBRATING CHANGEMAKERS

## Meet 5 Rising Sun Women Who Are Changing The World

By Elizabeth Liang Hudak '18, '19

*(These interviews have been edited for clarity)*

**F**rom New Jersey to the Netherlands, from EMTs to climate justice activists, these alumni are changing the world. We will be hearing from five changemakers who are inspiring their communities in different ways, a continuation of and an addition to our series of Instagram takeovers over the last few months. And Kristen Chang '14, Linda Barry '16, Dominika Lasota '18, Woohyun Kwen '19, and Anneteke Adoga '20 all certainly have a lot to say.

### Woohyun Kwen '19: River Edge, NJ, USA

Woohyun Kwen is an 18-year-old senior at the Bergen County Academies in Hackensack, New Jersey, where she is studying to pursue medicine and public health and working as an EMT. Having immigrated to the United States from South Korea at age seven, she has gone on to do research in diabetic retinopathy and is currently an intern at the NYU Langone Orthopedic Hospital where she treats patients through [horticultural therapy](#). Woohyun speaks about the power of young perspectives in the medical field and how she is not afraid to contribute even when she is the youngest person in the room. When asked what brought her to this point in her life, Woohyun references a K-Drama she watched.

"I applied to the Academy of Medical Science Technologies because I watched a Korean Drama about doctors. I was very inspired; I applied as my first choice and got in so I was committed to four years of learning about medicine in high school. I've heard it's either you love it or you hate it, but I ended up loving it. We have lots of pre-med advising at our school so I got into learning to be an EMT and do medical research."

### What brought you Celebrating Changemakers: Meet 5 Rising Sun Women Who Are Changing The World

"My childhood isn't too interesting I don't think. We just immigrated." Woohyun's experience as a new member of her community inspired her to get involved in local healthcare and community service, but also allowed her to see the flaws in the system itself.

We didn't have any family here so we didn't know anyone and we weren't too prepared; none of us spoke fluent English, so that was interesting. After first grade, I became like the translator for our family. We didn't have health insurance, so I couldn't go to the hospital because it was too expensive. So what I realized about healthcare when I was younger was that there are probably a lot of children like me. That's what made me realize I wanted to study public health."

Woohyun's work as an EMT and her experience in the field has assured her of her own value and input. **When asked how she inspires her community, she discussed how this self-assurance has played out through her experience so far.**

"Even though I'm young, especially within the EMTs who are all middle-aged, I'm not scared or intimidated, because I know that my opinion counts. Just because you're young, doesn't mean you're dumb or you can't have an opinion. You give a new perspective and they understand that. I'm not timid; I always suggest new things. I'm actually the most recent graduate from EMT school so it's cool how, even though they have so much experience, I still have knowledge that they don't have because they might have forgotten. It's good to remind them and they know that I really care."

### You said you were confident. How does this confidence and your experiences from being an EMT show in other parts of your life and how do you maintain confidence?

"To be an EMT, you have to be certified. That means passing tests, the course, and the final exam. So it's not just me guessing. And you also keep learning from others. Now, in simple things like classrooms or meetings, I'm not afraid to talk about what I know. Even if I'm not sure, I just say it because I know the feedback I get will make me better. So there's no negative part to telling people what you think or what you think should be done."

### When you were growing up, what was your biggest inspiration to become a changemaker?

Woohyun describes the impact her English as a Second Language (ESL) teacher had on her when she was growing up.

"She was very accepting. She always brought my mom to school and explained American culture to her and helped us adjust. Even after I graduated ESL classes in first grade we were still really close. I've mentioned her in every graduation speech I've given."

**Define the word changemaker. What does it mean to you?**

"I think a changemaker inspires other people. Not necessarily to walk the path you did but walk a path that helps other people as you did."

**Favorite camp memory:** That's hard. Oh, when we all made popcorn together for the Never-Ending Variety Show

**Favorite book:** Anything by Isabel Allende.

**Favorite movie:** McFarland USA. I've watched that movie over 20 times! I decided to do cross country because of that movie.

**Music:** Hmm. Which BTS song. I'd say Spring Day. That's an all-time favorite.

**Place to eat:** Bobaland in Palisades Park. Uh so good. I get it like every week. The green tea bubble tea is the best thing in the world. It's like a Starbucks frappuccino with bubbles. It's amazing.

**Connect with Woohyun here:** <https://www.linkedin.com/in/woohyunkwen/>

**Linda ('16): Leiden, South Holland, Netherlands**

*Linda Barry is an anthropologist and activist for girls' rights and equality. Originally from Guinea, she came to the Netherlands as a refugee when she was three and has lived there ever since, with brief interludes to continue her research and work in East and West Africa.*

**What brought you here?**

"I'm originally from Guinea, West Africa. I was born there and fled to the Netherlands at age 3, which is where I grew up for the rest of my life; I am Dutch by nationality. In college I first studied anthropology and law and then got my master's in anthropology for which I went back to Guinea to do research, which I really enjoyed."

*She describes herself as a pan-Africanist. "Even though I grew up in the Netherlands, I identify very much as African and Guinean. I also still speak my ethnic language at home. One of the reasons I chose the college I chose was because they had a summer program in East Africa.*

*After travelling to Kenya and Tanzania with her university, she then completed several internships in Ethiopia on HIV/AIDS and maternal health. Linda says her passion for sexual and reproductive health and rights (SRHR) truly began after these experiences and led her to what is, in many ways, her "dream job" today.*

*Linda currently works at a child rights organization in the Netherlands called Defence for Children.*

**How does your background contribute to your goals in your work today?**

"I work on girls' rights. I remember when I saw the job opening thinking "this is me," because they had a program that focuses on eliminating gender-based violence, — the Girls Advocacy Alliance — in Asia and Africa, which included topics such as child marriage and also female genital mutilation/cutting (FGM/C). Those are issues that are very prominent in the community that I come from. There is a lot of child marriage in Guinea. It has one of the highest rates of FGM/C, I believe it's at around 97% so that's virtually almost everyone. Those are things I work on now and those are also things that were an issue for me when I was a child.

With Defence for Children we supported the implementation of the Girls Advocacy Alliance in Ethiopia, Liberia, Sierra Leone and Ghana. I always keep finding my way to Africa. I'm passionate about gender equality in general, but West Africa has a special place in my heart. I think I studied anthropology not necessarily because I wanted to change things, but because I wanted to understand people. As much as I like human rights, how can you stand up for the human rights of someone else without knowing them? Now I believe it's better to support someone to stand up for their own rights than stand up for them yourself. I came to the Netherlands as a refugee and I think I was in primary school when I discovered Nelson Mandela. It's very cliché but I was really hoping growing up that I could be like him and I could make

sure that girls would not have to go through the same things that I went through at that age. That was my red line through life."

**When you were growing up, what was your biggest inspiration to become a changemaker?**

"My sister. I was raised by her in the Netherlands; she was 16 years old and I was three. Even though our situation was not the easiest, she was there for me and others, especially women in our area, lots of whom were refugees or asylum-seekers. That inspired me but for the longest time, I didn't dare to actually speak up about the things I wanted to see changed. Because as a refugee I didn't think it was my place and also because many of the things I wanted to see changed were seen as a stigma."

*Linda made a point to comment on the power that the younger generation has to influence the world they have stepped into.*

"They have the power to influence, but also to support each other and create these safe places to actually flourish and stand up for their rights but also to call on their governments for accountability."

**Define the word changemaker. What does it mean to you?**

"A changemaker is someone who sees something in their community or in the world and wants to change that but also works with other people and gets their opinions on it. Someone who listens, someone who is a good communicator, and someone who just follows their drive and passion and looks for solidarity. I think a part of being a changemaker is also being inclusive of diversity- diversity of perspectives and diversity of backgrounds. For me at least I think that real changemakers do not discriminate against or exclude people."

**Favorite book:** Homebody by Rupi Kaur

**Favorite movie:** Blood Diamonds. That movie really makes me cry. Also how he talks about the color of his black skin and how beautiful it is.

**Place to eat:** Just go eat fries. You can do that anywhere. Or apple pie. And if you travel to Guinea then my favorite dish is cassava couscous with plantain. If you have that with fish, that's going to be the best thing you have ever eaten.

**Connect with Linda here:** <https://www.linkedin.com/in/linda-barry-023a5527/>

**Anneteke Adoga '20: Woodbury, MN, USA**

*Anneteke Adoga is a junior living in the suburbs of St. Paul, Minnesota after moving there from Minneapolis. Over the summer, Anneteke was an outspoken voice in her community for the Black Lives Matter movement and injustice in her school and has participated in community organizing in her area.*

"What brought me to activism is my school. It's really not that diverse- at all and as a result, we've really just had a lot of issues -- race-based, religion, sexual orientation. Our school is just not very good at protecting its students and being on the receiving end of it, it is very hard to watch and not do anything. From the race-based incidents that happened to me and my friends, I wanted to talk to the administration and get it to stop. Unfortunately, it hasn't, but living here and seeing that no one was doing anything kind of pushed me to want to try activism."

*The move from Minneapolis to St. Paul had an impact on Anneteke; the culture shock of the lack of diversity and awareness particularly stuck out.*

"It was hard to adjust but it made it easier to call out problems when I see them because where I lived before didn't have the same issues that they have over here. Living here and experiencing it made me want to pursue activism more seriously."

*At school, when she's not studying, preparing for the ACT, or running track, Anneteke is a member of her speech team where her ideas and communication skills shine.*

**What do you like about speech?**

"It kind of sounds selfish, but in speech, you have ten minutes and you get to talk about whatever you want and everyone has to listen to you. We all give each other the courtesy of being respectful. Even if they don't like it, they are still going to learn something regardless".

*Though Anneteke talks about often feeling alone in her community, impacting others who felt the same, and making friends through her outspokenness empowers her.*

**What is the most rewarding part of speaking out? Most challenging?**

“The most rewarding part has been getting so many messages from so many people who are grateful for what I've done and who say that my speeches helped me feel like I wasn't alone. While I was going through all those issues with my school, it sometimes felt like I was alone and there was no one else there and to see that I can be a person that people can come to if they're dealing with anything means so much to me.

A challenging part of it is that a lot of people who I thought were going to be there for me were not and that made it harder to speak out. I guess that comes with speaking on somewhat controversial topics, but it's hard to see people who you really look up to disappoint you. Everyone has room to grow though so I guess that's to be expected.”

**How did you turn your negative experience into a positive force?**

“It was easier to turn my negative experiences into positive experiences by meeting people who have been through similar things. As much as where I live right now is not diverse at all, there are pockets of people that are kind of all going through the same thing. When I would speak about it, I would meet more of those people and we would all have conversations. It's made it so I don't feel so alone and made me feel grateful for who I have.”

**How do you take care of yourself?**

“I love to read. My friends and I are obsessed with reading. We've been doing this a lot over quarantine but we wake up, get coffee, go to Barnes and Noble, pick a book and read it in one sitting and then talk about it. It sounds really boring but I promise it's not! It's so fun.”

**When you were growing up, what was your biggest inspiration to become a changemaker?**

“I went to this protest over the summer and when I looked around, I saw how many people were there and how organized it was. People were so determined to make their community aware of what was happening and I had never seen it on that large of a scale before. When I went back to where I lived, I realized that there were people who actually cared; it wasn't just like this all the time. That was the moment when I realized I wanted to keep doing this.”

**Define the word changemaker. What does it mean to you?**

“A changemaker is someone who doesn't really care about the scale of their influence or how many people they can reach but rather what change they can make in their corner of the world regardless of the consequences. Sometimes people doubt themselves because they don't think what they are doing will make a difference. I read this thing that was like if you're worried about how many people you can change rather than just change then you're doing it wrong. That changed the way I looked at things.”

**Favorite book:** Ties That Tether by Jane Igharo

**Favorite movie:** I'm obsessed with the movie National Treasure. I have no idea why but I've watched it so many times.

**Music recommendations:** Giveon. It's so good.

**Place to go in your area:** Go to uptown Minneapolis. There's so much graffiti and art everywhere; the art in Minneapolis is insane.

**Connect with Anneteke here:** <https://www.instagram.com/aanneteke/?hl=en>

**Kristen Chang '14: Queens, NY, USA**

*Kristen Chang is a proud New York City native. A 2020 graduate of Wellesley College, Kristen has been involved with almost every community she's been a part of, from political campaigning to helping POC-owned small-businesses get started. She discusses the impact Camp has had on her, the value of “radical-softness,” and the power to change another's day.*

**What brought you here?**

“I grew up in a family that very much encouraged me and motivated me; I was very fortunate. Even doing things that weren't typical in Asian-American households. I was also quite outspoken; I recognized when things weren't fair or when there was more than could be done. That's how I found my way to Camp Rising Sun. Camp really saw something in me that I didn't even see myself, but that's what everyone says. I learned the ability to be vulnerable and through that grow stronger. I went to high school then Wellesley College. There I had the opportunity to study abroad in Geneva and that was where I deepened my interest in international relations and affairs which, along with political science, is my major. Currently, I am working as a campaign manager for a city council candidate here in NY.”

**You've done work in your community since high school. Talk about some of your experiences.**

“When I was in high school I had an organization called LoveBuds which is still very close to my heart. I was already in a place where I was so privileged to be surrounded by opportunity, but—it sounds lame to say—amp really emphasized the ability of kids to do things. I think that was what started the flower donation idea. I reached out to vendors and event planners and asked if I could repurpose these flowers. It really only takes one person to say yes. That was the first time I was called tenacious and I had to ask what that meant.”

*The success of Lovebuds commenced a journey of discovery and interaction with her community. Kristen has campaigned in District 1 in Lower Manhattan where her grandmother grew up, one of the most diverse and disparate areas of the city.*

“You're dealing with a wealth of diversity and seeing an incredible socioeconomic disparity all while trying to communicate with and relate to all these different demographics. It was the first experience where I was hands-on and speaking to people constantly, but you could see how important it was to people.”

*After the pandemic, Kristen felt an urge to empower her city after months of loss. This led her to seek work with local small businesses, often those run by people of color.*

“I just keep searching for new firsts. The first time I start my own club, the first time I'm involved in a small business, the first time that I'm campaigning. I think that's what I hope to spend my life doing.”

**When was the first time you felt you had “made change?” What is a changemaker?**

“A few years ago, I discovered the potential to be a changemaker within myself. Sometimes, when I would say something nice, someone would say “you made my day.” And of course, I was on the receiving end of that as well. I recognized that we all have the power to change someone's day and you get to decide if you make it. If you do, then you have just made someone's life a little better and you're a changemaker. With this mindset, you will never stop being a changemaker. It doesn't matter if you're pulling off these incredible projects or meeting the most important people, you believe in yourself and in the fact that we can all have a small impact on other people and it will be worth it.”

**You discussed the power of more traditional femininity when working in these fields. How do you approach that yourself?**

“I was sitting in on this lecture at Wellesley and there were these two incredible women both of whom were working within refugee spaces. And they said that we often overlook feminine power; how we view power is very traditionally masculine. But she said there's a power in femininity; there's a power in “radical softness” as she put it. And I had never heard that before. She said that equality is not always in a binary, fifty-fifty matter. There could be 99 men and one woman and she could be capable of changing everyone's opinion and way of thinking. And that is power. I cannot pretend I'm a young white man. And that's not me and that's not where my power lies. By the end, what I had done was play into my own strengths. Regardless of gender and identity, there is something in certain people, and more people than society would expect, that shifts. Sometimes it takes a certain catalyst, but we have power and agency and you just have to be you and it will shine through in the way you carry yourself. I think the most important thing to ask yourself is “are you stepping into everything you can be?”

**Favorite book:** The Midnight Library. It's excellent.

**Music recommendations:** Take me back to Manhattan. I'm a big musical theater nerd. Or All My Girls Like to Fight.

**Place to go in your area:** Jacob's Pickles in the Upper West Side. They have an incredible brunch. Also there's a place in Chinatown called Shanghai Asian Manor and you'll know it because they have a giant soup dumpling outside their store.

**Connect with Kristen here:** <https://www.linkedin.com/in/k-chang/>

**Dominika Lasota '18: Osielsko, Poland**

*Dominika Lasota is a climate justice activist from Poland, currently on a gap year to advocate for reform and equality within the fight for climate action. She speaks about the impact her time in her home country had on her as well as how she takes care of herself and retains hope in the world.*

**Best camp memory?**

“The camping trip. When we were at the stargazing tower with all the girls and the fireflies. That was the best ever, even now just thinking about it brings me warmth.”

**What brought you here?**

“I think there are a lot of aspects that go into it. I consider myself a climate justice activist but I have some issues with calling myself an activist because what is an activist? Just a normal person who does these things, not a superhuman or anything, but still. The factors that pushed me in that direction are both related to my family roots and my experiences. My interest in climate issues began when I was seven or eight. Half of my family is from the north and whenever we would go from the north to the south, we would cross all these industrial complexes among which is Bełchatów which is the biggest coal energy plant in Poland and in Europe. It would be such a bizarre sight but I didn't know what it meant. My dad would be proud because of the electricity plant that is the base of the Polish economy but to me something felt wrong. . When I was a teenager I started reading about climate issues and also I watched a documentary called *Before the Flood*. Also, at Camp we talked a lot about climate change. So the pieces of the picture started to connect. How the economic, social, and political aspects related to nature and to us eventually. Different opportunities have led me to officially become part of the Youth Climate Movement so I see it as a journey of connecting the dots and then finally doing something to address these problems. My family history of being part of the opposition movement during the communist times and then in the democratic movement have also been aspects that inspired me to become engaged.”

**What are you currently working on during your gap year and what are your future plans?**

“During the beginning of the pandemic I was supposed to go to university, but I actually joined the Youth Climate Movement and became so involved and saw there was so much work to be done on this very pressing but very exciting issue that I changed my plans and became even more involved. As I become aware of how big of a threat this issue is, the idea of university has been pushed farther away to the point where I don't even know if I will be going. My priority is in the movement and if university can offer me that, that would be ideal but it doesn't have to. At the moment, we are planning climate action events for March because we are having a global mobilization of the movement.”

*Dominika is also actively working on a plethora of other campaigns and projects, the main one aims to put pressure on the Polish government's recovery plan, which currently doesn't include the climate.*

*When addressing the gargantuan problem of climate change, Dominika stresses the equally enormous gap between individuals and the system itself.*

“A lot of times, in industries in capitalist society, we are told that we are the ones to blame. We are told we have to save up water, don't use cars, or be vegetarian because it's our fault as human beings. Just to put it into perspective, an average Polish citizen uses 8 tons of carbon dioxide in a year. The Bełchatów electricity plant I mentioned uses up 100,000 tons of carbon dioxide in a minute.

We need systemic change, and that takes education on our current system and how it works. Awareness suddenly gives you the tool to question and take action. You don't necessarily have to join the movement and go in with banners, but you can observe and follow the movement and question your own beliefs and those of your community.”

**Define the word changemaker. What does it mean to you?**

“You do not have to run marathons or donate millions or find world-saving technology. It starts at the very core of you. A changemaker sees the strength within themselves and helps others' find that strength within themselves. If we fostered that, we would not have these crises. Anyone can be a changemaker because everyone has that power. I believe that so strongly.”

**What is your biggest strength as a changemaker?**

“I would say resilience. Which is connected to unbreakable hope, which isn't optimism, I guess. We think of optimism as being joyful all the time, which I definitely am not, but I do have hope and having hope and resilience lets me push through anything. It also helps me understand that people might be in a different place than I am not and I might need to put myself into their position and be patient with their journey.”

**How do you take care of yourself and maintain that hope especially when working with something so heavy?**

“That is a difficult question. It's something that my friends and I and our community struggle with. We often think that we don't deserve to rest because there's so much to be done; there's so much injustice, risk, and danger that we cannot stop. But I also think that rest is rebellion. In a system that really pushes everything to its limits, not only nature but also people, I need my renewable energy to push through and get going. That is very powerful. I work on giving myself space. I love walking around the city, listening to music... dancing really helps; I dance all the bad stuff out.”

**Favorite book:** I've gotta say *Becoming* by Michelle Obama. I read it at a very low point of mine and it gave me a lot of strength.

**Favorite movie:** A musical called Hair. I wish I was in that one; it's my absolute favorite.

**Music recommendations:** I have a strange obsession with Polish rap. I love dancing to it and it gives me this boost. I also love Rosalía.

**Place to go in your area:** When you come to Warsaw, I would take you to a beautiful, amazing pastry shop where we could eat all the amazing desserts that Poland has to offer. I'm very much a dessert person.

**Connect with Dominika here:** <https://www.facebook.com/dominika.lasota.5>

*So what is a changemaker? After conversing with or reading about the diverse, inspiring, stirring, impressive lives and careers of the women featured in the lines above, a few things are evident. There are myriad ways and paths to becoming a changemaker, but that change starts from within; it is not exclusive nor does it have to revolutionize the world immediately or all at once. These five changemakers are, more than anything, a reminder to seek that spark within ourselves.*

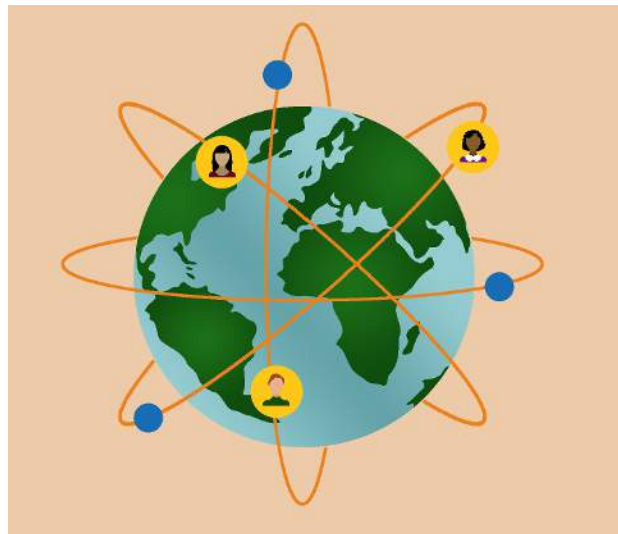
*About me: Elizabeth attended camp in 2018 and 2019 and is now the Communications and Outreach Intern for LAJF while attending school in Philadelphia. She is passionate about sharing diverse stories through her journalism and writing. [Connect with her here.](#)*



# The 2019-2020 LAJF Fiscal Year Annual Report

For LAJF, the 2019-2020 fiscal year was full of surprises, innovations, and new opportunities in the face of the COVID-19 global pandemic and its impact. With no in-person Camp over the summer and international travel being suspended throughout most of the world, the LAJF staff were hard at work reorganizing, reestrategizing, and reimagining how to fulfill our mission.

In the past year, our staff has exhibited great resilience and explored new opportunities for our organization and programs. In the summer of 2021, we developed and implemented virtual programs for more than 104 young, future leaders from around the world.



Our alumni have jumped at the opportunity to bring our global network closer together — through Zoom calls, virtual instructions, alumni reunions and more. Hundreds of alumni have participated in our virtual activities, and we have created a stable platform for mission-based alumni programming that will flourish even further in the years to come.

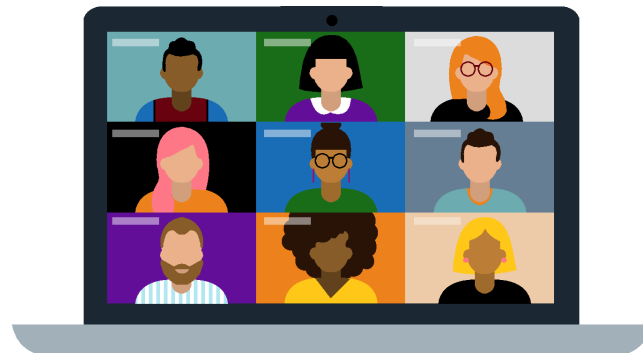
In July of 2020, we hosted our first-ever Virtual Alumni Reunion for more than 100 people from around the world.

The past year has brought with it hardship for millions of people across the globe. As we reflect on accomplishments made and opportunities gained, we recognize, with gratitude, the tremendous privilege we have in steering an organization with a mission, supported by hundreds of alumni and friends.

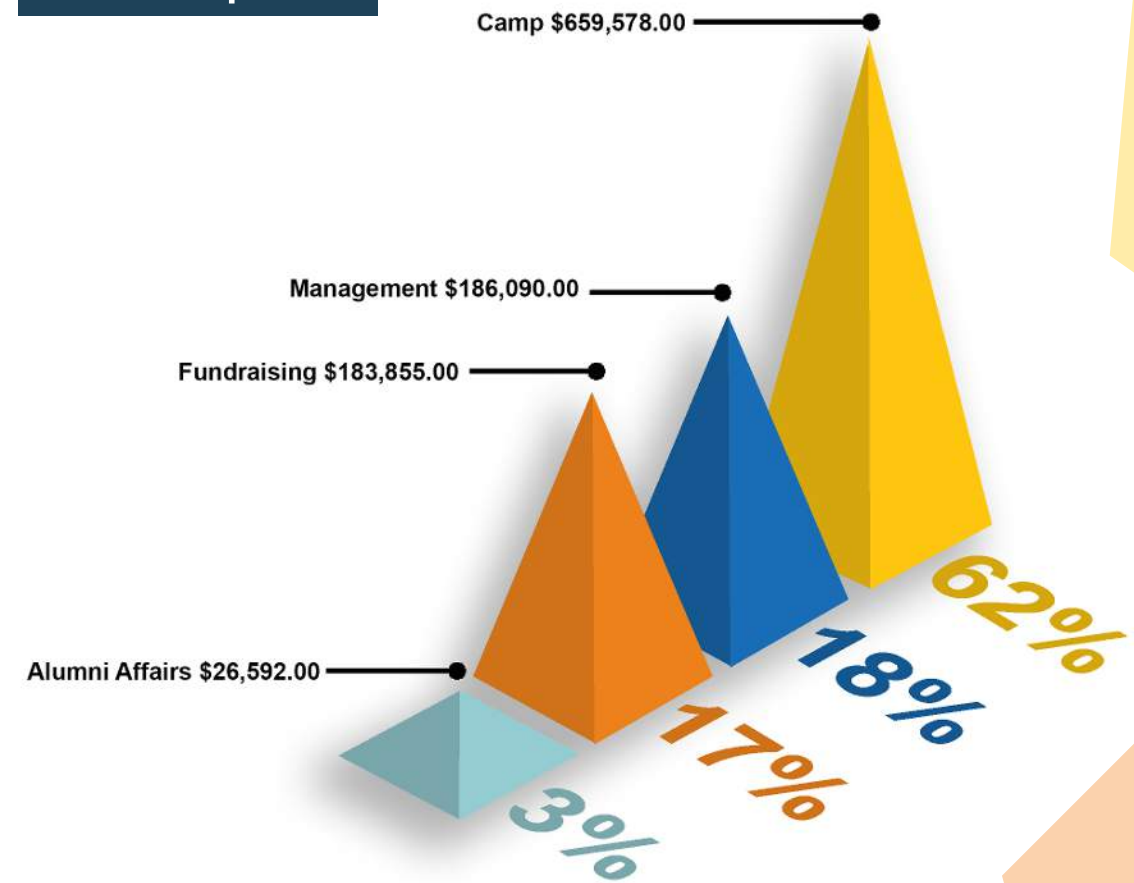
The following report provides a financial summary of the 2019-2020 fiscal year. As we were unable to host our in-person Camp, our expenses were significantly lower than projected. Fortunately, we were able to divert some costs already invested into the preparations for the physical camp, to serving young, future leaders around the world, through a series of virtual initiatives. Would-be summer counselors assisted program staff in implementing online learning for more than 104 young people.

Our fundraising efforts were also affected by the cancellation of the in-person Camp program. We were fortunate to receive a grant of \$93,000 via the Paycheck Protection Program (PPP), bringing our annual income through Annual and Restricted fundraising to just short of \$600,000.

We were thrilled and honored to see that even in a year filled with such uncertainty and turmoil, our supporters and alumni kept Camp Rising Sun and the Louis August Jonas Foundation at the top of their hearts. We are grateful to all our donors for their support. To see a full list of our supporters in the 2019-2020 fiscal year, visit our website at [www.lajf.org/reports](http://www.lajf.org/reports).



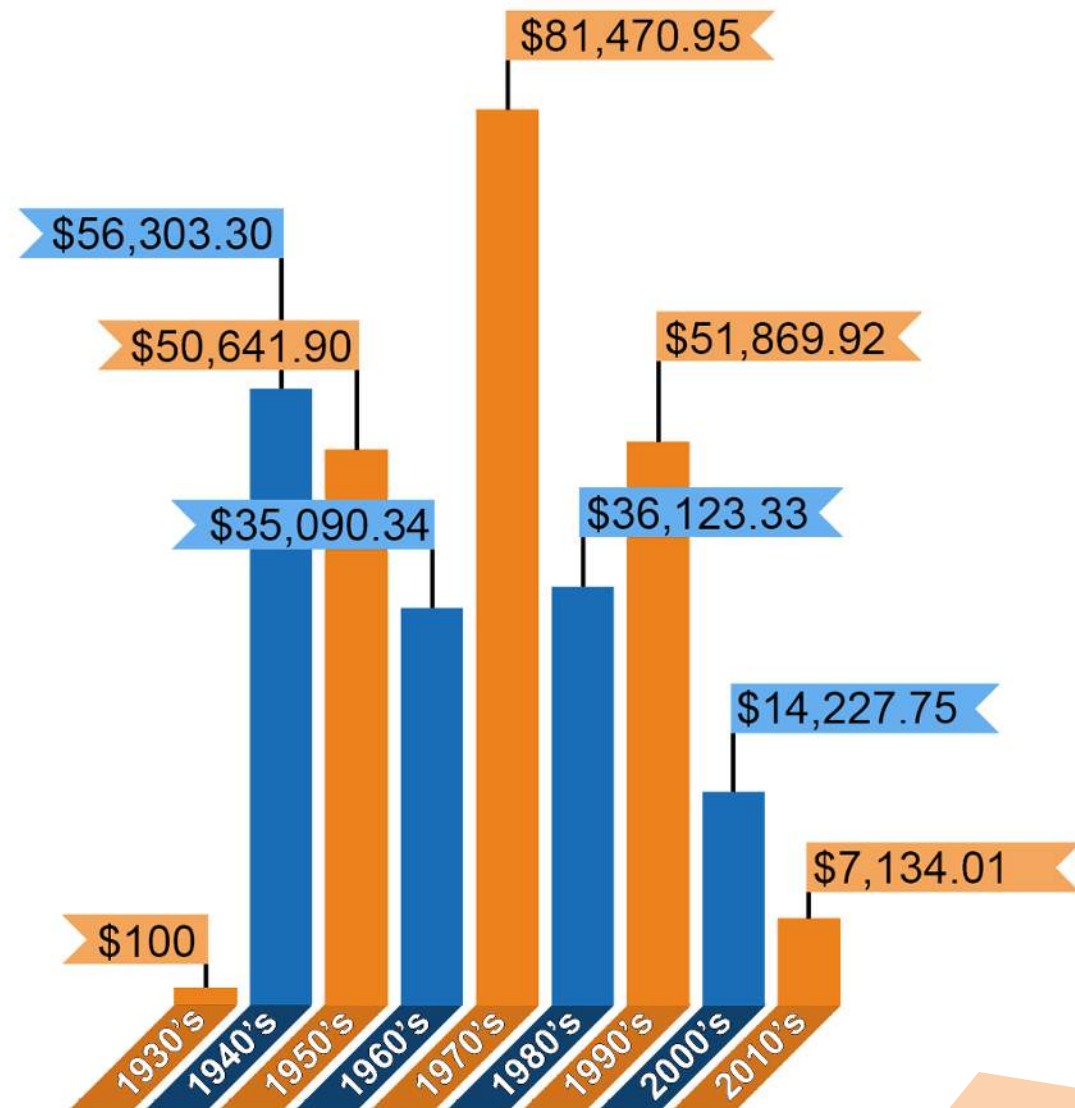
## Annual Expenses



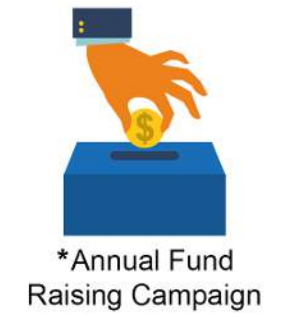
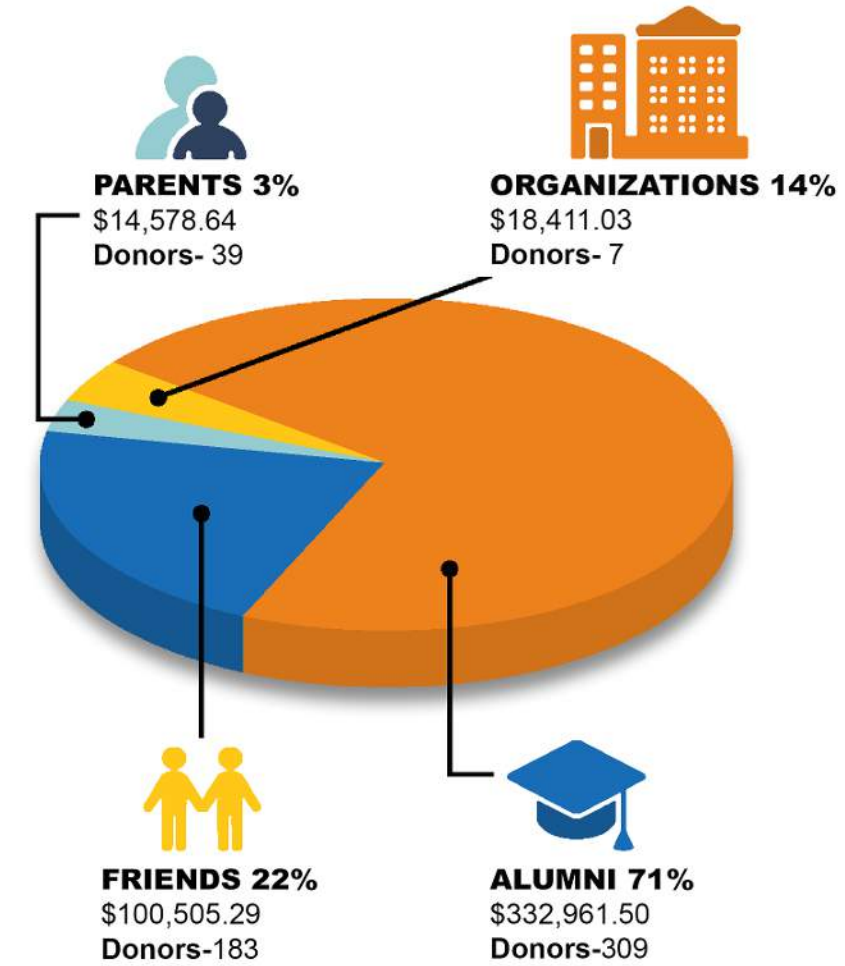
2019-2020 FISCAL YEAR ANNUAL REPORT

CAMP RISING SUN

Alumni Giving by Decade



Who Donated to CRS / LAJF?



Sum total- \$466,456.46  
Total number of donors- 538



In 2019-2020 we raised more than \$500,000 from over 570 donors. In addition to the raised amount, we received a grant of ~ \$93,000 through a Paycheck Protection Program

## 2019-2020 FISCAL YEAR ANNUAL REPORT

CAMP RISING SUN

### Portfolio Value Over Time



2009	\$9,515,625
2010	\$9,834,157
2011	\$9,338,279
2012	\$10,197,223
2013	\$10,584,095
2014	\$11,377,164
2015	\$9,598,328
2016	\$9,791,088
2017	\$10,496,673
2018	\$10,679,390
2019	\$10,696,770
2020	\$11,551,005.47

# Host Private Events at CRS



Camp Rising Sun is available for private rentals, including retreats, conferences, school trips, and weddings.

Rentals are available during the Camp's off-season, starting in September until May.

Rental details vary based on the needs of your event (single, overnight, or multi-day).

Camp Rising Sun is a welcoming and inspirational place. We wish to welcome you and your group to enjoy its natural beauty and make memories.

For more information, email us at [business@lajf.org](mailto:business@lajf.org).



# GEJ SCHOLARS 2020

## UNDERGRADUATE & GRADUATE

Meet the 2020 GEJ Scholars

The GEJ Scholars are selected as they exemplify LAJF's mission of fostering a lifelong commitment to compassionate and responsible leadership for the betterment of our communities.

To learn more about this and other opportunities for CRS alums, please visit our

### Olin Edwards

Olin is a former camper from 2017 and an active member of the Minnesota Alumni Association. Currently, Olin is a freshman at the University of Minnesota Twin Cities majoring in music education.

Music has been a huge part of Olin's life for as long as he can remember. In high school, he was a leader in several different musical groups, including marching band, drumline, jazz band, and orchestra. As president of a music honors society, he organized opportunities for musicians to volunteer around the city and share their love of music. He also enjoyed volunteering at his former elementary school, assisting music teachers, and accompanying the choir.

In high school, Olin also lived and worked part-time at Driftless Farm Animal Sanctuary, an animal sanctuary he started with his mom. They decided to put the land they had to good use and take in farm animals that were in need of a home. Since opening, they have adopted four horses, a pony, a donkey, a mule, two goats, chickens and ducks, dogs, cats, and even bunnies.

In his time in college and as a GEJ Scholar, Olin hopes to be able to expand his worldview by traveling more to other countries and meeting new people from around the world, like he did at Camp. He has one specific long term goal for himself, and that is to learn about traditional music from different cultures and bring it back to his future students so that they can be exposed to new types of music. With this knowledge and experience, Olin hopes to compose a music piece that incorporates traditional folk melodies and other styles of music with Western sounds.

Olin says that this dream started during his time at Camp when he had the chance to meet other campers who broadened his musical horizons into new areas of the world and showed him non-Western, non-mainstream styles of music. Beyond that, however, CRS helped him realize his own potential to communicate with and impact other people. Olin advises prospective campers and GEJ Scholars to [advice/ tips from Olin/ anything else Olin wants to say :)]



### Monica Janvier

Monica is a junior at New York University's Gallatin School of Individualized Study studying an individualized major that focuses on the intersection of media, mental health, and identity. Since attending CRS in 2015 and 2016, Monica has been actively involved with the NYC Alumni Association and LAJF, returning as a volunteer in several capacities and a LAJF Fellow from 2019 to 2020.

Monica has been a student leader at NYU for the past two years, serving as Director of Service of NYU's Rubin residence hall and later Director of Recognition and Development (Vice President) of Second Street residence hall. In these roles, she facilitated events and activities aimed at bringing together the student community and improving overall residential life. One of her goals was to use art and self-expression to encourage residents to embrace their vulnerabilities, differences, and common humanity. Monica also used her position to organize fundraisers, donations, and volunteer activities to support local social justice initiatives, including a sock drive for the homeless and a fundraiser for RAINN, a non-profit that supports victims of sexual assault.

Professionally, Monica plans to pursue a career in journalism and social advocacy, where she can tell the stories of individuals who have been historically underrepresented and misrepresented. As a class project, Monica recently created a digital magazine, chronicling the stories of NYU students who are people of color and from low-income backgrounds. In the future, she hopes to expand her magazine to explore topics such as gender expression, sexuality, culture, and racial identity. One of her biggest life goals is to create a documentary film exploring the social, cultural, and political nuances of the global African Diaspora, inspired by her own heritage and experiences.

Monica says that her experience at CRS as a teenager helped her to become more conscious and proud of her identities and fueled her eagerness to combat social injustices. She also credits her time at Camp for inspiring her to learn new languages such as Haitian Creole, her family's language, and Spanish. Her pursuit of Spanish has actually taken her to several different countries including Mexico and Spain, where she has immersed herself in local culture and grown her appreciation for diverse storytelling.

#### What are your thoughts after receiving the GEJ Scholarship and how will the scholarship contribute to your future goals and plans?

*"I feel incredibly grateful to have received this scholarship, which will allow me to reduce my work schedule and focus more on my studies this semester. This semester, I'm taking courses that explore Journalism and Film, the two industries I hope to achieve careers in."*

#### Do you have any tips for prospective applicants to the scholarship or CRS? Do you have any advice for younger students in general?

*"Don't underestimate your experiences. In general, applying for applications (whether for scholarships, jobs, etc) requires a certain amount of confidence in yourself, in your abilities, and in your accomplishments. If you don't believe in yourself while completing an application, it's going to be especially hard for applicant readers to believe in you. I think this is a wonderful tip that can be given to both applicants and younger students applying to college, internships, etc."*



# Samantha Luca

Samantha attended CRS in 2014 as a camper from New York City. This year she will be a senior at the State University of New York College of Environmental Science and Forestry. Sam began her undergraduate career intending to learn more about agriculture, however she has since tailored her degree to focus on environmental injustices on regional and global levels, as well as food disparities and inequities between groups.

Sam has extensive experience as a naturalist. She previously worked as a gardener at her university's Road Experiment Station as well as the Dai Bosatsu Zendo, where she practiced organic farming in a community permaculture operation and conducted intensive research on Zen Buddhism while living a monastery. She is also a volunteer for the Food Recovery Network at Syracuse University and helps to reduce food waste by bringing leftover food from the university to local charities. Most recently, Sam completed an internship as an Interpretive Naturalist at the Adirondack Interpretive Center, where she created trail signage, updated fern and tree identification pamphlets, and helped to produce the Newcomb Naturalist Notes video series.

Looking into the future, Sam wants to put her skills and knowledge in environmental sociology and human rights violations to good use through education. Although she enjoys working with elementary school students, she ultimately hopes to catch students who are at a critical point in their adolescence and positively impact them the way CRS impacted her in high school.

Sam remembers attending her first Evening Program at Camp and how it completely changed her perspective on feminism, identity, and LGBT issues, encouraging her to challenge her own internalized prejudices and biases. Without her experience at Camp, Sam says she does not know if she would have set off on her current path, and she hopes to provide that turning point in the lives of young people in the future.

For now, Sam is focused on strengthening her own mind, body, and spirit as a yogi and student of Zen Buddhism. She recently studied abroad at the University of Ghana to learn more about environmental injustice through waste management and hygiene practices—an experience she says was partially strengthened and encouraged by the cultural sensitivity and bravery that she witnessed in her fellow campers. Above all, Sam has been busy trying to lead a more sustainable life herself, buying plant based goods and participating in the local food economy, while spreading awareness of issues like environmental racism and searching for ways to improve quality of life for everyone.

What are your thoughts after receiving the GEJ Scholarship and how will the scholarship contribute to your future goals and plans?

"Receiving the GEJ scholarship has affirmed to me I am well on my way to being an equitable environmental steward. This scholarship award motivates me to continue to challenge legacies of injustice and get involved in the education sector."

Do you have any tips for prospective applicants to the scholarship or CRS? Do you have any advice for younger students in general?

"My tip for prospective applicants to CRS is to APPLY. I waited until the last day, almost the last hour of the deadline to submit my initial application. After all that hesitation, I wouldn't know who I am today without my experience and friends from Camp."

To younger students in general- I encourage you to continue to strive to excel in all of the work you complete. I will say though- I have come to a point in my life where I feel it is very important to be a human more than I am solely a student. Take the time to channel into your hobbies, hang out with friends, and soak up the sun. At the end of the day, the experiences you have outside of class (like CRS) will be the ones to motivate and focus you in your studies."



# Tyshaya Pearce



Tyshaya is a CRS alumna from 2014 and a senior at Rutgers University. A criminal justice and political science double major, Tyshaya hopes to one day be a part of the criminal justice system, either as a member of the New York Police Department or a prosecuting attorney, helping others who have struggled throughout their lives to rehabilitate and reach their goals.

Through her experience visiting correctional facilities in the Northeast, Tyshaya gained a new perspective on the prison system in the United States and began to develop a passion for helping incarcerated individuals find new opportunities to expand their education and get back on their feet emotionally and financially. She believes that prisoners should not have to spend their whole lives stuck in the past, and that they deserve a chance to re-evaluate who they are and who they want to be. Tyshaya also wants to found an organization to help at-risk youth who struggle with school or family issues to provide an outlet for expression and encouragement to not give up. Eventually, she would like to be able to provide financial support and assistance for students to pay for college, as she understands that finances can be a significant obstacle to higher education and success in general.

Tyshaya takes pride in her ability to be independent and self-motivated, traits she says were helped developed through her time at Camp. Although it was difficult being away from home, the experience pushed her outside of her comfort zone and forced her to take on new responsibilities and initiative in her own life. From learning how to do laundry to socializing and understanding people from different countries, Tyshaya says that the skills she picked up at CRS have helped her throughout her adult life, and she no longer fears being on her own.

There are still many steps that Tyshaya has to take to reach her goals, but she says that she is confident that she will be able to follow through with her plans. "I applied for the GEJ Scholarship three times, and I did not receive it," she says. "But I never gave up and managed to finally receive it for my senior year." Above all, she encourages high school students and college students like her to never give up and continue striving to be their authentic self.

What are your thoughts after receiving the GEJ Scholarship and how will the scholarship contribute to your future goals and plans?

"The GEJ Scholarship definitely has released a lot of financial stress for my senior year at Rutgers as I am able to just focus on my last two semesters and beginning to decide what job offer will I take. If it was not for the scholarship, I will be more worried about how I am going to pay for my last two semesters rather than focusing on my academics. I also don't do well under pressure."

Do you have any tips for prospective applicants to the scholarship or CRS? Do you have any advice for younger students in general?

"My only tip for the prospective applicants is to be authentic and never give up. I applied for the scholarship three times, and I did not receive it. I never gave up, and I did it again for my senior year in which I did receive it. I was being myself in my application, and one thing I can say, your words can sense emotions."

Madina Abduvohitova\*

# Zachary Kaplan

Zack is a CRS alumnus from Pennsylvania, living in Durham, North Carolina. Currently, Zack is in his third and final year of law school at Duke University. After attending CRS in 2008, Zack was filled with a strong sense of responsibility and drive to reach his own potential. Through his relationships with other campers, Zack grew more knowledgeable and passionate about fixing injustices not only in his community, but also in his country and the world, setting off on a long journey towards making a difference that would ultimately lead him towards law and policy.

Along the way, Zack sought to embody the Camp ideal of leading through action. At the University of North Carolina at Chapel Hill, where Zack completed his bachelor's with honors in political science and American studies, he served as a leader at the university's center for social justice and the co-director of a diversity orientation for incoming students. After graduating from UNC, Zack worked as a fifth grade social studies teacher at an economically disadvantaged school in Durham for three years, where he founded a student organization for community service, before returning to law school in 2018. Now, as a law student, Zack is active in a number of organizations aimed at promoting equity and justice for marginalized communities, including the Public Interest Law Foundation, the Lawyers' Committee for Civil Rights Under Law, and the Board of Directors of the school in Durham where he previously taught.

Zack's work, however, is just getting started. After graduating from law school, Zack will serve as a law clerk on the North Carolina Supreme Court before hopefully becoming a civil rights attorney to advocate for issues such as housing, voting accessibility, and racial equity. His main passion, however, still lies in education. Zack aims to one day be in a position to craft education policy that will advance education and career opportunities for marginalized students across North Carolina and beyond.

As a GEJ Scholar, Zack advises other young students in the pursuit of progress to always seek the highest intersection of their personal passions and professional skills. After contracting COVID-19 earlier this year, Zack often thought about the simpler days he had at Camp in 2008, his fond memories, and the values that his time at CRS instilled—community, personal reflection, and service-driven leadership. In his reflection, Zack says that he realized that it was these very ideals that prepared him for difficult moments and have the power to sustain us during times of great crisis, tragedy, and challenge.



What are your thoughts after receiving the GEJ Scholarship and how will the scholarship contribute to your future goals and plans?

"I am very grateful for LAJF's continued generosity and support of my education and career through the GEJ Scholarship program. In many ways my personal and professional goals are an outgrowth of the values of community, social justice, and service-leadership that I learned at Camp, so it feels fitting that LAJF remains a part of my journey. As any graduate student knows, every little bit of financial help goes a long way towards breathing a bit easier and focusing on your studies, work, and personal health while trying to pay for a top-notch education."

Do you have any tips for prospective applicants to the scholarship or CRS? Do you have any advice for younger students in general?

"Since my time as a camper in 2008, I have tried to keep a vigilant eye towards pursuing the highest intersection of my personal passions and professional skills. I firmly believe that if you orient your decisions in life towards best being in service to your community, you will find fulfillment and success. The most quoted line in my favorite book, *The Alchemist*,



says that "when you really want something, the whole universe conspires in helping you to achieve it." For me, CRS and the GEJ Scholarship have both played key roles in that conspiracy, and I encourage other campers and students to likewise look into how the LAJF community can support them along their own journey in one way or another."

**Alicia Sandoval Vadillo** ([alicia.sandoval.v@gmail.com](mailto:alicia.sandoval.v@gmail.com))

Alicia was a camper at CRS in 2013. Originally from Mexico, Alicia recently graduated from Skidmore College with departmental honors in both art history and international affairs. She is currently preparing to enter her first year of graduate school at New York University to pursue a master's degree in Latin American and Caribbean Studies and Museum Studies

# Alicia Sandoval Vadillo



While in college, Alicia began delving deeper into the complex relationships between gender, art, and ethnicity and exploring how they might be used to make larger statements on political issues such as immigration and civil rights. In 2019, she curated a show titled "My Soul Reaches for Dreams" at the Georgia O'Keeffe Museum in New Mexico. This exhibit included over 200 pieces of various mediums by 162 artists ages 10-14 from the local area. Alicia believes that art can play an important role in activism and fighting injustice. In a research project conducted at the end of her undergraduate years, she focused specifically on how large art installations along the U.S.-Mexico border acted as a form of resistance to anti-immigration policy and a tool for building community across national borders.

Looking into the future, Alicia hopes to create spaces that inspire empathy and unity as well as instigate conversation surrounding difficult topics such as racism, Euro-centrism, and exclusion. As an immigrant from Mexico, Alicia feels passionately about the diverse and complex experiences of immigrants in the United States today. She wants to use her experiences to help create representative spaces for people to not only visit and witness, but to see themselves as a part of.

This dream began, in part, during Alicia's time at Camp. When reflecting on her CRS experience, Alicia says: "My time in Clinton helped me understand the importance of being not just your own safe space, but providing that for others too." At Camp, Alicia not only grew more confident, brave, and honest with herself, but she also learned the importance of community, empathy, and leadership. Guided by a sense of reciprocity, Alicia's ultimate goal is to find a way to give back to her community for the support and care it has given her over the years. She hopes to encourage others to be outspoken, honest, and unapologetic by giving them spaces to be who they are and one day rise to who they want to be.

What are your thoughts after receiving the GEJ Scholarship and how will the scholarship contribute to your future goals and plans?

"After receiving the scholarship, more than anything else I felt an immense sense of gratitude. I feel extremely lucky that I get to continue exploring my passions because someone believed in me, and makes me want to continue growing and learning to be able to give back. It will also really help on a financial level because it means that I'm able to continue this journey without taking out as many loans."

Do you have any tips for prospective applicants to the scholarship or CRS? Do you have any advice for younger students in general?

"I think my advice for students, in general, is to lead their lives in a way that their younger selves would be proud of them. It's in small ways, like asking a question during class or big things like upholding your values. For people applying for the scholarship, I think it's good to reflect on both your time at Camp, the values of the organization, and the effects that you continue to have on your life, your intentions, and your goals."



# Jackie Voluz

Jackie is a former camper from 2007 and 2008 and counselor from 2011. A New York native, Jackie has been involved with alumni activities in the NYC and DC area for several years. She will be attending Silberman School of Social Work at Hunter College this year as a first year master's student, after completing her undergraduate degree in International Studies at Middlebury College in 2014.

Since 2018, Jackie has been working as a program coordinator at the Watson Foundation, a charitable trust that provides funding and support for undergraduates seeking to expand their education through fellowships and internship programs. In this position, Jackie works closely with college students to provide the same opportunities for introspection, action, and shared reflection that she first found at Camp, as well as encourage them to seek opportunities internationally and outside of their comfort zones. Jackie says that CRS opened not only her mind, but also her heart. Ever since, she has been pursuing a commitment to accepting people holistically for who they are and to providing acts of service in an unjust world.

As a GEJ scholar, Jackie plans to continue pursuing her goals and to one day be able to put her Master of Social Work to good use as a facilitator, teacher, writer, and service provider. She hopes to serve many different groups of people, including low-income, queer, international, and elderly individuals throughout her career, based on principles of mutual trust and radical acceptance.

Jackie is determined to bring the personal narrative that was launched by her time at CRS full circle, and to "think global and act local," as her fellow campers taught her. In order to do this, she has participated in a variety of political and civic education initiatives centered around the mobilization of antiracist movements and education training. She hopes to continue to grow in her own knowledge and experience of civic engagement and pass on these learnings to younger generations through her family and work. What are your thoughts after receiving the GEJ Scholarship and how will the scholarship contribute to your future goals and plans?

"After receiving the scholarship, more than anything else I felt an immense sense of gratitude. I feel extremely lucky that I get to continue exploring my passions because someone believed in me, and makes me want to continue growing and learning to be able to give back. It will also really help on a financial level because it means that I'm able to continue this journey without taking out as many loans."

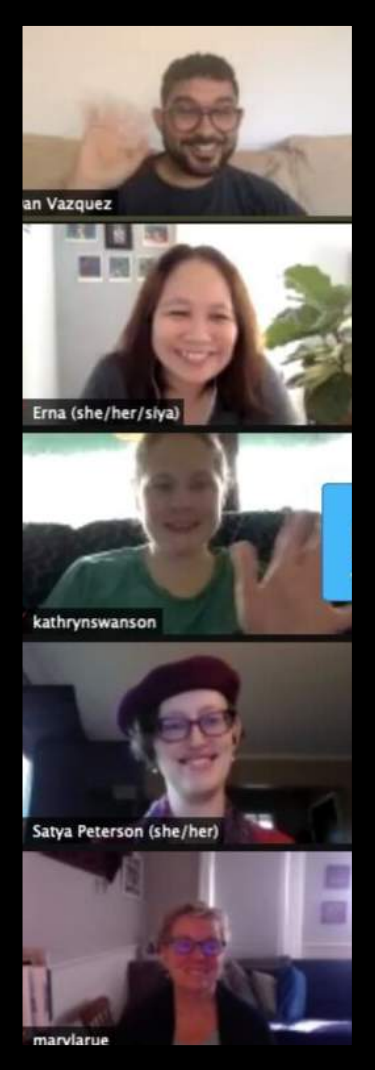
Do you have any tips for prospective applicants to the scholarship or CRS? Do you have any advice for younger students in general?

"I think my advice for students, in general, is to lead their lives in a way that their younger selves would be proud of them, even if it's in small ways, like asking a question during class or big things like upholding your values. For people applying for the scholarship, I think it's good to reflect on both your time at Camp, the values of the organization, and the effects that they continue to have on your life, your intentions, and your goals."



# The Educators Think Tank on Rising Sun Programming

2020 saw our organization introduce over 5 new virtual programs and take a deeper look into how we perpetuate racism and other injustices. The past year of organizational learning and new program development has brought to the surface many of the conversations we've been having for years regarding program expansion and inclusion at CRS.



What began as a simple idea - to bring our education-minded alumni together to reflect upon our program - transformed into a two-part event which was many months in the making. Over the course of two Saturdays, we invited Rising Sun alumni currently working in education to take part in the Educators Think Tank on Rising Sun programming, which concluded last weekend. This event created the space for us to discuss and brainstorm topics focused on social justice education, inclusivity at Camp, and the future of our programs. The Think Tank had 8 differently themed sessions for alums to discuss and learn together, and we are excited to share our key learnings and takeaways from each with you.

As mentioned previously, the Educators Think Tank was months in the making, and there was a large amount of work that went into ensuring the idea became a reality. We have immense gratitude, respect, and appreciation for the following committee volunteers who met biweekly for months to create the vision, sessions, and overall event a reality: Barrington Fulton, Janessa Schilmoeller, Justin Shin, Mary Murphy, Megan Domine, Raina Dzuik, Ruby Lainez, Torben Schmidt, and Yena Purmasir. Thank you from the bottom of our hearts.

What follows is a short overview of each session.

### Diversity, equity and social justice education at CRS

FACILITATED BY: JANESSA SCHILMOELLER AND BARRINGTON FULTON

In our first session of the Think Tank, Janessa and Barrington set the stage and provided the context for the subsequent discussions on inclusivity and equity at CRS. Participants received the frameworks of anti-bias education and social action approach to aid in the transition from providing an educational space based on multiculturalism to one based on social justice. Participants were then asked to apply this framework to an occurrence at Camp which is familiar to many CRS alumni - the concept of Cultural Day at Camp.

### Responding to Discrimination in Real-Time

FACILITATED BY: JANESSA SCHILMOELLER AND BARRINGTON FULTON

In the session Responding to Discrimination in Real-Time, participants discussed how current community standards and staff expectations succeed in and fall short of handling cases of discrimination at camp. Concrete takeaways from this session include

an annotated version of community expectations with suggestions from participants on what items should be changed and what points needed to be expanded. Central to the discussion was how disproportionately demanding our community expectations were for campers from minority groups. Some suggestions for improvement proposed resources and best practices to be provided by camp staff and administration to lessen the demand placed on campers through signing community expectations. Special attention was paid to standards regarding who is responsible for reporting discrimination and harassment to which staff members.

### Economic Disparities at Camp

FACILITATED BY RUBY LAINEZ AND HELENE MATTERA.

Participants in this session explored what measures are in place to eliminate barriers for equitable participation in the Rising Sun dial 2021 | Page 29

Sun programs and discussed how to best create a supportive experience for campers from under-resourced communities at all stages of the process, including outreach, selection, participation, and support after the program. Participants discussed current practices and brainstormed potential solutions for time spent at Camp and post-season.

**What are our Practices on Gender Inclusion at Camp?**

Some of the Think Tank participants

FACILITATED BY: RAINA DZUIK AND YENA PURMASIR

As the title alludes to, the focus of this session was on gender at Camp. The group discussed the following questions: why do we continue to operate asynchronous gender binary sessions? Are the potential merits of all-gender programming greater than the potential setbacks of single-gender sessions? An important question was additionally considered - who are we not including by having separate sessions? The group was overall in support of exploring having an all-gender program while pointing out that there would need to be work to ensure it is done so in a way that is safe for all who attend.

**Introduction on Program Growth**

Facilitated by: Helene Mattera

Helene's session kicked off our second Saturday Think Tank and encouraged the group to stretch their minds leading into the discussion sessions much as one does prior to physical exercise. In order to do this, Helene facilitated an activity where participants were placed into small groups and asked to develop their own Rising Sun program using the LAJF mission as a guide. Helene further pointed out that while many aspects

of our program have stayed the same for 90 years, we also believe our program must evolve with time to stay relevant to the teenagers of today and the challenges of the modern world. LAJF's Certificate of Incorporation, the document which guides the mission and therefore the activities of LAJF, was further reviewed as a reminder that although Camp is remarkably the same, LAJF has a history of evolving and being reflective of the needs of the world. Once everyone adequately stretched their minds and peeked into the history of program evolution, everyone went into their second sessions to discuss the future of Rising Sun programming.

**New Youth Initiatives**

FACILITATED BY: BARRINGTON FULTON AND MEGAN DOMINE

In an effort to promote the LAJF vision and reach a new, more diverse group of potential camper candidates, this session hosted a conversation about expanding the LAJF program to participants younger than 14-16-year-olds. The session explored different ways LAJF could potentially expand its programming to allow new groups the opportunity to preview camp or learn about its values, including classroom presentations, short weekend trips to Clinton, middle school virtual programs, and developing relationships with partner schools around the U.S. According to the group, core program components that would be important to include in these programs include project time (teaching problem solving) and instructions (encouraging knowledge sharing).

**Initiatives with Adults**

FACILITATED BY: TORBEN SCHMIDT AND LAURA WONDRA

This session presented the idea of having a professional gap year program for 18-25-year-olds to become trained in the CRS model. Some of the key discussion points were: what is a core value for the program to have? Who should this program



Sund

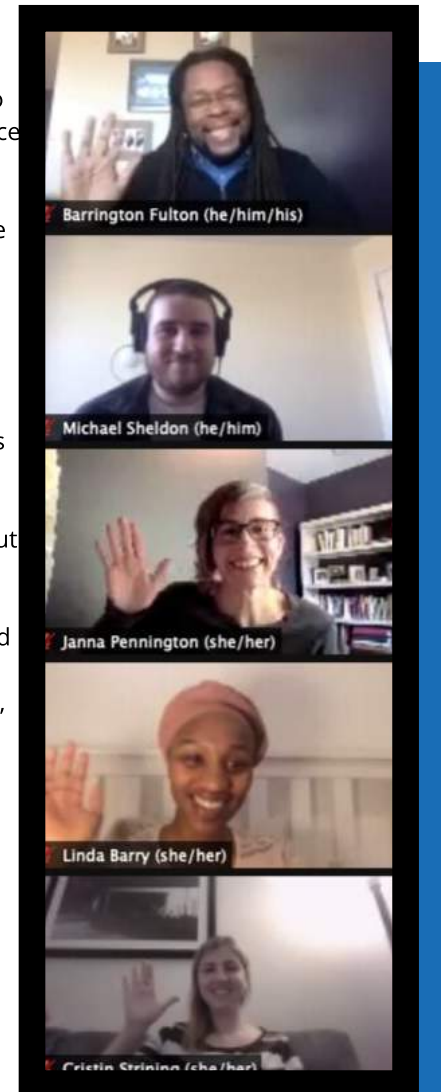


be for? A lot of ideas for the program were generated from the session, including incorporating LAJF alumni mentorship and self-reflection on how our biases and identity affect youth work into the program. There additionally was a hearty discussion on how to balance ensuring the program is financially accessible for participants while being a source of income for the Foundation. The idea of a sliding scale for tuition, partnering with an educational institution to provide credits and making work exchange available were discussed. Overall, the pages of notes from this session will be referenced as we continue to explore creating a gap year program.

**Programming for Alumni Post-Camp**

FACILITATED BY: JANESEA SCHILMOELLER AND MADS NISSEN

In Janessa and Mads' session on programming for alumni post-camp season, participants discussed how effective current post-camp programming is in meeting goals of alumni engagement, college applications, and career development. Participants also brainstormed ways in which post-camp programming could be expanded. Concerns about introducing campers to the wider alumni community and supporting campers through challenges immediately after the camp season were raised. The discussion focused on how one-on-one interactions operated, both within LAJF through a social work intern, and through alumni associations that provide post-camp check-ins. Securing support for post-camp activities was also discussed, both financially through scholarships and grants, and interpersonally, through mentorship and other alumni resources.





# CELEBRATING 90 YEARS OF CAMP RISING SUN

On the last Sunday of October 2020, over a hundred CRS alums and friends gathered virtually to celebrate 90 years of Camp Rising Sun. Over three live sessions to suit our global audience in Asia, Europe and Africa, and the Americas, our community came together to remember the goals and mission of creating a better world that unite us.

The events featured a welcome address from Board Director Tim Wong, speeches by Camp Historian and friend Rick Ritcher and more. The three sessions were hosted by HuiChen Wang '16-'17, Dr. Thomas Berger '78 and Andrea Alexander '99, '00, '06. Here are Board President Tim Wong's remarks at the opening of the event:

I'm so happy you're able to join this virtual gala. Welcome to my home in California. If we were doing this gala in person, I'd be dressed like a waiter, like this, and go around asking you, "What can I get you to drink?" Instead, now you have to go to the kitchen and get your own drink.

I am humbled and honored to serve on our Board. It's a rewarding experience because I get to work with inspiring people and our shared purpose is to bring our amazing Camp experience to the next generation. Let me share with you how I see the state of our Foundation and the work and opportunities ahead.

LAJF is stable and healthy. We have endured for nine decades first and foremost because the transformative experience we offer at Camp is valuable and timeless. We would not exist today if the program we offered isn't relevant to the times. Our leadership program has responded to the changes in the world while staying true to our core values, teaching young people about diversity, cultural sensitivity and how to both lead and serve others.

Bringing together campers from over 30 countries from around the world and sustaining an international program isn't easy. We depend on the right people to lead our Foundation. I'm happy to report that we have an excellent team, led by Helene who has been our Executive Director for the last 5 years. That continuity and consistency put us on stable footing. Not only has our team put together a dynamic curriculum at Camp, they have also set up the systems and policies at the Foundation that hold up to high standards of corporate governance.

Our Clinton property is in good shape. We've done significant repair work in the last four years to catch up on deferred maintenance. At Red Hook, we continue to spend money regularly and appropriately to preserve the grounds. Even though we don't operate camp at Red Hook, we host alumni events and camper outings there. Of course, we haven't used the two campuses during the pandemic, but we are maintaining the properties and have created a reserve fund to meet future capital expenses.

That brings us to the money. There were times in our history when we were financially challenged. Today, we are not flushed with cash by any means, but we are also not in any crisis mindset. Our investment portfolio is doing well because of the strong stock market in recent years. But the investment portfolio alone will never be enough to keep running camp and offer



the programs that we're capable of. Each year we rely on fundraising to finance about 45% of our budgeted expenses.

While we can celebrate our accomplishments, we also see that the world is upside down, with injustices of too many varieties affecting the people everywhere. Because these issues are personal to us, it is a calling for us to act. Our community is uniquely positioned to address social injustices. Camp's values and our servant leadership approach can bring more compassion and sensibility into the world.

Our vision is to build on the CRS program, extend our reach to more young people. We want to commit to our mission and leverage the expertise we have in running an international program. We can do more to support youth that are under-served and under-resourced. There are opportunities to offer programs outside of the summer months and we can continue to experiment with virtual interaction and learning. As alumni, we can get involved and I look forward to updating you as these ideas and plans take shape.

I was fortunate to meet our founder, Freddie, when I went to camp in 1978. That was Freddie's last year at camp. In his final remarks at the ghost stone council, he said to us, "Our reach should exceed our grasp. Or what's a heaven for?" Freddie encouraged us then to reach, stretch and grow in order to serve the world and make it a better place. As individuals, we are doing that in our lives. We live the values of Camp. As a Foundation, the work is also to grow and broaden our impact. Now if you were able to get that drink, let's raise our glass for a toast. Here's to Rick Richter. We are profoundly grateful to you for mentoring our campers and young alumni. Here's a toast to all the elders who made camp possible for you and me. In my life, that includes Bill and Nancy Dubey. Here's to those who worked as summer staff and at the Foundation. And to the many volunteers and alumni who serve on the Board and the committees and help with camper selection around the world. And, here's to you who live the values of camp in your lives. I am so proud to be a part of this community. Let's reach for the heavens together. Cheers!

We are grateful to our community for supporting Freddie's vision and the future of the Rising Sun community and the initiatives LAJF is working on. We look forward to a promising path for our organization and to gathering with our alums from all over the globe. The community support allowed us to surpass our fundraising goal of \$25,000 during the final session. With a generous match from alumni Steen Sauerberg ('58), we were able to raise over \$85,000 for our Virtual 90th Anniversary Campaign.

The Gala was the second alumni celebration of 2020. On Saturday the 25th of August, LAJF hosted the first-ever Virtual CRS Alumni Reunion. Throughout the day, more than 100 alumni from all around the world joined us for virtual activities such as instructions, a panel discussion, break-out get-to-know-you sessions and a virtual council (with a bonfire broadcasted directly from the Netherlands).

Although we missed gathering in person, we are fortunate to have an engaged international community that came together in many different ways in 2020.

# HOW CRS CHANGED THE WAY I LOOK AT MYSELF

By Madina Abduvohitova '19

**W**hen I first started high school, I began looking for opportunities to realize my old dream of traveling to the USA, seeing different people and places, exchanging our knowledge and experiences, and just practicing my English with native speakers. I couldn't find this opportunity at first, and most of the programs were for college students but not high schoolers. Even if there were some, they were costly for my family to afford. I was disappointed. But when I heard about Camp Rising Sun, I became thrilled and hopeful. Thanks to CRS I haven't just realized my dreams, I've gained even more. It would not be an exaggeration to say that indeed, CRS changed the way I look at the world, and more importantly it changed the way I look at myself.

Camp Rising Sun became the foundation of my growth. From our regular reflections and discussions at Camp, I learned to be more confident in myself and share my thoughts and feelings with other people. At first, it was hard for me to do because before Camp I used to not share my thoughts, feelings, and worries a lot with others and kept everything in myself to rethink and resolve. However, Camp taught me that by sharing and reflecting, it can become much easier for me and others to understand me and to help. Now I am more open to expressing my feelings, thoughts, and ideas with people around me. Additionally, by attending Camp Rising Sun, I became a stronger, more independent person. I was more than 6000 miles away from my home and family for the first time and that was hard for me, but as a result, I think it prepared me for an independent, adult life. Now attending a university abroad, away from my family, won't be so hard and stressful, because Camp prepared me for it.

Part of what I really liked at CRS was how the same-age girls from many different places were gathered in one Camp, where we could not only share our experiences but also become more established in ourselves and our lives. Girls from around the world showed me what real friendship is. From our teamworks and Project time, I learned to be more hard-working and felt the importance of working together as a group. From Instructions and Evening Programs, I learned a lot too. I learned about topics that I would never have thought would be so interesting for me like ecofeminism, vegetarianism, poetry, and others. From Council, I don't know why but I still have goosebumps. Maybe it's because the speeches of the counselors were so heart-touching. From those speeches, I learned what it is like to be yourself and to be brave enough to live the life you are dreaming of. I was always dreaming of studying in the USA and now it's coming true. Next spring I am going to attend Nebraska Wesleyan University in Lincoln, NE.

I'm extremely interested in psychology and neuroscience and am going to major in this field. I want to learn more about how the human brain works and how our minds and the way we think can be the cause of making our lives and the lives of others better or worse, depending on us ourselves. I want to do research in this sphere to find ways of using our brains more effectively and positively and to carry my knowledge and discoveries to people. During the next 10 years, I hope to become a specialist in the neuroscience sphere and help people improve the way they think in order for them to understand themselves better, to achieve inner happiness, to live better lives and to work more effectively.

During my college years, I am planning to be involved in many research opportunities and internships and hope to study abroad many times, because CRS made me value the benefits of intercultural education. I'll be attending many seminars and conferences in Europe and I'll be actively involved in community service, volunteerism, and projects in the USA and in Asia. I will also continue to seek new talented, ambitious youth to connect them to Camp Rising Sun.

As we don't have an Alumni Association here in Tajikistan, I'm trying to create one, but we need to have more alumni in Tajikistan to create our team. So for now, before officially having an Alumni Association in our country, I'm trying my best to promote the CRS Program in Tajikistan and other Central Asian countries independently. After coming back from camp, I organized many information sessions in high schools, universities, and other educational centers of Tajikistan. During my information sessions, I took responsibility to encourage my audience with my speeches about being courageous, taking advantage of every opportunity, being active, and helping the world. Later, upon numerous requests by students and educational organizations, I also organized many online information sessions. One with Education USA Network and several more with students from other regions of Tajikistan and other Central Asian countries too, including Kazakhstan, Kyrgyzstan, and Uzbekistan. I have also created a public Facebook group to attract people and help those who are interested in applying to CRS in the upcoming years, where I regularly share information, resources, and deadlines. I'm doing all of this and will continue to do so because I am so enthusiastic about CRS and want to let students in Central Asia know about this amazing program.

Overall, I am very thankful to the Camp Rising Sun Program and the Louis August Jonas Foundation for giving me such a great opportunity and foundation for my further growth. I am looking forward to achieving all of my goals and dreams and even more because Camp Rising Sun helped me to believe that everything is possible if you truly want an



# CRS ALUMNI ASSOCIATIONS

## Join your Local Alumni Association

Many regions and countries have a local alumni association that arranges social gatherings, selects campers and fundraise to support Camp. Contact us at [alumni@lajf.org](mailto:alumni@lajf.org) to get in touch or to learn how to set up an alumni association in your region!



## A new strategic direction for the LAJF and CRS

The Louis August Jonas Foundation was founded with a mission to develop in talented young people a commitment to sensitive and responsible leadership for the betterment of the world. For more than 90 years we have provided transformative experiences for our campers. During those 90 years, youth leadership has become more and more frequent. Whether imagining societies that are more inclusive and equal, re-thinking and re-shaping the world through technology, or building a world-wide coalition for sustainability and climate justice, young people are at the forefront – leading.

When young leaders emerge around the world, organizations like ours have both a stake in this development and a responsibility to respond. Teaching youth not only that they belong in positions of leadership, but that they must lead with profound consideration of those impacted by their leadership, is at the core of what we do at LAJF.

At the beginning of our new fiscal year on October 1st, we marked the beginning of a new journey for the LAJF and Camp Rising Sun. Our board of directors recently voted to adopt a new strategic plan, outlining the direction for the LAJF in the coming five years. The plan extends our ecosystem of programs, strengthening Camp Rising Sun while also developing and initiating new programs to maximize the potential of our mission and reach more youth.

The past two years have been challenging for summer camps and youth education programs like Camp Rising Sun. They have shown that a small organization like ours is very susceptible to external conditions, and that our ability to withstand challenges is marked by the leanness of our operations. We believe that organic, tempered growth is both within our reach and in our best interest. Growing our organization will help us ensure the longevity and sustainability of our programs.

You can read more about the six key pillars of the plan listed on the right, by visiting our website [www.lajf.org/strategic-plan](http://www.lajf.org/strategic-plan).

The plan is both ambitious and courageous. It will take hard work and creative thinking to achieve the goals that we have set forth – but when we do, our organization and program will be stronger and our ability to achieve our mission increased. In the words of Robert Browning – often quoted by our founder, Freddie, “Our reach should exceed our grasp – or what’s a heaven for?”

We invite you to join us on this exciting journey and we look forward to sharing it with you.

## 6 Key Pillars

1. Continue to strengthen Camp Rising Sun.
2. Broadening our program offerings to impact new populations through our mission.
3. Advancing relationships with alumni through programmatic content and continued education.
4. Invest in financial and physical infrastructure to support programs, including revenue diversification, fundraising, and physical assets.
5. Model the values of our mission throughout our organization.
6. Develop processes to evaluate and measure our progress towards our goals.

The summer 2021 Camp program looked different than a traditional summer for LAJF in some ways, and in others - not at all. The most apparent difference is that instead of meeting on the Clinton campus, campers and counselors met in front of their screens at home around the world. Each session's campers capitalized on the opportunity of participating from home and contributed to creating an impactful experience. Virtual CRS was offered to campers originally selected for the 2020 Camp season and upon its conclusion, we welcomed 62 new alums.

Anyone who's attended Camp would notice familiar components, such as projects, instructions, tent talks, second year leadership, and leaders of the day. In the words of Yuming '19, '21: “From talking with my tent talk group, I realized CRS and Virtual CRS are different, though fundamentally they both represent the values of Camp.”

When program staff weren't busy facilitating or preparing for Virtual CRS, they were doing similar work for virtual intensives. Covering the intersections of art, social change, sustainability and science to name a few, the intensives offered youth aged 16 - 18 the opportunity to engage in meaningful and thought-provoking learning with their peers from around the world.

We are proud of the Virtual CRS and virtual intensive programs and plan to continue improving and reaching more youth with these programs with our mission at the center. We are immensely looking forward to welcoming campers to Camp next summer and building new CRS communities in person.

### Virtual CRS in numbers

Youth served: 62  
Second year campers: 15  
Countries: 20  
U.S. states and territories: 11  
Program days: 11  
Number of sessions: 2

### Virtual CRS Program Topic Board

- Tools for Servant Leadership
- Power and Intersectionality
- Taking Action in your Community
- Active Listening
- Intersectional solidarity
- Climate Justice

### Virtual Intensives in numbers

Youth served: 44  
Countries: 18  
Program days: 3 or 5  
Number of sessions: 4

### Virtual CRS Instructions Board

- Queercoding and Queerbaiting: the line isn't that straight
- Exploring the Permeation of Disease in the Global South
- Discrimination in Sports
- Creative Writing
- Punishment and Justice: A Crash Course on Prison Abolition
- How Languages Influence our Way of Thinking
- Disputed Territories in International Politics
- The Creation Spiral: The Path from Wish to Reality
- Renewable Energy and Nuclear Energy

### Virtual Intensive Topic Board

- Re-imagining the World: Art for Social Change
- Science, Technology, and Humanity
- Organizing for Social Justice
- Climate Change and Sustainable Solutions

Camper insight into Self-Structured Time (SST) on Program

"For today's Self-Structured time, the SST leaders and I wanted to focus on language learning, bonding, and relaxation.

### Virtual CRS Project Highlights

- Short film
- Language learning
- Blog
- Video essay
- Yearbook
- Social media
- Final day show
- Story-telling
- Memento

We began our afternoon after instruction with a language learning Kahoot; each camper was provided with a word in a 'non-English' language and had to guess its translation. The words quizzed in the Kahoot were composed of campers' individual submissions (compiled the day before) and ranged from Spanish to Hungarian. For the remainder of the first activity, we played an exciting game where a word in a 'non-English' language was given and its English translation had to be guessed. During this time, we also were able to observe the artistic talent of CRS, as campers adorned the sides of the Hangman board with drawings using Zoom's annotate feature.

Later that day, we relaxed with a "craft-hour." Playing chill music while painting, crocheting, drawing, and painting with each other was a nice opportunity to enjoy each other's company and recharge. We also used a portion of this time to play a blindfolded drawing game where a five-minute time limit was given along with a

theme like "Animals" or "Sports." I have to say, I'm quite proud of the elephant I created during that time."

- Nidhi, New Jersey

### A note from campers on Virtual CRS

"2021... what a year! In spite of the restrictions caused by the COVID-19 pandemic, a lot has still happened, with one of the most notable events being the Online CRS program of 2021! This camp year has been a blast, with a lot of fun being made out of a difficult situation. The program went 11 days with both staff, and camper-led activities, with returning "second years" displaying their leadership skills by leading large portions of camp!

The camp started out with two days of introduction and rundown helping everyone to ease into camp. Despite the short time spent with one another, a distinct community began to form among everyone in attendance by day one, and that bond only grew over the course of CRS.

All things said and done, the 2021 Virtual CRS experience was masterfully crafted and largely enjoyed by attending campers. The knowledge gleaned from instructors, guests, and fellow campers alike was immense and beneficial, and we for one cannot wait to see what fantastic leaders this year will turn out. We wish good luck to everyone and hope that you will all keep chasing your dreams, regardless of how far you have to pursue them!"

- The session 1 blog team

### Camper insight into a Program Day

"Today, we had a discussion about defining views, intersectionality, and power. First, our second-year campers led us through an activity in which they proposed a series of questions to make us think about how a disability should be defined. For example, a long time ago, having bad eyesight was considered a disability. Now, however, it isn't, because glasses and contacts have been popularized and so everyone just accepts people having poor eyesight as part of the norm. Another scenario suggested by one of our peers was one in which an astronaut went to another planet, adjusted to the environment there, and then came back to Earth's gravity. If that were to occur, there would be an adjustment period in which his body would no longer be fit for Earth's environment. In that case, could you say that the astronaut had a disability? How would you define a disability? In this exercise, the second year campers explained that the term "disability" is very broad and isn't fully explained by science."

- Liv, New Jersey

### Camper insight into instructions

"I presented today! I did an instruction on "Diseases in the Global South." It was actually a really fun instruction to prepare and to present, although I can't say that I enjoyed reading through a 17 page WHO report on diseases of poverty. I was pretty nervous about the instruction the day before, and I presented it to my friend who also happened to be doing an instruction. Hers was on beauty standards; her instruction was also really interesting. Overall, it was a great experience, the attendees of my instruction were actively listening and clearly interested in my topic. Although it did end quite early due to my mistake, we still had a great time and if I had the chance, I would do it again!"

- Liv, New Jersey

### Camper insight into camper-led days

"Like the prior and following camper led days, the sixth day of camp started out with an energetically chaotic and fun tent check in led by the second years. After a bit of housekeeping; the usual project group announcements and admin communiqué, we were once again split into two fantastic camper instructions. Sara did an excellent job talking in depth about the process of actualising a dream, taking a deep dive into the 12 steps of creating something starting from the conceptualization of an idea all the way through reaping the rewards of one's efforts. Julia's instruction was similarly exceptional. The instruction presented on the case of LGBT-free zones in Poland, explaining what they are, how they are seen and treated by the country and the world and talking about the situation of the LGBT community in Poland. In addition, we had a discussion on this topic, giving our opinions on these zones and our personal experience on our country's acceptance towards personality diversity.

Post-instruction time was occupied by a brief check in and then movement towards SST activities and group work time. The first activity planned for all of us was a fantastic spin on the game "Telephone" suggested by Julia in which players must use pass a message along to one another, the catch being each person would receive the phrase in one language and have to pass it on in a previously unused language, leading to a bunch of laughs. Afterwards a few of the campers stayed around to watch a film together."

- Dimitris, Cai (colorado), Sarah (Colorado)

### Virtual CRS Camper Testimonials[1]

Valentina from Ecuador tells us she decided to apply to Camp Rising Sun because she always wanted to participate in an international camp to make friends from all over the world. Also, to learn more about leadership and to expand her knowledge about different topics such as gender, race, and the environment.

With the movement to a virtual format, she believed it was going to be difficult to make friends through a computer. But, immediately she began to feel part of the CRS community.

Finally, thanked all the facilitators and second year campers for creating such an inclusive space for everyone. "When looking at a problem, I would look at every aspect of it, like what we learned with intersectionality class. I would also have in mind internalized oppression so that I can stop social injustice starting with my own thoughts."

Dev from Connecticut, USA applied for CRS because It's an unparalleled opportunity to meet so many people as a high schooler. Also, as a competitive debater, he loves to talk and hear about different opinions about global issues.



VCRS was definitely an experience he'll remember for a long time. Meeting people from all over the world is a change while being virtual, but it was still incredible to see how different yet similar people can be. He hopes to be in the CRS community for a long time!

"I'll try to inspire and create change through leadership. Using my knowledge about what social issues are, hopefully I'm able to utilize my leadership skills to attack issues in my community that I can influence."

Austen from The United Kingdom ( Soccer, Rugby, Golf, Boxing and Cricket were invented there) wanted to experience more cultures and get to know people from all over the world, considering Camp Rising sun the most indicated place for this. And it was such a surreal moment being told he had been chosen.

He really liked the program, got to know some people very well and learned a lot about some really important issues such as intersectionality. For him, the best moment was when they were playing "Mafia" (during a SST activity) and having to ask for extra time because everyone was so into it and couldn't stand not seeing who were the mafioses.

After the program, he'll continue to learn the topics treated and inform his friends and family about them.

- Compiled by Lisandro, Venezuela

"Before June 28th, my perspective on life was extremely close-minded and I failed to realize the beauty of meeting diverse people from around the world. Being a rising senior this year, I am really scared to move on from my town and my best friends with whom I've spent the past 10 years of my life, but now, I'm actually ecstatic to meet new people and hopefully have an experience similar to the one I had at CRS. Even though we were virtual I feel like I've known the rest of the campers my whole life and can't wait for future memories. This camp instilled a feeling of excitement and hope for what's to come and I haven't felt like this in such a long time so I truly cannot thank y'all enough!"

- Anshuman, Connecticut

### Virtual intensive testimonials

I've learned a lot- before the intensive, when I thought of 'art for social change' I couldn't think of more than graffiti. But through this intensive, I learned that there are so many ways to express (such as performance, SNS, painting and more) and some of them aren't really hard to do in my life. So I was able to think about the things that I could do for my society.

- Shinwoo, South Korea

I loved the work that we created with our groups and I was able to learn a lot from my peers around me. I can't describe how much this experience throughout the intensives inspired me to make change in my society.

- Haruka, Malaysia

Everything through this course was amazing; ethical, philosophical and scientific dimensions were presented very clearly and in an interesting and gripping way. I also like the fact that this course was very interactive and we were allowed to discuss things with our friends in breakout rooms, games and game theory day was cool as well as eugenics and bioethics days.

- Louisa, USA



### Virtual Intensive Spotlight: Science, Technology and Humanity. Developed by Justin Shin.

This intensive was focused on interdisciplinary issues across science and the humanities for students interested in entering leadership positions in science, medicine, engineering, history, or philosophy. The program aimed at older students, ages 16-18, making this program available for recent camp alumni and other students that previously had little or no connection to camp. Each day attended to a different historical, ethical, or technical problem in science or technology.

**Day 1 - Physics, Metaphysics, and Identity:** We tackled questions regarding the underlying structure of different concepts, starting with everyday objects, and ending with personal identity. On the way, we addressed teleporters, mind uploading machines, forbidden colors, and cyborg gender.

**Day 2 - Justice, Ethics, Computer Justice, and Computer Ethics:** We thought about problems underlying moral machines and automated justice. Self-driving cars, computer-assisted courts, and murder cases all made an appearance on this day.

**Day 3 - Eugenics, Standardized Testing, and Genetics:** We started with historical issues of eugenics, and then took a deep dive into the complex relationship eugenics has with some educational institutions. The highlight of this day was a look at the deep misunderstandings of genetics and statistics that fueled the rise of eugenics in education, and a look at how these issues survive today in the college admissions process.

**Day 4 - Rationality, Beliefs, and Changing Our Minds:** This day was all about trying to be rational and figuring out when we should change our minds. It led up to an issue of echo chambers, social media, and rationalizing exposure to opposing views.

**Day 5 - Science, Magic, Conspiracy, and Goodbyes:** Our last day was about science, non-science, and what lies in the middle. We talked about dragons, mythical plants, and flat-earth conspiracies. We also had time to say our goodbyes and bring lingering questions forward. Final subjects included parameter and configuration space in quantum mechanics, and supreme court arguments on the permissibility of statistical evidence in law.



# CURRICULUM IN FOCUS

*For 90 years, the Louis August Jonas Foundation has been committed to helping young people grow intellectually, ethically, and globally through Camp Rising Sun, our full-scholarship, summer leadership program for teenagers from around the world. In the upcoming weeks, we will take a deeper look at our curriculum, which has inspired in so many young people worldwide, a commitment to compassionate and responsible leadership for the betterment of their communities and the world.*

*Please find the first two issues of our Curriculum in Focus publications below, where we focus on our educational framework, which is based on fostering independent learning and on emotional intelligence for compassionate leadership and on the pivotal role of staff and youth mentors in facilitating the experiential learning process for first year participants. You can find the rest of this 8 part series on our website ([www.lajf.org/publications](http://www.lajf.org/publications))*

## An Educational Framework Designed For Success

The CRS program is meant to serve as a watershed in the development of an individual's identity. Its success lies in encouraging in each participant the fullest realization of their intellectual, cultural, humanistic and ethical capabilities. Through hands-on social emotional learning experiences, participants develop new self-awareness, increased self-confidence, and enhanced perceptions and understanding of the world around them. In some cases, participants do not feel the full impact of the program until years or even decades after their summer at CRS.

The CRS curriculum is thoughtfully designed and implemented to support the four core program goals, which seek to:

1. Foster an appreciation of both diversity and common humanity of the participants and encourage lasting friendships across boundaries of color, religion, gender and nationality.
2. Expand the participant's intellectual horizons through serious discussion of personal and world issues and by encouraging introspection; to heighten artistic sensibilities through guided exploration.
3. Develop leadership abilities and self-reliance by encouraging each participant to take on significant projects and responsibilities for the program and to gain experience in motivating others.
4. Offer and demonstrate by action a strong working philosophy of giving characterized by the belief that personal fulfillment flows from making lifelong commitments to serving society through the pursuit of humanitarian goals.

Our founder, George "Freddie" Jonas, strongly believed that "one cannot help but feel it is more important to teach someone how to think or approach a problem than to give the answers. There are so many problem areas in this ever-changing world that the answers of today may not fit the questions of tomorrow."

In the spirit of this philosophy, the CRS program is rooted in an educational framework of experiential and social-emotional learning, which equips participants with lifelong leadership skills that are adaptive to cultural and societal changes.

## Our Approach: Independence within Structure

Through our unique experiential learning model, participants are given considerable independence within the program structure to construct knowledge through meaningful hands-on experiences. At CRS, students are valued as intelligent, responsible, independent thinkers, each with unique lived cultural experiences. As such, significant value is placed on participants' active voices and contributions, which serve as lessons in responsibility and foster a sense of ownership over the learning process.

While there is considerable freedom for the participants of the summer to shape their experience, there is a strong framework in place to provide the structure within which campers may safely explore new ideas, challenges and experiences. In its most basic form, experiential learning involves a recursive cycle of action and reflection based on a personal experience.

[According to the Association for Experiential Learning](#), "experiential education is a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities."

Our summer counselors use a facilitative style of coaching and feedback to foster and model the reflective process and create a supportive space for young people to challenge themselves to take risks and learn through mistakes. Participants then use

that feedback to experiment with new roles and behaviors that are informed by prior experiences.

## Emotional Intelligence for Compassionate Leadership

In order to better support the development of responsible world leaders, our summer counselors are also trained in Social Emotional Learning (SEL) theory, which is a process that develops emotional and relational competencies in the following areas [as described](#) by the Collaborative for Academic, Social, and Emotional Learning (CASEL):

1. Self-Awareness: ability to identify one's strengths and weaknesses
2. Self-Management: self-control, stress management, and ability to motivate the self to achieve personal goals
3. Social Awareness: ability to understand that others come from diverse backgrounds and may hold different perspectives from our own
4. Relationship Skills: ability to effectively communicate and listen to others
5. Responsible Decision-Making: ability to make decisions that are based on ethical standards, safety, and social norms

The [CRS program builds these competencies](#) through a variety of experiences that can contribute to the development of a compassionate leadership style. Campers are given the opportunity to experience and interact with people, cultures and ideas that are entirely new to them, expanding their social and global awareness and building their understanding of both themselves and the world. They are given the space and the time to reflect on their own place and potential within their newly-formed community and to consider how their actions affect the experience of others. They are challenged to extend this thinking to the effect their actions can have in their home communities and in the world.

[As alumna Nadine '16 says](#), "Seeing that I could choose to do things that could make the little world of Camp different made me realize that I was nearing adulthood and could change how things operated in the real world."

Be it through working on a collaborative group project, attending a peer-led instruction, or developing cultural awareness through an evening discussion, CRS provides carefully planned opportunities for leadership experience; arranges for thoughtful, responsive staff to act as mentors; and designs a pace of delivery that allows time for critical reflection on experiences — time that is often missing from our lives. In the upcoming weeks, we will share more about how the CRS educational framework is implemented throughout our curriculum in support of [our mission](#).

## How Adult and Peer Mentors Facilitate the Learning Process

At Camp Rising Sun, our summer counselors are acutely aware that one positive role model can have a lifelong impact on the trajectory of a young person's life. As such, our staff take great responsibility in shaping the experiential growth process for program participants. While much of the actual program experience happens through interactions among participants themselves, summer staff act as catalysts in the learning process by creating the structure through which participants process and make meaning from their lived experiences.

Our counselors undergo an intensive 10-day [professional training program](#) to develop the critical skills needed to implement the curriculum and pedagogy. During the training process, staff members develop the skills to provide constructive feedback and guide participants through thoughtful questioning and in order to reach their best thinking and decision-making as they take on leadership responsibilities.

Rather than being front and center in the daily program, our staff are trained to lead from behind the scenes and encourage participants to take agency of their experience and become their own teachers and leaders. Feedback is thus framed not solely on praise or faults, but as a way to guide campers to reflect on their choices and consider adjustments based on lessons learned.

## The Role of Staff in Leadership Development

One of the most prominent ways that counselors guide youth leaders through the experiential learning process of reflection and action is through the role of Counselor of the Day. Each day at Camp Rising Sun, a counselor is assigned to mentor a pair of young people who assume leadership of the Camp program for an entire day. Counselors meet with their youth leaders before, during, and after the leadership experience in order to provide mentorship throughout the entirety of the planning, execution, and reflection process.

Counselors provide direct coaching in individual settings then step back to allow youth to lead in front of peers while providing

ongoing support and encouragement throughout the day. The Counselor of the Day encourages youth leaders to consider a variety of topics such as:

- Reflection on personal leadership styles
- Opportunities for collaborative leadership
- Cultural differences in leadership styles
- Interpersonal and intercultural communication skills
- Equitable distribution of responsibilities among leader pairs

Through the mentorship process, youth leaders develop strong [emotional intelligence skills](#) such as self-awareness, stress management, intercultural communication, and responsible decision-making.

Counselors understand that the relationships they develop with campers give them a better understanding of how they relate to the program and how the goals of the program might relate to their lives at home. Young people appreciate that counselors create a space to express doubts in a nonjudgmental relationship and to share concerns and problems. They want staff members to listen to their goals and aspirations and serve as an active listening partner to help them figure things out.

## The Unique Role of Peer Mentors

In addition to quality 1:1 mentorship from trained counselors, CRS participants also benefit from the guidance of peers who can better relate to what they are going through in adolescence. Each year, we welcome back a handful of individuals from the previous season as second year campers (2YCs). Together with staff, 2YCs set the tone, introduce traditions, and model positive leadership during the early days of a season.

While 2YCs remain campers, they have distinct leadership responsibilities and are looked to as role models from the first days of camp. 2YCs also arrive early to receive training from staff members to prepare them for their new role as mentors.

CRS alumna, Nataelle ('16, '17), reflected on her new leadership role prior to her second season in 2017, saying,

*"As a second year, I believe that my focus will be geared towards being a supportive sister within our camp community and being willing to help others in ways that can make all of our camp experiences the best that they can be."*

On the first day of the program, new participants are greeted in New York City by 2YCs who model the leadership structure for the season and provide emotional support as campers transition into the new environment. It is important for first year participants to see peers of their own age, rather than adult counselors, leading the program in the first week because it builds confidence and motivates them to take ownership of their summer experience.

According to Nataelle, "the responsibility of a second year is to help first years to adjust to camp life while allowing them to create their own camp experience no matter how different it may be than my own." Because of this, it is central to the leadership of 2YCs to model productive and thoughtful behavior in alignment with the program values and to also be aware of how and when to step back in different situations, making it possible for first years to gain valuable leadership experiences and shape the trajectory of the season.

Beyond the first week of the program, 2YCs continue to mirror many of the same mentorship skills found in counselors. They are continuously looked to for advice and support. Based on their experience with CRS, 2YCs provide support by:

- Checking in with youth leaders on logistical questions about planning the week
- Answering questions related to peers' social adjustment to the international camp setting
- Passing down traditions from past seasons

Because of their unique duality as participants and mentors, 2YCs collaborate closely with counselors to identify the unique needs of their peers and play a critical role in the development of a cohesive group identity.

The CRS curriculum creates a supportive structure that allows young people to challenge themselves and practice problem solving and decision-making within the security of adult guidance and peer support. In the upcoming weeks, we will continue to share more about how the CRS educational framework is implemented throughout our curriculum in support of [our mission](#).

*Excerpts of this article were derived from the Camp Rising Sun 2020 Curriculum Guide. To read a full copy of our curriculum, please email [contact@lajf.org](mailto:contact@lajf.org)*

# Lessons On Critical Multicultural Education

Link: [https://www.youtube.com/watch?v=\\_jCTOAYFeJw](https://www.youtube.com/watch?v=_jCTOAYFeJw)

LAJF was proud to host a panel discussion titled "Approaches to Critical Multicultural Education" on May 8th, 2021, with Gabrielle Arca '05,'06, co-founder of Teaching Pluralism; Dr Patty Bode, Ph.D. co-author of Affirming Diversity: The Sociopolitical Context of Multicultural Education (2018, 7th edition); Dr Tonya E. Walls, Ph.D, co-founder of Code Switch: Restorative Justice for Girls of Color, and Naika Belizaire, Youth Justice Fellow at Code Switch: Restorative Justice for Girls of Color, and is a junior at Advanced Technologies Academy High School in Las Vegas, Nevada.

The panel, hosted by Program Consultant Janessa Schilmoeller '05,'06,'16-'19, showcased examples of teaching critical multicultural education to a broad range of students. You can catch the recording here.

LAJF and Camp Rising Sun have been providing transformative experiences to teens from many lives experiences and cultural backgrounds for more than 90 years. This panel is part of our ongoing process to analyze, grow and transform our curriculum to reflect the evolution our program is undergoing on the ground around our values of diversity, equity and ethical global leadership. Over the last few years, this critical examination of our program has focused on confronting our history of appropriation of indigenous cultural practices that were present in some of our traditions, dating back to the 1930s. Our exploration of cultural appropriation in US summer camps and our program can be found here.

The speakers' experiences in educational equity and critical multicultural education span across the K-12 classroom, teacher preparation programs, Educational Leadership, community advocacy and nonprofit youth programming. Each speaker offered an introduction to their work before breaking into smaller group discussions where participants discussed the applicability of multicultural education in their workplaces or at Camp Rising Sun. You can find a summary of their remarks below:

Dr Patty Bode, Coordinator of Art Education at Southern Connecticut State University and co-author of Affirming Diversity, The Socio Political Context of Multicultural Education (a textbook used widely across teacher education programs in the US and around the world)

Dr Bode's work has been really foundational in providing teachers in teacher preparation programs with information about critical multicultural education. In her remarks, Dr Bode:

Highlighted that the theoretical framework of critical multicultural education is rooted in anti-racist education. Offered time-lapsed glimpses of case studies of lived curriculum that provide examples of desegregating and decolonizing the curriculum.

Invited the audience to think about the idea that racism is not everybody's fault but it's everybody's responsibility as an entry point to gather multiple stakeholders from various communities, and reminded us of the importance of talking about the



structural systemic components of racism and of taking action against it.

Gabby Arca '05, '06, Co-Founder of teachpluralism.org and teacher.

Gabby Arca followed Dr Bode sharing her approach to teaching social justice in the classroom setting. Gabby focused her remarks on the importance of helping students build a lens they can then use independently when they leave the classroom. Gabby offered some guidance to build this lens:

Some vocabulary needs to be taught explicitly so that students can begin building a vocabulary that will allow them to access ideas. Students will have inklings based on their lived experiences, Gabby reminded us, but they need the language to access the conversations to make sense of them. Schools and classrooms are great places to model community building where students can take an active role. She offered examples of how they do this in her classrooms.

Social-Emotional Learning is a vital part of engaging in anti-racist work with students. Students, and everyone, need to be emotionally available to have these hard conversations. (link to our own blog)

Once the above are in place, students are able to begin to analyze the events and structures around them. To aid them in the analysis, teachers can offer guiding questions like “who has the power?”, “why?”, “how do I know...?” or sentence stems like “I used to think... but now I think...”.

Dr Tanya Walls, visiting assistant professor at the University of Nevada, Las Vegas and co-founder of Code Switch: Restorative Justice for Girls of Color (a university-school community partnership that she helped co-found).

In her talk, Dr Walls shared a snapshot of the experiences that led her to co-found Code Switch, a multigenerational sisterhood founded by black girls and women to eradicate the inequities they faced in school and community work. Dr Walls started by encouraging attendees to connect with the ancestors and elders that inspire our equity work. She acknowledged the vital work her black teachers had done in providing her and her classmates with the windows and mirrors in which to imagine their futures, and teaching them to transgress (referencing bell hooks)

Dr Walls spent over 15 years as a teacher in her native Oakland. There, she made the classroom a location of participatory action research and she collaborated with organizations such as the Bay Area Writing Project and the National Alliance of Black Educators before moving to work in academia in Nevada. In Nevada, frustrated with the racism she encountered in the school system, she channeled her energy into community embedded work and co-founded Code Switch to disrupt and dismantle school to confinement policies and practices in Southern Nevada.

The last contributor was Naika Belzaire, Youth Fellow at Code Switch and student at Advanced Technologies Academy High School in Las Vegas, Nevada. Talking about her experiences as a Youth Fellow, Naika spoke about the importance of spaces like Code Switch, where black girls and women empower each other and shared some of her accomplishments: successfully advocating for the creation of an African American Studies class in her school, teaching restorative justice to other groups, founding a nonprofit organization this summer.

We hope the panelists remarks will inspire you to continue engaging in anti-racist work. The speakers shared a wealth of resources during the event, which you can find below. Many of these have newsletters or social media feeds that can be informative for a non-specialist audience.

Resources to Continue the Conversation:

Authors mentioned:  
James Banks, Nieto & Bode, Ladson-Billings, Geneva Gay, Carl Grant, Gholdy Muhammad, Bettina Love, Paulo Freire, Christine Sleeter, Mary Cowhey, Ibram X Kendi,

<https://www.routledge.com/The-Routledge-International-Companion-to-Multicultural-Education/Banks/p/book/9780415880787>

Websites mentioned:  
Teaching for Social Justice - <https://t4sj.org>  
Learning for Justice - <https://www.learningforjustice.org/>  
Teaching for Change - <https://www.teachingforchange.org/>  
National Seed Project - <https://nationalseedproject.org/impact/social-justiceRethinking Schools - https://rethinkingschools.org/>  
Poem by Claudia Rankine - <https://www.poetryfoundation.org/poetrymagazine/poems/56848>  
[/citizen-you-are-in-the-dark-in-the-car](https://www.poetryfoundation.org/poetrymagazine/poems/56848)

Transplaining - <https://www.transplaining.info>  
LAJF's work regarding cultural appropriation - [www.lajf.org/publications](http://www.lajf.org/publications)

# ALUMNI PANELS

Dissecting complex issues to understand the world better is a key element of the Camp Rising Sun experience. Making the most of our ability to be together virtually this year, we have started hosting quarterly panel discussions to delve into topics of interest to our community. You can catch the recordings of these sessions on our Youtube page, searching for “Louis August Jonas Foundation”. We welcome and encourage suggestions for discussion topics, please email us at [alumni@lajf.org](mailto:alumni@lajf.org) to share themes that interest you or an alum we should feature.

**October 2020 - 2020 US Presidential Elections Panel**

With Carrie Levine '90, Senior Reporter at the Center for Public Integrity; Professor Lichtman '62, Distinguished Professor of History, American University; Lawrence Norden '87, Director of the Election Reform Program at the Brennan Center for Justice which was hosted by Kaozouapa Elizabeth Lee '04, Policy Advisor, and Co-host and founder of the podcast Not Your Average Mai.

Our panelists shared their expertise about election reform, media and democracy and the keys to predicting election outcomes.

**February 2021 - Camp Outside the Gender Binary and Heteronormativity**

In February 2021 we were joined by gender and education experts Sheila Graham Ph.D. '96, '03 (psychologist), Julián Cancino '03, '04 (director of the Gender and Sexuality Center at Brandeis University), and Chris Rehs-Dupin (co-founder of [transplaining.info](http://transplaining.info)) for a session titled Camp Outside the Gender Binary and Heteronormativity.

This panel was a great opportunity to learn best practices on gender inclusion in educational spaces from the professional and lived experiences of the LGBTQ+ panelists.

**May 2021 - Approaches to Teaching Critical Multicultural Education**

In May 2021 we hosted an educators discussion titled Approaches to Teaching Critical Multicultural Education featuring Gabrielle Arca, co-founder of Teaching Pluralism, Dr Patty Bode, Ph.D. co-author of Affirming Diversity: The Sociopolitical Context of Multicultural Education (2018, 7th edition) and Dr Tonya E. Walls, Ph.D, co-founder of Code Switch: Restorative Justice for Girls of Color. You can read more about this discussion [HERE](#).



## MAKING CAMP RISING SUN

## MORE LINGUISTICALLY ACCESSIBLE

By LAJFellow Daniela Pérez '17, '18

Hi everyone! My name is Daniela Pérez. I went to Camp in 2017 and 2018. Currently, I am an LAJFellow working on a linguistic inclusivity project. In 2017, I was given one of the most impacting opportunities of my life, attending CRS. For a girl from a small country in Latin America these types of opportunities are not common. I remember coming home to tell my parents about camp and finding it hard to get all of my thoughts together and explain what camp was in Spanish. I remember typing LAJF on the google search bar and translating word for word most of the website for them to understand and give me permission to apply. They had a lot of patience, but I could see that it was hard for them to understand. A couple of months after applying, I got an email saying I had been selected, by that time my parents already understood Camp and were all in for it. However, when the time came to buy travel and health insurance, file an international travel permission, fill in medical forms, and many other formalities, it was clear how coming from a country with a low percentage of English-speaking people was affecting these procedures. I can't complain, my family was so supportive and we translated anything that needed to be translated to complete the process. By the time I was invited for a second year everything was a lot smoother. Still, I always imagined what it was like for people interested in Camp that maybe didn't have the same possibilities as me to translate everything or guardians that were as patient as mine. That's why this project was always in the back of my mind.



### HOW IT STARTED

When I learned about the LAJFellowship program I realized this could be the perfect way to make that project come to life.

The project is divided into two parts: research and execution.

During the research phase, I gathered feedback from our community to pinpoint what language-related problems are most common. For this, I sent a form to all alumni associations asking about the topic. Their responses confirmed some of the assumptions we had been making about the language inaccessibility of our programs. For example, not being able to reach indigenous communities or minorities because parents and guardians don't speak English. Campers from the last five years were also invited to share their experiences and concerns with regard to linguistic accessibility. In a series of one-to-ones with them, they mentioned how having a pamphlet in their mother language that explained what Camp was and how to apply would have eased the process.

### ANALYZING INFORMATION & TAKING ACTION

Based on the information that I gathered, I worked with the LAJF program team to make a list of the resources that needed to be translated and of the languages that should be prioritized. We not only took into account widely spoken global languages like Spanish and Chinese but paid particular attention to minority languages in the communities in which we already have a presence, like Somali and Hmong in Minnesota.

The final goal was to make sure CRS is more accessible for people who come from non-English speaking backgrounds, which happened in two ways:

First, alumni associations will have resources like flyers to give out to people in their community that might not speak English or just might prefer to get information in their mother language, this includes, of course, providing resources in various languages to alumni associations in regions where English is the main language

Second, we will make some information on the website, some key forms, and resources available in more than one language

Once languages and resources were identified, I reached out to the CRS community to find volunteer translators that would like to get involved in the project and paid to have prioritized languages for which we lacked volunteers translated. We understand that when trying to increase accessibility it is not enough to look around the room. Where can I find the translations?

If you head to the LAJF website you will find a new section that includes all the work we did for months. Some languages have two buttons, one that includes the website summary and one that includes the testimonial. Other languages only have the website summary. This is due to the number of volunteers we had for each language and it shows that this project can still grow and be expanded to many other languages and pieces of information. Still, I am very proud of what we achieved in this short time.

We are also working to get a CRS introductory youtube video subtitled. I hope you like the results!

### A little reflection

Being linguistically inclusive is a long process, but I hope that this project is a first and well-founded step.

The past few months have been a period of reflection and hard work. I learned so much about myself while doing this project. First of all, I realized how many time management skills I had (believe me, balancing work and university is not easy at all).

Second, I developed many skills that will be very useful in the future and that have made me a rounder person.

I will love to take this opportunity to thank the amazing team at LAJF that I had the pleasure of working with. Thank you for being so patient with me, trusting me and allowing me to grow. To anyone that is doubting about whether they should apply to the fellowship program, do it. There is no better environment to start gaining experience and skills.

It is important to notice that none of this could have been possible without the help of our amazing community. This project was mainly based on the help of volunteers. From the start, it was amazing to see how many people wanted to help. I designed a work plan based on how much time people could put into the project and what languages they spoke. I sent emails to every person with instructions about how to do their part and a due date. I was very nervous after this because I wasn't sure if people were actually going to send anything or get back to me. However, when the due date came I was so happy to see the amount of documents we had received.

There were some languages that I did not receive any volunteers for, like Somali and Vietnamese. For these languages I looked for freelancers that wanted to help. It was amazing to see people outside of the community interested in the work that LAJF does.

Working on this project has been one of the highlights of my young adult life. I feel a lot more prepared to take on any jobs or responsibilities that come in the future. I am just thankful to have worked with LAJF and CRS and put a little piece of myself to make it better. I will always come back to this amazing community and it's been amazing to feel welcomed and work with it.

Special thanks to our amazing volunteers:

Kevin Chung  
Nicole Liranzo  
Paula Porras  
Andre Pires  
Rania Oumbarek  
Jacob Bromberg  
Theodoros Tsipos  
Machi Dadouli  
Bálint Hederics  
Hedvig Atanaszov  
Ian Christensen  
Evan da Silva  
Steven Yuniver  
Louk de la Rive Box  
Madina Abduvohitova

# SOLAR ENERGY

## At Camp Rising Sun

LAJF is taking a step towards reducing its use of fossil fuel-generated energy by introducing solar energy to the CRS Campus. This initiative is being coordinated by the LAJF Sustainability fellow, Elise De Groot '12, '13, and spearheaded by alums who are experts in the field.

### Why does reducing fossil fuel use matter?

Although fossil fuels have facilitated progress, our excessive use of them is changing the world's climate. This existential threat reminds us of our moral imperative to act in the best interest of current and future generations across the globe.

As fossil fuels constitute a major contributor to climate change, it is vital to reduce their use. This can be done by using renewable sources instead of using fossil fuels to meet the demand for electricity. Many types of renewable energy sources exist, the most commonly known ones being solar energy, wind energy, hydraulic energy, nuclear energy, and biomass. As these sources are dependent on factors like wind speed, height difference, and solar irradiance it seems unlikely that one renewable energy source will be suitable for all different places on earth.

#### Data & Statistics - IEA

For many homeowners, solar panels are a step towards cleaner energy, energy independence and cheaper energy. As technology has advanced, the levelized cost of renewable energy options has dropped low enough that now solar and wind are the lowest cost sources of energy in many parts of the world (1, 2). The principle is simple; to capture the energy in the form of light received from the sun and transform it into electrical energy that can be used for equipment.

### Why are we now looking to bring solar PV to LAJF?

- As mentioned above, climate change as an existential threat
- Costs for solar installations have come down dramatically, making it an attractive investment
- There are very attractive incentives, including the federal Investment Tax Credit (26% of the total installation cost), and a NY state credit of 35 cents per watt of capacity.
- Financial sustainability - while there is an upfront cost of solar panels, the financial reports show they will pay for themselves in 7-12 years. Over the course of their full expected lifetime (25-year warranty), the panels are expected to save a fair amount of money. Estimates and projections have been provided in \$100K to \$200K depending on future costs of energy from the power company.
- The solar installation will also provide a physical opportunity for campers to learn about renewable energy production.

### The process of bringing Solar Energy To Camp Rising Sun

This past year included a look at the topic of climate change in more than one of the virtual sessions run for Camp Rising Sun alumni. During the "Chasing Coral" documentary discussion held last Spring, various alums suggested a solar panel installation at Clinton be considered. A team had already been looking at the potential for a solar farm on the Red Hook Campus and gladly accepted the challenge to add a Clinton project to the work of this team.

A multidisciplinary team of alumni set out to make it happen:

- Elise de Groot (CRS '12 '13): Sustainability Fellow / STEM Counselor 2020/2021, Master student Physics at the University of Twente
- John Armstrong (CRS '59): Idea Originator; Wallingford Energy committee
- Mike Saratovsky (CRS '98 '99) : LAJF B&G Committee Leader; Vice President, B.O.S.S. Associates (General Construction); President of Sky Building Services (Property Management); owner of Rooftop Solar Panel Installation

- Jonathan Robertson (CRS '97 '98 '05) : LAJF B&G Committee Member; Principal/Lead Engineer at Integral Group, Inc; E&C designing and managing construction of environmentally friendly structures
- Jonathan Schwartz (CRS '00 '01'07): Energy Consultant
- Marissa Leigh Alcala (CRS '90 '91'04):Co-Partner at Norton, Rose, Fulbright; legal support and represents organization with an emphasis on renewable and clean energy
- Dan Pierpont (CRS '92): Senior Product Development Engineer at 3M, Product development of solar films for PV cells; teams technical advisor
- Tim Conners (CRS '73): Past president LAJF Board, Retired, Emerson Corp, Business Development; Bsc. Mechanical Engineering University of Minnesota; MSB MIT Sloan School of Management
- Mads Nissen (CRS '06, '13-'19). Director of Advancement; LAJF: Staff Liaison.

After carrying out a feasibility study, multiple conversations with different stakeholders, and evaluating different options, the CRS Solar team recommended installing solar energy on the roof of the Clinton campus. This recommendation was approved by the LAJF Board on January 26th, 2021 as it is a good step forward toward a more sustainable CRS. A "Conceptual design is noted in the picture below. A final design will come at a later date.

### The impact of installing solar at Clinton

The solar panels will avoid the emission of 226,000kg1 of greenhouse gases which is the equivalent of 492 vehicles off the road. After 12 years the cost of the panels will be paid off and LAJF will be saving about \$700 in electric costs monthly\*. This project will show our commitment to becoming more sustainable and can furnish conversations about climate change, energy (usage) awareness, and climate justice with campers.

### Other ways of being involved

If you wish to support Sustainability at CRS, **donations** to support **Sustainability Projects** like the Solar Power Project can be made through our website: [tinyurl.com/LAJFSustain](http://tinyurl.com/LAJFSustain)

**CRS Sustainability Affinity Group:** If you are interested in sustainability (in the broad sense of the word), want to learn from other alumni and connect, if you want to inspire and be inspired a great place to start is to sign up for the alumni affinity group. This can be done by filling out the [form](#), joining the [Facebook group](#), or by sending an email to [edegroote@lajf.org](mailto:edegroote@lajf.org).

#### Data & Statistics - IEA

(1) The estimate of 226kg of GHG emissions uses the following assumptions:

- EIA information for the NRCC Upstate NY electricity-generating region
- Offsets above are all GHG, not just CO2
- Note that the NY grid is already relatively clean already (lots of nuclear and renewables)
- The calculation includes overall emissions, not just "fuel burned", but also the additional all-GHG emissions associated with mining, refining, distributing, etc.
- Assumes a 25-year life on the panels (standard).

(2) EPA - see <https://www.epa.gov/greenvehicles/greenhouse-gas-emissions-typical-passenger-vehicle>

\* This is based on the energy cost + usage per average month from 2019

# ALUMNI ENGAGEMENT OPPORTUNITIES

## The George E. Jonas (GEJ) Scholarship

Are you currently an undergraduate or graduate student in the USA, or will be in the next school year? Apply for the George E. Jonas (GEJ) Scholarship! The scholarship fund is dedicated to the memory of George E. ("Freddie") Jonas. Thanks to the generosity of the Georges Lurcy Trust and CRS alumni and friends, the scholarship is available for all alumni of Camp Rising Sun, including former summer staff. The Scholarship selection committee values intellectual ability, character and future promise of fostering the values of Camp Rising Sun. For more information, check out our website at [www.lajf.org/gej-scholarships](http://www.lajf.org/gej-scholarships).

## The Fellowship Program

The Fellowship is an opportunity to learn about the nonprofit field while executing a project that will further the work of LAJF. Launched in the summer of 2015, Fellow projects have included re-design of [www.lajf.org](http://www.lajf.org), Vigil Letter outreach, drafting of a Camp Director's Handbook and creating a Youtube Video channel for CRS. We love to hear about what our applicants are passionate about to build an experience that they will truly enjoy. Fellows are compensated for their work and must be alumni of at least 18 years of age. If you are interested, you can find more information on our website [www.lajf.org/fellowship-at-lajf/](http://www.lajf.org/fellowship-at-lajf/).

## Legacy Camper Program

Do you want to give your child or grandchild a chance of the same wonderful experience you had at CRS? Our Legacy Camper Program is an opportunity to do so! Legacy campers can join the CRS community for one or two weeks during the summer, and take part in all Camp activities and experiences. Legacy campers are an important part of our community that helps to strengthen intergenerational ties. You can email us at [apply@lajf.org](mailto:apply@lajf.org) or call +1 (212) 686-1930 with questions.

## Do you want to join a Committee?

Alumni take an active part in shaping LAJF and Camp Rising Sun through their participation in Committees. Each committee meets multiple times a year, and being part of them is a great way to give back to the community. Our current committees include committees on Alumni Relations, Auditing, Building and Grounds, Finance and Investment, Fundraising, GEJ Scholarship, Health and Safety, Program, Selection Policy and Strategic Planning. If you would like to join a committee, email us at [contact@lajf.org](mailto:contact@lajf.org) and we will put you in touch with the chair of that committee.

*"I am very lucky to have had the opportunity to participate as both camper and counselor in CRS over the years. Coming to CRS in '98 was my first time to ever travel outside of Egypt. I am grateful for the experiences I gained in connecting with cultures other than my own, and how this has reflected on my personality growing up in a conservative culture. It opened up new horizons for understanding and exploration, and taught me the virtues of being open, flexible and respectful for others and their opinions. I'm mostly grateful for the priceless long-lasting friendships I still have around the world. It's incredible. CRS taught me the importance of bridging cultural gaps and bringing people together, which is now the focal point of my work as a Filmmaker and Digital Storyteller."*

**- Samah Abaza (Egypt '98, '11 '12), 2019 GEJ Scholarship Recipient to pursue a doctoral program at University of Colorado Boulder.**

*"After Camp Rising Sun, I imagined myself not only volunteering but also becoming someone who affects policy and change both locally and globally. CRS instilled a sense of duty and responsibility in me to reach my full potential as a person dedicated to the betterment of people's lives."* **- John Tomlinson (Kansas '15) 2019 GEJ Scholarship Recipient to pursue undergraduate studies at Swarthmore College**

*"My time as a Fellow at LAJF was quite the learning experience! What I learned, I applied to similar nonprofit organizations such as Camp Kesem. Because of my time as a fellow I was asked to join the fundraising committee for Camp Kesem."*

**- Amit Singh ('12, '16, '17)**

*"Seeing my daughter celebrate camp life and still singing the same songs that I can remember word by word is priceless. It shows the deep bond we have with CRS."*

**- Marco Mensick ('84)**

*"After going to camp, I finally understood what my dad had been talking all these years. It is truly an amazing experience and I am so happy that LAJF offers this opportunity to me and other legacy campers. I hope one day I will be as fortunate as my dad and I hope that I will have the chance to give my children the opportunity to experience everything Camp Rising Sun has to offer."*

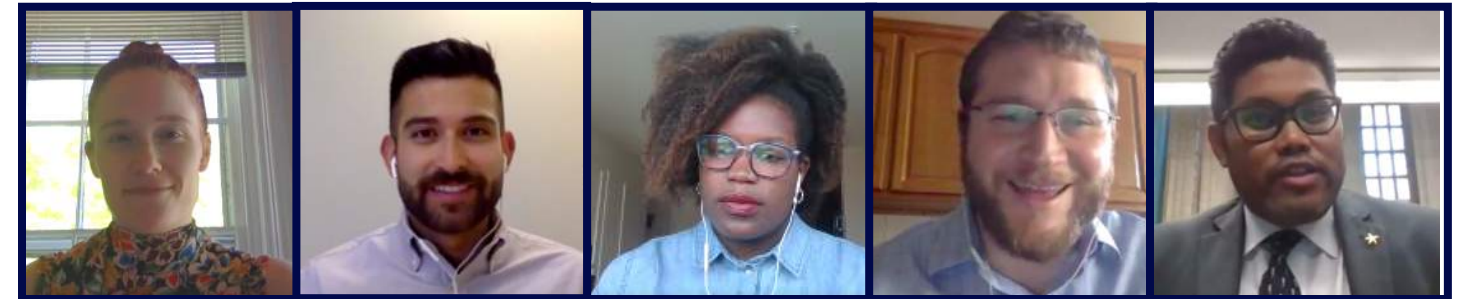
**- Maartje Mensink ('18)**

*"I was a camper at CRS in 1958-59, and now, almost 50 years later, I'm still engaged with the Foundation, serving as Chair of the George E. Jonas Scholarship Committee. As the years have passed, I've increasingly realized and valued the uniqueness of the CRS mission. I feel fortunate and privileged to have found a way to continue to contribute, to give back as an acknowledgment of the lasting impact that CRS has made on me."*

**- David Levine ('58, '59), Former Chair of the G.E.J. Scholarship Committee**

## CRS-Alumni International Professional Network

[Join the "Alumni of Camp Rising Sun" group on LinkedIn.](#) The group is the ideal place to share internship and other job opportunities. If you or your company are hiring, let the CRS community know! If you are looking for new opportunities, don't be shy - introduce yourself and reach out.



## CRS College Student Network

LAJF often receives inquiries from our recent alumni asking to connect with other alumni who can provide insight into college and career opportunities. To better facilitate college networking among our alumni community, LAJF has created [The Camp Rising Sun College Student Network \(CRS CSN\)](#). CRS CSN is an initiative to bring together alumni who are currently applying for, enrolled in, or otherwise interested in or knowledgeable about, the U.S. College system. CRS CSN is a place to ask questions, share experience, and seek advice in the admissions process, financial aid, study habits, choice of studies, career opportunities and everything else college-related! It is a chance to benefit from the vast amount of experience in the CRS community and to connect with new CRS friends across generations! In 2018 LAJF hosted its first annual Virtual College Week, a series of interviews with admissions teams, CRS alumns currently in college and other education experts. Pictured above are interviewed representatives from the School of International Training, Minerva Schools at KGI, Bard College, Eli Bromberg ('95, '96) former Assistant Director of Admissions at Columbia, and Carl Manalo ('96, '96, '11), High School Principal. Stay tuned for future events.

## Do You Have Advice For a College Student?

A wonderful way some of our alumni give back is to assist our newest alumni navigate college applications, financing for college, and any other college related questions. Are you a graduate of a U.S. college or a professional in the field? Do you know of an internship or scholarship opportunity that would be great for our younger alumni? Are you interested in mentoring high school and college students? If you would be interested in being put in touch with a few younger alumni who could use your help, please email us at [contact@lajf.org](mailto:contact@lajf.org) or [join the CRS CSN!](#) Some of you have already done so and have helped several young hopeful leaders navigate the world of college.

## As An International Student

Many of our alumni have their first of many international experiences when coming to Camp. Often, international students return to the U.S. to attend college just a few years after camp. It can be a hard process to figure out how to apply to U.S. schools, how to go about financial aid, or even where to buy your textbooks. The CRS CSN is a community for international students as well. If you are currently thinking about, or have already gotten accepted to a U.S. college as an international student, we would love to hear from you! There are many younger alumni out there who would benefit greatly from your advice.

# CRS ALUMNI DATABASE

# HOST A CAMPER

## Get up-to-date, stay connected

In July 2017, our new Alumni Database, [www.lajf.org/crsearch](http://www.lajf.org/crsearch), went live. We rolled out a new and improved version of an alumni directory, tested by a dedicated group of alumni, for you to stay in touch with the Camp Rising Sun community! Every day, alumni use the database to connect with the CRS community. Recent examples include:

- A recent graduate-alumna looking for contacts in a specific professional field for career advice,
- A 1958 alumnus looking to get back in touch with fellow camp-mates,
- A young European alumna looking for CRS alumni at US universities, to help with advice on college procedures, and
- A 1973 alumnus traveling Europe and looking to connect with CRS-friends along the travels.

## What can you do on the database website?

Besides the ability to find alumni from all camp years, the database has a number of useful functions for you to stay in touch. The database allows you to update your contact information to receive news from LAJF and for other alumni to be able to reach you, register for LAJF Events, search through our 6,000 alumni worldwide, and check your donation history.

**If you do not receive our monthly newsletter, we do not have your email address, or your notification preferences have changed. Contact us at [alumni@lajf.org](mailto:alumni@lajf.org) with your questions.**

## Alumni Directory

One of the key functions of our new database is the Alumni Directory. As a user, the Alumni Directory lets you search through our 6,000 alumni by their name, occupation, year at camp, attended school, geographical area, and more. By keeping your address updated in the database, you can aid alumni who might be looking for you! Have you lost touch with a dear camp friend? Have you moved to a new location, and are you looking for a local network? Are you looking for CRS parents in your area who share Camp values? Or are you looking for advice on a career choice? The Alumni Directory is your way of getting in touch with our community!

## How to log in

To log in to the database, go to [www.lajf.org/crsearch](http://www.lajf.org/crsearch) (the site is case sensitive). To log in, use the Login Name and Password that was sent to you via email in July, 2017. You can retrieve your login information by pressing "Forgot Password" and entering your email address. If you are unable to access the database, reach out to us at [alumni@lajf.org](mailto:alumni@lajf.org) and we will assist you further! We might not have your updated email address on file, which would mean that you have not received a login at all.

## Database features

Besides the ability to find alumni from all camp years, the database has a number of useful functions for you to stay in touch.

The database allows you to:

- Check your donation history
- Update your contact information:
  - To receive news from LAJF
  - For other alumni to reach you
- Register for LAJF Events
- Search through our 6,000 Alumni worldwide!

## Account Login

Login Name:

Password: [Forgot Password?](#)

Remember me for 2 weeks.

**Log In**

[Create an account](#)



OR, SIGN IN WITH

Sign in with Facebook

Sign in with Twitter



**Welcome to the improved CRSearch**  
LAJF offers a variety of tools to stay connected with our vibrant alumni community. This database is meant to complement the discussions on the Alumni Forum, opportunities on our website and posts on the LAJF/CRS Facebook.

Using the "What do you want to do" dropdown menu you can search for other alumni, view your profile, register for events, view your donation history and more. We hope this site helps to keep you connected with LAJF and with one another. In the future, we hope to add additional features.

By using this site, you agree not to use the contact information for your own personal gain such as but not limited to adding alumni to mailing lists without their individual permissions.

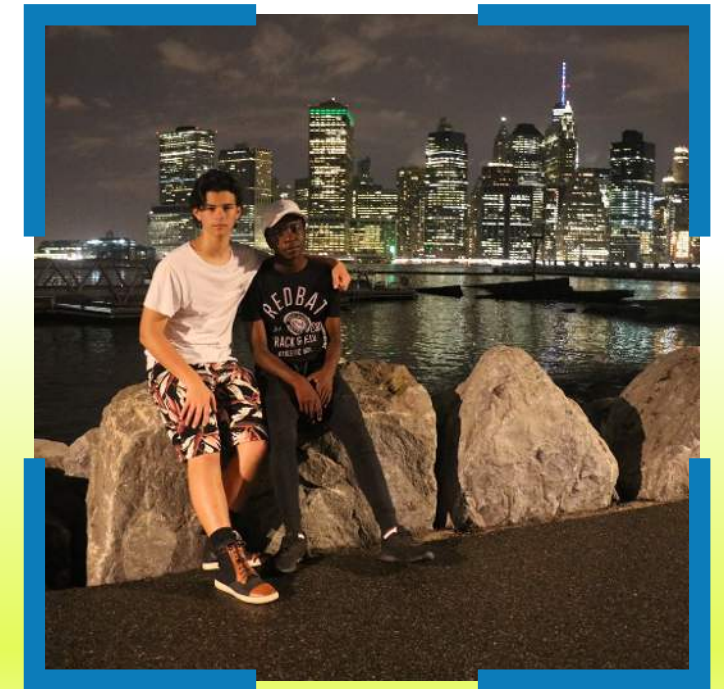


Hosting international and out of state campers as they arrive in New York is a longstanding Camp tradition. Families host campers for one to two nights before they make their way to Camp, and at the end of the season. Some host families have gone above and beyond by taking our campers to the Statue of Liberty, Times Square, or NYC Site Bus Tours. Host's efforts to make campers feel safe and at home is beyond appreciated by campers, camper parents, and CRS! The moment a camper gets off their plane is when their CRS experience begins which includes all of the time spent with host families.



## Considering becoming a host for CRS campers in the future?

Alumni and current campers in the NYC area along with all of the LAJF staff work to host all of our incoming campers. We still do not have the space to host all campers. We do not expect each camper to get their own room. CRS appreciates hosts opening their homes and showing campers around NYC while they get over jet lag and start their CRS adventure! Parents appreciate knowing their kids are in New York safe and sound while they acclimatise to the city. If you can't host but can assist with transportation, please reach out to us. Email [lwondra@lajf.org](mailto:lwondra@lajf.org) with your hosting questions, or to help with transportation. We look forward to hearing from you soon!





The Louis  
August Jonas  
Foundation

6 Rising Sun Lane  
Rhinebeck, NY 12572

Tel: 212.686.1930  
Fax: 212.981.3722  
[www.lajf.org](http://www.lajf.org)

## STAY CONNECTED



[/crs.lajf](https://www.facebook.com/crs.lajf)



[/groups/45301](https://www.linkedin.com/groups/45301)



[@CRS\\_LAJF](https://www.instagram.com/CRS_LAJF)



[contact@lajf.org](mailto:contact@lajf.org)



[/RisingSunAlumni](https://www.youtube.com/RisingSunAlumni)



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

Not getting our newsletter? Please, update your contact information at [www.lajf.org/crsearch](http://www.lajf.org/crsearch) or email us at [alumni@lajf.org](mailto:alumni@lajf.org).