

January 2026

# 2026

H A P P Y N E W Y E A R



**January 10, 2026  
Monthly Program**

*Come learn about Louis Bamberger, the founder of Bambergers Department Store, and philanthropist.*

*Author Linda B. Forgosh will present a program about this interesting Newark native. Her book, Louis Bamberger: Department Store Innovator and Philanthropist has recieved rave reviews!!*

## Happenings

Jan. 1, 2026–HAPPY NEW YEAR!

Jan. 5– Evening Book Group

Jan. 10–11:00 AM– Monthly Program–Louis Bamberger– Long Hill Township Library

**\*Bagels will be available prior to the program start–come a bit early!**

Jan. 19–Morning Book Group

Feb. 2–Evening Book Group

Feb. 14–Monthly Program–Travelogue with Robin Marion Long Hill Township Library

Feb. 16–Morning Book Group

## Unity Charter School Visit: A look into Environmental Stewardship

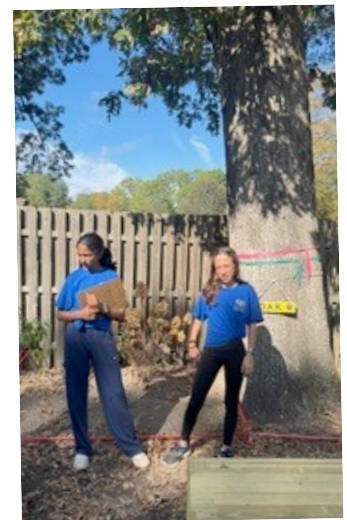
The October Program was a trip to the Unity Charter School in Morristown, NJ. Unity Charter School is a recipient of the 2025/2026 NJ Department of Education Climate Change Learning Collaborative Grant. They are a K-8 eco/sustainability public charter that has students on the forefront of climate education. The school is in its 27th year and has been ahead of the curve for the past two decades embracing and teaching sustainable practices to staff, students, and the community. This year Unity is addressing climate change at the schoolyard's edge. There are a multitude of projects on their property that are on-going and give students a chance to be change makers. Projects such as, a Rewilding Stonewall Study where students monitor snake activity and rodent impact, Rain Garden Effectiveness where they are analyzing the success of precipitation mitigation, and observation of Bird Nesting Box Usage to study chickadee nesting patterns are three of the many projects they are in the midsts of conducting. The AAUW got a wonderful glimpse into the processes and projects that these young scientists are diving into. Our members were impressed to say the least.



Jessiah and Kaia-Rewilding stone activity study



Teacher Erin Colfax



Air quality and weather monitoring



Harshini and Annabelle-Native Pollinator Plantings



Aditya and Udeq speaking to AAUW members about species identification



Zayd, Sahill, Aarvy-Bird Box Use



Finn and Matthew-Ground cover effectiveness-raingarden





# Unity Charter School : Climate Change Collaborative Grant: Rain Garden

Middle School Students of Unity Charter School 1 Evergreen Place Morristown, New Jersey



## Abstract

Climate change involves systematic changes to the conditions of Earth's atmosphere over extended periods of time. The purpose of this climate change project was to manage precipitation runoff in our school yard habitat. A Rain Garden was created to allow this to happen.

This Climate Change project involved 28 members of the 7th grade science class at Unity Charter School whose purpose was to mitigate the effect of water on the schoolyard habitat.

Students spent eight, eighty minute class periods in the field partaking in this climate change project.

## Purpose and Rationale

The goal of this Climate Change Project was to manage precipitation runoff in our school yard habitat.

## Background



Rain Gardens remove nonpoint source pollutants from stormwater runoff while recharging groundwater.

A Rain Garden is a landscaped shallow depression that captures, filters, and infiltrates stormwater runoff.

Rain Gardens support and benefit local wildlife.

Rain that falls into the earth's atmosphere is used by plants, or infiltrates through the soil into the groundwater.

Rain Gardens are an important tool for communities to create diverse, attractive landscapes while protecting the natural environment.

Rain Garden catch runoff and hold standing water for no more than 24 hours.

Rain moves over the land surface, it washes off pollutants and carries these contaminants local waterways.

Rain Gardens should be inspected during and at the end of growing season after storms and during extreme weather.



## Scientific Materials

Shovels  
Gloves Hand  
trowels  
Rakes Rocks

## Methods

### Percolation Test

### Flow Test

Clear out bog of leaves, rocks and plants

Start expanding the bog into the planned rain garden

Made retaining wall on one side of garden with big rocks and created an outflow

Added small rocks on the other side of rain garden to improve water flow into the rain garden

## Climate Change's Impact on New Jersey

The Climate Change's Impact on New Jersey has been significant throughout the years.

NJ has been burdened by heavy rainstorms followed by periods of drought. Higher water levels have caused increased erosion, submerged lowlands, and increased natural habitat destruction.

## Project Logistics



These are small heavy small stones that were placed around the rain garden (Coffin, 2024)



Our objective for this part of the project was to place these large flat shaped rocks together in a line down from a boundary around the garden (Coffin, 2024)



Our objective in this photo was to take the stones, so that the stones would block the precipitation from entering the Rain garden (Coffin, 2024)



This was a photo before all the work was done. Which can show the difference between Rain Garden (Coffin, 2024)



This photo shows the measurement of the hole dug for a percolation test (Coffin, 2024)



This photo shows the water used in the hole for a percolation test (Coffin, 2024)

## Scientific Partners

Anthony Tamberelli-NJ Watershed Ambassador



He helped us design the rain garden  
Susan Landau - NJ Native Plant Society Ambassador  
She introduced us to native plants

## Intended Results

Manage Run-off  
Mitigate the negative effects of stormwater  
Manage increased precipitation as a result of climate change

## School Yard Habitat Map



## What we learned through this project

We learned what a rain garden does, how it works, how to collaborate on a project, and what a percolation test does.

## Future Climate Change Project Ideas

Reduce the water damage on the lower field of our school property.  
Plant more native plants to absorb excess runoff in other parts of the school property.

## References

"RAIN GARDEN MANUAL OF NEW JERSEY." *The Native Plant Society of New Jersey*, <https://npsnj.org/wp-content/uploads/2023/04/rain-garden-manual.pdf>. Accessed 16 December 2024.

## Acknowledgements

AmeriCorps Watershed Ambassadors Program  
Ramapo College  
NJ School of Conservation  
NJ Department of Education

Udeg Ahuja, Matthew Barboza, Jesiah Carter, Aditya Chintala, Jake Dicob, Indira Dasgupta, Ethan Francis, Auror Gautam, Asani Horton, Fina Jankowski, Collin Keane, Arian Lindsey, Finn Lilburn, Kaia Murphy - Brunka, Akshara Manicka, Leah Martin, Kyndal Miller, David Morocho, Patti Palmieri, Angelina Peovski, Krithik Raja, Sydnie Sousa, Vihaan Shah, Keanu Scott, Yashika Thamarai Selva, Katie Vasquez, Messiah Wiggins, Krish Yuvaraja



# Unity Charter School : NJ Climate Change Collaborative Grant: Rewilding

Middle School Students of Unity Charter School

1 Evergreen Place Morristown, New Jersey

## Abstract

Climate change involves systematic changes to the conditions of Earth's atmosphere over extended periods of time. The purpose of this climate change project was to increase reptile habitat on our school property.

This climate change project involved 28 members of the 7th grade science class at Unity Charter School whose purpose was to increase the number of reptile species, specifically snakes inhabiting the schoolyard in order to increase biodiversity. The project involved assessing the property for habitat sites and analyzing the schoolyard to determine key locations for organisms to reside.

Students spent eight, eighty minute class periods in the field partaking in this climate change project. During this time, students procured the grounds for materials to use to creating habitats for native snake species. Examples include: rocks, boulders, logs, and leaves.

## Purpose and Rationale

The goal of this climate change project was to increase and create habitats for reptile species, specifically native NJ snakes on the school property.

## Background



Ring-Necked Snake



Eastern Rat Snake

It is important to remember the value of wildlife is not based on the number of reptiles/amphibians or their presence, but on the understanding & respect for their unique needs & preferences.

Education is the best way to deal with snakes in areas where venomous snakes thrive. People who take the approach learn to observe snakes during specific times of year, such as hotter days or dry weather weather.

Snakes need food, water, shelter, & space in order to survive and providing a good habitat for them can also attract other animals. However, some homeowners may face challenges in embracing snakes, as they may return or be replaced by other species.

Research has shown that people can coexist with snakes on their property without issues. By using forethoughts & education, homeowners can protect their snakes & ensure a healthy environment for all.

Attracting snakes to our school property can naturally control pests, enhance biodiversity, and contribute to a healthier, more balanced ecosystem.

## Scientific Materials

The materials that were used for this climate change project were: wheelbarrow, long handled shovels, large boulders, flat rocks, medium sized stones, logs, and leaves.

This image shows the members of the Rewilding Group using the materials and trying to move a large boulder (Cullen, 2024)



## Methods

### Research & Preparation

- Students read journal articles to gather information on reptile & snake habitats.
- Students gathered natural materials to construct habitat

### Application of knowledge and skills

- Students applied knowledge of snake habitats to create a structure with hiding spaces, locations for sun basking, & gaps to allow for sunlight & entry.
- Students ensured the structure was resistant to collapse by securing rocks for stability and monitoring over the next few weeks.

### Research

Through scientific collaboration, reading articles, & seeking guidance from teachers, students were able to gain knowledge about rewilding.

### Collecting Materials

Procured a variety of rocks ranging from large & flat to small and round.

### Building

- As a group students discussed & planned methods that would be used for creating the rewilding structure.
- Students implemented plans, evaluated, improved, & monitored the structure to successfully create the snake habitat.
- Students ensured the structure was resistant to collapse by securing rocks for stability & monitoring over the next few weeks.

### Result

- Our project's purpose was to improve local biodiversity, increase appreciation of wildlife, & control pests.

## Climate Change's Impact on New Jersey

Climate Change has had a negative impact on rewilding. Mainly, by decreasing biodiversity; species of reptiles are being affected by the storm fluctuation destroying habitats and rising heat.

## Intended Results

This project addressed the issue of Extreme Weather which is destroying the land and animal habitats. We decided to find a solution, so we built a habitat that will help reptiles that continually have their habitat destroyed.

This project will help to positively increase the population density and biodiversity of reptile species that are being impacted by the shifting climatic conditions in New Jersey.

## Project Logistics



This image shows the members of the Rewilding Group (Cullen, 2024)



This image shows the members of the Rewilding Group preparing rocks (Cullen, 2024)



This image shows the initial layout of before the habitat was constructed (Cullen, 2024)



This image shows the layout of rocks that were used to help fill in the small gaps of the shelter for the reptiles and amphibians (Cullen, 2024)



This image shows a field guide and ideas to incorporate the native reptiles and amphibians inhabiting NJ (Cullen, 2024)



This image shows the completed rewilding project (Cullen, 2024)

## Scientific Partners

Name of the contributing 7th grade scientists:

Jesiah Carter, Sydnie Sousa, Yashika Thamarai Selvan, Patti Palmieri, Krithik Raja, Indira Dasgupta, Akshara Manicka

Contribution to the project: We contributed to this project by communicating, problem solving, and building a vertical snake habitat that is approximately 22 inches tall and 5 ½ feet long.

## Acknowledgements

Ramapo College  
NJ School of Conservation  
NJ Department of Education



Unity Charter School 7th grade class:

Udege Ahuja, Matthew Barboza, Jesiah Carter, Aditya Chintala, Jake Dicob, Indira Dasgupta, Ethan Francis, Auror Gautam, Asani Horton, Fina Jankowski, Collin Keane, Arian Lindsey, Finn Lilburn, Kaia Murphy - Brunka, Akshara Manicka, Leah Martin, Kyndal Miller, David Moroch, Patti Palmieri, Angelina Proovski, Krithik Raja, Sydnie Sousa, Vihaan Shah, Keenu Scott, Yashika Thamarai Selvan, Katie Vasquez, Messiah Wiggins, Krish Yuvaraja

## School Yard Habitat Map



Map and Key: The circles made of many lines are evergreen trees, the orange line is the specified area for the rain garden. The area in the dotted line is a play area, the hexagonal shape is a curved cob bench, the fence is a dotted line with 'x's to indicate fence poles, and the spiky circles are deciduous trees.

## What we learned through this project

Students learned to rewild a habitat area to its natural state. Rewilding used different materials. Students applied knowledge of snake habitats to create a structure with hiding spaces, locations for sun basking, & gaps to allow for sunlight & entry.

Students ensured the structure was resistant to collapse by securing rocks for stability and monitoring over the next few weeks.

## Future Climate Change Project Ideas

- Employ a Rain Gauge to monitor precipitation levels that could create washouts in the schoolyard habitat.
- Diversify native "Herp" populations on property.
- Plant native species around the schoolyard to increase biodiversity.

## References



Wild Ones, Creating Habitat for Snakes. Written on July 15, 2024.



The Native Plant Society of New Jersey





# Unity Charter School : Climate Change Collaborative Grant: Species Index

Middle School Students of Unity Charter School 1 Evergreen Place Morristown, New Jersey



## Abstract

Climate change involves systematic changes to the conditions of Earth's atmosphere over extended periods of time. The purpose of this climate change project was to identify trees on our school's property so that their population and health can be monitored.

This climate change project involved 28 members of the 7th grade science class at Unity Charter School whose purpose was to collaborate and key out different species on our school's property to make a record of the tree species that are currently growing in the schoolyard habitat.

Students spent eight, eighty minute class periods in the field partaking in this climate change project.

Scientists partnered with students to: identify the species around the property, label each species, and create formal signage on each tree to educate students.

We used upcycled wood, spray paint & acrylic markers to create the formal signage on the identified trees.

## Characteristics Purpose of the project

The goal of this climate change project was to collaborate with local scientists to key out different tree species on our school's property to make a record of the species that are currently growing in the schoolyard habitat.

## The Main aim of the project was to create a species index for the schoolyard habitat.

isC H<sub>2</sub>O<sub>8</sub>

We can identify trees by their bark, leaves, fruits, & flowers.

The scientific name consists of the genus, (which is a group of closely related species) and the species name. The scientific name is written in Latin.

Leaves fall from deciduous trees in the autumn when the amount of daylight begins to decrease and temperatures decrease. Coniferous trees hold their needle like leaves all year.

Trees help with carbon sequestration by catching carbon and releasing oxygen.

Forests can help cool air temperature temperatures by about 1 degree Celsius.

Deforestation increases global temperatures.

Trees impact the local climate by multiple processes such as evapotranspiration.

## Scientific Materials

- Clipboard
- Ruler
- Pencil
- Spray paint
- Acrylic paint
- Markers
- Paint brushes
- Upcycled pallet boards
- Tags for labeling trees
- Pins for attaching tags
- Binoculars
- New Jersey plant identification guidebook
- Rutgers Guidebook
- Rope
- Eye hooks
- Hammer
- Sharpie Marker(s)

## Methods

### Identification

We collaborated with local scientists and college to identify 24 tree and plant species in our school yard habitat.

### Action

We can identify trees by their bark, leaves, fruits, & flowers.

After keying out the tree and plant species we created signs to help students identify the corresponding species, by common name. This can make a record of the tree species that are currently growing in the schoolyard habitat.

We acquired pallets that were cut and spray painted various colors. We let them dry and then we used them to create signs. We let the common name of the trees and plants onto the boards using colorful acrylic paint markers.

We used eye hooks and rope to attached the boards to the responding trees and plants for people to be able to easily identify and monitor.

This helps the primary school students understand how different species are important to the our schoolyard habitat.

## Climate Change's Impact on New Jersey

"Average annual precipitation in New Jersey has increased 5 to 10 percent in the last century, and precipitation from extremely heavy storms has increased 70 percent in the Northeast since 1958" (EPA, 2020).

This data only scratches the surface of what climate change means for New Jersey. 5 to 10 percent of precipitation is a massive increase which is slowly changing the ecosystems in NJ.

## Project Logistics



Figure 1: The sources that we used to identify and key out the trees. (Collins, 2024)



Figure 2: The tools that were used to label the trees. (Collins, 2024)



Figure 3: Jake Drob, Uday Ahuja, and Katie Vengert, students at Unity Charter School are identifying a tree and keying out the tree label for the tree. (Collins, 2024)



Figure 4: Robert Kirchner, a retired science educator is helping students at Unity Charter School learn how to key out trees. (Collins, 2024)



Figure 5: Jason Grabosky, a professor at Rutgers for Ecology Evolution and Natural Resources is helping Kiah Yuvaraj and other Unity Charter School students identify trees. (Collins, 2024)



Figure 6: Robert Kirchner, a retired science educator is helping students at Unity Charter School learn how to key out trees. (Collins, 2024)

## Scientific Partners

Robert Kirchner Retired Science Educator  
Vernon Township High School  
Taught Students How To Key Out Trees  
Marie Palmieri Retired Scientist Educator  
Boonton Township High School  
Rutgers Master Gardener  
Taught Students How To Key Out Trees  
Jason Grabosky Rutgers Ecology Evolution and Natural Resources  
Confirmed If Our Tree Identification Were Correct  
Abomi Saul Rutgers Student  
Confirmed If Our Tree Identifications Were Correct  
Aaron Levinson Rutgers Student  
Confirmed If Our Tree Identification Were Correct  
Susan Landow  
NJ Native Plant Society  
Taught Us About Native Plants

## Intended Results

The climate change challenge that this project was addressing was overall biodiversity and health of the trees in our school yard habitat. Trees release oxygen and sequester carbon. By monitoring trees in our school yard habitat we can start to monitor how climate change is directly impacting the ecosystem on our school's property. This action allows us to gather data and make informed decisions about the health of the tree species on our school yard habitat.

## School Yard Habitat Map

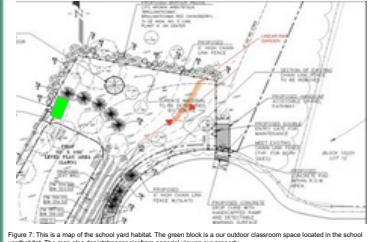


Figure 7: This is a map of the school yard habitat. The green block is an outdoor classroom space located in the school yard habitat. The map also depicts the schoolyard from an aerial view of our property.

## What we learned through this project

We learned how to properly identify and name trees around our school yard habitat. We now know the importance of labeling trees to monitor tree health in order to teach our primary school students about how climate change is impacting species in our school yard habitat. We also collaborated with expert scientists in the field.

## Future Climate Change Project Ideas

Future climate change project ideas might be to reduce the compaction of the soil in the school yard habitat since the trees are being affected negatively. The soil compaction is negatively impacting the stability of the trees and reducing their export of oxygen. Also, we need to plant more native trees because they will decrease the overall temperature of the school yard habitat.

## References

- Collins, E. (n.d.). *Biological Species Index*. Google Docs. [https://docs.google.com/document/d/16wO5kofCslK\\_Ex69q\\_xTJLJj\\_Ox21HYLRJUNAOled7Pabp-t0](https://docs.google.com/document/d/16wO5kofCslK_Ex69q_xTJLJj_Ox21HYLRJUNAOled7Pabp-t0)
- Ogassa, N. (2023, April 23). *Forests help reduce global warming in more ways than one*. Science News. <https://www.sciencenews.org/article/forest-trees-reduce-global-warming-climate-cooling-carbon>
- Petrides, G. A., National Audubon Society, National Wildlife Federation, & Roger Tory Peterson Institute. (1998). *A Field Guide to Eastern Trees: Eastern United States and Canada, including the Midwest*. Houghton Mifflin.

## Acknowledgements

Rutgers University, Ramapo College, NJ School of Conservation, NJ Department of Education

Uday Ahuja, Matthew Barboza, Jeshia Carter, Aditya Chintala, Jake Drob, Indra Dasgupta, Ethan Francis, Aaron Gassman, Asani Horton, Finn Janowski, Collin Keane, Aron Lindsey, Finn Liburn, Kaiti Murphy-Brunka, Akshara Manickia, Leah Martin, Kyndal Miller, David Morochio, Patti Palmieri, Angelina Piovetti, Kithika Raja, Sydney Sousa, Vihann Shah, Keanu Scott, Yashika Thumani-Servan, Kalia Vazquez, Messiah Wiggins, & Kiah Yuvaraj







## *January is Human Trafficking Awareness Month*

NJ Coalition against Human Trafficking  
<https://www.safernj.org/>

### *Human trafficking can affect anyone...*

*...regardless of gender, race, age, finances, citizenship, or language. At the same time, everyone has a role to play in ending it. By being alert to the signs and knowing how to take action, we can change the culture to end demand and stop human trafficking for good.*

## **NJ COALITION AGAINST HUMAN TRAFFICKING**

*The New Jersey Coalition Against Human Trafficking is a fully volunteer-run organization that coordinates statewide community efforts to end sex and labor trafficking in New Jersey. Comprising 200 volunteers and more than 180 affiliates—including nonprofits, faith-based organizations, academics, law enforcement, and direct service providers—we empower communities with the knowledge of what human trafficking is, how to prevent it, and how to support those affected by it.*

*The FIFA World Cup in 2026 will be like having 8 super bowls in Northern NJ (with 8 matches including the final held at MetLife Stadium) and 6 super bowls affecting Southern NJ (with 6 matches held nearby at The Linc Stadium in Philadelphia) - so 14 major sporting events in our region over 39 days in the summer of 2026.*

*Large sporting events like the World Cup are known to increase the demand for sex trafficking victims, and the World Cup in particular has also been associated with labor trafficking cases (including in construction, hospitality, retail industries, etc.) So it is critical to educate our communities and raise awareness before, during, and after this weeks-long tournament.*

**Visit the NJ Coalition Against Human trafficking ACTION Page:**  
**<https://www.safernj.org/news/january-prevention-month-action>**



### **ATTEND the Coalition's WEBINAR ON JAN 27**

*Join lived experience experts as they describe best practices in survivor informed human trafficking training, appropriate use of language and share a community toolkit for use by all.*

*Click on and open the link to REGISTER FOR THE WEBINAR:*

**[https://us02web.zoom.us/webinar/register/WN\\_bxptYk3wRWalx5Ma\\_CESYA#/registration](https://us02web.zoom.us/webinar/register/WN_bxptYk3wRWalx5Ma_CESYA#/registration)**



***The AAUW of Somerset Hills is in need of some interested volunteers for the following positions:***

***Branch President-2026***

***Vice President of Programs-2026***

*In addition, the following positions are needed for just the right interested people!*

***Programs Committee***—help find our speakers and coordinate our program agenda.

***Social Media/Technology***—website, communications etc...

*If you are interested, please contact one of our current Board members.*

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## **DRIVE SMART**

*Hey everyone! Teri Passarello is hosting a Zoom meeting on Thursday, February 12, at 2 pm to help you get familiar with the Google Drive. Using our Branch Drive as a learning tool, you'll get familiar with how to access the drive, to share, store or retrieve files and lots more. Come on over and let's make sure you're all set to use the Google Drive. Any questions? Contact Teri at [teripass74@gmail.com](mailto:teripass74@gmail.com).*



***\*a live ZOOM link will be sent in an email as we get closer to the date!***



*Picasso said: "Art washes away from the soul the dust of everyday life."*

*January  
by Pia De Girolamo*



## MONTHLY PROGRAM LINE UP FOR 2026

Something for everyone!

- **January 10, 2026- "Louis Bamberger"-Long Hill Township Library- 11 am**
- **February 14, 2026-Travelogue with Robin Marion- "Across the Pacific in a Canoe!" Long Hill Twp. Library**
- **March 10, 2026- "Understanding Alzheimer's and Dementia" - Bernards Township Library**
- **April 14, 2026- "Ladies at the Crossroads" - Bernards Township Library**
- **May 12, 2026- "She Wouldn't Take Off Her Boots" - Bernards Township Library**

**More details will be provided in our monthly flyers.  
Some details may change!**

## Scenes from our Holiday Gathering!



*We had a lovely time socializing and enjoying all the delicious dishes. Over \$800 was donated to our Holiday Charity, Heartworks.*

*\*See a note from Bonnie Gould on page 9*



*If anyone has other pictures, send them to me at [chellemartin@hotmail.com](mailto:chellemartin@hotmail.com), and I will include them in the next issue of the newsletter!*





## Interest Groups

There are many groups that meet which may be of interest to our members. Choose one or more!!

- **Great Decisions**
- **Morning Book Group**
- **Evening Book Group**
- **Gourmet**
- **Book Sale Planning**

**Gourmet group** meets monthly at the home and date selected by the host. Kathryn assists the host in menu selection and item assignment to participants. Costs are divided per head and is usually between \$22 – \$30 per person depending on the elaborateness of the menu.

Contact: Kathryn Daut (908-647-0350) / Bonnie Gould (908-285-8385)

**Great Decisions:** This group meets 8 times beginning in January of each year.

AAUW members and their significant other/friend gather in person to discuss topics taken from the Great Decisions book purchased in advance.

Contact: Brigid Coakley at annisbear32158@aol.com or 908-477-5822

### TOPICS TO BE DISCUSSED:

- **America at a Global Crossroads**
- **The Evolution of U.S. Leadership in the Global Economy: Dilemmas and Choices**
- **Competition, Cold War, or Conflict? Navigating U.S.-China Relations in Tense Times**
- **India: Between China, the West, and the Global South**
- **International Climate Cooperation in an Era of Geopolitical Turmoil**
- **The Future of NATO and European Security**
- **AI and American National Security**
- **American Policy in the Middle East: Taking Stock and Looking Ahead**

## Morning Book Group

If interested please contact Jackie d'Allesio

9/15- How to Change Your Mind: What the New Science of Psychedelics Teaches Us About Dying, Addiction, Depression and Transcendence by Michael Pollan  
10/20- Triangle: The Fire That Changed America by David Von Drehle  
11/17- The Glass Maker Tracy Chevalier  
12/8- West With Giraffes by Lynda Rutledge-Bonnie Gould  
1/19- The Old Man and The Sea by Earnest Hemingway-Pat Cahill-ZOOM –  
2/16- Frozen River by Ariel Laden-Susan Franz-ZOOM –  
3/16- All the Beauty in the World by Patrick Bringle-Susan Frantz-ZOOM  
4/20- Two Nights in Lisbon by Chris Pavone-Merry LeBlond-ZOOM  
5/18- BOOK SELECTION  
6/15- Rise to Rebellion: The Revolutionary War by Jeff Shaara-Ginny Pasternak

## Evening Book Group

If interested please contact Ginny Pasternak

9/8- Triangle: The Fire that Changed America by David Von Drehle-Ginny L  
10/6- The Only Woman in the Room by Marie Benedict-Ginny P.  
11/3- The Lion Women of Tehran by Marjan Kamali-Michelle C.  
12/1- My Life in Full: Work, Family and Our Future by Indra Nooyi-Sarah T.  
1/5- Frozen River by Ariel Laden-Susan F.  
2/2- West with Giraffes by Lynda Rutledge-Michelle C.  
3/2- The Lindbergh Kidnapping Suspect No. 1: The Man Who Got Away by Lise Pearlman-Ginny P.  
4/6- How to Age Disgracefully by Clare Pooley-Ginny L.  
5/4- The Underground Library by Jennifer Ryan-Mary Jane W.  
6/1- BOOK SELECTION – — — — —



*Thank you! Thank you! Thank you!!!*

*We collected \$855 for Heartworks, our 2025 Holiday Charity, at our December luncheon program and in the mail afterwards! Here's Melissa in the HeartWorks Bernardsville office accepting our entirely unexpected bundle of checks. Melissa was overjoyed ---- all checks collected in December were being matched. Our \$855 has turned into \$1710 for HeartWorks!*

*I also received a personal call from Megan McDowell, the HeartWorks founder, who was astounded to receive our gift of this size, at this time! HeartWorks will be separately acknowledging each donation as is their custom.*

*What a joy it was to come up with this idea for our Holiday Charity - To see that it was so supported - Then to know that it is so appreciated.*

*Bonnie Gould*

*Thank  
♥♥ You*



[AAUW National and State Information](#)  
*Visit [their websites for webinars and a calendar of events.](#)*

[AAUW.N.J.](#) <https://aauwnj.org>

*"We Value Diversity  
United We Stand"*

*In principle and in practice, AAUW values and seeks an inclusive membership, workforce, leadership team and board of directors. There shall be no barriers to full participation in this organization on the basis of age, disability, ethnicity, gender, gender identity, geographical location, national origin, race, religious beliefs, sexual orientation or socioeconomic status. (last revision June 2018)*

[AAUW National:](#) <https://www.aauw.org>

*Our mission for  
Higher Education and Economic Security*

*AAUW empowers women and girls by championing their success in higher education and pushing for bold policy solutions to create lasting change. For more than 140 years, AAUW has led the fight for gender equity in higher education and beyond. With a strong record of advocacy and action, AAUW continues to break barriers and defend the rights of women in education and the workplace.*



*AAUW's research highlights the barriers women face in education and the workplace, driving policy change and societal progress.*

*The fight for fair pay and economic opportunity for women—and the battle continues: Women still get just 83 cents for every dollar paid to a man.*