

## Message from the Head



*Bart Baldwin*

I fear mine was the last generation raised in the carefree days of community neighborhoods. We had the privilege of wandering from home to home in search of friends and adventure. I vividly remember building forts in the woods, neighborhood-wide games of tag, and older children coralling younger for kickball. Our parents had the comfort of knowing that we would not only be watched by other parents, but also, when appropriate, disciplined. We were supported by a network of adults who could help us calm our squabbles and solve our problems when our juvenile mediations failed.

That world no longer exists. Children live in a world of complex problems and dangerous distractions. They move among strangers and have less contact with older and younger children. Television, video games, movies and music teach very different values than most parents would want their children to learn. It seems that just when they most need adult help, teens turn away from parents and toward peers and the media for validation. Success is measured by consumption, good is defined by what feels good, beauty is limited to the visual. Parents, teachers, and concerned adults must share their values with children since the music, tobacco, and alcohol industries are aggressively marketing theirs. One goal of parenting used to be introducing children to culture; now parents strive to protect them from it. Psychologist Mary Pipher writes: "Today parents

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## Bart Baldwin Begins His Tenure as Head of School

Bart Baldwin arrived at St. Luke's School in July 2007, following 12 successful years as the Head of School at the Williams School in Norfolk, Virginia. The Search Committee was unanimous in its recommendation of this experienced Head of School, and the transition has been extremely smooth.

Mr. Baldwin held a series of parent coffees throughout the fall so he could learn about the St. Luke's School community and culture. Over 85% of school families were able to participate in one of the discussions. The information gathered has been regularly shared with the Board of Trustees, who are deeply involved in a strategic planning process for the School. In fact, the parent coffee klatches have served as a springboard for further conversation among Parent Association and Diversity Committee members, the faculty, and the community at large. Bart Baldwin wrote to parents, "Although we are many, we quickly became one voice in identifying that which we value most and that which we would like to examine. The strength of that voice arises from the ability with which we, as individuals, are able to put aside personal issues in search of a common vision, and the clarity with which we, as a community, understand and embrace our school mission."

Mr. Baldwin went on to observe, "A clear consensus about what we value most emerged from the discussions. Chief among these essential traits is the strong sense of community experienced by both parents and children. Parents repeatedly identified the gift of being known as most precious at St. Luke's School. They feel comforted and even cosseted by the relationships they develop with each other, the faculty, and the administration. They enjoy the opportunity to get to know other people's children in a deep way. Children feel connected to their classmates as well as those in classes above and below theirs, the faculty, and a rich community of caring adults. The depth and complexity of these connections, parents noted, create a learning community that nurtures children and supports parents and must be protected and enriched as we plan for the future.

Of nearly equal importance, as identified through our coffees, is the School's commitment to providing rich discussion about and significant instruction in ethics and values. This is most clearly expressed through the core values we embrace as part of our Episcopal identity, but it is also made manifest in our commitment to community service, providing a global perspective in our study

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*Administrative Team 2007-2008: Mike Murphy; Bart Baldwin; Clint Rataczak; Lyn Spyropoulos; Jackie Stephenson; Carole Everett*

## MESSAGE FROM THE HEAD

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must do two things. They must protect their children from what is noxious and ugly and connect their children to what is good and beautiful.”

The culture of children has changed, but their needs have not. They need the love of family and friends, meaningful work, respect, achievable challenges, and psychological and physical safety. They need a school community where they are known by name and ability, where they walk among those who see them for who they are, not for what they wear. Research has shown that a good relationship with parents and at least one close relationship with an adult at school reduces risk-taking behaviors by teenagers. They need a school, as Ernest Boyer describes it, where adults notice when children “drop in” long before students decide to “drop out.”

We live in a country that places great value on independence, and part of growing up is moving away from parents and family. But seventh graders are not ready for the decisions they face. Girls should define themselves by their athletic prowess, not their sexuality. Boys should identify with their academic achievement, not their ability to remain stoic and unfeeling. As children naturally turn toward a world beyond their backyard, it is vital that positive principles and values are found in their schoolyard. When adolescents begin to interact less openly with their parents, they must interact more frequently with other caring adults. Because we cannot control the larger world, we must not forgo claim to all parts of it.

If you learn in a school where everybody knows your name, then you also learn in a school where everybody is above average, for excellence is found in the breadth of our ability and the magnitude of our personality. It only requires an environment small enough for someone to notice. We strive to offer such a community: where more than one adult can correct, more than one adult can comfort, and more than one adult can praise. Parents, teachers, and children alike seek refuge in such an environment, and parents, teachers, and children alike thrive in such an environment. As St. Luke’s embarks on the process of strategic planning and considers what we aspire to be in light of what we are, it is good to remember that providing an environment where each child is known, understood, cherished, and celebrated, is both a part of our school and an expression of our Episcopal identity.

And so, St. Luke’s School chooses to remain small.

## BART BALDWIN BEGINS HIS TENURE AS HEAD OF SCHOOL

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of literature and the world, and the many opportunities children have to study and become involved in age-appropriate social justice issues. Given the abundance most of us experience in our lives, our parents value the opportunity to work in partnership with the School to help their children realize that their impact on the world is as important as its effect on them.

I was repeatedly impressed by the passion and conviction with which all of our parents spoke about diversity. St. Luke’s families proudly identify themselves as part of a community of diverse races, cultures, ethnicities, religions, sexual orientations, and socio-economic classifications. The call is for the School community to celebrate this diversity and to affirm and expand its efforts to protect and increase it, for the belief is that creating a community reflecting the rich diversity of the city in which we live is much more than an ethical obligation and a fulfillment of our mission. An expansive definition and manifestation of diversity, in fact, enriches our School and best prepares our children to understand, serve, and lead the world they will enter.

Undergirding all of these strengths is a deep value and appreciation of our faculty and academic program. The School is well served by a faculty of significant talents, great compassion, dynamic vision, and unparalleled commitment to the children they serve. Our program, which strives to balance a belief in developmentally appropriate instruction with a call for an accelerated curriculum, is seen as serving children well

both in their current instruction and in preparing them effectively for their next school. That being said, protecting the excellence of our faculty and assuring the quality of our academic program are seen as key for our continued success.

A strong and mature school, and St. Luke’s is certainly both, must remember to celebrate its strengths, but it should also share issues it should examine and ways it might improve. Inevitably, some issues are simpler and able to be addressed in the near term while others, more complex, must be viewed strategically. Both types of issues were raised in our parent coffees. There were items, such as the hot lunch program and foreign languages to be examined in the near future; other issues require a more strategic analysis and focus.” Mr. Baldwin, involving appropriate constituencies, will proceed with the school’s bright future firmly in focus. He went on to write, “Meeting with each of you has been a gift. We came together as a school family united by mission, compelled by vision, and bound by an abiding passion for the children we all serve. At the end of the discussions, what we realized is that what we have is great, but that what we strive to be is even better. We also realized that all discussions, even difficult ones, are beneficial when we enter them with respect, conduct them with patience, and participate in them with humility. No one vision dominated. No one issue pushed others aside. No one faction controlled the free flow of ideas. As a result, we are in a position to move forward with confidence and strength.”

St. Luke’s families proudly identify themselves as part of a community of diverse races, cultures, ethnicities, religions, sexual orientations, and socio-economic classifications.—Bart Baldwin



**St. Luke’s School**  
487 Hudson Street  
New York, NY  
10014-6397  
(212) 924-5960  
[www.stlukeschool.org](http://www.stlukeschool.org)

**Excellence**  
**Ethics**  
**Education**

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Bart Baldwin, Head of School.

Editor: Carole Everett.

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# NEW FACES ON THE FACULTY AND STAFF



A native New Yorker, **CHLOE ADLER** graduated from Bronxville High School. She majored in French and minored in education at St. Lawrence

University. This is her first teaching position, as the Grade 3 assistant teacher, while she has been covering for Rebecca Esler's maternity leave this fall. Ms. Adler will remain at St. Luke's School doing some substitute teaching in the spring and working in the After School Program.



Jessica Soo will be on maternity leave in mid-February. We have recently appointed **KATHERINE BECKER** to be the Acting Director of the After School Program during Ms. Soo's maternity leave. Katherine started on 22 January 2008, so that she has had time to overlap with Jessica Soo to learn the job, the staff, and the children.

Ms. Becker grew up in New Jersey and graduated from an independent school, Princeton Day School. She earned her bachelor's degree from the University of Wisconsin at Madison with a major in communications. For over twenty years, Katherine worked in theatre, television, and corporate events. She went to graduate school, receiving her master's degree from Bank Street in Childhood General Education, with a specialty in Grades 1-6. She has taught at PS 9 in the Gifted and Talented program and at the Trevor Day School.



**KAREN BUTLER** describes herself as a fifth generation "City girl." She attended Trevor Day School and graduated from the Lenox School. She holds a bachelor's degree from Sarah Lawrence College with a concentration in theatre. Mrs. Butler went to New York University for graduate school in educational theatre. She taught at Corlears School and Saltaire Day Camp, worked as a teaching artist for Carnegie Hall and in the Guggenheim Museum's learning through art program Mrs. Butler also served as the executive director of the Broadway Arts Theatre for Young Audiences. Mrs. Butler is the drama consultant for St. Luke's, creating an integrated theatre curriculum, utilizing creative drama as another tool for faculty to draw upon to explore the curriculum. She also served on the St. Luke's School Board for four years.



**SARAH CAMPBELL** has been at St. Luke's School this fall teaching Grade 6 and 7 English and social studies, and Grade 4 math. She grew up in Short Hills,

New Jersey and graduated from Morristown-Bear, an independent school. Ms. Campbell received her bachelor's degree from Trinity College in Connecticut. Her first teaching job was at the Dwight School on the Upper West Side where she taught Middle School English for three years. She then received her master's degree from New York University in Educational Administration. Prior to coming to St. Luke's School, Ms. Campbell also taught English at the Chapin School where she covered a maternity leave. Ms. Campbell will continue at St. Luke's throughout spring 2008, following Ms. Howard's return. Sarah Campbell will be substituting across the grades while helping with the Grade 7 Shakespeare production, preparing for her wedding in June, and auditioning as she also pursues her theatre career.



**WHITNEY DAVIS**, Grade 2 assistant teacher, grew up in San Francisco, California. For high school, she went to boarding school and graduated from Taft.

She holds her bachelor's degree from Georgetown University in history. Her graduate degree is in curriculum and teaching from Teachers College of Columbia University where she trained as a reading specialist. Last year, Whitney Davis worked at PS 334, the Anderson Program, in their Gifted and

Talented program, as the Grade 5 part-time assistant.



**JOHANNA LEWIS** is a Boston native but grew up all over New England. She graduated from Phillips Exeter Academy, and received her bachelor's degree at

George Washington University with a major in English and a minor in history and creative writing. She recently received her master's degree from the Bread Loaf campus of Middlebury College. Johanna Lewis worked in the corporate world before teaching for Americore. For the past four years she taught Grade 7 and 8 English at a public school in Malden, Massachusetts. At St. Luke's School, Ms. Lewis is teaching Upper School English and social studies.



**SHARON THOMPSON** grew up in Princeton, New Jersey. She went to boarding school for high school and graduated from the Groton School. Ms. Thompson received her bachelor's degree from Wellesley College with a major in art history, and did her graduate studies at Bank Street in museum education. Prior to coming to St. Luke's School, Ms. Thompson taught Kindergarten and Grade 1 at Dalton, was a technology staff developer at several public schools in Brooklyn and the Bronx, and taught Middle School computer classes at the Trinity School. At St. Luke's School, Ms. Thompson is teaching computer to Grades 3-8 and is our Director of Academic Technology.



*Hands-on science experiment*

# SCHOOL BOARD WELCOMES NEW MEMBERS



**CARRIE COAKLEY** grew up in Upstate New York in Sodus. She graduated from the public schools in Brighten, NY and attended Eugene Lang College with a concentration in gender knowledge. She is currently the President of the St. Luke's School Parents Association and as such is a member of the School Board for a two-year term. Carrie is also an active member of the Diversity Committee. Ms. Coakley is the mother of Carrie in Grade 6, Rob in Grade 3, and Donald who is 2.5 and attends the Downtown Little School. Carrie works in publishing at the Soho Journal.



**DOUG ELLIS** grew up in Weston, Massachusetts, a suburb of Boston, and attended the public schools there. He earned his bachelor's degree at Yale University with a major in computer science. Mr. Ellis currently owns a professional cycling team: The Slipstream Chipotle. He is the father of Anton in the Junior Kindergarten and Lucy in Grade 2. Doug is a Board member at large and has a term of three years.

## Edes Gilbert Continues as Consultant for St. Luke's School

**EDES GILBERT**, a renowned educator and principal with Resource Group 175, and most recently the retired Head of the Spence School on the Upper East Side, was the consultant for St. Luke's School during the search for a new Head of School. She has continued here and is working with the Long-Range Strategic Planning committee, attending both School Board and strategic planning sessions and offering her expertise.

Members of the Strategic Planning Committee include: Marc Boddewyn, chair; Sambhavi Lakshminarayanan, co-chair; Mary Collins; Charlie Johnston; Lindy Judge; Margaret Newman; Todd Steinberg; Bob Colgan, ex officio; Bart Baldwin, ex officio.



*Grade 5 students present Egypt projects*



*Free time for reading in the Grace Sawyer Library*

... It is good to remember that providing an environment where each child is known, understood, cherished, and celebrated, is both a part of our school and an expression of our Episcopal identity.—Bart Baldwin

# Human Rights Day 2007

St. Luke's School held its annual Human Rights Day on December 14, 2007. This was celebrated in conjunction with Newcomers High School in Queens, a public school for recently-arrived immigrant children.

In Grades 5–8 at St. Luke's School, human rights education is embedded in the curriculum. In addition to monthly Amnesty International meetings, students view films in class and discuss current events in relation to their understanding of the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child, documents about which St. Luke's School students become resident experts. The students classify rights, debate about them, and apply them to history and to the world around them.

Newcomers is a public school for newly arrived immigrants, and the students represent such diverse nations as Peru, Romania, Afghanistan, India, Morocco, and the Dominican Republic, among others. Newcomers teacher Julie Mann works closely with Kim Allen, the St. Luke's School teacher who initiated the annual event and created the human rights curriculum. The two veteran teachers and activists develop a buddy system between the St. Luke's eighth graders and the "newcomers." Students write letters back and forth about their common human rights work. They often see the same films and work on similar projects. Newcomers travel to St. Luke's on Human Rights Day to meet with their buddies, learn more about a selected human rights topic, and to celebrate the anniversary of the signing of the UDHR.

Again this year, students heard from Lucas Benitez, winner of the Robert F. Kennedy prize for his humanitarian work and a Mexican immigrant and labor organizer who led a nationwide campaign to address the pay and working conditions of migrant workers. During Human Rights Day last year, St. Luke's and Newcomers students wrote hundreds of letters to the CEO of McDonald's. In April, McDonald's

agreed to increase the amount they pay per bushel of tomatoes and subscribe to basic labor laws for migrant workers.

Human Rights Day at St. Luke's culminates with a special Human Rights Chapel. Newcomers students join St. Luke's students in presenting readings from Eleanor Roosevelt, Gandhi, Angelina Grimke, and

the Sermon on the Mount. The hard work and inspiring commitment of the children of St. Luke's School and Newcomers High School to global justice and peace is noteworthy. These students aim to make the world a better place. As Mahatma Gandhi said, "You must be the change you wish to see in the world."



*Kim Allen and Julie Mann*



*Lyn Spyropoulos, Luis Benitez, Kim Allen*



*Students celebrate the anniversary of the Declaration of Human Rights*

The hard work and inspiring commitment of the children of St. Luke's School and Newcomers High School in global justice and peace is noteworthy.

# St. Luke's Students Have a Thoughtful Dialogue about the Israeli-Palestinian Conflict

By Kim Allen, Grade 8 homeroom teacher, Upper School social studies and Spanish

Can we agree to disagree? Is it possible to see two different points of view at one time? Human rights and current events are a natural part of any St. Luke's School social studies curriculum, but discussions can really heat up when there is disagreement.

In the Middle East, the most contentious long-term conflict area has been Israel and the Occupied Palestinian Territories, a subject that frustrates any serious history scholar and baffles almost every government policy maker. Such a topic is ideal for learning about the nuance and complexity of differing perspectives, and it has always been a part of the program here at St. Luke's, where our curriculum on the historical method includes the study of bias, interpretation of data, and multiple frames of reference. In grappling with a real-life "hot topic," students have the opportunity to learn about the difficulty of political compromise, and about how religion, national identity, and the shadow of history shape people's lives—especially the lives of children.

Each year in Grade 7 social studies, as part of our study of Islam and the Middle East, and to augment our study of the U.N. Convention on the Rights of the Child, we view several documentaries about chil-

dren in conflict zones. By far the most popular movie is "Promises," a 2002 tour de force by Israeli-American filmmaker B.Z. Goldberg. Nominated for an Oscar, it features the voices of four Israeli and three Palestinian children living in or near Jerusalem in the period after the first intifada, or uprising. It was a time of relative peace when it was possible to conduct extended interviews, and not only did the children speak frankly with the director, some of them met each other. Director Goldberg arranged for two secular Israeli brothers, Yarko and Daniel, to visit a refugee camp, where they met two Palestinian residents, Sanabel and Faraj. Even though it was only a 15-minute drive, these children's lives were worlds apart. The irony of the physical proximity and the psychological distance always strikes our students as odd, and the culminating activity of our study of the film involves a "Promises People Group" in which our

pupils role-play the characters in a circle formation, each student representing one of 18 different "voices," the public, private, and ancestral perspectives of each of the children in the movie. This conversation is thought-provoking and emotional, as when our students imagine the voice of Faraj's grandmother as she wails about her lost land, or the private voice of Daniel as he expresses his fear about suicide attacks on the school bus.

This year, we were graced by the visit of an Israeli guest, Kobi Scholnick, who grew up in an ultra-Orthodox settlement in the West Bank. His real-life experiences, including a choice he has recently made to dedicate himself to peace and conflict resolution, made the stories in the film especially relevant. Kobi is currently a university student in New York City, and he reported back that the frank and honest discussion he had with St. Luke's students made him hopeful about the future.

## EXCERPTS OF THE STUDENTS' REFLECTIONS ABOUT THE FILM AND THE PEACE PROCESS

I learned how kids in Jerusalem, the Old City, the West Bank, and refugee camps feel about how people are fighting for the land and how people think that it is just their land and not anyone else's. (Brian)

It was a thoughtful portrayal of the Arab-Israeli conflict, and it was a truly brilliant idea to talk to children on both sides. (Sonia)

It is unfair that children can't play without getting hurt or being killed. (Danielle)

I felt upset and frustrated. Both sides were killed instead of talking or thinking about what they were doing. (Lili A.)

The film also showed that they can settle their differences and live in peace, and children can have an impact on this. (Efrain)

Children are heavily influenced by their parents. When you grown up you look at the world and its problems in an entirely different way . . . the way you grow up will have a massive effect on the way you are as you get older. (Hannah H.)

I hope Israel can sort out its conflicts, and the people will not be killed out of stubbornness to accept the other side. (Madeleine)

I think a few people from both sides with influence should get together and really try to talk about a solution. (Perry)

We will never get anywhere in the world if all we do is kill each other. We need to sit down and come up with a solution. (Lee Anne)

## Philosophy and Brain Research

### THE UNIVERSITY COMES TO THE ST. LUKE'S CLASSROOM

Veteran teacher Kim Allen, who teaches 8th grade homeroom, social studies, and Spanish at St. Luke's, recently got a "brain boost" when she enrolled in a philosophy course at the New School University in September. A refreshing change from the traditional pedagogical regime of graduate school, the course in "Human Nature, Social Inequality, and Violence" evolved into fascinating intermingling of the "academy" and the "profession." Kim found that the ideas of Confucius, Darwin, Marx, and Chomsky, along with current research on the brain, had interesting

applications in the school setting. Especially when discussing current biology in the readings of popular Harvard psychologist Steven Pinker, examples from the St. Luke's classroom so intrigued Professor Karsten Struhl that he offered to teach a mini-class in philosophy to our 8th grade in February. Kim will continue to collaborate with Mr. Struhl and plans to attend a week-long summer institute in June led by the Learning and the Brain Society, and co-sponsored by programs focused on brain research at Harvard, MIT, Stanford, Yale, and other institutions.

## Diversity Committee Stimulates Cross-Cultural Dialogue

The Diversity Committee of the Parents Association has been active again this fall. They have sponsored two interesting and informative meetings. Parent and author Nancy Matsumoto provided parents with a brilliant presentation on "Children and Body Image." Ms. Matsumoto, mother of Sandy Vingoe, Grade 6, is the co-author of *The Parent's Guide to Eating Disorders*, Guerze Books, 2007. She is co-chair of the Diversity Committee for the 2007-2008 academic year. All in attendance learned a great deal and received many hand-outs and other reference material.

"Globalization Begins at School and At Home: Learning from the Cultural Collisions and Collaborations of our International St. Luke's Families" included a presentation by Sambhavi Lakshminarayanan, featuring some of Sambhavi's thoughts about Thomas Friedman's book *The World is Flat*, and also her reflections on a recent business trip to her native India. Parent Karen Fausch moderated a panel of international parents at St. Luke's who talked about values, international education, and travel experiences.



Parent panelists at Diversity Committee international event

# FALL 2007 SPORTS UPDATE

The volleyball team was undefeated and won the DISC Tournament.

The soccer team won 2, lost 4, tied 1, had 1 rain out, and came in 2nd in the St. Luke's Invitational Tournament.



Lower School PE class

If you learn in a school where everybody knows your name, then you also learn in a school where everybody is above average, for excellence is found in the breadth of our ability and the magnitude of our personality. . . . We strive to offer such a community: where more than one adult can correct, more than one adult can comfort, and more than one adult can praise.

—Bart Baldwin

# Continuing Education for Faculty

*By Elon Rosenberg, Grade 4 homeroom teacher and Religious Education*

The Parents Association awards grants to teachers as a means of enriching the curriculum and allowing teachers to get first-hand experience with the places they teach about. Due to this generous funding, I was able to spend a couple of weeks on an amazing trip to India this past summer. In my grant proposal I wrote that my focus was to visit religious sites, especially Hindu and Buddhist places that I teach about in Religious Education.

With an estimated population of 1.12 billion and an area of 1,269,009 square miles, I decided the best way to see what I wanted (after some advice from Indian friends) was to focus on the middle regions. My trip began in New Delhi, the capital. New Delhi, with a population of 13 million, and sites spread out around the city, was exhausting for a traveler coming off a 14½ hour flight and very little sleep. Still, I was instantly impressed by the religious and architectural diversity of the sights I saw, from the modern Bahai Lotus Temple to Qutub Minar, India's oldest Mosque (12th century) featuring the world's tallest brick minaret (72.5 meters). The city also features the colossal Red Fort that dates back to Mughal power and the final resting spot and memorial of Mahatma Gandhi. When in the very room where Gandhi met with leaders like Jawarhalal Nehru to finalize India's independence, especially on this, the 60th anniversary, one cannot help but grasp some of the hope he had for India.

My next stop was Jaipur, the Pink City, with a vast assortment of Rajastani mahals (palaces) that indicate the amount of wealth that the rulers of this area had. The most impressive was the Amber Fort (pronounced Amer) decorated with beautiful art and gardens. The town also included Jantar Mantar, an outdoor observatory with fourteen geometric instruments, including sundials for both daily and monthly time, and tools to predict eclipses and assess astrological information. The largest of these was 90 feet tall.

Agra was my next destination, and let me just say the Taj Mahal is definitely breathtaking. It is actually a mausoleum built under Mughal Emperor Shah Jahan in memory of his favorite wife, Mumtaz Mahal. This act of love eventually used up so much of the empire's wealth that his

son, spending his final days gazing upon the Taj Mahal, put Shah Jahan under house arrest at the Agra Fort across the river. Having looked upon the architecturally perfect domes and the beautiful inlay details, I would have to say that it may have been worth it.

Two Hindu sights that I originally thought of when planning this trip were the temples of Khajuraho and the ghats along the river Ganges in Varanasi. The temples of Khajuraho which are mostly Hindu (some are Jain) are decorated almost entirely on the outside by the pantheon of Hindu deities including Brahma, Shiva, Vishnu, and Devi (female goddesses) forms. 22 of the 80 temples built in Khajuraho in the 10th century still stand today.

This UNESCO World Heritage Site ranks as one of the most astounding I have seen, and the most relaxing place I visited on my trip.

Varanasi (also called Benares) is considered the most holy city by many Hindus, and many pilgrims from around the world come to bathe in the sacred (and highly contaminated) waters of the Ganges. The biggest highlight of my trip was taking boat trips along this river. From the boat one can see people come out for prayers, ritual bathing, and cremation ceremonies. It seemed rude to sit in the boat viewing these most personal moments for the pilgrims, but these people seemed to just ignore the tourists and go about their religious ceremonies. The architecture along the ghats of



*The city of Varanasi along the Ganges River*



*Mr. Rosenberg and the Amber Fort (near Jaipur)*

Varanasi is beautifully decorated with paintings and is home to many temples.

The final main stop of my trip was to Bodh Gaya, the very place where Siddhartha Gautama became enlightened under a bodhi tree, and shared his teachings as the Buddha—the Enlightened One. This town houses the Mahabodhi Temple where a sapling from the original bodhi tree sits. Many pilgrims, both Buddhist and Hindu (since the Buddha is considered by some to

be an avatar of Vishnu), come to visit Bodh Gaya, and the various monasteries put in place by their homelands. One can walk a square mile and see numerous monasteries representing various countries throughout Asia, including the Japanese Indosan Nipponji temple where I paused for meditation.

The most impressive aspect of India, of course was the people. I spoke with many people who varied in class, age, religious affiliations, and political parties. Some would

be impressed that I came from such a rich wonderful country like the United States, while others would just shake their head with a negative look on their face.

Wherever I went, children followed me. It was as if there was a neon sign above my head saying in Hindi, “I work with children.” Some of the children wanted to practice their English, while some were genuinely starving and wanted food. One cannot go to India without being genuinely shocked by the level of poverty experienced by people. The most horrible places were the train stations, where there was often little room to walk around the families lying on the floor. This is a definite juxtaposition against the beautiful mahals and well kept gardens I walked through on my trip.

My time in India has left a permanent imprint on me. I can’t wait to start my Hindu unit so I can show some of my own pictures of deities along the Ganges River. I will be able to say, “When I was on the boat along the Ganges River with the sun just coming up at 5:30 am, Hindu pilgrims were just descending into the water by the steps. Look, you can see in this picture.” Having been there makes the teaching experience so much more powerful, filled with stories and my own images. Thank you to the Parents Association for providing this opportunity for me.



*Elon Rosenberg appreciates the Taj Mahal*

# Animated Japanese Film Inspires St. Luke's Students to Fight Nuclear Proliferation

By Kim Allen

No one ever expected a popular medium like a Japanese animated film to passionately inspire a group of teenagers to become historians, as well as guardians of the future. However, St. Luke's School was honored to screen such a film for its 7th and 8th graders on September 14, 2007, a fitting tribute to the mood of remembrance and respect that always graces the 9/11 anniversary.

Thanks to the connections of parent Mutsuko Suzuki (Pauline Ceraulo '08) with the Japanese organization Kids for the Future (KFTF), we showed an animated chronicle of the tragic events in Nagasaki in August of 1945. Three years ago, Mutsuko also arranged for a survivor of Hiroshima to speak in chapel, where two of our Japanese students also read poetry in a memorial service. Because of the difficulty of depicting the devastation of nuclear weapons, the animated movie, "Nagasaki Angelus Bell," also proved to be an excellent medium for teaching students the history of this dark chapter in world history. Framed as a story of heroism, it traces the true story of Dr. Tasuichiro Akizuki, an idealistic young doctor who valiantly tries to heal the sick as the true extent of the devastation, including radiation sickness, becomes known to him. Renowned Japanese filmmaker Seiji Arihara, who made the movie in commemoration of the 60th anniversary of the war, depicts these events in a way that teaches the facts and inspires students to take action.

In the discussions with our Japanese guests following the film, a penetrating dialogue took place. We were told that such frank conversations do not take place in Japanese classrooms, in part because of their educational tradition, but also because nuclear weapons are still taboo, a subject of shame in Japan. The director of KFTF, Yoshi Sakai, emphasized that rather than focusing on who was responsible for the destruction in WWII, the Japanese people now want their experience to inspire all countries

to banish nuclear weapons. His mother is among the many elderly survivors of the atomic bombs. Much of what was depicted in the film was new to our students, and they became deeply concerned about the way in which the issue of nuclear proliferation has taken a "back seat" to other pressing security issues. At their first Amnesty International meeting this fall, they enthusiastically wrote letters to their senators opposing the \$150 million Reliable Replacement Warhead program, and in support of a bipartisan "bill to require a comprehensive nuclear posture review" (S. 1914). This same letter was offered to and sent by visitors to the Amnesty table at the Christmas Fair.

The screening of "Angelus Bell" proved to have much more resonance in the world community than we had ever expected. Inspired by the students, parent Lydia Andre (Nick Wilson, '08) volunteered to help promote the film. It was screened in October at

the United Nations, one of the few other places besides St. Luke's where the film has been viewed in the United States. News about our discussions and letter-writing campaign reached the Nagasaki survivors when they met with the director in November. He wrote to our students to describe the event:

"I made this animation to deliver the message so that the young generation like you can learn the tragedies of wars and nuclear weapons and stand up for peace. . . . On November 22, I saw many survivors. I reported your action and the letter you received from Senator Clinton. About 100 people participated and were surprised at your action. They clapped their hands in appreciation. It was a beautiful scene."

Our students wrote back to him. Nick Wilson ('08) said "it is great to know the work we are doing is really having an effect on people. My classmates and I are trying to stop nuclear weapons." Abby Dugan ('08) wrote: "Please tell the Nagasaki survivors that we support them," and Lily Yarborough ('09) eloquently stated:

"Your movie was deeply penetrating, but somehow strangely exhilarating. It showed us a new chance to do some good in our world, a chance where we can work together. The survivors of the nuclear bombing are some of the bravest people I have ever encountered. . . . We can only hope that all the horror of WWII will stay as a constant reminder about how peace is the best path."



Students writing letters during lunchtime Amnesty International meeting

# Faculty NEWS



Alden Sawyer Resch was born on August 5, 2007 at 1:59 am. He weighed 7 pounds, 6 ounces, and was 20½ inches long. The happy parents are Grade 3 teacher [REBECCA ES-LER](#) and her husband Gary Resch.



[DAVID RECHT](#), Grade 2 homeroom teacher, and [ALICIA HOWARD](#), Upper School teacher, are the elated new parents of Atticus Isaiah Howard-Recht. He was born on August 17, 2007. Ms. Howard, on maternity leave this fall, returned to the classroom in January.

## Former Faculty

[METTRIE DORSEY](#), Kindergarten teacher, 2003–2006 gave birth on September 12, 2007, to a baby girl: Isabelle Dorsey Lari. Isabelle weighed 6 pounds, 1 ounce. Mother, baby, and father, John Lari, are doing well. Mettrie is staying at home for now, and is also consulting on school selection for the Parents League of New York.

[REBECCA SILLITOE](#), Grade 2 teacher, 2005–2007, welcomed her son Leighton Michael Joseph Sillitoe into the world on October 23, 2007. He weighed 7 pounds, 11 ounces. Ms. Sillitoe visited St. Luke's School this fall so that children, faculty, and administration could meet Leighton.

# Alumni NEWS

[EMILIANO ENEA](#) '90 has recently returned from his fourth deployment—15 months to Baiji, Iraq. After graduating from high school in 1994, Emiliano lived in Italy and served in the Italian Army until 2003. In 2003, he joined the U.S. Army and has been to Kosovo, Afghanistan, and twice to Iraq. He now plans to begin a career in law enforcement.

[JONATHAN KERN](#) '94 graduated in June 2007 from Columbia University's MFA program in playwriting.

[DANIEL A. METRAUX](#) '62 is the proud grandfather of Madeleine who was born on September 20, 2007. Dr. Metraux has published the book *China Today*. He was elected to the Virginia Soil and Water Conservation Board in November 2007.

[WILLIAM SANDERS](#) '81 lives in Seattle with wife Lisa and daughter Katie.

[PAMELA WINFIELD](#) '81 is Assistant Professor in the Department of Religion and Philosophy at Meredith College in Raleigh, North Carolina.



*Alumnus Joe Valinoti (left) and classmates post-commencement c. 1954*

## In Memoriam

We record with sorrow the death of the following members of the St. Luke's community and extend our sympathy to friends and family.

[JANE PASANEN](#), mother of Anne '77, Jennifer '78 and long-time warden at the Church of St. Luke in the Fields—October 22, 2007.

[ANNA MINOT WARREN](#), mother of Michael Franz '59—June 2, 2007.

# Annual Fund

## UPDATE

The 2007–2008 Annual Fund is well underway with the success of fall and early winter appeals. Thanks to the efforts of Annual Fund Chair Lydia Andre, we've passed the midpoint in our fundraising year with 44% of parents making a gift or pledge.

The Annual Fund is the heart of St. Luke's fundraising efforts. Every dollar is vital and helps to support teachers' salaries and benefits, field trips and athletic teams, art supplies and computers—all of the 'extras' that make a St. Luke's education special. It is our hope that each family will contribute to the Annual Fund to the best of its ability. If you have not done so already, please make a gift to help boost your class' participation level.

## SAVE THE DATES!

Spring Benefit  
Thursday, May 8, 2008

Young Alumni Night  
Classes 2004–2007  
Friday, May 16, 2008

Diversity Committee  
Panel of Alumni  
Thursday, May 29, 2008

Please take a few minutes out of your busy day and tell us what you're doing so that you and your classmates can keep up with each other. Include things like where you attend school, work, or live, plus births, marriages, interesting trips or hobbies, and awards or honors. Email your remarks to [crataczak@stlukeschool.org](mailto:crataczak@stlukeschool.org).

# Christmas Fair 2007

On a perfect winter day in December, record crowds arrived at St. Luke's to enjoy the Parents Association's annual Christmas Fair. Thanks to the tireless efforts of co-chairs Lisa Barry and Alva Rogers, the committee chairs, and the many volunteers who staffed rooms and tables during the event, the day raised over \$50,000 in support of the St. Luke's School Scholarship Fund.

