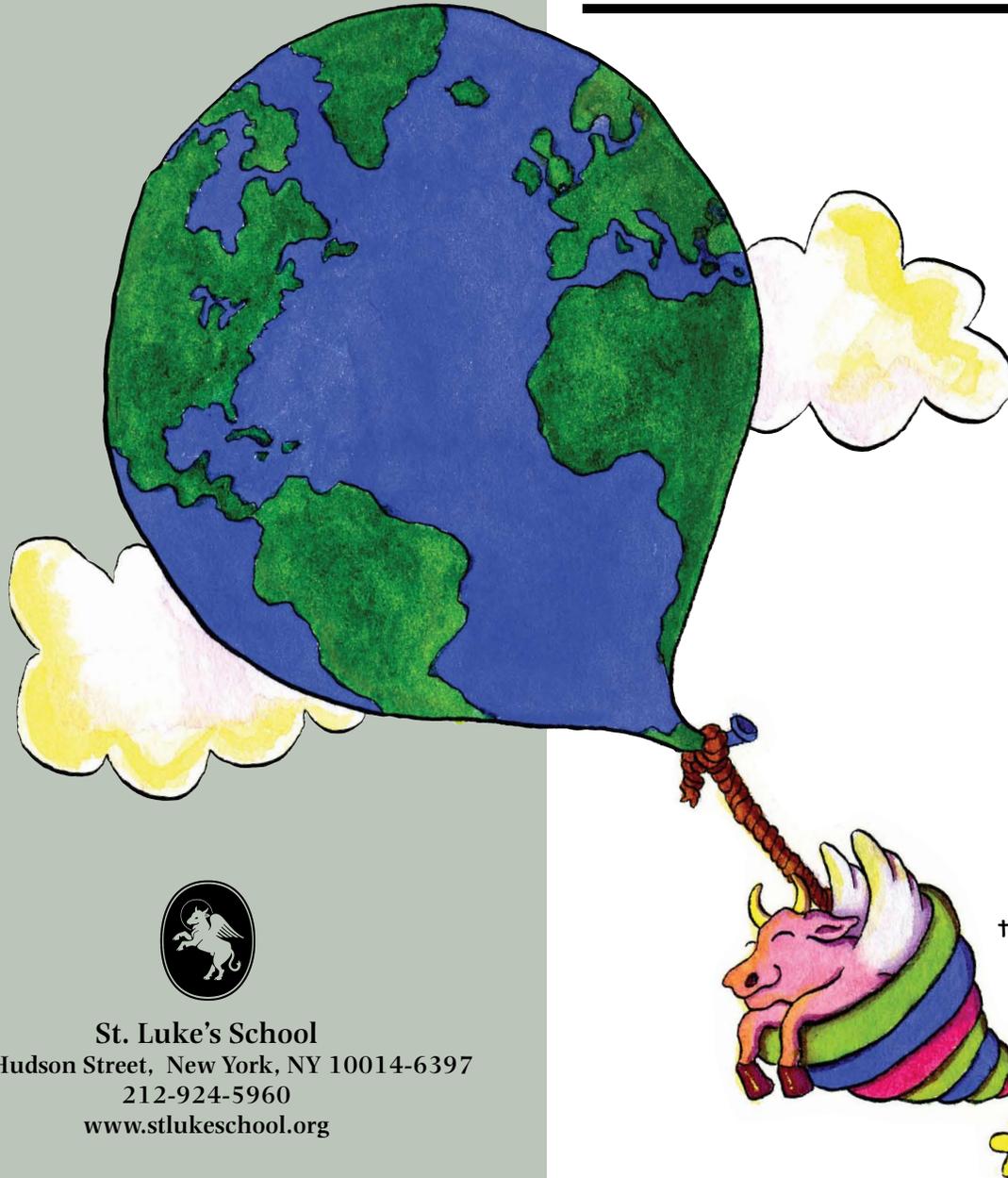


Oh, the Places They Go:
St. Luke's School and the World

The Winged Ox

Winter 2010

Tales from St. Luke's School



With Apologies to Dr. Seuss

By Paulette Bogan

Parent of Sophia (2008), Rachael (2010), and Lucille Johnston (2012)

Author and illustrator of numerous children's books including
Spike, Chicks and Salsa, and *Lulu the Big Little Chick*.

Oh the places they go, oh the places they see,
in a book, on a plane, on the web, or at sea!

St. Lukers are travelers, in school and out,
they sure learn a lot, while they're traveling about.

Ms. Howard, Ms. Lewis, they teach us World Lit,
migrant workers, Ms. Allen is their advocate.

Mr. Trav goes down under, uptown Grade two,
on the Lower East Side, immigration, Who knew?

Newcomers High School, and Human Rights Day,
Lower School French, Ms. Milks says, "Olé!"

Ciao Mr. Adams, to Italy he flew,
oh the places they go, oh the things that they do!

Building a pyramid? Ask Mr. Snyder.
He'll tell you how big, make it small, make it wider.

Ms. Eisman's library, a world in itself,
through books you can travel, (put it back on the shelf).

Ms. Biemond plays music, on the web far and wide,
in St. Luke's you will travel, there's no place to hide!

St. Lukers are travelers, now you all know,
the places they see, the places they go!



St. Luke's School

487 Hudson Street, New York, NY 10014-6397

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www.stlukeschool.org

Dear St. Luke's School Community:

"Congratulations," begins Dr. Seuss in *Oh the Places You'll Go*, "Today is your day. You're off to great places! You're off and away!" It is the perfect *bon voyage* for any journey, and especially appropriate for the journey of a St. Luke's School education, which does, indeed, take us many places.

As you will read in this edition of *The Winged Ox*, we have teachers, students, and faculty who travel the world, and they bring back a deeper understanding of the art, culture, and the science of those places. But a global perspective is about more than travel; it is about understanding the beauty of another's heritage, the realities of another's life, and the glory of another's history. So our students begin studying world literature as they learn to read. Each year, they study a culture in depth, not just memorizing facts, but recreating traditions, studying original art, and speaking to indigenous peoples.

As our students' learning expands, we also expand their view of the world and the impact that we, as global citizens, have upon it. So, a study of developing countries will also include information about various sustainable and renewable economic and agricultural initiatives supporting them. When students learn about a country's struggle for individual rights, they also learn how they might support those efforts. And when our students communicate through art, music, or drama, they are as apt to use a form from an eastern as a western country.

All of this arises from our school's Mission Statement that concludes, "We will have prepared [our students] to be good stewards of the world's resources – responsible, caring members of one global human community," which, in turn, has been beautifully summarized by Dr. Seuss. "You're off to great places! Today is your day! Your mountain is waiting. So ... get on your way!"

Such is a goal of a St. Luke's School education. May it always be so.

Bart Baldwin
Head of School

Sculpture by Jean Li Spencer
and David Lampietti.



Science Erupts in Sicily

By Matthew Adams, Upper School science teacher

In our study of earth science, students learn about volcanoes. I had never seen a real one before the grant from the St. Luke's School Parents Association provided me the opportunity to study in Sicily this past summer. We landed in the town of Catania, on the eastern coast of Sicily, in the shadow of Mt. Etna, one of the world's largest and most active volcanoes, and then traveled to the town of Taormina, in the province of Messina. At 200 meters above sea level, Taormina offers breathtaking, panoramic views; to the east lie the cobalt waters of the Ionian Sea while to the west loom the slopes of Etna. Taormina also boasts one of the most celebrated ruins in Sicily, the Greek Theater that dates from the second century AD.

My guide, Giuseppe, picked me up early for what was to be a day-long hike on Mt. Etna. We stopped in a tiny shop in the village of Linguaglossa, on the volcano's northeastern flank. Giuseppe spoke in Sicilian dialect to order sandwiches for our hike. Mt. Etna is in constant activity, with major eruptions occurring as recently as 2008. Giuseppe led me to the rim of one of the volcano's four main craters; I had a dizzying view into an enormous, bottomless maw. The grey-black slopes, steam, and stark white tree trunks – felled and piled like a giant game of pick-up-sticks – make this an otherworldly, lunar landscape. It is hard to imagine such force. We spelunked in an underground cavern formed by a lava flow in 1693. The day ended with an eight-kilometer hike through a narrow swath of forest where enormous pines stood as if in silent reverence.

From Taormina I drove north to the town of Milazzo, and a hydrofoil took me to the island of Lipari. The main Aeolian Islands – Lipari, Vulcano, Stromboli, Salina, and Panarea – arch out from the northern coast of Sicily, capstones of

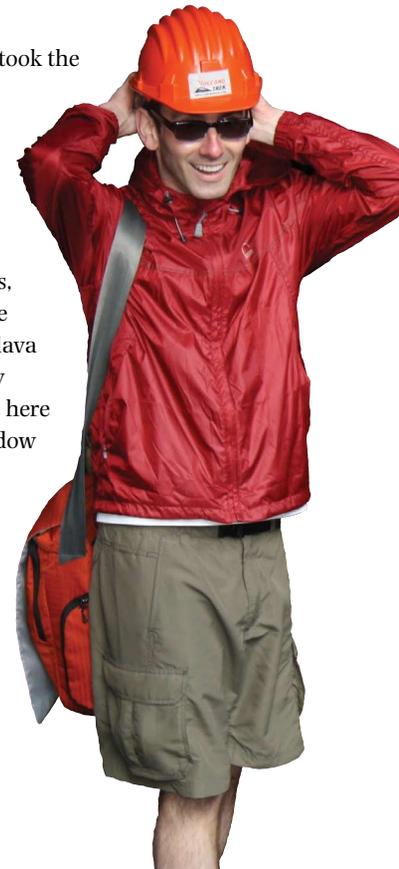


Mt. Etna in the background

an underground volcanic ridge of 125 miles. Pumice and obsidian rock has been traded and sold here for centuries. A boat took me to the island of Stromboli where I spent the day. After sunset we bobbed on the boat offshore, and our patience was rewarded with a spectacular Strombolian eruption. Another day trip took me to the islands of Panarea and Vulcano. On the latter island the therapeutic mud baths reputedly cure everything from eczema to arthritis, though the rotten egg smell kept me at bay.

From the Aeolian Islands I took the hydrofoil back to mainland Sicily, and drove south past Mt. Etna to Catania, a bustling city that has literally and repeatedly picked itself out of Etna's ashes. Many of its buildings, streets, and monuments are black, hewn from the very lava that has threatened the city throughout its history. It is here that my journey in the shadow of Mt. Etna ended. As my plane took off, I saw the smoldering giant one last time and reflected on the power of nature and all that I can now share with my students.

Spelunking in lava tubes





A WORLD of LEARNING

Math Down Under

By John Travaglione, Grade 7 homeroom and Upper School math teacher

Forty-one hours after I departed from my home in Williamsburg, Brooklyn, I arrived in Perth, Australia. After a challenging trip, I had a long weekend to adjust to the time change as well as the winter weather before the start of The Australian Association of Math Teachers (AAMT) Conference. Beyond touring the western frontier city of Perth, I was also able to take a cruise out to what many people in Perth consider their year-round playground off the coast: Rottneest Island. Although the morning ferry wound up being cancelled due to the rough winter waters of the Indian Ocean, I was able to depart later, and arrived on the island greeted by sunshine and little Australian animals called quokkas, not as cute as koalas or kangaroos, but interesting in an entirely different way.

Lyn Spyropoulos, St. Luke's School's Upper School Head, is from a large Australian family. She arranged for her sister Margaret to show me around the town on my last day in Perth, and then drive me to the seaside town of Fremantle where the AAMT Conference was taking place. Although it was founded back in 1829, Fremantle's first worldwide exposure came in 1987 when it hosted the America's Cup yachting race. After a wonderful day with my local hosts, and a lunch of fish and chips, I began reviewing the conference sessions that I would be attending.

The AAMT holds the national conference biennially. Given that it was being hosted by the Western Australia delegation in one of the most isolated places in the world, it was a very intimate affair with approximately 300 delegates in attendance. When I attended the last conference in Melbourne, over 850 delegates were registered. Adelaide is the closest city to Perth, and it is approximately 1725 miles away. I was one of only 14 international delegates, and I believe I might have been entitled to the "farthest traveled" award, though there was one other delegate from North America (Canada).

To give you a sense of what I experienced at this math conference, here are some of the titles of the individual workshops I attended:

- Student Errors: Windows Into the Mind
- Teacher Input into the Australian Mathematics Competition
- Enhancing Student Engagement in Algebra
- Good Grief – My Parents Use Mathematics at Work
- Using Mathematics to Understand World Poverty
- Poker and Mathematics

As you can clearly see, the topics were eclectic. On one day I explored the need for math students to be engaged in examining critical global issues so that they could become more socially responsible citizens, while on another day I watched a tape of the International Poker Championships from Las Vegas in order to calculate the permutations that allowed a winner to be determined. Since students in Grades 7 and 8 at St. Luke's School participate in the American Mathematics Competition each fall, I was also fortunate to attend the conference session where representatives from the Australian competition spoke about how teachers could best prepare their students for their national contest.

One of the keynote presentations also stands out in my mind. The speaker implored the attendees to return to their classrooms and ensure that they were not only teaching mathematics, but also enabling their students to manage themselves in a classroom setting, fostering maximum participation, and helping all students to relate to each other. I believe this former Australian primary and secondary teacher would be very happy if he walked the hallways at St. Luke's School.

Enroute back to New York, I made a stopover in Brisbane and had time to enjoy the very balmy Queensland winter weather. Besides touring the city, I was able to get to Surfer's Paradise on the Gold Coast for a day at the beach, and I also attended my first Australian rugby match when the South Sydney Rabbitohs took on the home team Brisbane Broncos. Although the locals were not very happy with the final score, they still clearly enjoyed themselves that night. Those Aussies definitely know how to have a good time.

My gratitude to the St. Luke's School Parents Association for approving my grant proposal that allowed me to travel to this conference. I am already sharing some of what I learned with current students. I had interesting adventures, and think I now have a better grasp of some of the critical issues facing both American and Australian mathematics classrooms.



Brisbane Skyline
Mr. Trav on Rottneest Island

Around the School

Grade 1 celebrated Hanukkah by making and eating latkes



Halloween Dance

Junior Kindergarten and Kindergarten at Lessons and Carols



Roxy, dressed as the symbol of St. Luke, the winged ox, for the Halloween dance

Grade 4 class play, "Amazing States"



Grade 2 Learns About NYC Through Mini Trips

By Whitney Davis, Grade 2 assistant teacher

Grand Central Station. Top of the Rock. A Times Square skyscraper. Washington Square Park. The Apollo Theater. The Highline. When thinking of New York City, it is often images such as these that spring to mind. As New Yorkers, however, we are often immune to the majesty of our own city. Students at St. Luke's School enjoy the privacy, security, and serenity of the school block; ensconced as we are, it is all too easy to forget the world outside our school gates and this fabulously dynamic city in which we live and learn.

As part of the Grade 2 social studies curriculum, we investigate communities—and what better resource than the city that surrounds us! Over the course of the year, we take a field trip to each of the five boroughs. In addition, throughout the fall semester we have the opportunity to ex-



Visiting Rockefeller Center

amine different neighborhoods in Manhattan in depth in small groups of three children with the Grade 2 assistant teacher. Traveling on foot or by taxi, we arrive at our destination and spend time exploring the streets, noting the architecture, historical landmarks, shops, schools, parks, and places of worship—precisely those components of communities that we study in the classroom. These institutions naturally take on a new significance and relevance when experienced in person; the students enthusiastically gain a new understanding of and appreciation for their hometown.

What makes the mini-trips truly special is the activity that follows our neighborhood exploration. Drawing on the resources and contacts of the parents in the class, we arrange to visit different workplaces—an artist's studio, a bakery, a fashion atelier—where we interview our host and learn about his or her profession. We are given remarkable access to the lifeblood of creativity and industry that defines this city; this is what resonates with and inspires the children and helps them to make the connections that are so vital to their understanding of their world.

All of this and a cup of hot chocolate? Not a bad way to spend a morning. Not bad at all.



Cooking at Sant Ambroeus

The WORLD AROUND US



Grade 3 Learns of the Wider World

By Ronda Sowa, Grade 3 assistant teacher

After studying Native Americans of the Northwest Coast and the Great Plains, the Grade 3 curriculum moves into a study of immigration. This study focuses on why people immigrated to America, the difficulties they faced during their travels to our country, the history of Ellis Island, and the hardships faced and overcome by immigrants in New York City.

Students start by analyzing graphs to determine some of the reasons that caused spikes in immigration. One of the reasons studied is the Irish potato famine. The students focus on the cause and spread of the famine as well as the lifestyle changes for those affected by the famine. The class visits the Irish Hunger Memorial, a half-acre site in Battery Park City. The elevated memorial contains stones from each of Ireland's counties, as well as Kilkenny limestone that is 300 million years old and contains fossils from the ancient Irish seabed. On the site there also stands a ruined fieldstone cottage, stone walls, fauna native to Ireland, and a replica of what a ruined potato field looked like. This field trip gives the students some insight into what the barren fields and evacuated houses looked like during the time of the famine.



Grade 3 visited the Statue of Liberty enroute to Ellis Island

After studying the difficulties faced in an immigrant's native country, third graders learn that the struggles were far from over. In integrated drama activities, students "pack their bags" with only a few items: ones with great sentimental value as well as items that are necessary for life in a new country. They listen to stories of the hard times immigrants faced on the ships getting to America. The study of Ellis Island helps the students to see that immigrants faced more difficult times once they arrived in the United States. On a field trip to the Statue of Liberty and Ellis Island, the students learn of the process that 27 million immigrants went through after their journey across the ocean. The students are asked to relate to immigrants by imaging how they might feel if they lost the only possessions they packed to begin a new life. Through studying the physical and legal inspections, the students learn of the tests and questions immigrants had to face. They are able to understand why so many were scared.

Life after Ellis Island was not easy for many immigrants. Third graders learn about how immigrants faced many other trials and tribulations such as working long hours for low wages and living in crowded and unsanitary conditions. A field trip to the Lower East Side Tenement Museum makes these conditions very real for students.

This study of immigration helps the students expand their global awareness, understand the history of immigration, the impact it has had on New York City, and the rewards of perseverance.

Grade 3 in their Native American headgear



Ellis Island



Around the School

Grade 5 Egyptian Museum



Parent volunteers at a bake sale for Ilinge, South Africa

Writing letters at the Amnesty International meeting



Grade 8 students at the annual leadership retreat

Scenes from band rehearsal



WORLD CLASS TALENT

Alumnus Profile: Spencer Mason

St. Luke's School alumni travel, live, and work around the globe. Some have continued with community service projects, and others have found a new home in another culture. An alumnus responded to an email request to share his international perspective.

High Notes From Abroad

I attended St. Luke's School from the mid-60s to the early 1970s. I was a member of the boys' choir at school under Christopher Clark, who was very ambitious. He sent me on to the Berkshire Boys Choir which was made up of good boy choristers from different choirs all over the east coast and as far west as Ohio. I also sang in the children's choir at the Metropolitan Opera and the New York City Opera. In 1971, I jumped into a big part in Benjamin Britten's *Turn of the Screw* at City Opera and had a nice success. About five months later, my voice changed. Still, I participated in the shows that we did while I was at St. Luke's School, down in the basement in the Luther Lemon Auditorium.

From St. Luke's School, I went on to Friends Seminary where music continued as my major interest. For college and graduate school, I received my Bachelor of Music and Master's degree from the Oberlin Conservatory of Music. I'm a bass baritone. My principal teachers were Richard Miller, Dietrich Fischer-Dieskau, and Dennes Striney.

Foreign language study is really important for singers. I studied French at St. Luke's. I remember that my French teacher was elegant and attractive. I still love French, continued it in high school and college, and can move through France and French vocal literature without embarrassing myself too much. I speak German fluently, although my grammar is scandalous. I read more German books than English these days and write often in German. My girlfriend is German, as are some of my favorite writers.



Spencer Mason, bass baritone
Inset: As Eremit in *Der Freischütz*

An opera singer is an extraordinary animal that has been able to sing loudly enough to be heard over an orchestra, make beautiful sounds, and look and move convincingly.... simultaneously. I've sung lots as a soloist in a small German opera house over the last 20 years. I decided to sing overseas because, in my opinion, opera means little or nothing to most Americans. There are a lot more opera performances in Pforzheim, (the city of 100,000 where I work) than in Boston or Philadelphia. Opera in Germany was part of the post-war plan of a decimated country to subsidize art and the performing arts. In German-speaking countries, there are about 70 government subsidized theaters. I have sung over 70 roles here including Schaunard in *La Bohème*, The Sacristan in *Tosca*, Don Magnifico in *Cenerentola*, Count Almaviva in *Marriage of Figaro*, and the Tierbändiger in Alban Berg's *Lulu*. This season I'm singing the Eremit in *Der Freischütz*. I haven't sung in too many other exciting places aside from Pforzheim, but have appeared in Stuttgart, Mannheim, and Ulm.

On a personal note, I am divorced, have one 15-year old son, Dexter, and no pets.



WORLD LANGUAGES

The French Connection Reaches Lower School

In fall 2008, St. Luke's School initiated foreign language study in the Lower School. Now, starting in Junior Kindergarten through Grade 4, students study French. Research has shown that providing foreign language instruction in the early years reinforces children's creativity and flexibility in thinking. In addition, children who have worked with a language other than their native tongue develop a wider vocabulary and more natural accent when they later study a language for fluency, no matter what the language they learn. St. Luke's School ultimately chose to introduce Lower School students to French, one of two languages offered to older students.

St. Luke's School is fortunate to employ a dynamic teacher to develop and run the Lower School foreign language program. Madame Barbara Sicot grew up in Paris. She has her Ph.D from the Sorbonne and teaches every summer in the Middlebury College Language Schools in Vermont where her specialty is not only French language and literature, but also teacher training. Madame Sicot has taught at Mt. Holyoke College, Yale University, and in the immersion program in Fairfax County, Virginia. A recent resident of Brooklyn, Madame Sicot has Lower School students singing, speaking, reading, and writing in French. Parlez-vous français? Mais oui!



Madame Barbara Sicot

Mandarin and Beyond

By Jessica Soo, Director of the After School Program

When thinking about St. Luke's School's After School Program, exciting enrichment classes in cooking, drama, art, music, and sports often come to mind. Among the sketching and stage writing, acting and playing, and you will find world language classes, too.

In the last five years, offerings have included beginning Chinese, French, German, Italian, and Spanish. We also enrolled students in advanced classes for Chinese and Italian. These classes also incorporate many cultural elements from the countries that speak those languages.

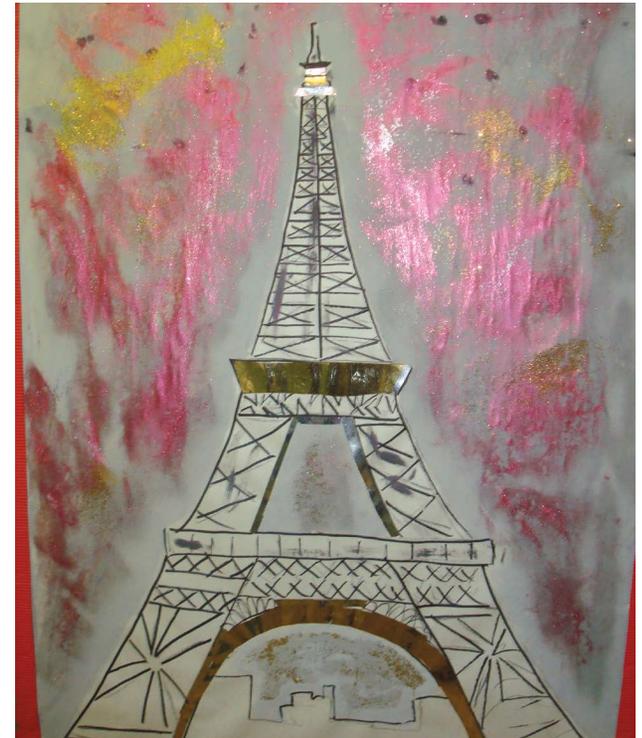
While the French, Italian, and Spanish classes focus their language study around common conversational topics and cultural study, the Chinese and German classes also incorporate a variety of other learning techniques. Stopping by the Chinese class, you will often find students playing a game, listening to music, or learning a festival dance. This approach to language learning captures the students' imaginations and takes them to a faraway land. The German class, on the other hand, concentrates on language learning through drama that includes scripting and acting a well-known fairy tale completely in German. The class is taught entirely in German, building on each student's creativity to develop a cohesive performance.

The After School Program's mission is to provide a safe place for students to explore their interests and talents, enrich their imaginations, and strengthen friendships and community. Whether it is through learning a foreign language, acting on the stage, or cooking a new dish, the After School Program is sure to be a vehicle to new places.

A drawing of the Eiffel Tower, by Paulette Bogan and Deborah Sankey, was part of our "One World" Christmas Fair.



Mandarin class in the After School Program





St. Luke's 2010 winning basketball team



Grade 6 boys aiming for the basket

WIDE WORLD OF SPORTS

St. Luke's School Sports - My Great Experience

By Andrew J. Davidson, Class of 2012

I have been at St. Luke's since Kindergarten and for many years I watched the older kids playing sports in the St. Luke's School uniform and thought, "Someday that will be me!" Last year, in Upper School, I finally got to join the boys junior varsity basketball team. This year, I joined the volleyball team and also plan to join the softball team. Many of my friends are on the soccer team.

St. Luke's School gives you many opportunities in sports (and everything else). Our sports program here is a great learning experience for everyone. It helps you learn what your favorite sport is. It teaches teamwork and how to appreciate everyone's contributions because everyone on the team plays in every game.

Even though our boys junior varsity team last year went 0-6 in basketball, we all got better by the end of the season. We lost our first game by fifty points (not a great day), but we lost our last game by only one point. Our class spent most of our free time talking about the basketball team. It was like we all had basketball fever. Everyone loved playing the games. I look forward to playing in a great second season this year.

We have been practicing our shooting on the playground, so watch out for us in January because we will be a much stronger team. And, you all know how fierce the girls' basketball team is. They seem to win all the time.

We are finishing up volleyball season and our junior varsity team has a winning record!

We are coached by Ms. Rapp, who has been the athletic director and physical education teacher at St. Luke's School since 1985. She knows everything there is to know about sports! Our team is confident going into every game, and we have great team spirit. We all get a chance to be captain so we all get to feel how it is to be in charge of the team. We are excited to play in the DISC (Downtown Independent School Consortium) tournament, where the downtown independent schools battle it out.



Our junior varsity soccer team is also phenomenal! It is coached by the great Mr. Bitterman, our new physical education teacher and coach who started last year. The soccer team has been great. Almost everyone comes back happy from the games. The soccer team is very talented and they should make a good showing in the DISC soccer tournament that will be hosted by St. Luke's School.

Mr. Bitterman does not get to hang up his coach's uniform because he also coaches the softball team's spring season. There is a rotation of nine players every few innings. Everyone bats and fields no matter what skill level. I look forward to playing later this year.

The best thing about the St. Luke's sports program is being part of the team. Win or lose, each team is proud. When you are out on the field or the court, there is nothing like hearing the cheers of the Lower School kids. I know just how they feel and someday they too will be wearing St. Luke's blue.

"The best thing about the St. Luke's sports program is being part of the team."

CHANGING the WORLD



Human Rights and the Partnership with Newcomers High School

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

For many years, St. Luke's School Upper School students have held an annual Human Rights Day. This is 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 students represent many nations. Newcomers teacher and current parent Julie Mann (Sasha Abner, Class of 2019) 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 hu-



Julie Mann and Kim Allen, teachers and activists, lead Human Rights Day

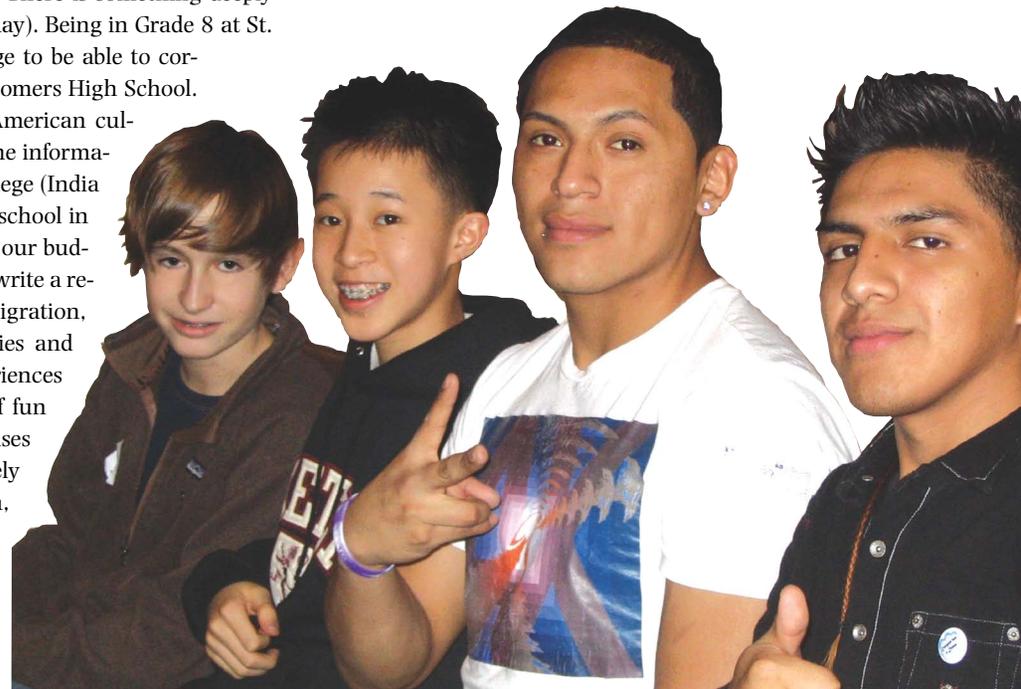
man rights work. They often see the same films and work on similar projects. Newcomers travel to St. Luke's on Human Rights Day to meet with their buddies, learn more about a selected human rights topic, and to celebrate the anniversary of the signing of the UDHR.

Human Rights Day at St. Luke's School culminates with a special Human Rights Chapel. Newcomers students join St. Luke's students in presenting readings from Eleanor Roosevelt, Gandhi, Angelina Grimke, and Martin Luther King, Jr. 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." The students explain this best:

Since the invention of email and AIM, not too many people find sending letters efficient anymore. There is something deeply thoughtful about receiving one (Ray). Being in Grade 8 at St. Luke's, we have the great privilege to be able to correspond with students from Newcomers High School. (Stella). It helps them adapt to American culture, learn English, and acquire the information they will need to go on to college (India R.). In March, we will go to their school in Astoria, Queens, and get to know our buddies better (Athena). We will also write a research essay in the spring on immigration, which is why we visit our buddies and interview them about their experiences (Paulina). We usually have a lot of fun together, but we also work on cases where people are being inhumanely treated due to their race, religion, or gender (Max). Receiving and sending our monthly correspondence teaches us about

what it is like to have lived outside of the United States and we learn more about our community. It is truly a rare experience (Matthew M.).

Since these letters are so personal, my buddy Ting and I have been able to become friends, even though this might not have happened with something like email (India R.). My buddy is Amina. She is from Bengal and is such a fun person to talk to. My letter was her first letter in the United States, which is pretty cool (Rachael). My buddy's name is Jiajung and he is from China. I told him that we were studying about historical and modern slavery (Kirk). Brijesh is from India and likes computers. He is kind and intelligent. The correspondence is really great, as it's interesting to learn about the life of someone who has recently come to the U.S. (Sandy). My buddy is from Bangladesh. It is a new experience to be able to talk to a young immigrant and I really appreciate the opportunity. Overall, I am so happy that I have the chance to talk to these interesting people and learn about the different lives of people new to the U.S. (Stella).



Alumni News

Suzanne Brancaccio '00 is studying for her Master's in art criticism and writing at the School of Visual Arts.

Elizabeth Dickey '80 received her Master of Divinity degree in May 2009 from McCormick Theological Seminary. She is currently interning as a hospital chaplain.

Amanda Nazario '91 has had a radio show on Washington Heights Free Radio (WHFR) and has also been a live DJ for the past three years since completing her Master's in 2007. By combining her experience with a background in writing and performing, she plans to install DJ equipment and an internet broadcast setup to mobilize a broadcast of music, local profiles, and interviews.

St. Luke's School Sponsors Alumni Facebook Page

St. Luke's School is now hosting a Facebook page for its alumni. Once you sign onto Facebook, search for St. Luke's School Alumni and look for our winged ox logo. The page is a great way for alumni to reconnect and post updates on their lives. In addition, it contains pictures of our graduating classes since 1949. We would love to hear from our alumni. Please contact the school either through Facebook, the alumni portal of our website, or by emailing Clint Rataczak, our Director of Development (crataczak@stlukeschool.org).

Visit me on Facebook!



Annual Fund

As of December 31, 2009, 128 gifts and pledges totaling \$143,693 have been received. Annual Fund contributions to St. Luke's School range from \$10 to \$10,000, and all members of our community – current parents, faculty and staff, alumni, grandparents, parents of alumni, and other friends – are asked to participate in making a gift each year. These gifts support all areas of the School and go towards critical expenses including faculty salaries and professional development, financial aid, academic programs, school supplies, and facilities maintenance. We understand that charitable giving is a personal decision. Gifts of any size are valued as we strive to reach this year's goal of \$225,000 by June 30, 2010. For more information, or to make a gift, contact Director of Development Clint Rataczak at crataczak@stlukeschool.org or 212-924-5960. Visit www.stlukeschool.org and follow the 'Support St. Luke's' link to make your gift online at any time.

In Memoriam

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

Francine Fymat, former St. Luke's School faculty member and mother of Valerie '82 – July 19, 2009.

Francis Mason, father of Spencer '72 and Leslie '75 – September 24, 2009.

Alan G. Straus, husband of Katherine Schoonover '67 and father of Abigail Straus '07 – December 24, 2009.

Parents Association

Fall is always a busy time in the life of the Parents Association, and this year was no exception. The Welcome Reception kicked off the new school year in early September as new and returning parents, faculty, and staff enjoyed an evening together. Each October children and parents look forward to a spirited evening at the Halloween Dance. Many thanks to co-chairs Lana Ogilvie and Susan Petrie-Badertscher for making this year's event a ghoulish good time. Thanks to Diversity Committee co-chairs Joëlle Duffy and Lauren Ryan, parents and students enjoyed the first evening presentation of HERvoices at St. Luke's School. Under the leadership of Outreach Committee co-chairs Pilar Esperon and Ulrika Ekman, the Thanksgiving bake sale raised significant funds for the AIDS orphans whom we support in Ilinge, South Africa as our school-wide community outreach project. The holiday season at St. Luke's could not begin without the Christmas Fair! Heartfelt thanks to co-chairs Marian Baldwin and Cindy Nelson for making One World Christmas a success. We also wish to thank the many parents who contributed their time and energy and helped create these events that we all enjoy.

Save the Date!
Spring Benefit
Thursday, April 22, 2010
Diane von Furstenberg Studio





A WORLD of OPPORTUNITY

It is a St. Luke's School tradition that an alumnus/a present a speech at the year-end Recognition Chapel. Since Sara Balin's speech celebrates not only her own graduation but her commitment to travel and excitement about teaching overseas, we waited to publish her thoughts in this edition with the global theme.

Good Morning! I'm **Sara Bailin**, Class of 2001, and I'm so happy to be speaking to you on this special day. It is hard to believe that eight years ago I was sitting in the same pews you are in today, in shock that I was graduating from St. Luke's School. I mean, as eighth graders we were at the top of the ladder, we ruled the school, and were really cool (at least we thought so). I remember thinking at 14, "How can it get any better than this?!" Well, today I would not only like to highlight and remind you of all that you have achieved up until now, but I also want to touch on the incredible opportunities that lie ahead.

Graduating from eighth grade I had no idea how the educational experiences that I had gotten both in and outside of the classroom at St. Luke's would have such an influence on me in the years to follow. To this day my best friends are those I have known since Junior Kindergarten. We still reminisce about making papier-mâché masks with Ms. Tompkins; the skits we used to put on in Ms. Milks' modern language classes, or the soccer and basketball rivalries we had with VCS, Friends, Little Red, and Grace Church School. These experiences allowed me to explore my interests, reach my true potential, and provided me with life lessons as simple as learning the importance of treating others the way you wish to be treated.

When asked to speak at this occasion I knew I wanted to highlight all the awesome and fun memories I have from JK to Grade 8, but unfortunately I think my time limit is not long enough for all of that. It was a hard choice when deciding whether I wanted to highlight the exploration of Ancient Egypt with Mr. Snyder, expand upon the homerun competition in Mr. Trav's

math class, or the amazing opportunity I had to work with Kosovo refugees through Amnesty International with Ms. Allen. However, despite some of these more recent memories from my St. Luke's "archives" I have to go back to around the time...you were born. (I can't lie; it's kinda crazy to be able to date myself like that).

I would like to talk about a project I did in third grade called "Flat Stanley." It is a class project where students have the opportunity to connect to and learn about different countries and cultures around the world. Each student designs his or her very own "Flat Stanley," a flat paper doll, then sends him to a family member or friend traveling to a foreign destination, who helps to document Stanley's travels by taking pictures in front of monuments, among well known art or architecture, or sitting at a café among the locals. I remember sending mine with my aunt knowing that she was about to travel to Istanbul. The idea of this project has stayed with me until today because of how much it symbolizes the different paths that you will travel when you leave St. Luke's School as alumni. Flat Stanley is a way of opening up conversations among cultures, allowing differences to become strengths of a friendship.

I had the opportunity to take part in a foreign exchange program in high school where I traveled to France, stayed with a family, and a week after my return hosted a student for an additional two weeks. In college, I had the opportunity to receive credit for a two-week course in the French Caribbean island of Martinique where I studied their history, culture, and experienced living with a host. Later in my college experience, I took advantage of studying abroad and traveled to West Africa where I lived and worked in Senegal for four months. I had no idea that those opportunities were ahead of me when I graduated from St. Luke's School, and it is through the initial travels of Flat Stanley that I realized how much is out there beyond the gates of the School garden, beyond the borders of New York City, and what lies across the Atlantic and Pacific oceans.

Your knowledge will only expand from here, your travels will increase, and your ambitions will become a reality. I just graduated from college two weeks ago and on that day I remembered the landmarks of both my eighth grade and high school graduations. As these cycles continue, friends go on to different high schools then to colleges, but the bonds you have made with students, faculty, and staff here can be carried with you forever. My next adventure is a 10-month teaching assistantship in Lyon, France...WHO KNEW! You are about to begin a new adventure as well. Keep your mind open, your friends close, and take advantage of anything that crosses your path. Pride yourself on being active and engaged and...get the most out of life. So, bonne chance and congratulations on officially becoming members of the St. Luke's School Alumni Association.



Ronnie, Emily, Sara, and Bob Bailin



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