

# The Winged Ox

Winter 2014

Tales from St. Luke's School

I was speaking recently with Elena Addomine (mother of Ale '11 and David '13), who is the Board of Trustees member shepherding our strategic planning process. She shared the following poem by Brazilian writer Fernando Sabino:

*Of all remained three things:*

*The certainty*

*That we are always beginning...*

*The certainty*

*That we need to continue...*

*The certainty*

*That we will be interrupted before finishing...*

*Therefore we must make:*

*Of the interruption,*

*A new path...*

*Of the fall,*

*A dance step...*

*Of the fear,*

*A ladder...*

*Of the dream,*

*A bridge...*

*Of the need,*

*An encounter...*

The poem had been emailed to her by a friend moments before our meeting, and as we read it, the poem seemed a literary talisman for the transformation we are undergoing as a school. St. Luke's School's 67-year history reflects the certainty of change. Begun as a parish day school primarily servicing the dockworkers who then inhabited the run-down properties that

largely defined Greenwich Village, the School consisted of two rooms in the church hall. Later, the School expanded into its own building, developed a strong academic focus with a clear social mission, and experienced several iterations of governance until becoming an independent Episcopal school just a year ago. Throughout its history, the School, as all sustaining institutions, has filtered change through the certainty of its mission and community.

And so it is today. We are in our second year of expansion with two Kindergarten and two Grade 1 classes. This new path has strengthened our School and energized our teachers who find joy in collaborating with other talented adults and harvest enthusiasm as they define what it means to be a "section" and a "grade" at St. Luke's School. For example, we don't refer to Kindergarten A or B, or Grade 1-1 or 1-2. Rather, after considerable reflection, we chose to call the classes by the lead teachers' names. So, a schedule may reflect Kindergarten L(azarin) or Grade 1 F(roman). Why? Because our grades and sections are characterized by people, not designations, and we did not want to create a system that transcended the caring adults who define it. It seems a simple decision, but it feels very "St. Luke's-y."

Now, we are in the process of designing our expanded facilities. In describing the proposed exterior, Architect Andrew Bartle (father of Harry '04 and Lily '07), principal of ABA Studios noted, "St. Luke's School does not have grand spaces. It has corridors and intersections. In fact, it barely has a lobby at all. And that will remain the same, I think. For St.

*continued next page*

# TRANSFORMATION



St. Luke's School

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Luke's School is not defined by its interior, but the way the School opens to and embraces the gardens and extends its wings to receive the Church buildings. Entering the School by walking through the historic block — even on rainy days — is one of the School's great pleasures."

As the teachers and architects collaborate to design the interior spaces, the conversations are about children and learning, more than halls and walls. "We need to have space for individual, small-group, and whole class instruction," several teachers comment. "We want informal gathering spaces for children and adults," others request, so St. Luke's School can continue to benefit from the serendipity of casual encounters. "And," note our early childhood teachers, "we need classroom bathrooms — as much as, if not more than, break-out spaces." "Well," they offer, "bathrooms often are break-out spaces when you are that young."

These are exciting and powerful changes, but we must be careful to realize that new class sizes, new governance, and new structures do not overwhelm the powerful changes that occur as we grow as a school and community. Whether we are talking about drama as a tool to change children's lives, how our character education program frames personal growth, the role of brain science in planning curriculum, or how powerful professional development expands a teacher's repertoire, we are discussing how change is both constant and forward-propelling in a vibrant community.

And so, if I may be so audacious as to both reverse and abridge Sabino's poem, I would posit that our encounters as a community allow us to build a bridge, erect a ladder, execute a dance step as we head down a new path together - with certainty.

Bart Baldwin, Head of School



## Transforming the Neighborhood: Citizen Science and Service

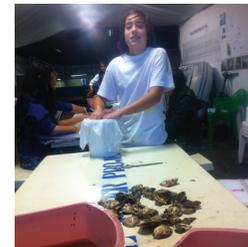
Marilyn Schiller, Grade 6 - 8 Science Teacher (family leave)

### The Daffodil Project



Watch for springtime daffodils blooming around the St. Luke's blocks – specifically Barrow and Christopher Streets, thanks to the effort of the Grade 6 earth science class. Combining service learning with citizen science, the students participated in the New York City Daffodil Project. The Daffodil Project was founded in 2001 as a living memorial to September 11. With nearly five million free bulbs planted citywide by more than 40,000 school kids, parks and gardening groups, civic organizations, corporate volunteers, and other New Yorkers, it is one of the largest volunteer efforts in the city's history ([www.ny4p.org/daffodil-project](http://www.ny4p.org/daffodil-project)). Our curriculum included what makes for happy city trees, shared learning with the Grade 6 partners in Grade 2, and tree pit cleanup with bulb plantings.

### Billion Oyster Project



Our Grade 7 life science class is participating in a two-year research project to determine beneficial sites to host baby oysters (spats), named the Billion Oyster Project. In the 1600's there was a bountiful supply of oysters in and around New York, which created wonderful ecological benefits to the area. Eventually, the waters became polluted and unfit for the oyster population and other marine life. Fortunately, because of the Clean Water Act (1972), the waters around New York have become hospitable once again to a range of marine life. The Billion Oyster Project (BOP) is part of a program to re-establish a healthy ecological environment in the area. Students measure oyster growth, observe water and site conditions, and monitor the quality of the water. This data is submitted to the Billion Oyster Project monthly. St. Luke's students are experiencing firsthand what it is like to be a scientist. Grade 7 also wrote a research paper on an aspect of the oyster. [www.billionoysterproject.org/about](http://www.billionoysterproject.org/about)

### 2013-2014 St. Luke's School Board

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## A Child's Transformation through Drama

Karen Butler, Drama Teacher

Theater really is all about transformation. An actor is transformed into a character; an empty stage is transformed into a new world. Drama is also transformative. Through drama, students can change their understanding of the world. Many educators in the field of dramatic arts stand firmly in one of the two camps. Those who focus on *theater* concentrate on the quality of the end result: a successful performance; those who focus on *drama* (also called *applied theater*) concentrate on the learning that happens through writing, improvisation, rehearsal, and dramatic activities that may or may not lead to a performance.



*We integrate both theater and drama into the curriculum at St. Luke's.*

By working on monologues, scenes, or plays, students endeavor to present pieces that transform the actor and transport the audience to another place. But by doing the work to prepare for these presentations, the students also learn empathy, collaboration, cultural understanding, history, and literary fluency. When students endeavor to write a play or a film, they engage both their analytical and creative minds. They research a subject matter and then pull it together with effective writing skills. Through this they transform their own understanding, and that of their audience. With their "living museum," Grade 4 students transform themselves and our library into a colonial village. Every year we witness Grade 3 students transform our community's understanding of Native American culture and spirituality through dances, improvisation, and storytelling at the annual Pow Wow.

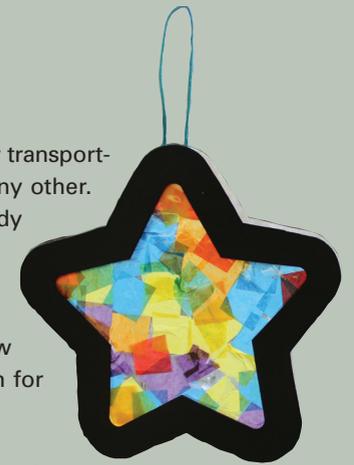


I am proud of the work we do here at St. Luke's. Through our program we teach to different learning styles. Kinesthetic, interpersonal, and linguistic learners have an opportunity to excel. Every student gains confidence through a positive experience in engaging an audience. And through it all, we are all transformed.



## Christmas Fair 2013

'Twas the Night Before Christmas. This year's Christmas Fair transported us into the holiday season with an experience unlike any other. Clement Clarke Moore's story decorated our halls, and Candy Land came to life St. Luke's-style in our dining room. Activities included gingerbread cookie decorating, a carnival for the child in all of us, the elf spa, fantastic holiday shopping, and riveting performances by The Puppet Company. The new addition of bouncy houses and pony rides guaranteed fun for all of our students and friends.



Many thanks to co-chairs **Jeannine Kiely** and **Ella Georgiades** for leading this extraordinary effort and to **Bianca Jebbia**, **D'Arcy Jensen**, and **Erika Teresko** for transforming the School into a winter wonderland. Heartfelt gratitude goes out to **Keri Talucci** and **Jennifer Anikst** for their dedication in creating a fabulous auction on Charity Buzz.

Serving as the St. Luke's School Parents Association's primary fundraiser, each year the Christmas Fair raises thousands of dollars that are donated to the School's scholarship fund and to enrich our academic program. As important as fundraising is to the day's success, the fair is also the one event on the School's calendar that brings together our entire community – students and alumni, current and former parents, faculty, parishioners, and neighborhood friends. The Christmas Fair remains a favorite annual tradition here at St. Luke's, kicking off the holiday season.



## LIBRARY PROGRAMS SERVE WORLD LEARNING

*Eden Stewart-Eisman, School Librarian*

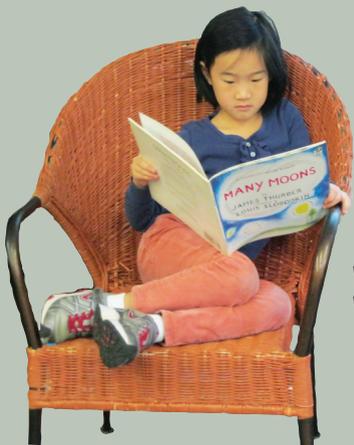
The Grace Sawyer Library supports and participates in Project Cicero. Since 2001, Project Cicero has put over two million books into New York City public school classrooms and libraries. Each year our library holds a book drive with help from students in Grades 4-6. The books are organized for pick up and distributed by Project Cicero volunteers to schools in need.

Most recently, with the continued leadership of Misa Butkiewicz and our committed library volunteers, the Grace Sawyer Library launched two new community service programs.

To model responsible recycling habits, we donate books that are discarded from our collection to Better World Books. In turn, they are resold to support various worldwide literacy initiatives.

In partnership with the P.S. 41 parent outreach committee (41 Cares), we donated 22 boxes of children's books to Bellevue Hospital Center for their pediatric literacy program, Reach Out and Read (ROR).

Having such dedicated library volunteers has allowed the Grace Sawyer Library to expand its commitment to local community service projects and reach out to and support our global neighbors.



[www.projectcicero.org](http://www.projectcicero.org)  
[www.betterworldbooks.com](http://www.betterworldbooks.com)

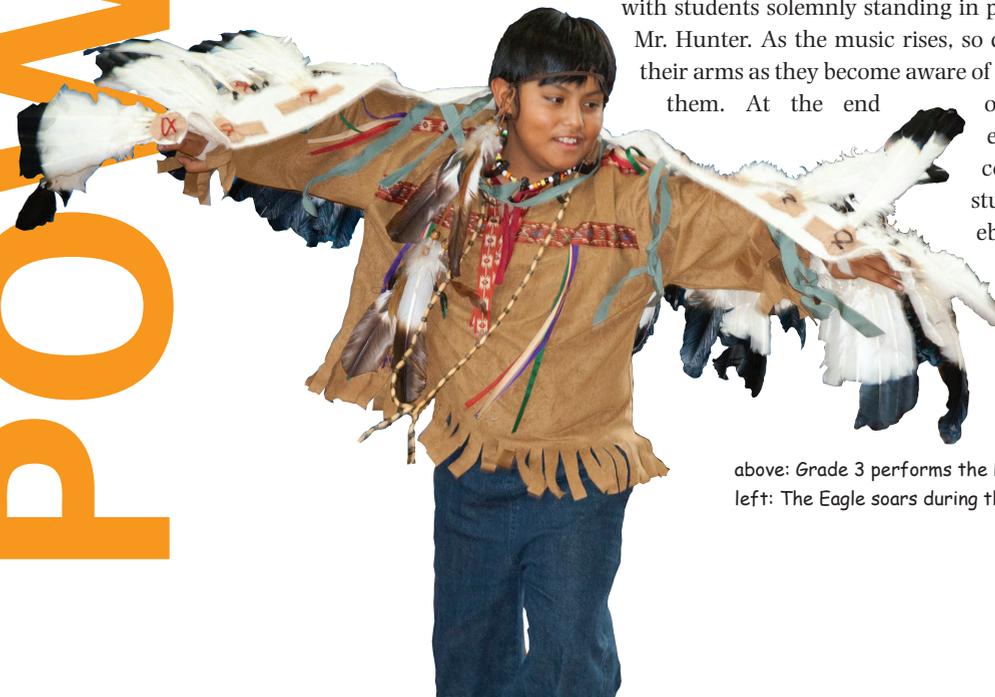
# POW WOW



Each year, Grade 3 students invite mentor and “wise elder” Charles Hunter to return and help them present a Native American potlatch as the culminating project for their social studies units. Working collaboratively, classroom teachers Sage Leonard and Amena Zavery, along with music teacher Ron Nahass, physical education teacher Joe Wood, and drama instructor Karen Butler, produce this celebration of Native American culture and universal values through word, song, and dance. This year, the students honored their partners in JK during the ceremony. The ceremony ends

with students solemnly standing in perfect formation behind Mr. Hunter. As the music rises, so do their heads and then their arms as they become aware of the soaring eagle within them. At the end

of the dance, they stand erect, silent, proud, and confident – honoring the students they are, and celebrating the young men and women they will become.



above: Grade 3 performs the Basket Dance  
left: The Eagle soars during the Animal Dance

## JK and the Science of the Brain

Jessica Welt, Junior Kindergarten Teacher



People often ask me, “What do you teach in Junior Kindergarten? How much could they possibly know? How much are they really capable of learning at that age?” Anyone who asks a question like that has never spent a day in our classroom. Aged four or five, the children in Junior Kindergarten may be small people, but they have complex thoughts and emotions. They surprise us every day. They are capable of incredible growth in just a few short months.

This year, we decided to try out a new program geared toward social-emotional learning through an understanding of our brains and bodies. We wondered if the material was too difficult for such young children, but decided to give it a shot. It turns out a JK student has a brain like a sponge, and soon the children were talking about the location and function of their prefrontal cortexes, their amygdalas, and their hippocampuses. Now, they practice deep belly breathing and meditation twice a day, training their minds to think first and act second, making mindful decisions. The breathing exercise is actually affecting the neurotransmitters in their brains, making them more likely to make good choices subconsciously.

The children are transforming themselves before our very eyes, not only physically, but emotionally as well. They have already come so far from the nervous newbies who entered the classroom on day one, clinging to their parents’ and caretakers’ legs for support. Now they barely offer up an acknowledgement as their grown-ups wave goodbye, so immersed are they in their learning. It’s only

halfway through the year and they are already so changed. We can’t wait to see who they will become.

*The children are transforming themselves before our very eyes...*

above: JK students discover new things together on the playground  
right: Our students learn lessons of teamwork through building together



Transformation in Learning  
Bobby Gomez, Kindergarten Teacher

This past summer, I attended the Summer Institute for Ethical Education Leaders organized by the Center for Spiritual and Ethical Education (CSEE). All sessions and discussions were valuable. The more I listened, the more it became clear that St. Luke’s is doing wonderful things, but more can always be done.

The Institute reminded me of our school’s mission statement. The St. Luke’s mission statement outlines that we are a school that seeks “to do something more.” To me, “something more” is character education. This refers to the approaches we use to help develop ethical and moral understandings of our world. Focus must be placed on character education, just as we focus on academic concepts and skills. Explicit actions around character education will foster transformational change towards a better world.

This year, my mission is to foster an environment that supports intrinsic motivation in students. Doing so in kindergarten can be as tricky as trying to teach a five-year-old to tie his or her shoes for the first time. The good news is that with patience, a vision, and passion all is possible. In our classroom, my fellow Kindergarten teacher, Bonnie, and I very purposefully help our students understand our school’s core values and foster social emotional skills in a warm, trusting, and supportive environment. By striving “to do something more” we are helping our students model respect, excellence, honesty, dignity, and compassion as they grow in their ethical and moral understandings of the world.

## ST. LUKE'S SCHOOL TRANSFORMATION

Jocelyn Bowman, Director of Capital Giving and Communications

### TRANSFORMATION

For almost seven decades, St. Luke's School students have entered a sanctuary in New York City that inspires their imaginations, challenges their intellects, and nurtures their spirits. Even as we transform ourselves in size (albeit from tiny to small), St. Luke's School remains committed to preserving the unique spirit of this special place.

#### ...that Honors Our Past

St. Luke's School is enriched by its history. Founded at the end of World War II, St. Luke's School was established by the Church of St. Luke in the Fields. The Church recognized the need for a school as young families moved into the neighborhood after the war. With the help of Trinity Church, St. Luke's School opened its doors in the rear wing of its Parish House on September 24, 1945, with 19 children and two teachers.

In 1955, the school building was completed, and a growing St. Luke's School moved into its new home, where it was comfortably situated for six decades. Throughout the years, the School continued to evolve, adding grades year by year to address demand.

In 2011 the School articulated a strategic plan that outlined the path that St. Luke's School needed to navigate in order to remain academically challenging by 21st century educational standards and to become economically viable as an institution for future generations.

During the strategic planning process, St. Luke's School identified its critical success factors for the next generation. These

goals served as guiding principles for decision-making in subsequent years. The School was challenged to:

- Maintain academic excellence
- Recruit, retain, and sustain excellent faculty
- Assure the vitality of "The St. Luke's Way"
- Identify and attain optimal enrollment
- Enhance facilities
- Expand our culture of philanthropy and stewardship
- Streamline governance and obtain independence

#### ...that Meets our Needs

The elements of our strategic plan are deeply embedded into the fabric of St. Luke's, but maintaining the focus on these standards helped to guide the board and administrative team during this period of evolution and transformation.

St. Luke's School has achieved two major milestones in the past year. The School announced its independence from the Church of St. Luke in the Fields in December 2012, becoming an independent school in the Episcopal tradition. In January 2013, St. Luke's School decided to begin our official expansion in the 2013-14 school year and matriculate a total of two classes of 18 per grade instead of one class of 23 per grade.

Our growing student body has inspired a growing vision. Although having two sections per grade allows us to decrease class size, the overall student body will expand, and the facilities at St. Luke's School must expand to accommodate more children.

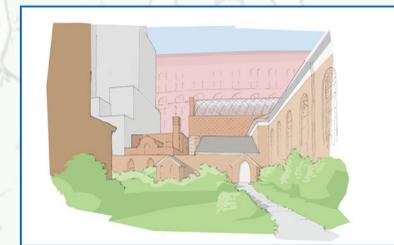
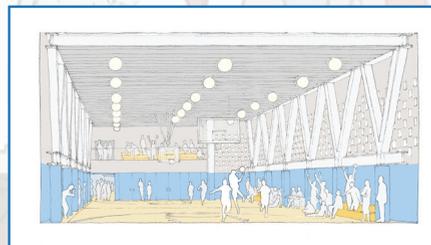
The plans for the 20,000-square-foot, two-story addition include:

- Nine new classrooms, including a second science lab
- A 4,000-square-foot gym—almost regulation-sized high school basketball court (more than 60% larger than our current gym)
- An arts center with dedicated space for drama, art, music, band, and practice rooms
- An auditorium with seating for 250
- An expanded library and media center
- A rooftop play space
- A professional kitchen and dining area
- Elevators ensuring accessibility and ADA compliance

#### ...that Assures Our Future

Guided by the 2011 strategic plan, and as a newly independent school, St. Luke's School has continued to focus on ways to achieve our goal of nurturing the spirit of our community as we grow. We are steadfast in our intent to foster diversity, so that our School reflects the richness of the city in which we live. Our commitment to honoring our faculty ensures that the quality of a St. Luke's education will remain as strong as ever. In fact, the academic program will be strengthened with 21st century educational techniques as the curriculum and facilities grow.

Throughout this period of transformation in St. Luke's history, we will celebrate who we are, who we will become, and who we always were as we chart our course as an independent school in the West Village.



Preliminary drawings of the future St. Luke's School - pending approval



top: Architectural drawings are admired in the gym

second: Parents celebrate St. Luke's expansion with cocktails and live music

third: Andrew Bartle (left), alumni parent and architect for the School, poses with Barry Rice (right), current parent and architect for the developer

bottom: The Building Our Future video is premiered



### TRANSFORMATION: HOW WE WILL GET THERE

#### Building Our Future: The Campaign For St. Luke's School - A Campaign to Raise \$9 Million

St. Luke's School is proud to announce its largest capital campaign in the history of the School – *Building Our Future!*

On Thursday, January 16, 2014, the entire St. Luke's community kicked off the campaign, celebrating **\$6,150,000** raised to date through the generous support of members within our community. This campaign addresses three major initiatives which are integral to the St. Luke's School community and its future:

- **Expansion and Facilities - \$7,500,000**
- **Faculty Compensation and Development - \$1,000,000**
- **Commitment to Diversity - \$500,000**

Thanks to early leadership gifts from our families, St. Luke's School will offer a **\$1,500,000 dollar-for-dollar match** for all gifts and pledges made to the campaign – until matching funds run out! This matching gift opportunity will double the impact of all gifts!

Parents, faculty, staff, alumni, and alumni parents gathered in the gym and dining room to celebrate the School's vision. Nisha McGreevy, chair of the St. Luke's School Board of Trustees, opened the evening with some background on the strategic planning behind the expansion process, changes on the block, and reasons why these changes afforded St. Luke's an opportunity to grow and reach more students and families.

Bart Baldwin, Head of School, then talked further about the vision of St. Luke's, including the importance to remain true to who we are as a community through the expansion process. Mr. Baldwin was followed by Andrew Bartle, the architect (and alumni parent at St. Luke's School), who offered a glimpse into preliminary drawings and plans for the School. Doug Ellis, a member of the St. Luke's School Board of Trustees and co-chair of the campaign, announced the goal and encouraged all current parents to participate in this campaign with a multi-year pledge by the end of the 2013-14 school year. The event wrapped up with Claude Davies, campaign co-chair, introducing a video about the importance of this campaign. Bart Baldwin concluded by leading a toast to the exciting future of St. Luke's School.

Parent volunteers with children currently enrolled in St. Luke's School will reach out to members of their respective classes to discuss the campaign, the School's expansion plans, and to ask for support. If you would like more information on the campaign or to watch the campaign video, please visit our website at [www.stlukeschool.org/campaign](http://www.stlukeschool.org/campaign). To become involved in the campaign or learn more about how you can contribute to this effort, please contact Jocelyn Bowman, Director of Capital Giving and Communications. In a small school, every gift matters.

We look forward to keeping you updated on our progress in this campaign!

## Diversity Committee Update

Lewis Flinn, Diversity Committee Co-Chair

As Bart Baldwin told parents at the Welcome Reception in September, St. Luke's believes it is our collective responsibility, as parents and faculty, not to shy away from difficult conversations with our kids about differences. We need to talk about words that are hurtful and do our best to stop name-calling incidents before they occur. Following up on this charge, the Diversity Committee started the year with special guest Tiffany Taylor Smith, founder of Culture Learning Partners, at our annual kick-off meeting. She led over 50 parents in a discussion of when and how to talk to our children about differences. A couple of weeks later, we held our first annual "Family Mixer" on the playground. We were blessed with great weather, and over 100 parents and kids en-



joyed balloon-making, a magic show, and burgers as we all celebrated diversity at St. Luke's. Many parents were talking about the influence that TV shows can have on our kids. Kids hear certain words, or see behavior that they then

replicate – not necessarily understanding the implications of their actions. In November, we invited Jennifer Abbondanza, Director of Diversity at NBC Universal, to share in this conversation and discuss what happens behind the scenes in the development of their media content. As we roll into 2014, we look forward to St. Luke's participating for the first time in the national "No Name-Calling Week." Not only will the students spend time exploring age-appropriate topics centered around bullying and name-calling, but parents will also have an opportunity to continue the conversations started in the fall on this challenging subject. But it isn't all work and no play – the annual Culture Dance (formerly the Family Dance) in March will journey to another exciting destination. This year we celebrate (drumroll) Greece! Look for highlights in the next Wingèd Ox!

## Conference on Learning

Sherry Froman, Grade 1 Teacher

Last summer, I was off to an adventure that brought me new knowledge, new peace, and new friends. I went to Greece where I attended the twentieth International Conference on Learning at the University of the Aegean in Rhodes, Greece.

Listening to the speakers, I learned that we must pat ourselves on the back and be proud that we are a society that works to equally educate a diverse population. The president of the Learner Knowledge Community called the government of her ancestry, Greece, as well as other European countries, a descriptive word that shocked me – "fascist." She spoke of her ancestral country's ambition in the area of education to separate smaller cultural groups of children from the mainstream Greek students. Here in the U.S., and even in our small St. Luke's community, we aim to do just the opposite.

While at the conference, I was introduced to new programs, such as 4DFrame. This is a program that begins in early childhood. It combines hands-on mathematics activities with science experiences. It makes use of tubular-like manipulatives in different sizes and colors. The program is the educational tool of the Republic of Korea, but I was instructed about its use by a Swedish professor who successfully uses it in her pre-K classrooms. This is a program I would certainly be excited to share with my colleagues and administrators at St. Luke's to see if it would be useful to our students.

I made a friend of another professor from Australia who has an online program for phonics; I've also been looking over the program to see if it would be valuable for our students.

After the conference, I had the time of my life by visiting Athens, the islands of Santorini and Mykonos, and ending my trip with a visit to Istanbul. Thanks to the Parents Association for this wonderful opportunity for professional and personal enrichment.

## Swiss Adventures Inspired Paul Klee

By Lauren Lazarin, Kindergarten Teacher



The country of Switzerland is home to some of the most breathtaking and aesthetically pleasing natural landscapes. The historic cities and villages which hide within and surround the Swiss Alps are equally enchanting. After recently exploring some larger cities and digging deep into the countryside villages, I was able to see how Swiss painter Paul Klee's early and later years in life were influenced by his time in the country, particularly while living in the great capital city of Bern. Its medieval architecture and windy streets are lined with colorfully decorated buildings, fantastic fountains and statues, and other elements which fight to stimulate each of your senses. Like Klee's work, Bern offers sights, sounds, tastes – visual and tactile experiences that inspire endless creativity. It is no wonder that his work reflects the use of textures, shapes, and colors, as well as the movement or stillness of this beautiful city in a unique and whimsical way.

Art is all around us. Most adults have been told this as long ago as we can remember from our own early experiences with art. As educators, we introduce and embed this concept into our students in order to help them open their eyes to the beauty of the immediate – as well as the vast – world in which we live. Through exposure to the diverse work of Paul Klee, we hope to open up their young minds beyond the limitations of their present skill level, and look past conventional use of materials and their tangible environment.

## PA Travel Grants Inspired by the Mayans

*Elon Rosenberg, Grade 4 Teacher*

This past summer I was privileged enough to go on another PA-sponsored trip. After my last adventure to Southern Mexico and Guatemala to see ancient Mayan sights like Tikal and Palenque, I felt that it would make sense to use this next trip to see sights associated with the Grade 4 European Explorer curriculum. For me, this meant heading to Portugal and Spain, two of the major powers during the Age of Exploration.

My first stop on this journey back in time was to Lisbon, Portugal. Lisbon is a beautiful and hilly port city that is known for its wonderful seafood (which this New England guy loves) and the emotional, bluesy Fado music (which I have come to love). One of the highlights of going to Lisbon was taking a vintage trolley to the Belém district, which was one of the original explorer ports. Here you can see the beautiful Manuelian Monastery of Jeronimos which is where Vasco da Gama is buried. Many explorers and sea captains came to the church and cloisters for one last prayer before heading out to sea. Along the water, I visited the

iconic Belém tower and the Monument of the Discoveries, a tribute to the famous explorers as well as an enormous map, which labels the many discoveries of this small country. I enjoyed the Maritime museum and munching on the amazing custard dessert Pastel de Belém with other smiling tourists sporting sugar-dusted grins. The highlight for me was going to Portugal's (and mainland Europe's) westernmost tip

at Cabo de São Vicente. Here you can find a simple lighthouse atop a cliff with an awesome view of the Atlantic Ocean.

After enjoying my stay in Porto (Prince Henry the Navigator's birth city), walking through the beautifully tiled churches and train station, as well as tasting the full-bodied wine for which the region is known, I took a short flight to Spain. During these weeks I admired the works of Picasso, Goya, Dali, El Greco, and my personal favorite, Hieronymus Bosch. I sampled the small dishes known as tapas. I took most of my time walking through some of Spain's classic cities. What is an explorer's trip without visiting the tomb of Christopher Columbus in Sevilla, or the tombs of Ferdinand and Isabella in Granada? The most impressive sight for me was when I visited the grand Alhambra Palace in Granada and the majestic Mezquita in Cordoba. Here you can see the architectural beauty that remains from the period when these areas were ruled by Muslims, and where Jewish and Muslim cultures thrived together until the Spanish Inquisition in 1492.

I look forward to sharing my experiences with my students when we begin our explorer unit this year. If anyone is looking to visit either of these places, I would love to chat further about my experiences. I am grateful to the PA for sponsoring these trips that allow me to have firsthand experiences in touching the history that I teach in my class.

*One's destination is never a place, but a new way of seeing things.*

*Henry Miller*



top to bottom:  
Sherry Froman on the island of Rhodes  
Lauren Lazarin in Zurich  
Elon Rosenberg in Cabo de São Vicente

TRAVEL

# Alumni News

Rob Snyder, Coordinator of Alumni Relations



This winter, we caught up with **Hillevi Loven** (Class of 1985), now a filmmaker, producer, and still photographer based in Brooklyn. An alumna of Barnard College and the Hunter College IMA MFA Program, Hillevi is in final post-production work on *Radical Love*, which will mark her debut as a feature film director. Other films she has worked on as producer, co-director, or behind the camera, include

*Brother to Brother*, *The World's Best Prom*, *Buffet: All You Can Eat Las Vegas*, and *Ashtanga, NY*. In the making of *Radical Love*, Hillevi is able to combine the skills she learned while working with Brooklyn art collectives (Uniondocs, OVO, and the Brooklyn Filmmakers' Collective) with her own years of social justice work, which began when she was teaching media arts to LGBT youth at the Hetrick-Martin Institute in NYC.

While researching Christian youth culture, first in New Jersey and then in North Carolina, Hillevi was introduced to Cole, a young gay Christian who was the first gay woman to come out in her rural high school. Cole was adamant about standing up for her rights and about her faith in a loving God, despite condemnation from her community and church leaders. Hillevi writes, "*Radical Love* is, first and foremost, a love story." The film finds Cole, now living as a transgender Christian man, in a loving relationship with a young Christian woman named Ashley. "Together they struggle to be accepted for who they are, in a conservative Bible belt community that is struggling to come to terms with the changing values of Christian youth."

In July, *Radical Love* received a production/post-production grant from Sundance Institute. Hillevi hopes to have the film completed in time for the next Sundance Festival. As we talked, she spoke of her enjoyment of the collaborative art of filmmaking, but also of her desire to return to teaching photography. Let's hope she can devise a schedule that will allow for both.

We learned about some of Hillevi's St. Luke's 1985 classmates recently as well. **Ed Van Buren** is married with two children. A former Navy submarine officer and graduate of George Washington University (MBA), he now has over 17 years of experience consulting and working with the Defense Department. **Aliya Frazier** is back in New York, now Associate Director of Advising Technology and Operations at Hunter College. **Vezna Gottwald** is a well-established artist, living in Manhattan Beach, California. On her website, Vezna writes, "I began to seriously work as an artist when I was in seventh grade. I remember my art teacher, Mrs. Hillenbrand, would let me have the adjacent room to myself." Vezna's younger brother, **Lukasz**, spent a few early years at St. Luke's. Known in the music world as Dr. Luke, he was featured in an article by John Seabrook in the October 14th issue of *The New Yorker*.

**Tai Ming Moy** (1981) is owner/partner of the design firm KIMOY Studios here in Manhattan. His work has appeared in *Town and Country*, *New York Magazine*, and *The New York Times*. Tai's wife, Tara Geer, is an artist whose work was seen this year in solo exhibits in East Hampton and Venice, California. Working in real estate in New York are **Kirstin Bunton** (1998) at Fromental, Bond New York Real Estate Group and **Matthew Dillon** (1999) VP, Executive Office at Massey Knakal Realty Services.

We also learned this week that both **Ali Cardia** (2000) and **Lily Rudd** (2004) are working for Riverhead Books. Do they know each other and their St. Luke's connection? **Matt Nestor** (2002) graduated from Sarah Lawrence College and is writing in New York. You may have caught one of his articles in the *Huffington Post*. He and his agent are looking to publish his book *Operation: College*, an undercover guide to real student life at twenty campuses. Perhaps he should get in touch with Lily or Ali.

Not all our grads end up in New York. **Ed Galton** (1987) is CCO and Managing Director of Cake Entertainment in London. **Jamie Carr** is writing for Tin House Books in Portland, Oregon. **Henry Hand** (1980) is Consul General of the United States Embassy to the Ukraine. We met Henry's brother **Chris Hand** (1973) and family at the alumni canteen at the Christmas Fair this year. Chris commutes by ferry from his home in New Jersey to Wall Street. **Sylvia Syracuse** (1979) and her mom also visited at the canteen. She has recently moved back from Washington, DC to New York.

It is always a joy for us to touch base with our graduates and those who attended St. Luke's School, learning how they have transformed themselves and how they are transforming our world in small or very big ways. Keep in touch; we're always happy to hear from you.



The Class of 2013 visits St. Luke's during the Christmas Fair Alumni Canteen

### JV Soccer Season 2013 Recap

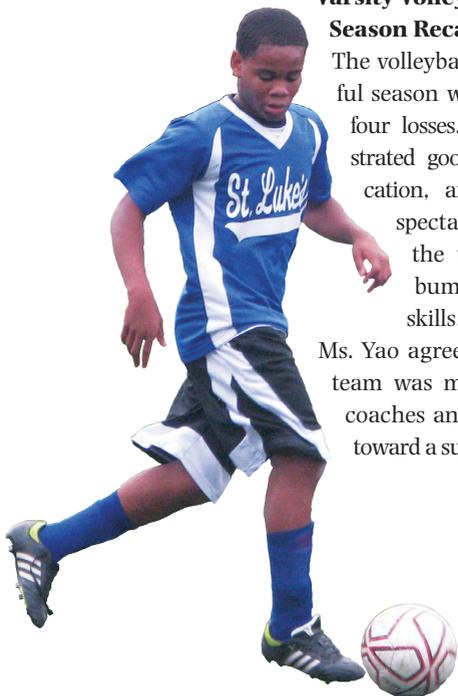
The 2013 JV soccer team finished the season with a winning record of three wins and two losses. The season was highlighted by the team's passion for soccer, teamwork, and determination. The boys and girls created a team culture of support. They came together as a team exemplifying the St. Luke's Way with selfless play and encouragement. With a small roster, all players received a significant amount of playing time. Their hard work and determination was the recipe for our success. Each game, they played their very best and were competitive. The 2013 JV Soccer team had a great season.

### Varsity Soccer 2013 Season Recap

The Varsity soccer club completed the regular season undefeated with a record of 9-0-1. The team almost completed a perfect season but lost a hard-fought match against St. Ignatius in the DISC tournament final. The season was highlighted by excellent defense and a strong offense. The team had 15 different players score goals throughout the season. During the season our team demonstrated good sportsmanship and teamwork. Opponents often commented on the depth of skill on the St. Luke's roster. Look for our new banner the next time you visit school.

### Varsity Volleyball 2013 Season Recap

The volleyball club had a successful season with five victories and four losses. The players demonstrated good serving, communication, and teamwork. Many spectators remarked how the team improved their bumping and setting skills. Ms. Bernadette and Ms. Yao agreed the growth of our team was most impressive. Both coaches and players are looking toward a successful 2014 season.



*Bobby Gomez, JV Soccer  
Joe Wood, Varsity Soccer  
Nicole Bernadette, Varsity Volleyball*





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## The Winged Ox

Excellence • Ethics • Education

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*St. Luke's School does not discriminate on the basis of religion, race, color, ethnic origin, or sexual orientation in the administration of its admissions or scholarship policies.*

### Save the Dates!

**Friday, March 7, 6:00 - 7:30 p.m.**  
Diversity Culture Dance celebrating Greece

**Friday, April 11, 8:30 a.m.**  
Diversity Book Club with Jennifer Senior, author of  
*All Joy and No Fun: The Paradox of Modern Parenthood*  
**Friday, April 25**

Lower School Grandparents and Special Friends Day

**Thursday, May 1**  
Spring Benefit  
The Players Club

**Wednesday, May 7, 4:00 - 5:30 p.m.**  
Spring Admissions Open House

**Friday, May 9, 1:00 - 2:30 p.m.**  
Jogathon

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