



Grade 2 owls

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# The Wingéd Ox

Winter 2013

Tales from St. Luke's School

## Staying True to our Vision

by Bart Baldwin, Head of School

**Paradox No. 1:** Although founded 67 years ago in 1945, St. Luke's School is now just over two months old.

**Paradox No. 2:** We are best able to honor our traditions and mission by readily adapting to change.

Without question we live in a time of change. It can be unnerving to watch the world rush forward at an unrelenting pace and seemingly without direction. Just as I master one piece of technology, it becomes obsolete. Once I read about a trend, it no longer is one. Schools, in particular, can become victims to the winds of change, alighting on one new idea only to drift to the next. And yet, I also agree with General Shinseki, retired Chief of Staff of the US Army: "If you don't like change, you'll like irrelevance even less."

So where is the North Star guiding schools, and children, and teachers, and parents, as we navigate a world of change? It is found in what we value, in what we as a community collaboratively embrace and individually

dedicate much of our lives to. At St. Luke's School, those values are found in our mission statement. I love that our mission statement is dense, and complex, and requires reflection to be understood.

A few key points are that St. Luke's School:

- provides a climate of trust and understanding,
- embraces mutually enriching diversity,
- allows freedom within structure,
- offers varied educational techniques,
- fosters independent thinking and a sense of joy and wonder at God's universe,
- creates good stewards of the world's resources – responsible, caring members of a global human community.

Each of the changes explored in this issue of "The Wingéd Ox" is built upon the foundation of our mission. In being more intentional in teaching children how to be independent thinkers, strong leaders, and collaborative workers, we strengthen our climate of trust, help children experience the value of diversity, and guide children to find freedom within structure. Teaching children how to

*continued next page*



Grade 3 reading in the library

gather information helps them to view technology as an educational strategy rather than just an informational tool. Building on children's natural empathy empowers them to become stewards and leaders of the world they will inherit.

Our newly awarded independence informs all of the above since it allows us to think about ourselves and our future differently. While we celebrate the mutually supportive missions of St. Luke's School and the Church of St. Luke in the Fields, and while we proudly remain a school in the Episcopal tradition, we ultimately own our vision and are responsible for achieving it. As a community, we are building something new on a long-standing foundation of excellence, and as a community, we are honoring what we value even as we adapt to the world around us.

**Truism No. 1:** Because we were founded over 67 years ago in 1945, we are well-positioned for our newly earned independence.

**Truism No. 2:** A mission based on broad principles and common values may both absorb change and remain constant.

You will notice that many of the authors in this issue are teachers, for we are blessed with a faculty who are masters in their fields and expert in the needs of children. Other articles are written by parents, for both our mission and our vision are collectively owned. The gift of St. Luke's School is not just that we are building something great, but also that we are building it together. We are charting our own course and creating an innovative learning and spiritual community grounded in the values we cherish, reflective of the world in which we live, and focused on the needs of the next generation.

Bart Baldwin, Head of School



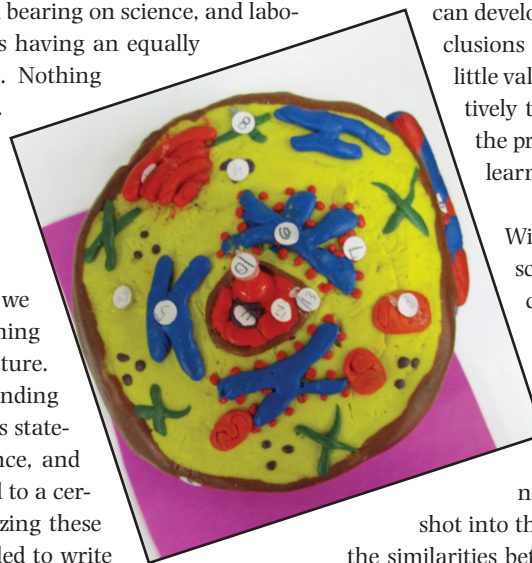
## Writing Through the Disciplines

by Jon Pelegano, Grade 8 English and social studies teacher  
and Deniz Beal, Grade 6-8 science teacher

English and science are not ordinarily considered to have significant curricular overlap. When we think of school, more often than not we bifurcate academics into the **humanities**: English, history, foreign language, music, and art – and the **sciences**: biology, chemistry, physics, math, and technology. The inherent danger in this, however, is that writing is viewed as a discreet skill with minimal bearing on science, and laboratory experiments are seen as having an equally irrelevant influence on writing. Nothing could be further from the truth. The overlap between the scientific method and essay structure is, in actuality, quite dynamic.

In seventh grade English, we spend much of the year learning about analytical essay structure. Students develop an understanding of what makes for strong thesis statements, topic sentences, evidence, and analysis. They are constrained to a certain construction, and by utilizing these constraints, students are enabled to write with clarity, purpose, and depth. In writing a formal essay, the seventh graders learn how to argue an opinion by using evidence in the form of quotes to support it. They then analyze this evidence in order to prove their thesis statements. It is with this in mind that one discovers the aim and structure of formal writing to be strikingly similar to the scientific method.

The scientific method, a series of steps conducted to solve problems, lays the foundation for effectively written and well-constructed lab reports. By seventh grade, students are able to use their data collected during a lab investigation and predict outcomes based on analyzed information. They draw conclusions on whether they hypothesized correctly and reflect on what was gained during the investigation. Writ-



# 21ST CENTURY

ing lab reports that describe experimental methods, results, discussions, and conclusions is an excellent way to internalize the concepts being studied as well as establish a purpose for conducting experiments. The ability to report scientific information in a clear and concise manner is one of the most important practical skills that a student of the sciences can develop. This is true because the result and conclusions drawn from experimental methods are of little value unless they can be communicated effectively to others. Furthermore, it is only through the process of writing and revising that one can learn to write well.

With so much curricular overlap between science and English, we were inspired to co-teach a seventh grade class on writing thesis statements and hypotheses and on how to use evidence to support claims. After reviewing the structure of an analytical essay and a lab report, we asked the students to discuss any connections they saw between the two. Hands shot into the air as the seventh graders began noting the similarities between a thesis and a hypothesis and how both writing structures utilize evidence to support a claim. The students then wrote thesis statements using the format of a scientific hypothesis in which they formulated a provable claim on the symbolic nature of the pearl in John Steinbeck's novel of the same name. They then utilized a similar structure to write hypotheses about the habitat of a turtle living in a terrarium. Subsequently, the seventh graders found quotes to support their thesis statements about the symbolic nature of the pearl in Steinbeck's novel and measurable evidence to either prove or disprove their opinions on the turtle's habitat. As the students began to see the curricular overlap between science and English, we were able to note even more similarities between writing in these two disciplines, e.g., avoiding first-person, proper word choice, clarity, and depth.

Grade 7 animal cell project



# EDUCATION

By moving past preconceived barriers between disciplines, we were able to help the seventh graders see that writing is not simply an activity whose standards and structures are limited to the humanities, but rather, that meaningful writing is a necessary and vital component of all disciplines.

## HOW DOES OUR GARDEN GROW?

*By David Recht, Grade 2 teacher*

The Grade 2 garden is now in its second year! Last year, parent Kris Hou, Emily Lees and I had the idea of using the terrace at the back of the Grade 2 room to start our very own garden. We purchased two flowerbeds and plenty of soil to start our on-going project. With the help of 2000 worms to begin composting, we soon had the garden up and running under Kris's watchful eye and expert advice. Before Grade 2 knew what was happening, they had grown radishes, carrots, arugula, and various flowers to attract ladybugs as a natural way to fight aphids. The garden was so successful that when we returned after the summer break, there was a whole crop of tomatoes waiting for us. This year we intend to continue the project, again with the help of parent volunteers, to expand to our third bed. Already the current Grade 2 class has successfully planted lettuce and herbs and grown kale from seed.

## Technology Initiatives Reinforce Learning

*by Sherry Froman, Grade 1 teacher*

It began with my visit to Royal Oak Primary School in New Zealand a few years ago while on a PA summer grant. It was my second visit to this school, having been there about six years prior. The school had advanced into the 21st century with trials and strides in new types of learning, including within the area of technology. It was here that I discovered a program called *Mathletics*: a computerized program which allows students to advance at their own pace and to compete in math exercises with children around the world. I brought the program to the attention of Mr. Baldwin and Ms. Hoffman as well as my colleagues. We looked at it carefully, invited a knowledgeable representative from the company in, and decided the program would fit our needs and those of our students. We now use the program through Grade 4.

In Grade 1 we began with the use of four laptop computers and assigned the program to some students during their work time. The program allowed us to assign areas where the children might require some support or reinforcement of skills. We also sent home the log-in information for each child so that he/she could use the program at home. Glowing reports poured in from happy *Mathletics* users. Last summer the children were assigned homework to keep them in tune with the math curriculum. This year we've advanced to using up to 16 iPads at work time to allow more students easier access to the program. We also hope to assign homework within the program during the second semester.

Grade 1 makes use of a language arts/reading program called *One More Story* which allows for differentiation of learning levels. The main program allows children to choose from a selection of fine literature and use headphones to listen to the story being read while watching the text being highlighted on the screen. With advancements, we can now turn off the sound and allow children reading at an advanced level to hear only the words that they cannot decode. We have been able to use the program on two laptops in the classroom, and we look forward to expanding its usage to iPads as well.



Top: Grade 1 student experiments with her iPad

Bottom: Sherry Froman with her Grade 1 students



## Upcoming Outreach Committee Events

### February 12-13

**Sneaker Collection** – Used sneakers collected by St. Luke's will be picked up by NIKE, cut up, and reused to make playground matting and other useful items.

### February 14

**Valentines** – The lower school will make Valentines to be given to senior citizens and other individuals who could use a note of love.

### April 22

**Earth Day Bake Sale** – Our annual bake sale raises money for an orphanage in Illinge, South Africa that supports children whose parents or caretakers have died from AIDS. We will also incorporate an Earth Day celebration, TBD.

### May 29-30

**St. Clement's Food Drive** – A school-wide collection of canned or packaged food will be donated to the St. Clement's Food Pantry.



Grade 4 Mayan project

## St. Luke's Moms Help Breezy Point Rebuild

by Joëlle Duffy, PA Co-Chair

(pictured below with Yvette Valentine)



It started out with a simple conversation with Sarah Cosen-tino, our director of administrative services. Her wedding reception venue was partially damaged by Hurricane Sandy, and the streets in her hometown were unrecognizable. I wanted to help, but I didn't know how. She said, "Just go up to someone's door and ask how you can help them."

After a few conversations and emails, five St. Luke's moms embarked along with some moms from Goldman Sachs on a trip out to Breezy Point, which was not only devastated by Hurricane Sandy, but also was ravaged by a fire. We were told to dress warmly, pack light, and get ready for a lot of manual labor.

When we arrived, we saw homes burned down, armed forces unloading trucks bringing supplies, families salvaging what they could from their homes, and tents that housed EMT's and firefighters. Jim from Habitat for Humanity explained that the people in most need were the elderly who had no homeowner's insurance or family to clear debris from their homes. My group cleared out the trash, furniture, and sheet rock from the home of a disabled New York police officer who had recently lost his wife. We were able to salvage his police uniform, pictures of his wife and children, and other items that held sentimental value. Neighbors came out to say thanks for helping their neighbor.

Before we left, we remarked on how little it felt we had done, though we noticed small signs of people trying to get back to normal. Firefighters had a barbeque going, the liquor store was open for business (albeit in the dark), and the local bank was ready to handle transactions. Breezy Point will come back and even though our impact was small, it was appreciated. We promised we'd return, and that is our plan.

# SERVING

## The Diversity Committee's Fall Term Report

by Jackie Goldsby, Diversity Committee Co-Chair

Attending school in Greenwich Village -- at the crossroads of Christopher and Hudson Streets, no less -- makes the commute to St. Luke's a lesson in diversity every day, for children and parents alike. From the elegant brownstone owners to the homeless men and women seeking aid on street corners; from the well-heeled cafe-goers to the legates of the neighborhood's bohemian history (LGBTI folk, musicians, actors, poets, visual art makers, political activists--young and old), we see it all. And hear it in a multitude of languages!

Once a month on Friday mornings, the St. Luke's Diversity Committee sponsors discussions where parents explore what our connections to this complex world mean for adults and children. This fall, educational consultant Tiffany Taylor Smith led another lively discussion about our children's cultural identity and development. The diversity committee's grateful for the exuberant expertise Smith lends to our work.

Having fun stays at the top of our agenda as well! In October, St. Luke's families turned out in huge numbers for the committee's Second Annual Family Mixer. The Cowgirl Cafe was jammed to the rafters! So far as the committee's concerned, that's a good problem we'll try to solve for next year's party.

Not surprisingly, Hurricane Sandy forced us to cancel our remaining fall events. However, the committee's making up for that lost programming time with an exciting slate of meetings in the spring term. We'll explore the difference diversity makes for college admissions; we're sponsoring our annual Family Dance; and our book club will tackle Andrew Solomon's FAR FROM THE TREE. As always, the committee's co-chairs (Lewis Flinn, Kazuko Benedict, and Jackie Goldsby) invite any and all parents to join our endeavors!



# OUR WORLD



St. Luke's families serve Thanksgiving dinner at PS-317



Freyda Rapp with Grade 6 student

## Hoops to Help Brings Thanksgiving to Sandy Victims

*by Jocelyn Bowman, Director of Capital Giving and Communications*

Students and parents alike embodied compassion in response to the disastrous storm that hit our region in October. Dorothy Thomas, the chair of Hoops to Help, and her team of hard-working volunteers organized an exciting afternoon of free-throws, healthy competition, and a raffle of highly coveted items — distributed by Santa! — raising an incredible \$4,000 toward hurricane relief.

Stacey Spencer, the chair of the Outreach Committee, then researched how St. Luke's could make the greatest impact with the money raised. She made calls to contacts within the affected areas, and learned that PS-317, a public school in Rockaway Park, was reopening a few days before Thanksgiving. "Half of the student body was homeless or displaced, and most of the others were without electricity," said Spencer. "The principal wanted to celebrate

the reopening of the school, lifting the spirits of the students and their families."

The resulting Thanksgiving dinner sponsored by St. Luke's School was a true celebration of resilience. Four hundred students, parents, siblings, and staff of PS-317 enjoyed a beautiful, sit-down dinner followed by a DJ party for all involved. Ten St. Luke's School kids and their parents served food to these families until not one morsel was left. Signs made by St. Luke's students, saying "We're with you," were plastered all over the walls of the cafeteria as reminders that people outside of their community care.



Thank you to Dorothy Thomas, Stacey Spencer, the volunteers, and those who participated in Hoops to Help. When we come together as a community, we can make a difference. We certainly helped to make this Thanksgiving special for our new friends at PS-317.

Above: PS-317's thank you poster

## ST. LUKE'S SCHOOL BOARD

Recognizing our board members  
of the 2012/13 school year

St. Luke's School honors its board members and their commitment. The board is composed of persons who are highly qualified to help govern St. Luke's School, by virtue of their religious, legal, financial, professional, or educational expertise, or such other abilities and qualities as the board determines. The primary function of the board is to articulate a vision for the school and move the school toward it, while remaining mission-consistent.

- Elena Addomine ('13), Board Elected at Large
- Bart Baldwin, Jr., Head of School
- Brian Belliveau ('14), Board Elected at Large
- Kazuko Benedict ('13), Parent Representative
- Marc Boddewyn ('11), Vice-Chair Representative
- Evan Carzis ('11), Board Elected Parent Representative
- Sheila Davidson, Treasurer
- Joëlle Duffy, Current Parents Association Co-Chair
- Doug Ellis ('13), Board Elected at Large
- Pilar Esperon ('13), Former Parents Association Co-Chair
- Tony Irwin ('12), Board Elected Vestry Member
- Lindy Judge ('13), Vice-Chair, Board Elected at Large
- Sean Mahoney ('11), Board Elected at Large
- Nisha McGreevy ('11), Chair
- Barry Rice ('11), Vice-Chair
- Sean Scheller ('12), Board Elected Vestry Member
- Paul Smith ('12), Board Elected Parish
- The Reverend Caroline Stacey, Rector (ex-officio)
- Jennifer Tonkel ('15), Board Elected at Large
- Joe Wood ('14), Faculty Elected Representative

Their tireless devotion and love for St. Luke's School will forever be honored.

## We are Grade 8 – and we approve this message

by Susan Yao, Upper School teacher

Unemployment. Education. National security.  
Climate change. Healthcare. Women's rights.

This election cycle, eighth grade students had to decide which campaign issue politicians most needed to tackle. In essays and videos, they argued for the urgency of their chosen issues by using personal experiences, statistics, and candidate platforms. Grades 3 through 8 had the opportunity to view the videos and vote for an issue as a school.

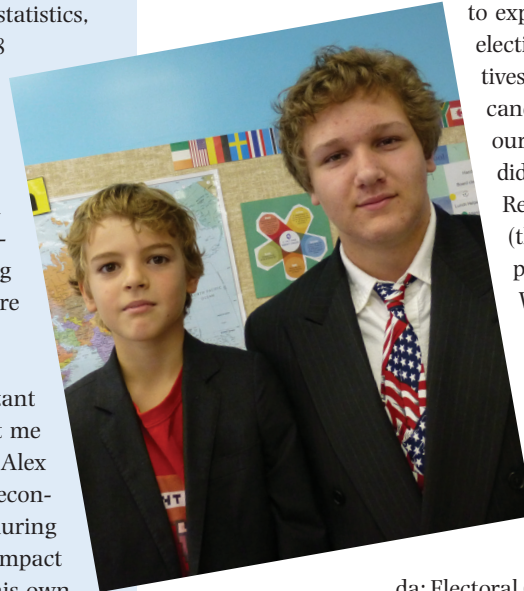
The greatest challenge for eighth graders was not in choosing an issue. Despite the plethora of issues at stake, students decided on their topics fairly quickly. The real task was in identifying the events and influences that led students to care about their issues.

Chantelle Roulston wrote, "Education is important to me because my cousin Michelle first taught me how hard you need to work for great things." Alex Schoepke became more concerned about the economy after a local, family-run bakery closed during the recession. Ben Steinberg reflected on the impact that family trips to Colorado had on him. In his own words, "The air was thin there, but it felt fresher, almost cleaner. Now, unfortunately, I can only think of one or two more places where I could breathe that clean air."

By age 18, most people have formed opinions about how the world works. But all too rarely do adults investigate the sources of their beliefs. They risk ignoring the influences of family, past experiences, or the media. By concisely and concretely explaining the reasons for their beliefs, our eighth graders engaged with the elections in a thoughtful way that all of us should remember to do.

Above right: Grade 4 & Grade 8 students  
prepare for the election cycle

With the help of our drama teacher, Karen Butler, Grade 4 students developed



the *WSLS News: Election Special* to explore basic concepts of the election from various perspectives, including the media, the candidates, and the voters. In our play, there were three candidates: Edgar Elephant (the Republican), Daniel Donkey (the Democrat), and a third-party candidate (Wendy the Wingéd Ox). Here is an excerpt from our play when the *WSLS* news team learns a little bit more about the Electoral College.

Scene: *WSLS Newsroom*

TROY: Next on our agenda: Electoral College. To break down this subject for us are two experts in the field, Dr. Laurie Lieberman of Columbia University and Dr. Jaime Jessington from Harvard University. Welcome to the show.

CRYSTAL: So, what kind of school is the Electoral College?

TROY: Is it hard to get into?

DR. JESSINGTON: Although it may sound like one, the Electoral College isn't a school. It's a group of 538 people called "electors," who officially elect our President.

DR. LIEBERMAN: While writing the Constitution, the founding fathers disagreed about how the president should be chosen. Some worried that ordinary people weren't educated enough to vote for a proper candidate. As a compromise, they came up with the Electoral College.

# DEVELOPING

## Bringing Politics to Life in Grade 4

by Elon Rosenberg, Grade 4 teacher

DR. JESSINGTON: On Election Day, voters will cast their ballots for the popular vote. They are really voting for electors. These are people who have pledged to vote for a particular candidate.

CRYSTAL: So, I am guessing that Alaska has the most votes because it is the largest state.

STORM: Storm E. Weather, Action Forecast, here. It is actually pretty simple. The number of electors each state has is based on the number of Representatives it has in Congress added to 2, which is the number of Senators each state has.

TROY: How many Representatives does each state have?

STORM: That is based on population. The more people who live in your state, the more Representatives you have.

DR. JESSINGTON: For example, here in New York, which has a very large population, we have 27 Representatives. 27 plus 2 is 29. We have 29 electoral votes.

TROY: Well, thanks to everyone for helping us figure this out. Any predictions for Election Day weather?

STORM: I expect a lot of wind, but that could just be the speeches.





# CITIZEN LEADERS

## Working on the Obama Campaign

by Amanda Raboy (Class of '92)

My first entry into politics was running for fifth grade class representative at St. Luke's School. Once a week, the other class reps and I ate lunch in the principal's office. I can't really remember feeling like I needed to fight for much. Things felt pretty fair in the fifth grade (when my world only extended to the boundaries of the West Village).

24 years later, my purpose as deputy voter protection director for the Obama campaign in Iowa, was much clearer: to help President Obama get re-elected.

I studied political science in college, became a lawyer, and practiced corporate law at a big New York firm. I thought a law degree would be a tool I would use to make a difference in the world, but thus far I was mostly using it to make money. I knew I needed to make a change.

When I started talking to people about doing something for the public interest, the response was always, "What is your cause?" I stumbled with each response because the truth is, I don't have "a" cause. But there was something that I was willing to quit my job and



move to Middle America for: getting President Obama re-elected.

So that's what I did. I found a battleground state that needed another lawyer (Iowa) and I moved there to work full-time on the campaign.

My job was not glamorous. We had little sleep and less money. But it was exciting (nothing beats being surrounded by 200,000 Obama loyalists while Bruce Springsteen warms up the crowd). And inspiring (the volunteers never ceased to amaze me with their generosity and dedication). Most of all, working on the

Obama campaign was incredibly fulfilling (yes, winning helps).

If I had to boil my experience down to one take-away it's this: I need my work to have a purpose I believe in. This is very simple but it took me a while to discover. It's something that I actually knew when I was a fifth grader who cared deeply about my small St. Luke's community. Even though I wasn't fighting "for" something, I was very much a part of something-- something I continue to cherish and believe in.

# Election Special

## The First Election for First Graders

by Leanne Kozak, Grade 1 teacher

The 2012 election came at an intense and pivotal time for our nation. Major issues left the country divided, with some clinging to the hope offered by President Obama, and others rallying around the new ideas and spirit that former Massachusetts Governor, Mitt Romney, promised. Given the age of our first graders, I was amazed at their curiosity.

Our author study on Doreen Cronin was the perfect way to integrate the presidential election into our curriculum. After reading several of her books, including the 2001 Caldecott Honor awarded *Click, Clack, Moo*, our class read Cronin's *Duck For President*. Cronin's beloved character Duck decides to hold an election to avoid the chores given to him by Farmer Brown. After realizing that running the farm is too difficult, he must run for governor, which he soon learns is also too much work. After finally running for President and realizing that this position is the most overwhelming yet, Duck willingly reclaims his place on the farm.

The book led to a class discussion about the elections held in the story, as well as the 2012 presidential election. The Grade 1 students learned new vocabulary words, including "election," "ballot," "governor," and "president."



Grade 1 students

With the help of the librarian, Eden Stewart-Eisman, the first graders voted in their first election, determining their favorite Doreen Cronin story. Each student privately entered the "voting booth," more commonly known as our puppet stand, and filled out a ballot for their favorite book. In the end, *Duck For President* won the election.

This was a wonderful experience for our class. It was an enjoyable and creative way to get our children excited about the election process and their future voting privileges.

## Around the School

### Helpful Hints from Grade 7 Students on visiting the Mosque

Ms. Yao will teach you all the background information you need to know before you get there. However, as a reminder, the Five Pillars Are: Shahada (Belief), Salat (Prayer), Zakat (Charity), Saum (Fasting), and Hajj (Pilgrimage – visiting Mecca at least once in a lifetime).

*Sarah*

DOs: Ask questions, dress warmly, eat before you leave, bring a camera, be quiet, act respectfully toward their prayer. DON'Ts: do not sit with your legs straight out because it is disrespectful, do not laugh at their prayer or imitate it, do not talk loudly, do not complain about being cold or hungry, and do not goof around in the subway because you will get separated from the group. Also, for girls, do not fiddle with your head wrap. But most importantly, don't forget to have fun!

*Kate*

It was sooooo cold I could've sworn it was winter in Antarctica. But be respectful no matter what, girls wear headscarves, and if you see an open space, it's not a playground!

*Lucas*



Grade 7 is ready for the mosque

# REFLECTING ON OUR PAST



above: 1945 - St. Luke's opens its doors

below: 1955 - The current school building is completed with Head of School Katharine Taylor presiding over the service.

above: 1950 - Story time in old choir room

below: 1967 - Class of 1967

left: 1969 - Art teacher Nancy Tompkins as the French lady in theater production





Bonnie Soha's children enjoying the exhibit made of cups

## Through a Child's Eyes

by Bonnie Soha, Kindergarten teacher

Through the generosity of a Parents Association grant, this summer I embarked on a personal quest to incorporate unique art into my classroom. My enthusiasm for the trip as I began planning was great but the enjoyment of the trip was enormous.

First stop, New Britain Museum of American Art. The Lisa Hoke installation entitled *The Gravity Of Color* was created using a variety of colored and painted disposable cups. The size and simple beauty of this piece was impressive. My own kindergarten expert, my daughter Madison (6), and kindergarten in training, son Connor (4), helped me to look at art through a child's eyes. I listened to how they talked about the art and what interested them.

Next, we headed on to Amherst, MA where we visited the Eric Carle Museum. Not only were we able to view the works of Eric Carle, but also on exhibit was the work of Lucy Cousins, illustrator of the *Maisy* books and Ezra Jack Keats, author/illustrator of the classic book *The Snowy Day*. Everything in the studio was pleasing to the eye, from the children's artwork to simple bags of water in rainbow colors reflecting the sun streaming into the studio.

Finally, we headed into Boston to visit Beacon Hill Nursery School where I taught before coming to St. Luke's School. I was interested in seeing the natural playscape recently constructed in the playground. I met with the school's director, whose vision came to life after she saw research on how children today have less daily exposure to nature. The playscape includes rolling hills, a babbling brook, a butterfly garden, a fort made of branches and a large sandbox.

This trip has inspired me to use "found" objects as a form of art with my class, it has given me a greater appreciation for the artwork in picture books, and it has taught me ways to share the beauty of nature in the middle of a big city.



## Save the Dates!

**Wednesday, February 27**  
100th Day of School

**Friday, March 8**  
PA/Diversity Committee Family Dance

**Tuesday, March 12**  
Student/Parent Basketball Game

**Wednesday, March 13**  
State of the School Dinner

**Friday, April 26**  
Lower School Grandparents  
and Special Friends Day

**Thursday, May 2**  
Spring Benefit - Friedrich Petzel Gallery

**Friday, May 3**  
Jogathon

**Friday, June 14**  
Graduation



Grade 8 retreat



# FACULTY TRAVEL



Rachel Zelechow with South Korean guard in Joint Security Area



Shelli Milks with her students

## Understanding Technology Through Culture

*by Rachel Zelechow, Computer teacher*

I was lucky enough to receive a Parents Association travel grant which allowed me to travel to Korea. This trip proved to be one of the most exciting and educational opportunities of my career, as it allowed me to study how technology is used in a culture that is so different from my own. In order to better understand how a society uses technology, it is important to explore and understand its culture.

A trip to the DMZ (Demilitarized Zone) and JSA (Joint Security Area) was the most dramatic reminder of the tension that exists between North and South Korea. Walking around American military bases also served as a reminder of US involvement in this conflict.

My trip to Jeju Island, the mountains, Buddhist temples, and walled fortresses allowed me to access the beauty of the landscape, explore places of worship, and visit places that are both culturally and historically important.

The hustle and bustle of Seoul and Busan at night offered me the opportunity to experience nightlife Korean style – with much dancing, singing, and entertainment. During the day, I observed how the “connected” subway system offers people time to watch a favorite Korean TV drama, a soccer game, or read an online newspaper article before a very long day of studying and/or work begins.

The best opportunity to learn about the culture came from developing relationships with many Korean people ranging from 6 to 80 years of age. I am most grateful to my host family who gave me a place to sleep, made sure I ate three meals a day, fed me much kimchi, and graciously answered my endless questions about Korean culture and society.

Thank you St. Luke’s School parents for giving me the opportunity to visit and learn about such an amazing country!

## Discovering School Communities Abroad

*by Shelli Milks, Foreign language teacher*

My journey to Perú began with the desire to do volunteer work abroad, which was made possible by a Parents Association grant. For two weeks, I taught English to grades 1-6 at I. E. Virgen de Fatima.

The average class size was around 38, and the rooms were very crowded. Textbooks were not to be found. All information was relayed via the teacher and the white board. The girls would then copy from the board into their notebooks. Handwriting was a focus because if the girls couldn’t read what they copied at school, there was no other way to get the information. Classrooms did not have any computers, nor was there a library in the building. There was a computer lab, where students & faculty had to put on slippers over their shoes before entering, but there was no access to it outside of class time. In short, it was a very different learning and teaching environment from St. Luke’s. Nonetheless, learning happened and those of us who taught still felt useful.

Like St. Luke’s, there was a strong feeling of community at I.E. Virgen de Fatima. Arrival time included lots of milling about before the school bell rang. After school, the family would go to tourist areas of Cusco to sell their wares. The girls would do their homework while helping their parents with the family business. The context was very different from New York City, but interestingly, the feeling was familiar. I was touched by the warmth and generosity of the community.

This was a life-changing trip, and I am grateful to be able to share my experiences with my students. To read more about this fabulous trip, please visit [www.shellistravels.com](http://www.shellistravels.com).



# GRANTS

## Learning and Leading in Education

by John Travaglione, Grade 7 math teacher



It is hard for me to believe that this past September I began my 15th year of service at St. Luke's School. I have been supported by dynamic colleagues and assisted by an incredibly generous administration. I have had the opportunity to teach some truly amazing students who have allowed me to become a better teacher because of my interactions with them.

Last spring, I attended Learning Forward's summer conference in Denver, CO. This conference was dedicated to "teacher leaders" and the administrators who support them. Many of the workshops being offered were directly related to events and issues that we are currently dealing

with here at St. Luke's. For instance, I attended:

- It's Time: 21st Century Enriched Project Based Learning
- Feedback: The Hinge Factor for Student Engagement
- The Success of Resilient Students
- Fires in the Mind: What Students Can Tell us About Motivation and Mastery
- Are Our Math Students Ready To Take Algebra
- Rigor in the Classroom: Expect More Get More

As a result of the conference, I implemented a new resiliency survey that is now a part of the 8th grade Community Building and Leadership Retreat, as well as a revised student tracking sheet that is used in both 7th and 8th grade mathematics. The resiliency survey allowed the moderators of the retreat (Mr. Pelegano, Mother Mary, and I) to get a better handle on both the collective and individual needs of our graduating class. The new tracking sheet is intended to allow students to use feedback and help-seeking strategies more effectively in their daily lessons.

Many thanks to the Parents Association for their generosity with faculty grants. I am appreciative for the several enriching travel grants I have received over the last 15 years.

## The Advantages of Being Bilingual

by Maureen Petrosky, Learning Specialist

My Parents Association grant to Barcelona, Spain provided a wonderful opportunity to reinforce my efforts to learn Spanish. I've continually seen myself as a learner, but this was a reminder of what I ask each day of my students. I have discovered that Rosetta Stone, a fine program, parallels the reading process: words, phrases, sentences, paragraphs. It's based on integrated sensory, visual, auditory, and written learning.

I was looking for ways to work towards fluency so I did online research and also informally surveyed people on bilingualism. Two conditions emerged as being necessary for success – having access to native speakers and a real need to communicate. My findings on bilingualism were worth sharing with the St. Luke's community. I wonder if you know the following:

- 18 percent of Americans speak a language other than English at home;
- Bilingual preschoolers are better at focusing on a task while tuning out distractions;
- Bilingual children reach language milestones at the same age as monolingual children;
- Exposing a child to language through play, games, and reading will allow the child to develop the phonology (sounds of words) that helps in acquiring a good accent later in life;
- The older the student, the more difficult it becomes to acquire the accent of a native speaker;
- Vocabulary can be learned at any time, but it takes longer as we age.



I am in awe of the effortlessness associated with children learning a foreign language. Their lack of preconceptions and ability to soak up knowledge unlocks many possibilities for them. St. Luke's School nurtures this skill, and I encourage each of you to reinforce these lifelong lessons at home. Thank you to the Parents Association for making this trip to Barcelona possible for me.

Sagrada Familia



### **Varsity Volleyball Update:**

*By Nicole Bernadette, Physical Education teacher*

Although Hurricane Sandy put an abrupt end to the varsity volleyball season and the team missed the DISC Tournament, the team had a successful season with four victories and only three losses. There were two games where the team came from behind to win, in part thanks to some excellent serving from the team. Spectators remarked that the team had strong diving, bumping, and setting skills. Both Ms. Bernadette and Ms. Yao agree that the team worked well together in scoring many points. We are optimistic about seeing what St. Luke's can do in 2013.

### **Varsity Soccer Update:**

*By Joe Wood, Physical Education teacher*

The varsity soccer team followed up a successful 2011 season with an equally impressive 2012 season. The team won their last five games and finished up with a record of 5-1-1. The season was highlighted by several last-second goals that resulted in the team taking the lead or tying a game. The team also recorded four shutouts during the season.

Unfortunately Hurricane Sandy canceled the DISC tournament. Still, both the players and the coach would agree this was one of St. Luke's most successful soccer seasons.

### **Junior Varsity Soccer Update:**

*By Bobby Gomez, Kindergarten teacher and JV coach*

The junior varsity soccer team completed a successful inaugural season. Progress was made by team members individually and collectively. This was clear in the two games we were able to play. It was unfortunate our final game was canceled due to Hurricane Sandy, but it was a terrific season just the same. The jv soccer team finished the season with a record of 1-1. The team should be very proud because of their play and setting the foundation for a successful St. Luke's jv soccer program. Well done team!



Left: varsity volleyball team Right: Varsity soccer team



# Alumni News



**Class of 2009:** Hanna Chipman, Lily Yarborough, Perry Goodman, Hannah Harney, Gabriella Carr

## **Hanna Chipman ('09):**

I applied Early Decision to Bates College. I made a facebook group with everyone from my grade, and we've been sharing news.

## **India Rogers-Shepp ('10):**

I attend the Marymount School of New York. At school I am a part of the National Honors Society, Model U.N., instrumental club, and the vice-president of Amnesty International. Outside of school, I have continued to dance and play music.

## **Lloyd Feng ('10):**

I'm currently attending my junior year at Phillips Exeter Academy. I am a member of Exeter's Model United Nations Club, Current Events Club, Astronomy Club, Chinese Students Organization (CSO), Cor Unum, and Student Council among others.

## **Athena Washburn ('10):**

I am totally loving junior year so far. I am head of global current events club, and my favorite subject is French lit. I am at School Year Abroad France in Rennes, France, and plan to spend Christmas with my host family. I am currently taking acrobatic gymnastic and drum classes.

## **Halle Hewitt ('10):**

For Christmas we're going to see my grandparents in England, whom we haven't visited in a couple of years. I like Junior Year a lot: I think the courses are interesting, and they seem to be less stressful.

## **Tristan Ledwidge ('10):**

As a senior member of the new Improv Club at Riverdale, I just performed in a comedy featuring impersonations of a Portuguese Man o' War, a Parisian baker, a feeble airline terrorist and an allergy sufferer! I will enter the citywide Speech & Debate Tournament performing "Titus Andronicus."

## **Rhea Cumberbatch ('04)**

After graduating college Rhea is abroad in Southeast Asia. She has taken an English teaching position in Northern China for a year. Would anyone from the Class of 2004 like to take over class rep duties?



**Nathaniel Heller ('08)** and his parents had dinner in late October in Los Angeles with Jay Tucker, former computer teacher and his wife, Magda.

**Ashley Billman ('00)** recently moved to Norfolk, VA where she started teaching 11th grade English at the Norfolk Collegiate School.



**Daisy Mason ('00)** lives in New York and has returned to performing music. This season, she is a part of the New York Continuo Collective. Below is a picture of Daisy, her fiancé, Noori, and their 8-month-old son, Siraj.



## **Class of '93 Reunion**

by Ruah Bhay ('93) and Karin Paredes Wright ('93)

The St. Luke's Class of '93 had its "almost 20th" reunion where several members of the class spent a late Saturday afternoon in October visiting St. Luke's.

Classmates present were Lila Barre, Ruah Bhay (née Basker), Nicolas Gottlieb, Brian Healy and Karin Paredes Wright (née Paredes). The group was joined by Brian's fiancé (Dan Hantman), Karin's husband (Joe Wright), Ruah's husband (Neil Bhay) and their potential SLS class of '24 son, Nadal Bhay! Everyone enjoyed exploring the hallways and classrooms, taking note of the incredible changes (such as the new Pre-K and library) as well as the wonderful things that looked exactly the same (the awards in the gym and the trophies in the hallway).

Susan Holmes helped to coordinate getting the classmates together to see the school. Rob Snyder, (rsnyder@stlukeschool.org) our Grade 6 teacher back in '91, even made a cameo appearance at The Cowgirl Hall of Fame after returning that same day from Portugal!

The class of '93 has always been a close-knit group. And while several members keep in touch regularly, they will continue to update their class Facebook page, SLS Class of '83-'93. We look forward to future gatherings and to keeping St. Luke's School posted!

## Welcome to St. Luke's

**JOCELYN BOWMAN,**

Director of Capital Giving and Communications



We extend a warm welcome to Jocelyn Bowman who joined us in November as our Director of Capital Giving and Communications. In her first weeks at St. Luke's, Jocelyn created an email to re-launch our Annual Fund campaign, and she designed this issue of the Wingéd Ox that you now hold in your hands.

A graduate of Washington & Lee University, Jocelyn has extensive experience with nonprofits in the areas of fundraising, direct marketing, and database systems. Most recently Jocelyn developed and implemented a communications plan to boost ticket sales for a fundraising performance for the McGinley School of Irish Dance. Prior to that, she served as campaign manager for the Harrisburg Symphony's successful endowment campaign. We are fortunate to have her join the development department at St. Luke's.



Grade 3 cake painting inspired by  
Wayne Thiebaud

## Alum in the News

Louise Despont: 'Tide Fulcrum & the Motion of Fixed Stars'

By Karen Rosenberg

The New York Times Art Review - January 11, 2013

Nichelle Beauchene

Through January 20

Louise Despont's drawings cherry-pick abstract motifs from various ancient cosmologies, coaxing them together with delicate strokes of graphite and colored pencil. They evoke astrolabes, zodiac charts and the work of the Swiss artist-healer Emma Kunz.

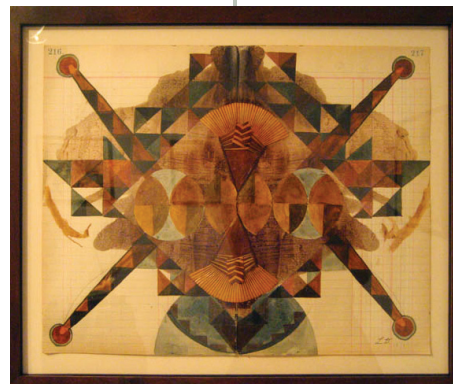
Ms. Despont draws on pages from antique ledger books, which are interesting in their own right. She fills the sheets with neat, diagrammatic arrangements of floral starbursts and overlapping diamonds, her gentle shadings of pencil punctuated by the occasional dot of copper leaf. Often the graceful longhand of the ledger books is visible beneath the layers of drawing; their rows of numbers work with Ms. Despont's patterns to conjure mystical calculations.

The exhibition, which inaugurates the gallery's lofty new space on Broome Street, feels overpacked; it could have done with fewer of the smaller, paired drawings, which become repetitive.

The big works, however, are ambitious. One of them, "Serpens," transposes a Greek constellation onto an intricate Persian rug design. Green snakes wriggle across a rust-colored geometric background. Large images of stringed instruments, flowering gardens, and the head of Medusa anchor other multish-eet drawings, lending some welcome order to Ms. Despont's multifarious, pantheistic and generally bewildering universe.

Permission to reprint by The NY Times

Louise Despont '97



## St. Luke's Fosters Community Spirit

By Melanca Clark ('88)



I am feeling particularly reflective this New Year's Eve. My daughter, Nyla, was born this past July. Having a child triggers memories of early life experiences that help shape one's outlook on life. I'm recalling that it was at St. Luke's where I learned the true meaning and value of community and service.

Through activities like the partnership program, it was impossible not to feel connected in some way to the entire student body and that we had some responsibility to take care of one another. Becoming an attorney at various civil rights and advocacy organizations, I've approached my work with an appreciation that the clients on whose behalf I work are part of my community, a larger community than St. Luke's, but a community just the same.

Today, I work at the U.S. Department of Justice in a policy office created by Attorney General Eric Holder called the Access to Justice Initiative. The office is dedicated to increasing access to counsel and legal assistance, and improving the justice delivery systems that serve people who are unable to afford lawyers, including the criminally accused. I'm learning that we will not be able to address perennial deficiencies in representation for poor people until we recognize that we are all connected. The failure to provide adequate representation has an impact beyond the individual, and can lead to burgeoning state budgets as incarceration rates soar.

We are all in this together. This is a lesson I first learned at St. Luke's, one of many lessons and values learned at the school that I hope to pass on to my daughter.



# Around the School

## 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, pe 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 invited three of our maintenance staff, facilities manager Tony Serrano and staff members Jesus Alaya and Mike Freeman, to attend as honored guests. These men spent the night of the hurricane protecting our school rather than staying with their families.

The students chose to share their harvest of bounty and gratitude with these men at the end of their basket dance. 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.



## Christmas Fair

All aboard the St. Luke's Express! This year's Christmas Fair transported us into the holiday season with an experience unlike any other. The North Pole came to life St. Luke's-style, complete with gingerbread cookie decorating, a carnival for the child in all of us, fantastic holiday shopping, and a riveting performance of Nappy's Puppets. The silent auction had a special something for everyone, and no one can forget the Maze! There are no sleeper cars on this train!



Many thanks to Co-Chairs **Keri Talucci** and **Jeannine Kiely** for leading this extraordinary effort, to **Kris Hou** for helping to envision the experience, and to **Bianca Jebbia** and **Erika Teresko** for transforming the school into a winter wonderland. Heartfelt gratitude goes out to **Jennifer Anikst** and **Angela Eiref** for their dedication to creating a fabulous silent auction.

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 as we all kick off the holiday season.

## Lessons and Carols



This year's Lessons and Carols, directed by our music specialist, Ron Nahass, was a poignant celebration of love, support, resilience, and hope that we share as a school and a community. After the recent tragedy at Sandy Hook, the service became transcendent for adults and children alike as we experienced the power of music.

It might have been while listening to the dulcet tones of a Catalan carol, or watching our Junior Kindergarten sing in harmony with their Grade 3 partners. Many were lifted by Grades 7 and 8 singing “Ave Maria” accompanied only by hand chimes. Others were transfixed by Grade 1 singing an Austrian carol while Grade 5 accompanied on violin. You may have been moved by Grade 2 singing “Rise Up Shepherd” and the purity of their solos.

Perhaps for you it was when our Kindergartens sang with and were accompanied by our Grade 6 as they performed “Do You Hear What I Hear.” All of us were moved by Grade 4's synco-pated rendition of “Go Tell it on the Mountain,” and the complexity of the Choristers' rendition of “Carol of the Bells.” The moment it occurred is not important, but surely at some point in the service the magic and meaning of the season became real for each of us. Thank you for reminding us of the true meaning of Christmas – that of hope, of love, of joy, and of peace.





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**Excellence • Ethics • Education**

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