

WHO WE ARE...

# The Winged Ox

Winter 2011

Tales from St. Luke's School

## St. Luke's School Engages in Process of Strategic Planning

When I was in school, back in a time when electric typewriters and overhead projectors were considered technological innovations, the goal of education was learning. Everyday after school I was greeted with, "What did you learn today?" Of course we still focus on learning as we educate children, but today, in addition to facts and figures, we need to be able to create understanding. The task that faces the next generation is adapting to a quickly changing world and interacting with flexibility, integrity, empathy, and efficiency.

An effective thinker for the 21st century needs to be:

- "Nimble and versatile enough to see relationships among things in addition to the subtle distinctions between them
- Inquisitive
- Patient enough to doubt and ask questions
- Fond of reflecting
- Slow to assert and ready to consider multiple points of view
- Careful to support their points of view and to formulate an argument with reasons and evidence
- A slave neither to passing trends nor to established traditions but capable of judging the credibility of sources and making independent judgments about information
- Alert to deception"

This definition of today's critical thinker was created by Sir Francis Bacon in 1605. Ironically, facing change has been

a constant of human history. Each generation bemoans the loss of what was and worries about what might be. Each time society has developed a different way to interact with the world, whether the transition was from feudal to democratic government, theological to scientific perspective, or analog to digital technology, many have reacted with concern, fear, and even resentment. These emotions are not inappropriate and may even be helpful, but they are not enough. Intentional and successful change requires the unifying focus of a shared vision, which is why St. Luke's School embarked on a process of strategic planning.

The planning process first began four years ago with a Board appointed task force which, in turn, broke into sub-committees to conduct research and develop recommendations about issues facing the school. Simultaneously, the Vestry of the Church of St. Luke's in the Fields began its process of strategic planning. Since the school is currently a division of the Church and many of our decisions are dependent upon their goals, it was determined that we needed to align our strategic vision with theirs, so the results were not formally presented to the larger community.

As the relationship between the Church and School became clearer and it became likely that St. Luke's School would pursue independence with the blessing and support of the Church, the strategic planning process was restarted. A series of parent coffees were held last spring. Nearly

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WHAT WE WANT TO BE.

St. Luke's School

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Milo Novitz



Emma Clift



Eamonn Duffy & Emile Seidman



Lorén Grandelli



Ryan Laughren

## News Around the School

### HALLOWEEN DANCE

St. Luke's first school-wide fundraising event of the year asks both parents and students to embrace their inner ghoulish while getting down on the dance floor. The annual St. Luke's Halloween Dance brings together new and existing school families for an evening of games, food, costumes and dancing. This year, the Halloween Dance attendees included tons of families and some spectacularly costumed guests such as (but certainly not limited to) Chewbacca, Dorothy from the Wizard of Oz, Scooby Doo, Harry Potter and a Chilean mine worker. The school gymnasium was packed with people who spilled into the cafeteria as they danced to the Black Eyed Peas and Lady Gaga. All in all, the dance was a wonderful

success that united both families and faculty in a festive, fun setting. This exciting event was co-chaired by Susan Petrie-Badertscher and Lana Ogilvie – Thank you!

*By Susan Petrie-Badertscher*

Above: Jayson Archer  
Left: Lana Ogilvie, Co-chair  
Halloween Dance



Dear St. Luke's Community:

I have long forgotten the comedian, but I still remember the joke. After asking a teenager what he wanted to be when he grew up, the comedian commented, "You know why adults always ask kids what they want to be? Because they're looking for ideas!" Everyone laughed because the joke was based in truth. No matter our age, we all wonder what we will become next. Almost by definition, life is change, and that is as true for institutions as well as people.

Every so often, St. Luke's School has asked what it wants to be next. Should it remain a parochial school with a rector as the head or should it transition to a parish day school with lay educational leadership? Should the school Board of Trustees always be chaired by the rector, or should the rector serve on the Board while allowing the Board to elect its own leadership? Each represents a major transition in the life of St. Luke's School. At the time, each was unnerving. Each was seen as threatening to our core values: a strong Episcopal identity, an inclusive form of worship, an intimate sense of community, and each transition served the school well.

Today we face another question: Should St. Luke's School remain a parish school operating under the auspices of the Vestry of the Church of St. Luke in the Fields or should we transition to an independent Episcopal day school with its own charter and articles of incorporation and an autonomously functioning Board of Trustees. Over the past three years, the Vestry and School Board have been examining this issue together.

The discussions began as a series of lunches between school and church leadership in which we discussed what we held dear: our Episcopal heritage, worship that was both inclusive and reflective of the rituals of the church,

a strong commitment to social justice and equity, a deep collaboration between the two organizations, and long-term financial sustainability for both Church and School.

Over the past year, the Church and School have come to the conclusion that a move toward independent incorporation will serve St. Luke's School best and support the vision of the Church of St. Luke's in the Fields. As in our previous transitions, change may feel unsettling, but ultimately it will assure our legacy and ensure our future.

Throughout this issue of The Winged Ox you will read articles that reflect what we are: a proudly Episcopal school of excellence, tradition, and responsible innovation. We, Church and School, are and will remain a supportive and collaborative community with distinct missions but shared visions. To answer the comedian's question, we have decided what we want to be when we grow up: Much the same, but even stronger and better able to respond to the evolving needs of our families and interact with the changing world in which we operate.

## Bart Baldwin

Head of School



Sculpture by Jean Li Spencer and David Lampietti.

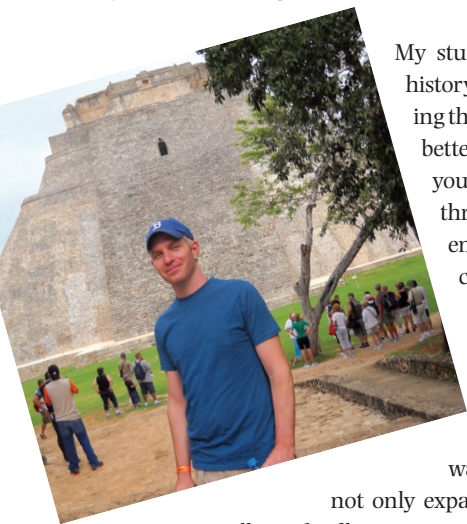


# Trips Abroad

## Travel Grants from the Parents Association

### Expanding My Curriculum in Guatemala and Mexico

By Elon Rosenberg



My students know that I love history, geography, and traveling the world. There's nothing better than visiting a place you have studied, walking through its ruins, experiencing the culture, and of course eating delicious, authentic food. My Parents Association funded trip to Guatemala and the southern part of Mexico this summer was a journey that will not only expand my curriculum, but will stay fondly in my memory forever.

The main reason I went on this trip was to visit archeological sites left by the great Mayan civilization over a thousand years ago. I visited five different ancient abandoned cities, all of which are now UNESCO sites or national parks. One of my favorite experiences was walking with just a couple travel mates through Uxmal (oosh-mall) in Mexico. This site was much less populated than Chichen Itza, and you could get a more Indiana Jones (my hero) like experience walking around enormous temples without crowds. Not only was I impressed with the durability and longevity of the structures, but after climbing up one of the temples, I could see little structures popping out of the trees as far as the eye could see. The most impressive of all of the ancient cities was Tikal in Guatemala. In Grade 4 we read a book together about this amazing city, which was lost in the jungle for a thousand years. One leaves the jungle with the impression that Tikal was one of the great cities of its day.

The other reason I chose to go south was to get a taste of the indigenous culture that remains strong, but very poor, in these areas. In the local villages I was able to visit churches where one could see the combination of indigenous traditions and Catholicism. One church I visited was filled with the smell of incense, and hay spread out on an open floor. Local religious men and women led villagers in traditional ceremonies involving chickens, alcohol, eggs, and soda to give to the saints in hope that they will receive help. Of course, the best local experiences took place in the markets that held everything from handmade tortillas, both live and dead animals (every part of the body is sold – trust me on this one), tropical fruits, and tourist tchotchkes.

The Mayan unit was introduced in November. Thank you again to the Parents Association for funding a major portion of my trip. For me travel is an important part of learning, and teaching about history and the cultures of the world.

### The International Reading Association's World Congress on Reading

By Sherry Froman

Where else could you hear keynote speakers from three different nations, including noted researchers and a world-renowned children's book author? Where else could you attend concurrent poster sessions depicting perspectives on comprehension ranging from a classroom-based strategy in the United States to a five-country survey by a Japanese researcher? Where else could you exchange ideas over lunch with colleagues from several different continents all at once?

The International Reading Association's World Congress on reading offered attendees the opportunity to do this and more. Hosted by the New Zealand Reading Association at the SKYCITY Convention Centre in Auckland, New Zealand,

the conference offered a wide range of professional development opportunities to more than 800 educators representing approximately 35 countries.

The IRA President Patricia A. Edwards noted at the closing session, "My hope is that you will leave this IRA World Congress on Reading committed to taking what you have learned back to your schools and universities so that all readers and writers will become more literate." With the enthusiasm sparked in me by this incredible experience of attending this World Congress, I have done just that. Already, with the cooperation of my colleagues and administrators I have been able to insert several items learned at the conference into the curriculum and suggest several new techniques for use in the teaching at St. Luke's.

For example, though multicultural literature is still an important aspect of literacy, a new and exciting trend is that of "international literature," the meaning of which differs depending upon the country in which you live. In New Zealand, for example, international literature includes books that were originally published in a country other than New Zealand in the language of that country and later (or simultaneously) published in New Zealand. In the United States, international literature includes books that were originally published in a country other than the United States in the language of that country and later



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published in the U.S. Through discussions with our librarian, Eden Stewart-Eisman, and my associate, Marisa Edelstein, I have shared the ideas of this new trend, and the Grade 1 students will be the first to experience instruction in this new curriculum during their library class.

One of my favorite experiences was to visit a local school in New Zealand -- Royal Oak Primary School. I spent the day with the Grade 1 teachers, and was able to take many ideas back to St. Luke's.

I am extremely grateful to the Parents Association for helping me to have this incredible experience, which is now spreading its worth upon the children of our beloved school.

## My summer trip to Taize

By Narda Biemond

Taize is a small mediaeval village in Burgundy, France. For most church musicians it's a wonderful set of liturgical chants written by a community of brothers, and accessible to people from different cultures. It is prayer and meditation through singing. Much of it is sung in Latin so that you don't have to be an English or French speaker. I heard Polish, Korean, German and many languages I could not identify. The central experience in Taize is a prayer service, morning, midday and evening, where people sing the short beautifully

written chants, incorporating readings in many languages. These seminars run all year round; most stay on-site in tents and dormitories. There is a wonderful sense of community, as people meet in small groups for discussions, take part in chores (serving meals, cleaning) and sing.

I am grateful to the Parents Association for making this possible for me.



## ROB SNYDER'S RETIREMENT

Rob Snyder has announced that he will retire from St. Luke's School at the end of this academic year. Let us join together in offering Rob our deepest gratitude for an extraordinary teaching career.

Rob has been an integral member of our community for the past thirty-eight years. His love of the school, passion for its mission, and commitment to its children and their families is unparalleled. Rob's students benefitted from his gentle spirit, love of learning, and fierce commitment to celebrating the best in each child whether he was their fourth or fifth grade teacher or offering instruction in language arts, math, social studies, or religious education.

Throughout his tenure at St. Luke's School, Rob has been eager to adopt new teaching strategies. From introducing the concept of the educational "museum" through the legendary Egypt project, to collaborating with other teachers to offer instruction across the disciplines, to pursuing professional development so that he could learn about the most current research, Rob has remained determined to offer the best to the students he serves.

Passion, energy, and lifelong learning are three of Mr. Snyder's hallmarks. In addition to his unquestioned dedication to St. Luke's School, Rob is an accomplished home renovator, an avid traveler, and a passionate admirer of the arts. He will pursue all of these



5th Graders learned teamwork on September 21, 2010 when they helped to hoist the sails of the *Pioneer*, a 125-year-old schooner that sails from South Street Seaport. While on board, the students also were able to examine close up some of the marine life found in New York Harbor. They coiled lines and plotted the ship's course using charts of the local waterways.

interests, and undoubtedly discover many more, as he transitions into a well-deserved retirement.

We will have a formal opportunity to offer our thanks and congratulations to Rob later this year at a celebration scheduled for Thursday, May 12, 2011. Invitations will be mailed well in advance of the date.

In the meantime, please join us in wishing Rob Snyder our heartfelt appreciation and every best wish as he embarks on a new phase in his life.



# Pow Wow

## Who We Are and What We Want To Be

*By Jessica Welt*

At St. Luke's School, we strive to shape our students into responsible, caring members of one global human community. While we believe it's important to learn about the culture and customs in our own backyard, we feel it is equally vital to explore the rich and vibrant history and culture of various communities throughout our country. Each year, Grade 3 studies Native Americans in social studies. To supplement this curriculum, drama instructor Karen Butler teaches the students songs and stories from other Native American groups. After weeks of practice, the students put on a Pow Wow for the entire student body. The Pow Wow consists of Native American legends, dances, and music performed by the Grade 3 students.

This year, there were three main dances performed: The Jingle Dance, The Animal Dance, and the Grass Dance. These dances were narrated and pantomimed by the students. Each student had at least two roles consisting of speaking and acting parts. There were also three ceremonial drummers who organized the pacing and flow of the Pow Wow. Many portions of the Pow Wow were serious and were performed with great pride and concentration. One of these sections was the Eagle Dance, performed by all of the students in unison and led by St. Luke's School's former music teacher, Charles Hunter. Many members of the audience were struck by the beauty of this dance and the poise and maturity displayed by the children from beginning to end. The Grade 3 students were truly in touch with the legacy surrounding the traditions they presented.

The fervor with which the students embraced this culture speaks to the integrated nature of their education. They read about the daily lives of several tribes, constructed models of the homes

in which they lived, listened to origin stories told by the chiefs themselves, and even visited a nearby college where they watched Native Americans from several tribes performing dances from their own heritage.

The students absorbed all of this information and displayed a truly deep and meaningful appreciation of these people. The Pow Wow was a fantastic culmination of the Grade 3 social studies unit and was a truly unique and personal experience for the actors and the audience.



Olivia Petzel

## DIVERSITY COMMITTEE UPDATE

Growing up in a diverse community like St. Luke's School, not to mention New York City, provides many benefits and challenges. This fall, the diversity committee held events aimed at helping parents manage some of the challenges. In October, we had a meeting with school psychologist Besty Klein, who guided a wonderfully open conversation where parents shared some of their experiences relating to diversity, both good and bad.

In November, we invited child psychologist Bruce Arnold to lead a discussion about navigating childhood in general, and the issues of teasing and bullying in particular. In front of a large group of parents and faculty, Dr. Arnold provided some welcome insight into how to help our children maneuver through the social landscape of 5-13 year olds.

This spring, we look forward to family film night, the family dance, and an alumni panel talking about life beyond St. Luke's. As always, all are welcome.

Co-Chairs of Diversity Committee  
Parents: Lewis Flinn and Joëlle Duffy

## News Around the School

### CHRISTMAS HOLIDAY

By Narda Bicmond

Our annual Lessons and Carols Service was a wonderful way to celebrate Christmas once again. All of the students were involved, some playing recorder, Orff instruments, band instruments, guitars and cello, and of course singing. The handbell choir, 7th and 8th grade chorus and the band played interesting arrangements of well known carols. We also enjoyed the faculty song which included some percussion and the parents' chorus



which performed an innovative a capella arrangement of a more contemporary song. The best thing about Lessons and Carols is the opportunity for the whole community to share the joys of Christmas in a very meaningful way.



above: Kindergarten Class  
below: Jack Steinberg and Juliana Orejuela

### St. Luke's School Engages in Process of Strategic Planning

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80% of the parents of children enrolled in the school participated in one or more of the coffees. Each coffee focused on three questions: What should St. Luke's School hold dear and protect? What should St. Luke's School examine? What should St. Luke's School examine first?

In May of last year, the School engaged Susan Stone, an internationally recognized expert on strategic planning and the grandparent of a child currently enrolled at St. Luke's School, to facilitate the process. More than 65 parents participated in the kick-off meeting in September. They, in turn, broke into seven subcommittees to examine specific issues: maintaining academic excellence, recruiting, retaining and supporting a first rate faculty, determining optimal size, protecting core values, assessing facilities needs, enhancing philanthropy and stewardship, and evaluating governance structures.

The committees met frequently during the fall. They researched, met with representatives from other schools, conducted surveys and focus groups, and thoroughly explored their topics. At one point, nearly 90% of parents were involved in leadership discussions either through strategic planning, coffees, or Parents Association meetings. In November, the Strategic Planning work group gathered at the NYU Student Center and spent two days discussing each subcommittee's work. At various times the discussions – always respectful – were casual, intense, unifying and fractious. By the end of the two days, the committee came to consensus about key issues to explore and logical next steps.

The Board of Trustees is reviewing a draft of the plan now. Following their approval, school administrators will develop an operation plan. The strategic goals and affiliated operational steps will be reviewed at the February Board meeting



Peter D'Albert, Collin McMillan, Emery Nelson

and, if approved, presented to the St. Luke's School Community in March, 2011.

As in all major undertakings, the process has been both exhausting and invigorating. As in many major undertakings, the process has brought members of a diverse community together and both created and strengthened bonds. But unlike most major undertakings, the process has been inspiring, for it has demonstrated that St. Luke's School is a community rich with diversity yet united with shared values and a common ideal of serving children.

I believe Sir Francis Bacon, speaking to the 21st century from the 17th, would be happy with the strategic planning process at St. Luke's School, for it has been nimble, versatile, inquisitive, patient, reflective, careful, credible, and independent. But more importantly, the process is proving useful, for it helps the School hold fast to all that it is now even as we dream about what we might become tomorrow.



## Exploring the City: Grade 2 Mini-Trips!

By Emily Lees

Interviewing a farmer...designing a skyscraper.....playing air guitar on the stage of the Apollo Theater. These are just a few of the exciting things second graders at St. Luke's School experience during our mini-trips to different Manhattan neighborhoods. Mini-trips are part of the Grade 2 social studies unit on communities. As we study the features of neighborhoods and communities, we hit the streets of Manhattan to deepen our understanding of what makes a neighborhood special. Each group of two or three children gets a unique trip, and they return to the classroom with a plethora of stories and information to share. After each trip, students create a brochure about the neighborhood they visited.

At the beginning of the year, we ask Grade 2 parents to think about any connections they may have with people in different neighborhoods. We plan our neighborhood visits around these contacts; in the past, parents have helped us visit places such as a Lower East Side pickle shop, a Chelsea art gallery, and a Harlem church. This year, we had some amazing experiences! On a beautiful fall day, we set out on our first trip. Our destination was the Union Square Farmer's Market where we were able to interview several different vendors and farmers. We learned a lot about what makes the neighborhood unique and how it has changed over time.



Madeleine Davis, Benno Greene and Ryan Collins

On another trip, we created our own buildings with a Tribeca architect. We have taken a backstage tour of the Apollo Theater and interviewed an actor in the Broadway production of *The Merchant of Venice*. At the 21st Precinct in Gramercy, we heard tales of incredible rescues performed by the Emergency Services Division. We checked out the recording studios at the AOL offices, and explored the history of comic books at DC Comics. Through these rich and varied experiences, second graders learn to both identify the common elements of neighborhood and community and to seek out the uncommon aspects of familiar streets. The hope is that children will come away from the mini-trip experience with a fresh perspective on their city.

## ST. LUKE'S AND NEWCOMERS WORK IS CHRONICLED IN NEW FILM

By Kim Allen (St. Luke's School) and Julie Mann (St. Luke's parent & Newcomers High School Teacher)

In Grade 8, we continue to nurture our longstanding ties with Newcomers High School, a high school for new immigrants. A trip to Queens in December replaced our annual Human Rights Day at St. Luke's, which will be celebrated in the spring. The program ties in very closely with the curriculum, as the buddies become resources for the annual research paper on immigration.

In addition to the academic benefits of this collaboration, this partnership also affords us the opportunity to engage in human rights work, this year in a very profound way. Newcomers High School is creating a "Building Bridges Project", an attempt to combat bias and bullying in response to violent attacks on immigrants in Patchogue, Long Island and around the country. Since all of our buddies are immigrants themselves at a school just 50 miles away from Suffolk County, the project is especially meaningful. In addition, our Human Rights Day activities last year were dedicated to these incidents. Newcomers students wrote their personal biographies which will be posted on the website "Not in our Town," which streams video and exhibits photos and educational resources (<http://www.niot.org>). St. Luke's students edited the autobiographies of their buddies and will be credited as editors on the NIOT website.

During our December 9 visit to Newcomers High School, a film crew from *Not in Our Town* followed us throughout the day, meeting us as we came out of the subway and capturing their interviews and editing sessions. The feature film that will emerge as a part of this day will be a part of a movie about schools and other groups working together for change by building bridges between immigrant and non-immigrant youth. A high point of our day was a guest visit from Joselo Lucero, an immigrant from Ecuador, whose brother Marcelo was killed in a hate crime in Patchogue in 2008. This incident sparked interest in participating in the film project, and moved our students to continue to work together with their buddies on human rights projects.



## Sports Results Fall, 2010

**Soccer**  
2 wins, 3 losses, 2 rain-outs

Tied for 3rd in the St. Luke's  
Invitational Tournament

**Volleyball**  
4 wins, 3 losses

3rd place in the  
DISC Invitational Tournament



Soccer Team

# Physical Education

Who we are and what we would like to be

by Scott Bitterman

Currently we have wonderful Physical Education and Athletic programs here at St. Luke's School. Students are exposed to a multitude of activities from several categories in Physical Education such as team passing sports, net/wall sports, striking/fielding sports, and personal performance activities as well as basketball, soccer, volleyball, floor hockey, and team handball.

Opportunities for children to play after-school sports such as softball, basketball, and soccer are also provided. Our wish is for each and every child to find something that he or she will truly enjoy and continue to pursue, which will keep them healthy for the rest of their lives.

The value of play, participation, fitness, and sportsmanship will continue to center our program. Currently we are exploring the role of technology in physical education and searching for opportunities to incorporate outdoor activities, more fitness activities, target sports, dance, and other aesthetic activities. Recent innovations include emphasizing lifelong fitness, well-being, and increasing the focus on developing healthy lifestyles.

Beginning in Grade 5 for basketball and Grade 6 for other sports, we offer an athletic program in which our teams compete against other independent schools. Using the latest methods in strength and conditioning, we are able to greatly increase performance while reducing the likelihood of injury. Each athlete will receive instruction in the sport of his or her choice as well as proven training techniques in a team setting. Striking a balance between individual excellence and the citizenship that comes with being part of the St. Luke's community. Given these tools there's no telling what heights we will reach!

## Soccer

October 8th started out as another rainy day, so we thought the St. Luke's Varsity soccer opener would be delayed for the third time. Happily, the sun broke through in the afternoon and there was a lot of excitement on the walk to Pier 40 to face Brooklyn Heights Montessori.

The first whistle blew. It was very intense. The possession of the ball switched back and forth between teams. After ten minutes one player passed a crisp pass to another and we scored a wonderful long distance goal. The team continued to display EXCELLENCE throughout the first half and we had a 3-0 lead. We walked off the field with DIGNITY, proud of our efforts.

We kept up our offense in the second half and immediately scored another goal. Our players were HONEST in admitting when they were tired and ready for a break on the sidelines when they were tired. As we continued to score, we felt COMPASSION for the other team, so we loosened our offense by switching our formation around. This gave everyone a chance to play what they want to play and Brooklyn Heights Montessori scored a goal.

We won the game 6-1 and we shook hands with the other team. We showed true RESPECT for the coaches and the other players. At St. Luke's everyone follows the Five Community Standards, Excellence, Dignity, Compassion, Honesty, and Respect even when we are on the soccer pitch. The St. Luke's Athletic Program is great because everyone gets to play and learn some life lessons.

Andrew Davidson  
Grade 7



# Volleyball

At the first volleyball practice, I was amazed at how many different people we were. There were 25 team members and only one Ms. Rapp. Ms. Rapp, with her special coaching talent, managed everything perfectly. Volleyball at St. Luke's is a great part of the athletic department because every player who joins gets to play. This year the team had about 4 weeks of practice before our first game. We practiced 2 times a week after school, and could go to early morning practice as well. Ms. Rapp coached us to be team players, but also bold individuals. She said that the most important thing in volleyball was calling the ball. Saying "I got it!" or "Mine" let other people know what you were going to do. It didn't matter if you made it over or not, all that mattered was that you made an effort.

I remember the last game of the season as if it were yesterday. It was the tournament. St. Luke's played against Little Red. Little Red served, and the ball zipped over the net. Somebody called out, "I got it" and the ball flew back to Little Red's side and hit the ground with a thud. Then the game became intense. Ms. Rapp, called time-out. She pulled us aside and said that no matter what happened out on the court she was proud of us. The whistle blew and Little Red served. The ball went back and forth for a while, but in the end Little Red won.

Though we weren't winners, we learned how to be volleyball players. That game, like so many of the other activities SLS students do, showed who we are. We were a volleyball team.

Coco Hailey  
Grade 8

Grade 3 Class

## News Around the School CHRISTMAS FAIR

The holiday season at St. Luke's could not begin without the Christmas Fair! Heartfelt thanks to co-chairs **Marian Baldwin**, **Stella Um** and **Yvette Valentine** for making Candy Land Christmas a success. We also wish to thank the many parents who contributed their time and energy to help create a day that we all could enjoy.



Co-chairs Stella Um  
and Yvette Valentine





# Science

By Lauren Thomas and Matthew Adams

It's been a fun year thus far in science at St. Luke's School! All around the school students have been exploring the world around them and thinking like scientists.

**Grade 1** has been busy learning the nature of science. They tested balls to see which ones are the best bouncers, wondered if all pea pods have the same number of peas in them, and even built roller coasters! They've also learned how to test the validity of claims made by paper towel companies. Which one really is the most absorbent? No one is safe from the truth-seeking scientists of the first grade.

Have you noticed the many varieties of birds that visit our gardens each year? Well **Grade 2** has. The budding ornithologists of second grade have been watching our feathered friends as they drop by the feeders for meals. As they watched, they wondered which kind of seed the birds liked the most. After setting up different feeding stations, it turned out the nyger was preferred over both safflower and sunflower seeds. Who knew?

**Grade 3** has been learning about human anatomy, doing jumping jacks, imitating speed skaters and other kinds of exercise to see how their heart and breathing rates react. They've also become quite proficient at tracing messages as they travel throughout the nervous system. Just ask them what happens when your nose smells a freshly baked cookie!

If you were walking by the science lab and a small foam ball whizzed by, that was **Grade 4**. They have been building machines that can store elastic energy and change it into moving energy. In short-catapults! Using raw materials and creativity, each group designed a machine that was able to hit a target from a meter away. Fortunately, nobody has figured out how to build a catapult large enough to hurl a teacher at a target...yet.

Are you getting as much milk as you paid for from your favorite brand? **Grade 5** has been measuring matter like mad

this fall. Not only have they checked up on the stated volumes of popular beverages, but they have put their measuring skills to more practical matters, such as finding out how many marbles could fit in the science lab! Believe me it's enough to supply all the marble aficionados of the world with their own sets.

Have you ever thought about where and why volcanoes form? Or why certain parts of the world are more prone to earthquakes? Or how natural disasters such as volcanic eruptions, earthquakes, and tsunamis affect the lives of people who live where they occur? This year students in **Grade 6** will create presentations on three major historical earthquakes and present their findings about the mechanics and societal impact of each. They will learn how seismologists locate the epicenter of an earthquake, and they will discover how different types of volcanoes form and erupt.

Why do we look the way we do? Is personality a genetic trait? How much of an impact does the environment have on us? **Grade 7** students will begin their study of genetics, genetic disorders, natural selection, and anatomy. Students will create and present a PowerPoint slide show on specific genetic disorders. During a multi-faceted unit covering anatomy, physiology, evolution, and natural selection, students will dissect a frog, identify internal and external organs, and infer the adaptive value of observed structural features.

How do we see? How many rubber bands are needed for an egg to bungee-drop two meters? Does Mozart's music improve our memory? **Grade 8** students will research how light travels through the eye, the anatomy of the eye, and color vision. They will study Isaac Newton, and learn what variables are involved in bungee jumping. They will design experiments to test the effects of different types of music on short-term memory.



Science Teachers: Lauren Thomas and Matthew Adams

## St. Luke's School Sponsors Alumni Facebook Page

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





# Alumni News



## CLASS OF 2000 REUNION

I have to start this brief article with the most important revelation from having attended the St. Luke's School Class of 2000 10-year reunion. I am left with a feeling of joy having been able to reconnect with my peers who witnessed such a huge transition in my life.

It really is a pleasure to see how much each of us has grown despite – and sometimes because – of the hardships and blessings we have all endured. One night was not really sufficient to catch up on all of the great projects and work we have all been involved in, but it felt like a beginning.

The alumni association kindly funded our gathering, and we had a lot of fun! Almost too much, as we didn't even pause to take pictures. A class relatively small, seventeen, of which twelve were able to make it. It certainly felt a little incomplete, but I can't imagine how overwhelming it would have been to have had even more stories to hear.

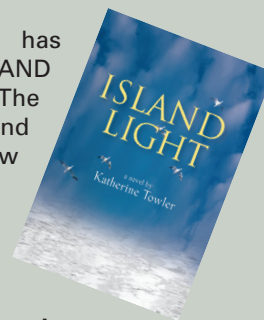
It's nice to know that so many of us are back in New York or at least visit often, and this reunion reignited that deep knowing that St. Luke's alumni are well equipped to face whatever life throws them with grace and charm.

*Daisy Mason, Class of 2000*

**Nicholas Birns '79** saw (The Rev.) Susan Mills, who taught music at St. Luke's in 1976-77, for the first time in 34 years. Susan is now serving a small parish in Mexico and travels widely. It was a delight to catch up with her after so long!

A composition by **Julian Korzeniowsky '07** will be featured in the 2011 Very Young Composer series of the New York Philharmonic. Julian's fully-orchestrated piece was performed by the NYPhil in early February at Avery Fisher Hall. Julian is now a senior at LaGuardia High School of Music & Art.

**Katherine (Katie) Tower '70** has published her third novel, *ISLAND LIGHT*, with MacAdam Cage. The third volume of her Snow Island trilogy, the book is set on a New England island in 1990.



**The Harney girls** are on the move! Both **Lola** (2008) and **Hannah** (2009) are studying abroad this year. **Lola** is spending her junior year at School Year Abroad in Viterbo Italy. **Hannah** is spending her sophomore spring boarding at the Marymount London International School.

## In Memoriam

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

**Robert C. Wagner**, Class of 1953 – March 28, 2010  
**Jan Lang**, Class of 1955 – December 6, 2010

## Annual Giving

As of December 31, 2010 we have received 128 gifts and pledges totaling \$272,806. Annual contributions to St. Luke's School range from \$25 to \$25,000, and all members of our community – current parents, faculty and staff, alumni, grandparents, parents of alumni, and other friends – are asked to participate in making a gift each year. These gifts support all areas of the school and go towards mission critical expenses including faculty salaries and professional development, financial aid, academic programs, school supplies, and facilities maintenance. We understand that charitable giving is a personal decision. Gifts of any size are valued as we strive to reach our goal of \$500,000 by June 30. For more information, or to make a gift, contact Director of Development Clint Rataczak at [crataczak@stlukeschool.org](mailto:crataczak@stlukeschool.org) or 212-924-5960. Visit [www.stlukeschool.org](http://www.stlukeschool.org) and follow the 'Support St. Luke's' link to make your gift online at any time.

## Save the Date!



Spring Benefit  
Thursday,  
May 5, 2011



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## The Winged Ox

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