

GAYNOR gazette

WINTER 2010

Our Future is Around the Corner

Stephen Gaynor School purchases historic Claremont Stables



Also...

“Why I Teach”, Gaynor Gala 2010,
and Gaynor Happenings



Please join us for the

STEPHEN GAYNOR SCHOOL

2010 Annual Gaynor Gala

Wednesday

March 17, 2010

6:00 - 10:00 PM

Pier Sixty at Chelsea Piers

*Featuring a cocktail hour, dinner,
special musical entertainment,
and a live and silent auction*

Honoring:



Jordan Roth
President of
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Richie Jackson
Executive Producer,
Nurse Jackie



BD Wong
Tony Award
Winning Actor

STEPHEN GAYNOR SCHOOL PARENTS

*For tickets and more information, contact Joe Finocchiaro at 212.787.7070, x115
or jfinocchiaro@stephengaynor.org*

Dear Members of the Gaynor Community,

Who would have *imagined* back in 1962 that one idea—that all children, regardless of learning differences, will excel and thrive if only given the right educational opportunities—could be so powerful? And yet it was, fuelling the transformation of the Stephen Gaynor School from a humble and earnest classroom, into what is now a robust school.

Through the years since our founding, the Stephen Gaynor School has not only unlocked potential for the remarkable students who have flourished in our classrooms, but it has also built a community. Our community is a network of students, alumni, families, friends and faculty who understand and value the role that *our* school plays in offering and advocating for educational opportunity for *every* child.

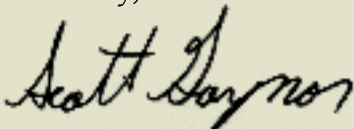
The compelling idea upon which our school was built remains as strong today as it was nearly 50 years ago. And the progress that we've made enhancing and developing resources for our students clearly reflects just how relevant our core mission remains.

As you will learn in this edition of the Gaynor Gazette, the Stephen Gaynor School doesn't remain idle. We continue to take bold steps forward, developing faculty, facilities and programs to further enrich the educational experience not only for students today, but for many generations to come. With the addition of the historic Claremont building (see page 3), we've dramatically expanded our footprint. More importantly, we have added much needed space for the Stephen Gaynor School to grow its ambitious arts curricula and programs.

And we remain mindful of our role within the larger community as well, demonstrating that the Stephen Gaynor School is a responsible neighbor in the Upper West Side and beyond. Through the leadership of our board and volunteers, the hard work of faculty, and the tremendous dedication and support of countless individuals, families and friends, we have built a caring community. This fall our students have actively participated in programs to support our after-school reading program, breast cancer awareness and provided food and clothing to Upper West Side residents in need. With such an extraordinary network of support and goodwill, we now prepare to enter the next 50 years.

It is with deep appreciation for all that you have done to make this vision take shape, that I welcome you to this edition of the Gaynor Gazette. I hope you will take credit for the good news that we are sharing with you today, because we simply could not have written these many headlines without *you*. Thank you for your role in making the Stephen Gaynor School the dynamic, innovative and special place that it truly is, and for your part in moving ever-forward into a bold and exciting future!

Sincerely,



Scott Gaynor
Head of School



Dr. Scott Gaynor



STEPHEN GAYNOR SCHOOL

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Stephen Gaynor School Breathes New Life Into Historic NYC Landmark

The Stephen Gaynor School has boldly begun the new decade with an exciting move to expand its facilities and programmatic resources for students, faculty, and the community at large. On January 5, 2010, the Board of Trustees announced the purchase of the Claremont Stables and Carriage House located at 175 West 89th Street abuts the school's current 90th Street building.

The building is an historic landmark, listed on the National Register of Historic Places. Until its final year of operation in 2007, the Claremont served as the oldest continuously running equestrian stable in New York City, having opened in 1892.

The Stephen Gaynor School will occupy and preserve the historic integrity of this site, but will soon begin to transform the building to meet criteria set-out in the school's 2009 strategic plan for its facility and programmatic growth. Specifically, the Claremont structure will house Stephen Gaynor's expanded Arts programs, featuring a stunning state-of-the-art theatre space. Additionally, the Stephen Gaynor Early Education Center will also make its home there. The recently acquired building offers an astounding 65,000 square feet of new space—a truly remarkable resource, especially in the crowded world of Manhattan real estate.

The purchase of the Claremont building represents significant progress in meeting goals outlined as key priorities in the school's 2009 strategic plan. Already, there has been considerable progress in addressing the plan's first two fundamental priorities—ongoing efforts to strengthen academic programs through curriculum enhancement and faculty development, and increasing Stephen Gaynor's leadership in the larger community, through programs like The Stephen Gaynor School's Community Learning Center.

The new facility is essential in addressing the next priority areas—expansion of the School's Arts programs, and the introduction of an Early Childhood Center for children ranging in age from 3 to 5, who are at risk for academic failure. Classes for the Early Childhood Center will be limited to eight to ten students.

“We are delighted by the purchase of this new facility, and thrilled at what it will mean both to our students as well as to our community. We are also pleased that we are able to preserve an historic landmark that will continue to reflect the rich past of our city, while serving as an innovative and inspirational setting for our students, allowing them to engage in learning, creativity, and innovation.”

—
Head of School Dr. Scott Gaynor
commenting on the school's acquisition



Continued on page 4

“Art is a child stepping into a world of creativity to express the soul and to animate through painting, drama, music, dance, and photography all that cannot be contained in words alone. What better home than our new space to inspire the genius that lies in every one of our sons and daughters.

The opening of our new preschool in September 2011 allows us the privilege of helping young preschoolers discover the joy of learning through play, of making friends through listening and respecting each other; of developing a love of books and building self-esteem; and through a common social sharing build respect for their community. This creativity forms the corner-stone of our new Early Childhood Center.

I’m so grateful that in my lifetime I have been part of a dream that became a fantasy—and a fantasy that became a reality. This is the destiny that brings our preschool and art close together.”

Yvette Seigel, Co-founder of the
Stephen Gaynor School

A team of early childhood professionals, including special education teachers, a speech and language pathologist, an occupational therapist and a school counselor will give each child the individual support he or she requires to be a

successful member of a classroom community. The program will occupy the second floor of the stable with dedicated space for Occupational Therapy and easy access to our existing play yard.

Art programs at the Stephen Gaynor School will be offered in new classroom and studio space where students will hone their skills in drawing, painting, photography, and performance arts including theatre and music. The arts are an integral part of any well-rounded curriculum, and the enhanced access to art instruction will strengthen the educational experience for all students at the Stephen Gaynor School. Through creative self-expression and artistic exploration, students will build self confidence and learn and grow in new and different ways.

The building has five floors, including a basement. The main floor originally had a rectangular riding area used to store carriages to hitch to horses for their owners. As part of the Stephen Gaynor School, the main floor will feature a theatre to be used as a performance space for students, which can also be rented to local performing arts groups who are unable to find suitable venues for their productions.

The school extends gratitude to the members of the Board of Trustees and, in particular, Board members Carol Feinberg, Irwin Simon, and Daryl Simon for their efforts to secure the new site. Looking to the future, Feinberg remarked:

“The purchase of the historic Claremont Riding Academy is a monumental move forward for The Stephen Gaynor School. With this additional space, the growth opportunities for our nurturing and successful learning environment will be significantly enhanced. I am convinced that under Scott Gaynor’s leadership, our dedicated teaching and administrative staff, as well as our passionately committed parent body, will take this opportunity to make this future a reality.”

In the rapidly evolving landscape of New York, the Stephen Gaynor School has clearly broadened its footprint, but more importantly, continues to represent a model of education and learning, emphasizing that every child holds great potential and promise.



Generous Grants Awarded to Community Learning Center

The Nathan Cummings Foundation awarded the Stephen Gaynor School's Community Learning Center \$8,500. This support was made possible by Adam Blumenthal, parent of Ketzel Feasley, who graduates in June and alumnus Lasor Feasley (class of 2006). The Community Learning Center also received a \$6,000 grant from the Seventh District Association with the help of Joseph LoPinto, father of Frank LoPinto, also graduating in June.

These grants will help fund the Community Learning Center, which provides free after-school reading remediation. The program began in 2007 with 12 students from P.S. 84, and has since expanded to 24 students from both P.S. 84 and P.S. 166.

The Community Learning Center had their annual Holiday Cookie Decorating Party before the kids left for vacation on Thursday, December 17, 2009.



Carol Feinberg Board of Trustees

The Stephen Gaynor School is pleased to announce that Carol Feinberg was recently appointed to the Board of Trustees.



Carol is the mother of Dr. Jordana Gilman, a dermatologist, Herbie Gilman, an eighth grader at Columbia Grammar and Prep School, and Emma Gilman, a current fifth grader at the Stephen Gaynor School. Carol is a recognized marketer, executive, entrepreneur and leader who has achieved successes in fashion retail management and entertainment. She has held several senior-level management positions with prominent retail corporations, including Blockbuster Entertainment, We Do, Inc., The Kobacher Co., Lerner New York, Thom McAn and Woodward & Lothrop.

Carol received a Clio Award – Best Original Music Scoring, U.S. Radio, Thom McAn Shoes – Herbie Hancock Composer and Vocalists.

In 1992, she was voted Top One Hundred Marketers in the U.S. by Advertising Age Magazine.

Carol volunteers for the JCC Manhattan Finance Committee and Coop Board. Additionally, she served as a Columbus Symphony Orchestra Chairman, CityArts Chairman, and as a Board Member at the Rodeph Sholom School. Since her daughter Emma has been a student at the Stephen Gaynor School, Carol has generously provided her time, effort and resources to help foster the growth of the school. She looks forward to having the opportunity to serve as a member of the Board of Trustees.

Why I Teach

Teachers have one of the most important jobs in the world. Every day they shape the minds of our youth, ultimately preparing them to be our leaders of tomorrow. The teachers at the Stephen Gaynor School understand this responsibility and strive to provide our children with the tools they need to succeed. A few teachers and specialists describe why they teach and what their experiences mean to them.



Kate Adlin – Head Teacher, Rm. 303

I am deeply inspired by the students I teach. When I see them engaging in the learning process, asking thought-provoking questions, and helping one another learn, I am inspired. I remain continually motivated by every single success my students achieve, regardless if they are big or small. Watching students have that ‘aha’ moment when something finally clicks is worth all the effort I put in each day.

As teachers, we do the best we can every day. I’ve learned it’s okay to make mistakes, that’s how we learn. Every morning when school starts my class is able to begin our “do-over”, where we try to learn from whatever transpired the day before. The daily experience of teaching means passing on these lessons to children who grow to appreciate that life is ALL about learning, even when we are not in school.



“At the Stephen Gaynor School, we are trained to build foundational skills, while at the same time nourishing students’ minds with intellectually rich content. The result is a dynamic, happy learning community.”

DONNA LOGUE, HEAD TEACHER, RM. 202

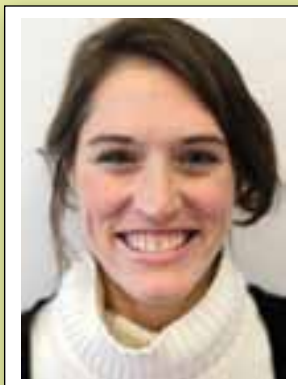


“I teach because I enjoy helping my students achieve success in their studies. The inspiration I receive from them fuels my passion for teaching.”

JOE KAUFMAN, MATH SPECIALIST

John Beich – Head Teacher, Rm. 704

In third grade, I ran into a brick wall. I began to have serious problems with reading, spelling, and writing in cursive. A tutor helped me keep up with the class. I was tested for learning disabilities and, in the end, labeled as a Learning Disabled or LD student. I struggled for a few more years, and then, in seventh grade, I met a tutor who, in a few months helped me make real progress. He tried to put the disability into more positive terms, so that it began to feel like a gift. He presented the idea that people learn through different styles. He pointed out that all learning styles have positive and negative aspects. Almost every day that I am in school as a teacher, I draw on the knowledge that he shared with me. I feel that I am better able to view my students in a positive light and find their strengths because of my difficult experiences as a student.



Kate Logan – Head Teacher, Rm. 600

It was evident that I wanted to become a teacher when I first realized how much children inspired me. I have always been drawn to the energy of children. My high school Child Development teacher, Ms. McCorkle, encouraged me to pursue this passion by becoming a teacher.

One of the best parts of being a teacher is that there is never a dull moment in the classroom. Each day is a new journey for both my students and myself. I remain motivated by teaching students new ideas, history and theories, hoping this new knowledge will not only influence how they view the world, but essentially who they are and will be. The most significant inspiration to me is the thought of teaching amazing students to fight ignorance and promote lifelong learning.



Julia Borders – Head Teacher, Rm. 501

My mother has been a teacher for 25 years. After college my parents pointed out that I would be a great teacher, as all my work experience had to do with children. I've worked at countless camps and day-cares, and spent time as a coach and a tutor. I never viewed being a teacher as a job, but finally realized it was what I was meant to do.

I am inspired by my fellow teachers at the Stephen Gaynor School. I've never met a more dedicated group of people, willing to go to great lengths to help their students. Every day, I am motivated by the students around me. I become as excited as they do when they answer a question correctly. I find each day to be fun and exciting, celebrating their successes with a song and dance or just a simple high five. I am overly enthusiastic in my teaching style, which helps teach my students that learning is fun. My favorite part of being a teacher is when I am asked how my day was. I would answer, "It was fun, my class and I made a play about a Cyclops with a giant arm." There is no other job that allows you to remain a kid while also having the pleasure of impacting a child's life.



“I love watching my students overcome barriers and challenges to realize their inner potential. I guide my students into thinking about their own learning and aid them in developing a toolbox of strategies.”

**LINDSEY SCHOSTAK,
HEAD TEACHER, RM. 403**

Amanda Young – Math Specialist

Math has always been my passion and I believe every child has the ability to succeed in mathematics whether they believe it or not. I became a teacher because given the proper instruction and support, no child can feel incapable of success. Every time a student "gets it" I am reminded of why I teach and am motivated to continue. I look forward to coming to school every day and gaining insight into my students' learning processes so that I can better meet their needs. It is through our daily conversations and insights that I am continually inspired.



“Watching students grow and mature into young adults, ready to face their future in high school and beyond, is truly inspirational and why I've dedicated my life to teaching.”

**CHRIS MEYER,
HEAD TEACHER, RM. 703**

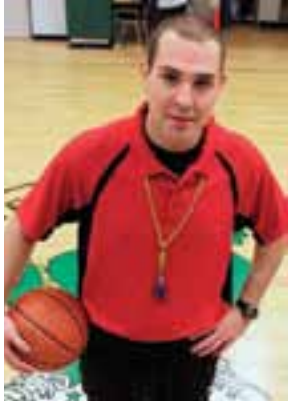


Anna Friedman – Occupational Therapist

I decided to become an Occupational Therapist during my 2nd year of college at McGill University in Montreal, because I loved the idea of helping people move towards their maximum potential. I began my career at the exact opposite end of the age continuum in gerontology. After having my own children, I moved into the area of pediatrics.

What motivates me with children is being part of the process that moves them towards greater independence and mastery of life skills. Although I see the same students from week to week, no two sessions are ever the same. The kids inject their own humor, personality, spontaneity, and opinions into the work I do with them. At the end of the day the real pleasure for me is watching the light bulb go off in their heads, as something they've learned finally clicks into place. The sense of satisfaction and accomplishment is clearly evident on their faces. This is something that never gets old and I can never get too much of.

Gaynor Welcomes New Faculty



James Melillo, Physical Education Instructor

Staten Island native, James Melillo, has always been a natural born athlete. In high school, he held multiple scoring and batting records for basketball and baseball. He graduated from Skidmore College, where he studied Business and Sociology and was awarded a three-year Varsity Letter. James has worked in the NFL office in New York, and with numerous minor league sports teams.

James comes to the Stephen Gaynor School from CYO/Manhattan Youth Baseball and the Uptown Athletic Club in New York. He was a Program Director, Travel Coach, and Private Trainer, enabling high-school athletes to achieve scholarships and grants for their college careers. James plans to implement a teaching style where he focuses on the individual needs of the athlete to help them fine-tune their skills.

Patrick Fitzgerald, Physical Education Instructor

Teaching sports to children is truly a passion for new Physical Education Instructor Patrick Fitzgerald. Joining the Stephen Gaynor School team from Massapequa High School and Berner Middle School, he has spent a considerable amount of time in the field of Physical Education. Pat received his Bachelor of Science in Physical Education from Wellesley College and his Master of Science in School Counseling from Long Island University. Not only is Pat an expert in numerous sports including volleyball, soccer, basketball, badminton, softball, and cooperative games, but he has also spent time as an Academic Advisor and mentor to students.



Melanie White, School Nurse

Growing up, Melanie White always had a knack for helping others. Once dreaming of becoming a veterinarian and pediatrician, she decided to become a nurse when working at the White Plains Hospital in White Plains, New York. She felt a career in nursing would be a more rewarding experience, allowing her to help more people.

Melanie graduated from Hampton University in Hampton, Virginia, where she earned a Bachelors Degree in Nursing. Melanie has volunteered at health fairs and was inducted into the Sigma Theta Tau International Nursing Honor Society. She spent time in Cape Town and Johannesburg, Africa, as part of the International Scholar Laureate Program, attending seminars regarding the health status of the world. She worked alongside other nurses and physicians to develop new strategies to stop the AIDS epidemic and visited local villages to educate civilians about their health.

Oren Marcktell, Technology Coordinator

Life-long New Yorker and self-proclaimed geek, Oren Marcktell has studied everything from 3D Animation and Graphic Design to English. His love of technology, beginning as a child, led him to own a technology consulting company. His business dealt primarily with network and systems administration, technology support, and home theater installations. Working at the Stephen Gaynor School has been a great experience for Oren so far. He enjoys working in an environment where people enjoy what they're doing. Oren's greatest achievement to date is starting his family. His daughter just celebrated her 3rd birthday and his son is due to be born at the end of May.



Welcome James, Patrick, Melanie and Oren!

One Day, Two Fundraisers: Denim Day & Bake Sale

Ms. Bode's class held two fundraisers on October 2, 2009. *Denim Day* was a day for all students and faculty to wear jeans if they donated \$5.

The class also hosted a bake sale during lunch and after school, raising a total of \$965 to benefit breast cancer research. Good work Ms. Bode's class!



Thanksgiving Food Drive

Ms. Border's class, along with the Gaynor Cares Committee, arranged a Thanksgiving Food Drive with St. Gregory's Church. Each floor was assigned a particular item to donate. Once all the food was collected, students and their buddies packaged a bag of food. There was a schoolwide assembly on Monday, November 23, 2009, showcasing nearly 90 bags of food for the needy families. The children wrote what they were thankful for on a traced cut-out of their hand on a big poster, also displayed at the assembly.



Winter Coat Drive

On Wednesday, December 16, 2009, students from the 6th and 7th Floor Student Councils delivered donated coats, hats, gloves, and scarves they collected during the school-wide Winter Coat Drive. They delivered everything to the Goddard Riverside Community Center on West 140th Street. The children had the opportunity to tour the grounds and meet the residents. The Stephen Gaynor School community was able to provide warmth to those less fortunate this winter. Thank you to all who contributed.

"My perspective on how people live outside my life changed after my visit. The staff at the Goddard House truly cares about their residents and it seems like a great place to live while they get back on their feet and look for jobs. I am so thankful for the things I have and grateful for the time I spent with some of the Goddard residents. I really hope that we can do more things to support the residents at the Goddard House."

—ERIN WHITE



"After coming out of this experience, I can say that it made me feel good to represent my school, while doing such a generous act."

— MOLLY MODEL

Got Education?

Photographers and graphic designers have a unique ability to sell a product or idea through effective visual communication.

Students learned basic graphic design principles, including typography and page layout. They applied their visual art skills by designing and creating a “Got Education?” ad. In this project, students were responsible for the photography, creative design, layout of text, color combinations, and writing of all the captions. The school had a design exhibition where these amazing advertisements were displayed.



—Daniela Marton—

"Education is necessary for everyone because it is important for people to learn new things. Education is important to me because it gives me knowledge about the world. If I didn't know anything, I would not be able to design this ad! Without education in the world, no one will be smart enough to help the environment. If kids dropped out of school, I would tell them that it wasn't the best idea because they wouldn't be able to get a good job. Stay in school for a better life!"



—Matthew Chatzinoff—

"Education is important to me because I learn subjects like math and reading which will really help my future job. The world would not exist without schools to teach us things like architecture, construction, and research. If you drop out of school, you are making a big mistake because it's too hard to go into the world without school. Also, you could not go to college if you don't go through school when you're younger. When I grow up I want to be a basketball player, and education will help me a lot because I will better understand the game. Stay in school!"

Got Education?

Education makes people feel good. It's important if you want to be successful in life. Education makes me feel excellent, extravagant, enchanting, and energetic. If people didn't go to school, then they wouldn't be very smart. If you dropped out of school, go back."

—Jordan Levi—



got education?

Education is important because it gives people knowledge. The world would not be organized, advanced, or very stable without education. Going to school makes you able to succeed in life because it makes you smart. You learn how to do math, read, and learn about important subjects like history. Education also helps you to choose from thousands of different professions. Without school I would not be able to be a writer and that is something I would love to do."

—Dylan Miles—

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Got Education?

Education helps me create art and that's important because it helps me express my feelings. My life would be so boring without art. School is important to me because my teachers help and support me and give me feedback on my art. This is very important to me because it gives me confidence. When I create something, it feels really good because art challenges me to make things perfect in my mind."

—Wyatt Accardi—

Education helps me create art and that's important because it helps me express my feelings. My life would be so boring without art. School is important to me because my teachers help and support me and give me feedback on my art. This is very important to me because it gives me confidence. When I create something, it feels really good because art challenges me to make things perfect in my mind."



Got Education?

Education is important in this world because it helps people when they are older to be successful. It's important to learn something new everyday. Going to school taught me a lot of things, such as reading, writing, and spelling. These things are very important to me because I want to be a designer when I grow up, and without going to school that wouldn't happen."

—Jacqueline Dunne—



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Broadway on 90th Street!

Students had the opportunity to be very creative with their school productions this year. The two plays performed were *DMV Tyrant* by Christopher Durang, a short, humorous play about the frustrations of not getting help from people who are supposed to help, and *Releona*, an original play developed by the students. *Releona* is a mystery about a town, where for some unknown reason, the citizens keep dying. Instead of the play being based on a plot, the students were more creative with the kooky characters they made up. These included a man dressed like the Pope, a Civil War Veteran (who is 168 years old), a girl on roller blades, and a shop owner who conspires with the prince's servant to steal a valuable jewel that will allow him to rule the world.

Additionally, students hosted their own *America's Next Top Teacher... Punk'd!* reality show, lovingly displaying parodies of teachers the students work with.



Crazy Hat Day

The Stephen Gaynor School is home to incredible creativity. On *Crazy Hat Day*, the students wore and created an array of hats, all truly works of art. Hats included a hamburger, a cupcake, baseball caps, household items, a watermelon, and who could forget Yvette's newspaper hat, created by our very own Carolyn Philips.



Flags of the World

“Flags of the World” was a geography project completed by Ms. Plotkin’s class. Each student chose a country of interest to research. After discussing the meanings of various symbols on a variety of flags, students researched the meaning behind their country’s flags. Next, they drew flags and compiled data about their chosen country. Data included the countries’ population, capital city, current leader, historical events and native foods. Everyone presented their poster and shared a native dish with the rest of the class.

Menu items included coconut water from South Africa, smoked meat from Scotland, cassava from Burkina Faso, sesame chicken from China and arroz con frijoles from Cuba. The entire class thoroughly enjoyed this project. Everyone learned a great deal about the different countries around the world.



Exploration of the “New World”

Ms. Quittman’s class studied European Exploration in the “New World” and students were assigned famous explorers to research, write detailed diary entries from the explorer’s point of view, and complete a presentation in front of family, friends, administration and staff. On the day of the presentation in December, students dressed up in vibrant costumes, representing the explorer they researched.



“The Pitching Contest”

Skinnybones, by Barbara Park, is a book about a sarcastic 11-year-old boy named Alex whose big mouth gets him into hilarious situations at home and school. Alex accidentally talks his way into a pitching contest with T.J. Stoner, an athletic classmate with a perfect pitching record. Rachael Alvarez’s reading group, including Joshua Hoffman, Jamie O’Neill and Noah Friedman, put on a pitching contest to celebrate their completion of the book.



“The Pitching Contest”

By Noah Friedman

Recently, our reading group had our own pitching contest similar to the one in *Skinnybones*, a book by Barbara Park. According to Jamie O’Neill, who is also in our reading group, “This book is the greatest!” Our pitching contest was just like the one in the book: we all threw 10 pitches and there was a catcher and an umpire. Jamie, Josh and I rotated jobs.

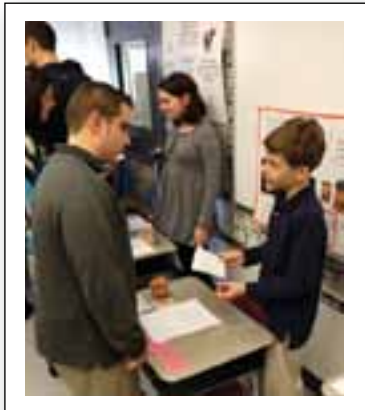
In the book the opponents were T.J. and Alex but in our pitching contest the rivals were Josh, Jamie and me.

In the novel Alex was humiliated after he did the pitching contest. Even though Alex was there against his will, when I did the contest I was very calm and not really nervous. My feelings about the pitching contest were that I was really proud that I did a good job and I was excited to do it. Now that you know a pitching contest is fun maybe you should give it a shot.

Mayan Museum Exhibit

The students in Ms. Susser's class held a Mayan Museum Exhibit to showcase their hard work in studying the great ancient civilization. Each student dug up a Mayan artifact in a simulated archaeologist dig with Mr. Levine, and then began an extensive writing project describing and researching their artifacts. In December, students shared their knowledge with the rest of the school and with their families in a museum

exhibition at school. Extraordinary work by all!



James Dill
Reading

12/15/09
Ms. Schostak

Boy of the Painted Cave Essay

In *Boy of the Painted Cave*, by Justin Denzel, a boy named Tao struggles to fit in with his clan, the Valley People. He longs to be a cave painter even though he is not permitted to. So he gets carried away drawing instead of hunting and is sent away by his clan leader, Volt. On his journey, he meets a wolf dog called Ram. His caretaker Kala tells him about his ancestry. After a while, he moves away from his clan into a cave to paint secretly. He meets the shaman Graybeard and gets painting instruction from him. He is caught painting in the Secret Cavern and is forced to fight a bull that he defeats after a ferocious battle. Tao's clan finally accepts him as a cave painter. Towards the end of the book the young boy also finds out who his father is.

An interesting character is Tao, the protagonist. He is very brave and takes many risks, such as breaking lots of taboos, painting without permission, and hunting with a wolf dog. This youngster puts his life at risk many times, such as when he jumped in front of a spear to save Ram. The teenager does things ordinary people would never do, such as fighting mammoths, though it is not always his choice. Tao is very determined. He is intent upon making great images. The young boy is also determined to prove to Volt that Ram is not cursed, but useful. He is very artistic. His images are so good they impress the shaman Graybeard. They are shaped like the animal he is intending to draw. The young painter mixes the colors to make his images bright and full of life. You must read the book if you wish to learn more about this fascinating character.

Another character, Volt, leader of Tao's clan, is very different from Tao. The powerful leader is selfish because of his superstitious beliefs. For example, he bans people from hunting in certain places where they could catch much food. He also bans hunting with wolf dogs, which are very useful. This harsh man approaches Tao in a very uncaring way. Tao's ideas and complaints are unimportant to him and Volt speaks harsh angry words to him. However, according to Ice Age standards, Volt is a good leader because he keeps his clan alive. He also is a good hunter and prevents his clan from starving. This ferocious man rivals Tao and makes the story very entertaining.

Another character, the old shaman Graybeard, is a very important part of the book. As the shaman, he is very wise. He knows a great deal about all the clans and the arts of cave painting, specifically, how to mix paints and paint images that stand out to look very real. He is very unique and different from other people because he is thought to have magical powers. This old man can cure people with special herbs. Graybeard is also very kind, especially towards Tao. He spends precious time teaching Tao painting, specifically, how to outline an animal, mix paints, and make the images look real. In this way he is much like Tao. The kind man donates his special powers to the needs of other people, not himself. Graybeard plays a big part in assisting Tao to become a cave painter.

I really enjoyed reading *Boy of the Painted Cave* and would highly recommend reading it. The reader gets hooked into the story and does not want to stop reading. The book is full of action and keeps you entertained. Towards the end of the book, very interesting information about each character (such as who Tao's father is) is revealed and very exciting events take place. You just have to read the book!

Boy of the Painted Cave

Ms. Schostak's class read *Boy of the Painted Cave* by Justin Denzel and spent time examining the characteristics of the characters in the book. For the students' final project they wrote an essay focusing on two of the characters. James Dill shares his essay.

Astronaut Visits Stephen Gaynor

By Dylan Miles

On November 19, 2009, an astronaut named Michael Massimino visited our school. He came because the dad of one of our classmates knew him and invited him to come. Michael had been to space twice and during the rest of his career at NASA, he worked in Houston. Both of his trips have been to repair the Hubble Space Telescope.

Michael Massimino had dreamed of going to space since he was five. However, when he was in his teens he began thinking about other careers until he finally decided to pursue a career with NASA. He has a B.S. in Industrial Engineering from MIT, as well as a master's degree in Mechanical Engineering. Michael had applied to be an astronaut three times before he was finally accepted.

It took two years of training for Michael to be able to be ready to go on a spaceflight. During his two missions Michael was in space for a total of 571 hours and spacewalking for 31 hours. In the most frightening moment of his career, while spacewalking, he lost contact with his crew for two whole minutes.

During his speech, our school asked him how urinating was done while in space, to which he answered through a hose! Michael also said the most exciting thing he got to do in space was to rip an expensive bar off a door so he could get in to the telescope. Ms. Kider revealed that it had always been Ms. Schostak's dream to become an astronaut. Michael told her she should apply! We all really enjoyed having Michael visit our school!



Apartheid Government

Ms. Logan's class learned about apartheid and how it affected the education in Cape Town, South Africa. After viewing a documentary film on the issue, students were asked to write about the government practice. Assistant Teacher Ms. Bermel spent some time in South Africa teaching a girl named Zanele.

Students also wrote letters to Zanele, sharing their feelings about her situation.

Jamie Levinson
Current Events

10/25/09
Ms. Logan

Apartheid Haunts South African Schools

Currently, in Cape Town, South Africa, many children are struggling with their lack of Education. One of the reasons why this is happening is that although the Apartheid government ended nearly 15 years ago, Africans are still struggling to get back on track. Many kids are failing in schools because some teachers do not show up to work.

When white people ruled, the government was segregated and some teachers could not get educated properly, so it caused a chain reaction. As a result of their teachers not being properly educated, their current students suffer as well.

This is important because without a proper education these children will not succeed. Many children have dreams of being doctors, engineers or other professions that the country needs to grow economically. Unfortunately, this cannot happen because of the lack of education. Right now, students are struggling to get above the 50th percentile in many subjects. I think we are fortunate to be able to have a great education in America.

Reaction of the aftershock of the Apartheid government practices

November 2, 2009

Dear Zanele,

My name is Bailey Lawson and I am a student of Ms. Bermel's. I am 12-years-old and I am African American. When I heard we were going to learn about you, I was just so happy to hear about someone from South Africa that Ms. Bermel interviewed/taught. About a week ago in school our teacher wanted us to read about you because we were learning about the Apartheid Government. We read your interview and I was so amazed by the differences between your life and ours here in New York City. I learned a lot about South Africa and about Nelson Mandela.

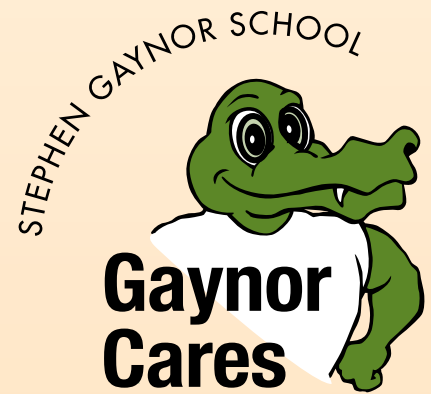
When I read about you, I realized we have some things in common. Some things that we have in common are we live with our mom and dad, we both have African backgrounds, we both want to teach, we hear stories from our Grandparents, and we are not good at math but are getting there. When I saw that we were the same I felt like I wanted to smile. You and I may not live in the same place or come from the same background, but I feel some kind of connection between just hearing what you had to say.

Your interview gave me another look at life. When I say that it gave me another look in life I mean another perspective. It really made me think about things from the past and now. You would be a great teacher or just someone that makes people think. It seems the message that you wanted to get across to people really got across to my class and me. In the future, I think you have a great job ahead of you for whatever it may be!

I love,
Bailey Lawson

Gaynor Cares Program

The school year started off with loud cheers on Thursday, September 10, 2009 during the Opening Assembly. Students wore their 'Gaynor Cares' T-Shirts. The back of the shirts read, "*Be kind to the Earth. Be kind to each other.*" These words represent the Stephen Gaynor School's mission to be responsible for the environment and to one another.



Head of School, Dr. Scott Gaynor, educated the students on why it is important to take care of the environment and each other. Students volunteered their opinions and expertise on how to improve the environment by saving electricity, recycling, and supporting those around them.

After a round of cheers given by each individual class, (the youngest group being the loudest of all) a humorous video-taped skit of Stephen Gaynor teachers and administrators was shown.



New Microscopes for the Gaynor Science Lab

The Science Lab at the Stephen Gaynor School was the recipient of 10 new professional quality microscopes, thanks to Dr. Marlene Klyvert, the grandmother of current student Bailey Lawson. By working with Dr. Robert Sideli, Associate Clinical Professor and Chief Information Officer at Columbia University Medical Center, Dr. Klyvert was able to recommend the Stephen Gaynor School as being part of the community that would benefit from the donation of the microscopes.

As a former Assistant Dean of Columbia University College of Dental Medicine and an instructor of histology for more than 30 years at Columbia University Dental School, Dr. Klyvert understands the amazing impact something as simple as a microscope can have on a student's decision to pursue a career in science or medicine. She feels "extremely happy that the Stephen Gaynor School will be able to utilize the microscopes. I hope that the students will experience the same excitement that I had when I first looked into a microscope." Various schools, academic programs in New York City, as well as Africa have benefited from this donation program to expand local science laboratories. Our science teacher, Mrs. Finkel, has already prepared lessons utilizing the new microscopes. She feels that "the microscopes are a wonderful addition to the science program. They are quite advanced and will offer high resolution for viewing microscopic organisms, which are part of this year's curriculum." Using the new microscopes, students have viewed organisms such as algae and plankton, and will be creating slides of their own cheek cells.

Thanks to the generosity of people like Dr. Klyvert, future generations of students will be able to benefit from her donation, including her granddaughter. Since Bailey Lawson enrolled in the Stephen Gaynor School in 2006, she has thrived. Bailey has become an advocate for herself, asking for help when needed, and volunteers her time at the school's Community Learning Center, an afterschool reading program that offers free tutoring to children from P.S. 84 and P.S. 166. Everyone at the Stephen Gaynor School greatly appreciates Dr. Klyvert's philanthropic actions and is thrilled for what this will do for the science program. Thank you, Dr. Klyvert!



Next, videos were shown from Ms. Adlin's class. These videos educated the students on how to save energy, recycle, and not waste paper. All these ideas will help the students work towards improving the environment, building teamwork, and having fun at the same time.

Concluding the assembly, the children proceeded to the lobby to sign the 'Gaynor Cares' pledge. Their signature indicates their responsibility toward the world around them, and their pledge to continue to care for their fellow classmates.



*Be kind to the earth.
Be kind to each other.*

Ms. Brandeis' Room Tells "How It's Done"

Room 505 tells you how it's done! The students from Ms. Brandeis' class explain how to do an activity of their choice. They have some wonderful ideas.

How to Sneak Candy from Mom by Illiana Somoroff

Sneaking candy from your mom is easy if you try. First, you have to tiptoe quietly to your candy. Then, when you get there, open the lid. After that, take a candy like a chocolate bar that does not make so much noise when it is touched. Last, eat the candy in an area where mom can't see you. When you finally get the candy away from your mom it is delicious to eat!

How to Make Chocolate Fruits

by Sarah Warshavsky

Chocolate-covered fruit is a recipe that I created when I was 9 years old. First, you have to get any kind of fruit from the grocery store. The second step is to get chocolate chips. Next, you melt the chocolate chips in the microwave. After they're heated you stir them up. The last step is to pour the melted chocolate chips on the fruits. I think that chocolate fruit is a delicious meal.

How to Make a Sandwich by Felix Telsey

It is fun making a peanut butter and fluff sandwich. First, you need to get the ingredients. Next, you put the peanut butter on the bread. Then, you spread the fluff on top of the peanut butter. Last, you put the bread on top of the fluff. Sandwiches are really yummy!!

Ms. Kallman's Room Teaches "How to Make an English Muffin Pizza"



Lucie 1/8/10
How to make an English Muffin pizza.
First, get all the ingredients. I was so excited about making the english muffin pizza! Then, we cut the english muffin in half. The muffin smelled good. Next, we put the tomato sauce on the english muffin. My mouth was watering! Later on, we sprinkled the mozzarella cheese on top. I put a little cheese on. At last, we baked the english muffin pizza. The pizza came out nice and crispy.

Zac 1/8/10
How to make an English Muffin pizza
First, get all the ingredients. The ingredients are an english muffin, sauce, and mozzarella cheese. Then, you cut the english muffin in half. Now you can start making the english muffin pizza. Next, we put the tomato sauce on the english muffin. The english muffin pizza is almost done. After that, we sprinkle the mozzarella cheese on top. I put a lot of cheese on top of the english muffin pizza. At last, we baked the english muffin pizza. The english muffin pizza was finally done and ready to eat.



Ms. Zelekowitz

Ms. Zelekowitz's class learned about traditional Mexican clothing and were able to make their own ponchos, decorating them as they pleased. A few students share their works of art.



Rio

Some traditional Mexican clothing are sombreros, serapes, and china poblana. My favorite is the sombrero because it is big and it can cover the sun.



Bea

Some traditional Mexican clothing are Sombreros, ponchos, and china poblana. My favorite is the Sombreros because they are colorful and beautiful and awesome.



Naemira

Some traditional Mexican Clothing are ponchos, Sombreros and china Poblana. My favorite is the Poncho because It is very colorful.



Jake

Some traditional Mexican clothing are ponchos, Sombreros and serapes. My favorite is the poncho because I made one in school.

Trip to Beczack Educational Center

In November, students went to Beczack Educational Center in Yonkers to participate in cooperative group activities. They took part in an activity where they had to problem solve on how to clean water given limited tools.



Trip to Nyoda Natural Center

At the end of September, students went to Nyoda Hills, an outdoor learning center in New Jersey, to do teambuilding activities. The goal of the trip was to provide an adventurous outdoor experience designed to elevate and inspire self-confidence, self-reliance and respect for others. The program was custom designed to provide team building and problem solving initiatives for the students.



Family Picnic

The annual family picnic was held in Riverside Park on September 14, 2009. Each class spread out their own picnic blanket for dinner. It was a great way for new and old Stephen Gaynor families to begin the school year.



Apple Picking

The entire school ventured to the Wilkens Fruit & Fir Farm in Yorktown Heights, New York on September 24, 2009. Students and faculty enjoyed the day apple picking in the fresh outdoors. The trip was complete with hay rides and pumpkin picking.



Ice Skating

The Pond at Bryant Park was filled with Stephen Gaynor students, as well as their families and friends, at this year's annual ice skating party. The event was held on Tuesday, November 17, 2009. The Stephen Gaynor School's Parents Association rented a room at the rink where families enjoyed pizza, cookies, hot chocolate, and rested their tired feet.

Nicholas Otto-Bernstein cashed in his winning auction ticket for a ride on the Zamboni, a prize his parents won at the 2009 Gaynor Gala. He was accompanied by one friend as they cleared the ice, waving to a crowd of spectators. We would like to extend our gratitude to the members of the Parents Association for hosting such a fantastic family event!



Upper School Dance

Club Gaynor was in full swing as the paparazzi (members from the Parents Association) took pictures on the Stephen Gaynor School's very own red carpet on Saturday, November 21, 2009. Students posed for pictures as they arrived. Upon entering Club Gaynor, they donned boas, sunglasses, and glow-stick necklaces, and partied to the beats of their favorite music. The evening was complete with a photo booth, caricaturist, tarot card reader, ping pong and foosball tables, a cotton candy machine, and other delectable delights including cupcakes from Crumbs. The Stephen Gaynor School would like to thank Henrietta Jones for hosting a marvelous and memorable event.

Stephen Gaynor Dance
Club Gaynor 2009



Big Apple Circus

Bello the Clown and his highly-trained crew performed hair-raising dare devil acts, keeping Stephen Gaynor students on the edge of their seats at the Big Apple Circus. The students enjoyed these mind-bending performances, the witty commentary, and all-around fantastic show on December 11, 2009. This event was a great way to wrap up the Fall semester and begin the Winter recess.



2009 Winter Concert

The theme for this year's Winter Concert was the "Three Piggy Opera" by Carol Kaplan and Sandi Becker. The students who performed were from the classes of Ms. Adlin, Ms. Bode, Ms. Borders, Ms. Brandeis, Ms. Kallman, Ms. Logue, Ms. Quittman, Ms. Strum, and Ms. Zelekowitz on December 11, 2002. The opera was beautifully staged by our Music Director, Rebecca Kim, and the clever skits were directed by our Drama Director, Kristen Plylar-Moore.



A heart-warming slide show of all the students and their families was presented during the show, created by computer teacher Mr. Levine.

The students from Ms. Logue's class ended the performance signing and singing "What a Wonderful World."

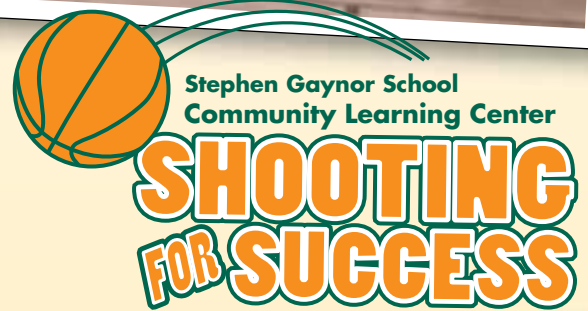
Our Winter Concert reflected a magical holiday season!



CLC Basketball Shootout

Two-year reigning basketball champion Dr. Scott Gaynor was forced to give up his trophy at this year's Shooting for Success Basketball Tournament. The money raised on Saturday, December 12, 2009 was used to benefit the school's Community Learning Center, a free after-school tutoring program for at-risk first and second graders in the local community. The crowd was on the edge of their seats for a nail-biting final game between *Tenacious D* and *SDNY*. A final 3-point shot given by *SDNY* resulted in their team's win of the tournament.

The day was complete with raffle prizes from New York City Sports Club, Dinosaur BBQ, the Metropolitan Museum of Art, Bin 71, and Barcibo. All attendees were provided with Dunkin Donuts coffee, pizza from Famiglia, and a free t-shirt.



Calling All Stephen Gaynor School Alums: We want to hear from you!

There are Stephen Gaynor School alums all over the world. Many of you have stayed in touch with us, but sadly, some of you haven't. There are lots of exciting new things happening at Stephen Gaynor, and we want to keep you involved.

We have added an alumni section on our website. Please log on to www.stephengaynor.org, click on **Alumni**, and fill out the online form. Or, send an email to Laura Sargent at lsargent@stephengaynor.org.

Leave a Lasting Mark

The Stephen Gaynor School Alumni Wall will soon be the home of bricks honoring Stephen Gaynor School alumni, parents and friends. It enables alumni past or future to celebrate their life-long connection to the school.

The Stephen Gaynor School invites you to celebrate your connection to the school by purchasing a brick on the Alumni Wall.

Add your name or the names of any alumnus or alumna you wish to honor or remember to the beautifully designed centerpiece of the Stephen Gaynor School cafeteria. Your gift is tax deductible!

For an order form, log on to www.stephengaynor.org or call 212-787-7070, ext. 115.



Winter/Spring 2010 Events

Monday, February 15 – Tuesday, February 16	President's Day <i>School Closed</i>
Saturday, March 20 – Sunday, April 4	Spring Vacation
Friday, April 16, 8:30 AM	Parents Association
Wednesday, May 12	Parent/Teacher Conferences <i>No School for Students</i>
Wednesday, May 12 – Thursday, May 13	Book Fair
Friday, May 21, 8:30 AM	Parents Association Meeting
Friday, May 28	Teacher Appreciation Day <i>No School for Students</i>
Monday, May 31	Memorial Day <i>School Closed</i>
Thursday, June 3	Field Day
Wednesday, June 9	Last Day of School
Thursday, June 10	Graduation Ceremony

Why is Giving to the Gaynor Fund Important?

As in all independent schools, tuition alone does not cover the real cost of a Stephen Gaynor education. Gifts to the Gaynor Fund allow our teachers to teach in our unique student-teacher ratio of 3:1, integrate new technologies into the classroom and curriculum, allow faculty to engage in professional development, and provide financial aid to students whose families cannot afford the full cost of tuition. The unrestricted support that parents, alumni, and friends offer each year enables the Stephen Gaynor School to provide the best education possible to our children, each of them benefitting from the generosity of our Gaynor Fund contributors.



To Make a Donation

Give online by visiting our website: **www.stephengaynor.org/giving**.

If you prefer, send a check payable to the Stephen Gaynor School or provide your credit card information, specifying the amount you wish to donate.

If you have any questions about donations of stock, or any other Gaynor Fund inquiries, contact Joe Finocchiaro, Director of Development at 212-787-7070, ext. 115 or jfinocchiaro@stephengaynor.org.

Questions?

Call 212.787.7070, ext. 115, or email jfinocchiaro@stephengaynor.org

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Please join us for the

STEPHEN GAYNOR SCHOOL

2010 Annual Gaynor Gala

Wednesday, March 17, 2010

6:00 - 10:00 PM

Pier Sixty at Chelsea Piers

*Featuring a cocktail
hour, dinner, special
musical entertainment,
and a live and silent auction*

