



threeye

Focus On Culture

#19

May 2009



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The Eye is published semesterly in November and April.
Produced by Publications.
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Views expressed in *The Eye* do not necessarily reflect opinions of the editors or Graded School.

Note from the Editor:

A Huge and special Thank You to all who are reading this magazine, to Mr. Detwiler and Lisa Peixoto for believing that I could do it, to my colleagues who shared their experience, to Mario Spanghero and Sherry McClelland for the hard work of editing, and to my new friends in the alumni world. I don't have words enough to express "meu carinho" for all of you! Abraços. Lika Kishino

On the Cover

Painting by **Jackson Robar** - IB Visual Arts HL Student

Inside Front Cover

Photo by Lika Kishino - Orchid Project in our School Gardens



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From the Superintendent

Rick Detwiler

Dear Graded Community

“Focus on Culture...” This issue of *The Eye* is aptly entitled, summing up the buzz of activity at Graded these past few months. Capped by the wildly successful PTA Celebration of the World so colorfully depicted, our focus on the many ways culture is embedded in Graded is a wonderful way to honor what makes our school so special.

The week-long “Out of Many; One” culture celebration theme week drew students and staff into grappling with what we call “Essential Questions,” those thought-provoking big issue challenges to our thinking. Teachers and students alike rallied to the cause, engaging in some deep thinking about who we are.

The theme of focusing on culture spread throughout the school, as it has throughout the pages of *The Eye*. Whether it be melding the cultures of Graded into one community, as we witnessed when our maintenance department and the theater arts folks were preparing for “Greased Lightning”..., honoring the many faces of culture at Graded; literacy, sports, science and technology, poetry, music, or language ..., or reviving memories of our loyal alumni/ae, this issue certainly makes the point. At Graded, the focus is on culture!

Congratulations to our accomplished Publications Coordinator, Lika Kishino, who has brought new life and vibrancy to this magazine. Well done, Lika!

I am sentimentally attached to this issue of *The Eye*, because it will be the last issue during my tenure as your superintendent. A month from now I will return to Vermont, after working the international school world for 21 years, to enjoy that phenomenon we call “retirement.” I go with mixed feelings, as an educator, as a traveler of the world, and as a worker, but with very clear and positive memories of Graded, home for my wife, Sandi, and me for these past three years.

Graded is truly a special place, in no small measure due to the focus on culture. The spirit, talent, energy, and commitment of all sectors of the community give the school a warmth and vibrancy that fosters a degree of excellence in everything we do. Truly, it has been my privilege to work with and for all of you these three years, hopefully maintaining, and even strengthening that special quality of Graded.

Saudades – someone told me I cannot know what it means until I leave Brazil..., but I think I have started to figure it out. Paging through this issue of *The Eye*, I am beginning to understand.

Abraços,

Rick

Richard M. Detwiler
Superintendent

PTA Celebration of the World

April 25, 2009
11am - 4pm

CELEBRATION OF THE WORLD



Taste food from over 20 different countries

Live music and other entertainment

Outdoor games for the children

Visit the Art exhibition: work from all age groups

Great Create! Bid on art made by your child's class

Silent Auction - win prizes donated by our community

Adults R\$35, Children R\$ 20, under 3s are free
Join us as we celebrate our diversity.



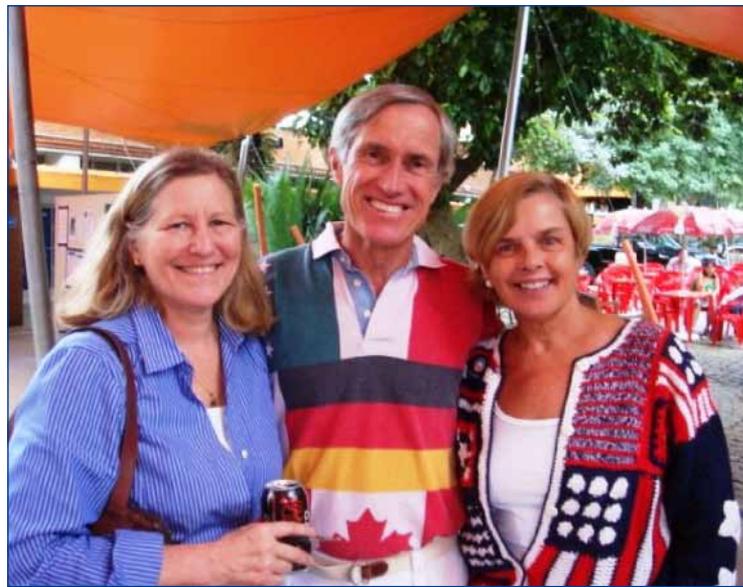




Photo by Fannlie Chao



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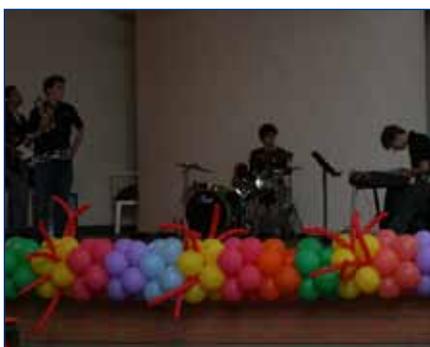


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Photo by Nelson Cho

Out of Many, One: Cultural Celebration Week Essential Questions

by Jim Urquhart - Middle School Principal

The last sentence of Graded's Mission Statement is, "Through its policies and programs Graded endorses the value of diversity and the virtues of social and environmental responsibility and cultural awareness."

The above statement guides us to ensure that essentially every day we learn about, share, seek to understand, and celebrate culture. April 22 to 25 marked this school year's Cultural Celebration Week. Our PTA organized a wonderful Saturday event called, *Celebration of the World*. From April 22-24 our students engaged in focused study of culture via specific essential questions designed to celebrate and grapple with our Cultural Celebration Week curricular theme of, *Out of Many, One*.

Our essential questions were reflected on, discussed and "answered," by group discussions, guest speakers, interactive activities, individual pondering, and much more. In the Lower School our questions were grade level based. Middle School questions were grade-level based and subject based. In the High School our questions were subject-area based. Listed below are our essential questions.

- Kindergarten: Coming from many different cultures and places (Out of Many), what do we have in common (One)?
- Grade One: What cultures are parts of who I am?
- Grade Two: Who are we?
- Grade Three: Who am I?
- Grade Four: Where am I from and how does that influence me?
- Grade Five: What is one, and how is that demonstrated here at Graded?
- Grade Six: How does having so many nationalities make us a stronger 6th grade?
- Grade Seven: How much influence can one person have on individuals, societies, and/or the world?
- Grade Eight: How do we construct our personal and social identities? How do social forces interact with our personal decisions to make us who we are, to construct our identities?
- Arts: To what extent does art reflect culture?
- English: In what ways does our understanding of culture inform our reading of literature?
- History: To what extent do our differences shape our views of the past? Where is the common ground?
- Math: What are several different symbols and notation used by different cultures to perform the same operations?
- Physical and Health Education: What are the common threads between games that transcend across cultures? Why are universal values such as sportsmanship, tolerance, cooperation and respect present in games from all cultures?
- Portuguese and Brazilian Studies: Em que medida a diversidade cultural se reflete na língua, na história, na economia e na organização social brasileira?
- Science: In what ways does scientific progress affect culture?

The above questions are not easily answered in one paragraph or a fixed time period. They cause us to contemplate, reflect and research. Indeed, wondering about these essential questions help us to celebrate culture not only in a week or a school year, but a lifetime.

Celebrating our Diversity

by Barry Dequanne - High School Principal

Graded School represents a community rich in culture and everyone is looking forward to celebrating our diversity during the week of April 22-25. The High School will be commemorating the event in numerous ways including an assembly, presentations and displays. Teachers will also be highlighting the curriculum in their classes during the celebration week. The High School curriculum is filled with and, in many cases, driven by culturally oriented essential questions. During the week of April 22, teachers will be emphasizing what is a natural part of their daily teaching - the cultural links in their curriculum. Below some of the highlights that will be guiding student learning during the celebrations.

Cultural Celebration 2009

High School Curricular Connections and Essential Questions

~ MATH

Essential Question:

What are several different symbols and notation used by different cultures to perform the same operations?

Trigonometry Class:

What are all the characters in the Greek alphabet? Why do we use these letters when we study trigonometry?

Geometry Class

What is the truth behind most Asian cultures being good at mathematics?

How have Peruvians and Arabs used mathematics in their art work?

~ SCIENCE

Essential Question:

In what ways does scientific progress affect culture?

Biology classes:

Discussions of indigenous biomes by students. In each class, students will share some interesting facts about their country/ city- how unique (or essential) the plants and animals are in their region and how it fits within the ecology of their locality.

Chemistry classes:

Discover your element/ molecule/ material day: Students will share with their classmates their country's "contribution" to the history of chemistry by telling short stories about people who made an impact in the study of chemistry- who/where was this element/ molecule/ material discovered, circumstances behind the discovery, etc.

Physics classes:

Etymology / Origins: Students will share some physics terms in their mother tongue and compare them with its English meaning and try to discover the "evolution" of the terms.

~BRAZILIAN STUDIES

Essential Question:

Em que medida a diversidade cultural se reflete na língua, na história, na economia e na organização social brasileira?

BrSS - 12th IB:

Aspectos históricos, políticos e econômicos, relacionados ao processo de "Modernização" ocorrido a partir de meados do século XIX no Brasil monárquico; papel do empresário Irineu Evangelista de Souza (Visconde de Mauá) nas décadas de 1850 a 1870.

O Abolicionismo e a Imigração foram temas de seminários apresentados pelos alunos, cujo objetivo era compreender até que ponto os movimentos abolicionista e o imigratório se aproximavam e se distanciavam, contribuindo dessa forma para o fim do II Reinado (1840-1889)

9th grade- Jorge Amado:

“Capitães da areia” -aspectos da cultura afrobrasileira, com base nos Orixás e meninos de rua

Port A2 HL II:

Análise de temas abordados em “Vidas secas” ; curta-metragem “Vida Maria”.

(<http://www.youtube.com/watch?v=bQeiM78qtFw>)

PFL and IB B HL:

Entrevistas filmadas pelos alunos, com pessoas com quem convivam e de quem poucas informações possuam, como o motorista, a cozinheira, etc. Filme: www.6billionothers.org

Spanish 1:

Artistas plásticas Hispanas

Spanish 2:

Guerra Civil Espanhola: filmes ,leituras, discussões

~HISTORY

Essential Question:

To what extent do our differences shape our views of the past? Where is the common ground?

IB History SL:

Students will be doing a political cartoon activity that week where they must pick an event from the origins of the cold war and draw a political cartoon from the perspective of a nation of their choosing. For example, a Korean student could draw a cartoon that depicts the events previous to the Korean War about the Soviet and American occupation.

~PHYSICAL and HEALTH EDUCATION

Essential Question:

What are the common threads between games that transcend across cultures?

Why are universal values such as sportsmanship, tolerance, cooperation and respect present in games from all cultures?

All Physical Education classes:

In Physical Education classes students will be learning the Brazilian game of Taco as well as explore a plethora of games from around the world. Some examples include; Oba from Columbia, Tlachli from Mexico, Sam Paul Sun from Korea and much more. Students will also have an opportunity to share games from their native cultures.

~HEALTH

Essential Question:

To what extent does our own culture affect interactions and our decision making in relationships?

Communication Skills Unit:

Students talk about the misinterpretation/problems of communication because of cultural misunderstandings/bias, etc.

Drug Use and Misuse Unit:

Class discussion regarding drug use patterns in different countries, slang names for drugs in different languages, drug production and drug laws in different countries

Relationships Unit:

Discussion on how different cultures can define relationships differently.

Reproductive Health Unit:

The acceptance/issues of sexual activity and sexuality in different cultures, is discussed. We talk about the legal age of consent and how it is different in different countries.

~ENGLISH

Essential Question:

In what ways does our understanding of culture inform our reading of literature?

9th Class:

In preparation for *To Kill a Mockingbird*, 9th grade teachers will study in great depth, the social, economic, educational and racial cultures circulating in the South during the 1930s. Through the mediums of video, poetry, song, articles, and transparencies, we make every effort to transport our kids back to those difficult times so as to better understand the cultural conflicts in the novel.

10th Class:

The 10th grade teachers will be discussing Shakespeare's *Macbeth*. Discussions of British culture and ideas of Kingship will be at the heart of the classes.

A2 HL I:

Will be discussing the cultural chaos of post-Apartheid South Africa as allegorized in the novel, *Disgrace*, by J. M. Coetzee

A1 HL I:

In the aftermath of World War II, a devastated Japan sought to rebuild itself, literally, but all so culturally. Yukio Mishima's *The Sailor Who Fell From Grace With The Sea* takes part in the cultural renewal of Japan. A1 students will be exploring the ways in which Mishima documents the cultural conflicts in the aftermath of American occupation of Japan.

A2 HL II:

Will be reviewing the impact culture plays in understanding the literature they've read over the course of two years in preparation for the IB exams in May.

A1 HL II: In A1 HL:

We will be reviewing the four Part Three novels for the IB exam:

- Machado's *Dom Casmurro* - Rio upper-class family, late 19th century.
- Fitzgerald's *The Great Gatsby* - Jazz age nouveau riche of NY/Long Island, 1920s.
- Morrison's *Song of Solomon* - African-American history, traced through several generations, late 19th-20th century.
- Coetzee's *Disgrace* - post-Apartheid South Africa, 1990s.

~ART

Essential Question:

To what extent does art reflect culture?

IB Film:

Concentrate on short films from various cultures.

"How do various short films from different cultures reflect those cultures?"

IB Art and Design Assignment:

Investigate an artist or period of art that is typically identified with your culture or the country that you come from.

Do you identify with this artist or the style of painting that is portrayed in their work?

How does this artist represent your culture?

Is this artist from a particular period in history and is it relevant today in your country of origin?

Has this image of your culture or country had an effect on how you see other parts of the world?

How do you feel you carry your own culture with you?

How have you been able to incorporate other cultures that you have lived in into your identity?

Has this affected how you feel about yourself?

Has it changed the dynamic within your family relationship?

Has it affected your view of the world?

Has it help to strengthen who you are?

Ceramics:

Ancient Culture Project

The production of pottery is one of the most ancient arts. The oldest known body of pottery dates from the Jomon period (from about 10,500 to 400 BC) in Japan. These pots exhibit a unique sophistication of technique and design.

In the new world many Pre-Columbian American cultures also developed highly artistic pottery traditions

For your next project, you need to research on some ancient ceramic cultures and choose one to describe its earliest pottery.

What was the importance of pottery to this culture?

You will need to choose a design / form that you like to try to reproduce it using the technique of coiling.

Photo II:

The Art of Portraiture Project

Each student chooses a peer from HS that represents the uniqueness of an individual among such a diverse community. The photographs have to portray meaningfully this kid's culture and personality.

Acting:

Create a scene that depicts an aspect of your culture. Your scene may be comic, dramatic or musical.

Dance:

Create a short dance that depicts an aspect of your culture.

Choir:

How does African music reflect the culture of their people?

Computer Graphics:

To what extent do your multicultural experience and your personal cultural perspective influence your design compositions?

IB Theatre:

Theatre in the World

How is a culture's theatre tradition influenced by that particular culture's beliefs, history and traditions?

Orchestra & Guitar:

How do the feelings behind folk songs reflect each culture?

Go Greased Lightning!

by Bruce McDonald - Upper School Theatre Teacher

Visitors to the first floor of the Arts Center may suddenly feel confused that they've taken a wrong turn and ended up in the parking lot! After all, there's a car right there in the hallway!

On display is "Greased Lightning", a whimsical 1950s car built for the musical number of the same name in our production of "Soirée Encore!" earlier this year.

Graded's intrepid maintenance staff took on the challenge of creating a theatrical car for which Danny Zuko could dance on the roof, Pink Ladies could leap out of the trunk, and explosions, lights and horns could add to the fun. It had to be big enough to handle all this traffic, so to speak, but also had to be small enough that it could zoom in easily from backstage.

Our head carpenter, Waldemar Maranhão Filho, designed the car using examples from classic 1950s cars such as the Edsel, Thunderbird and Cadillac Coupe. Several of the maintenance men had lots of fun helping Waldemar bring his design to reality.

Thank you to Waldemar and the maintenance staff for their artistry in helping to make our theatre productions first-class extravaganzas!



"GREASED LIGHTNING"

Designed by Waldemar Maranhão Filho for the set of "Soirée Encore" scene from Grease directed by Bruce McDonald December 2008

Created by Graded's team of carpenters, electricians, painters: Waldemar Maranhão Filho, Girselande Corrêa Martins Raul da Costa Oliveira, Adalex Alves Balbino João Gonsalves de Souza "Duda", Deusdeth de Jesus Silva Leonides França Mendes, Luis Moreira, Marcelo Mendes, With support from Cristina Queiroz, Maintenance Supervisor

Vamos à feira?

by Mari, Carla e Dani - Professoras de Português do Lower School.

Aprender uma língua estrangeira não é só ter um repertório vocabular adequado. É aprender os modos de falar, ser e viver que são próprios de outra cultura.

No Elementary School, a aula de PFL, apesar de limitar-se a apenas 45 minutos por dia, ocorre em um contexto de imersão. Nosso objetivo, portanto, é capacitar os alunos a comunicar-se no país em que estão vivendo, compreendendo as especificidades culturais intrínsecas a essa comunicação.

Relacionamos cada tema trabalhado com as situações reais que os alunos vivenciam, e essa preocupação se traduz em escolhas, tanto dentro como fora da sala de aula.

Ir à feira em frente ao Estádio do Morumbi com um grupo de alunos dos 2º, 4º e 5º anos representou uma dessas escolhas: mostrar aos alunos o quanto eram capazes de se comunicar em uma situação real, a partir do que vínhamos trabalhando em classe, ou seja, como comprar em diversos locais da cidade.

Nesse “open market” que é a nossa tão popular feira-livre, os alunos tiveram a oportunidade de exercitar seus diálogos praticados em classe, como “Por favor, quanto custa a maçã?” ou “Eu quero um pastel de queijo e um guaraná, por favor.” A atividade foi muito proveitosa e importante, pois os alunos – todos *beginners* – certificaram-se de suas capacidades de comunicação e tiveram a oportunidade de experimentar diversas frutas brasileiras e comer seus pastéis com caldo de cana ou guaraná.



photos: by Carla Ramalho



Multicultural Literacy

by Meryl Zeidenberg

One of the most significant developments in U.S. education in the last quarter century is the attention lavished on the issue of multiculturalism. Amongst the many definitions of multicultural education, one offered by the National Association of Multicultural Education includes the following statements: “Multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity...It affirms our need to prepare students for their responsibilities in an interdependent world...It helps students develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diverse groups.”

The intentions of these statements and the programs they engender have propelled U.S. education far along the road to raising consciousness of the diversity within our own culture. But the spotlight remains on the U.S. Most multicultural education initiatives have at their heart the inclusion and, perhaps, the assimilation of others into the mainstream. This celebration of the multiple facets of the culture is positive and laudatory; however, it does not embrace all aspects of multicultural education.

While multicultural consciousness within the U.S. context is certainly important, another, even more significant, dimension of multiculturalism exists and it has nothing to do with the U.S. To demonstrate a genuine commitment to multicultural education, we should reach beyond our own borders and bridge to the experience and world views of those outside of our national experience. Literature builds that bridge.

The P.E.N. (poets, playwrights, essayists, editors, and novelists) Club was founded in London in 1921 in the hopes of building bridges to mitigate the polarization among nations after World War I. Mrs. Dawson Scott, one of the founders, maintained an “unshakable conviction that if the writers of the world could learn to stretch out their hands to each other, the nations of the world could learn, in time, to do the same.” International Centers for PEN continue to ascribe to that belief. This year, April 27 – May 6, New York will host the fifth PEN World Voices Festival of International Literature and the PEN American Center partners with a website about translated international literature – Words Without Borders.

Shortly after World War II, another visionary, Jella Lepman, established the International Board of Books for Young People (IBBY) in Switzerland, with much the same intent as PEN but directed at the world’s youth. This year, USBBY (the U.S. branch of IBBY) recognized 42 titles as Outstanding International Books and one of them, *We Are All Born Free* was a collaborative effort among numerous international children’s book illustrators to participate in celebrating Amnesty International’s 60th anniversary of the Universal Declaration of Human Rights. (Angus, 36)

The rich variety of points of view encountered through literature provides authenticity in multicultural education. In accessing literature from around the world we develop an understanding of universal themes and the realization that “in their literatures and in their lives, the inhabitants of this planet have much in common, although the means of expression may be different.” (Coghlan, 4) At the same time, one gains empathy for lives that are lived under circumstances markedly different from our own. For a truly multicultural perspective to emerge it is not enough to regard different countries as interesting vacation spots or the home of a splendid cuisine. Multicultural education is, ultimately, about the ability to perceive even what at first seems familiar, in a new light, and understand that world views are subject to myriad influences that may represent conflicting truths.

Reading literature from a culture not your own, by an author who may not share any knowledge of where you are from, can be an uncomfortable experience. The style or values represented may be jarring and put you in uncharted territory with precious few reference points. But given time it becomes a transformative experience. Reading international literature helps to develop the capacity to understand the multiple perspectives encountered in a global community. When people are accustomed to multiple perspectives, they learn to think and evaluate what they hear and observe for themselves; make informed choices about what they think and believe. (Dresang *Radical Change* 140)

Literature in translation is available to English language readers, but it should be noted that while 50% of all books in translation published worldwide are from English, only 3% are translated into English. (Words Without Borders) As a whole, the book industry in the U.S. is ethnocentric. There are good reasons for this. Publishing is a function of a nation’s economic political and cultural situation.

The U.S. has one of the most vibrant publishing industries in the world. Finding books for translation into English is arduous because the acceptable pool is comparatively small. Also, books in translation, generally, do not experience sufficient commercial success to make them economically viable. But dedicated individuals and publishers continue to try to balance out the statistics.

When a non-U.S. published book does experience success, the U.S. industry tends to wield a heavy hand, even with books from other English speaking countries. Works are often tampered with, ostensibly to make them more palatable to the U.S. market. While that may be effective, it also masks the fact that they are not from the U.S. For instance, someone in the U.S. publishing business believed that changing the first Harry Potter title from Harry Potter and the Philosopher's Stone to Harry Potter and the Sorcerer's Stone, and meddling with its British vocabulary was essential to making it successful in the U.S. market. Was that really necessary?

If we can experience story as closely as possible to its original expression, literature will naturalize us as literary citizens of places both real and imagined. It will help us bridge cultural and national divides. Let's encourage and embrace the opportunities it offers us to glimpse the worlds' great diversity in ways that are otherwise unavailable to most of us. At Graded we celebrate literature in English and Portuguese. Many in our community are native speakers of another language. By sharing our literatures we can absorb many of the social skills of multiculturalism simply through reading. Help create a cultural bridge. Read a translated book, or better yet, if you can, read it in its original language.

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For more information about books for young people in translation visit the American Library Association's Web site: www.ala.org for the list of Mildred L. Batchelder Award winners. Other organizations involved in promoting books in the international sphere are the International Board on Books for Young People (IBBY) www.ibby.org, the International Children's Digital Library www.icdlbooks.org, Words Without Borders www.wordswithoutborders.org and PEN American Center www.pen.org.

“O Futuro é uma astronave”

by Amanda Rudzit - 10th Grade

Parece que o décimo ano é a série em que amadurecem os cronistas aqui na Graduada: além de Fernando Lima - que exibe sua mestria nesta mesma edição -, essa maturidade se exibe toda no texto filosoficamente lírico - ou liricamente filosófico - de Amanda Rudzit, decimoanista do professor Mauro também. Como vocês lerão, ela diz não querer “pilotar a astronave do futuro”... Mas a nave da crônica ela dirige como Luke Skywalker ou Han Solo nos primeiros Guerra nas Estrelas - porém sem armas, só com sua prosa poética...

*Prof. Mario Spanghero
Laboratório de Redação / Português*

Desde pequena, nunca fui muito amiga de números, mas as passagens de ano sempre foram marcos importantes de tempo na minha vida. Nas noites de réveillon, costumava pegar o meu copo de guaraná (que fingia ser champagne), sentava um pouco sozinha e pensava nas coisas que tinha feito ou deixado de fazer, nas memórias boas e ruins do ano que se ia.

O engraçado é que eu raramente planejava metas que queria alcançar no ano que estava para nascer. Quando criança, não entendia a “fissura” dos adultos em anotar as coisas que esperavam cumprir. De que adiantava? Chegaria o carnaval, e eles nem se lembrariam mais do que haviam prometido carregar no fundo da consciência pelos doze meses do ano. Para mim, planejar era criar expectativas que só me levariam à decepção. Era tentar controlar o que estava nas mãos do destino. Talvez até mais, era forçar – ou forjar - um sentimento de determinação que, com certeza, desapareceria com o passar dos meses. Na minha empolgação de criança, decidia que o que valia a pena era olhar um pouco para trás, resgatar as melhores memórias, guardá-las na minha “bagagem emocional” e seguir em frente para viver o que viesse. Pena que esse senso de aventura não tenha durado para sempre.

Acho que isso mudou com a chegada do ano de 2000. Se alguém me obrigasse a apontar os culpados pela transformação que ocorreu no meu modo de ver a passagem dos anos, eu provavelmente teria que acusar meus pais, avós e tios mais velhos, que não se cansaram de cantar na minha orelha a “grandiosidade” daquele réveillon. Era a virada de um século, o dia tão esperado, que iria despertar o mundo para o início de uma nova fase. Era o que estávamos todos esperando, para mudarmos o que precisava ser mudado. Eu, muito ingênua, me deixei ser levada pela onda de esperança e comecei a planejar o futuro. Anos depois descobriria o erro fatal que estava cometendo.

A partir de 2001, todo ano depois da ceia de réveillon, estava lá eu, vestida toda de branco, segurando flores para Iemanjá em uma das mãos, na outra, velas para orações e na cabeça uma lista de coisas que queria fazer no ano que viria. Até os dez anos de idade tinha sido coisas simples, como parar de brigar com o meu irmão, ter mais paciência com os membros idosos da minha família, obedecer à mamãe, não comer chocolate antes das refeições...

Hoje, 31 de dezembro de 2019, peguei a lista de coisas que coloquei como objetivo no último dia de 2009, minha projeção do que ou quem eu queria ser em dez anos. E me lembrei, aí, por que não gostava de planejar o futuro como os adultos faziam quando eu era criança. Lembrei do medo da decepção e da frustração que viria com a tentativa de controlar o futuro. Fui tola. Mesmo tendo decorado e cantado inúmeras vezes a letra da minha música predileta da infância, a “Aquarela”, de Toquinho, eu não tinha conseguido apreender o significado de um de seus trechos mais belos:

“E o futuro é uma astronave// Que tentamos // pilotar // Não tem tempo, nem piedade //Nem tem hora de chegar// Sem pedir licença // Muda a nossa vida // E depois convida // A rir ou a chorar...”

Pois então, se perguntarem qual minha meta para 2020, direi com prontidão: minha meta é deixar de fazer metas nos réveillons que virão.

Eu quero poder encarar o futuro, mas não tentar pilotá-lo.

Grade 6 - "TACO"

by Andie Urquhart - PHE Teacher

What the 6th Graders are talking about playing "TACO"

"I think it is important for us to play a Brazilian game like Taco, in an American School, giving the chance for many students to know a little more from Brazil and it's games."

Rodrigo Zaborowsky, Brasil

"Having played Taco, I was able to experience a way to get along with other and have fun".

Joaquin Jerez, USA

"When I was first introduced to this game, I was fascinated. When I started playing, I didn't want to stop because of the exciting pace of the game".

Philip Abrams, Brasil

"When I came to Brazil, I didn't know much, I was shy with no words to say. In the first few weeks, when we began to play Taco it made me feel more like I was part of a team".

"Martina Malvido, Argentina

"I've always wanted to learn a Brazilian native game, and in PE Ms. Andie taught me Taco. Now on the beach and in the streets I see people playing the game, something I had never noticed before".

Luara Oliveira, Brasil

"I've never heard about Taco until I came to Brazil. When it was introduced to me, I didn't think it would be fun, but I was definitely wrong."

Stefano Pineda, USA



Thirty Years Ago...

by Leda Sabbagh - Class of 1979

Graded has meant a lot not only to me, but to my whole family as well. It has been like home away from home. My mother studied at Graded and graduated in '52. My sisters and I also went to Graded. I graduated in '79 after spending 13 years there. Those years left a wonderful imprint on all of us. I will never forget some of the teachers, whom I came to admire, respect, and befriend. I'm sure many of my classmates still remember Mrs. Racy (Cordelia), Mrs. de Souza, Mr. Gulati, Dona Talita, Mrs. Termaat, Dona Myriam, Dr. Hoffer, Mr. Dickson, Mr. Clegg, Ney, D. Rute and so many others with whom we spent so much time and who made our Graded experience unforgettable in so many ways.

I was only away from the comfortable Graded bubble for a few years when I returned as a parent in 1992. It seems like yesterday when I took my toddler by the hand, and dropped her off to the care of Isabella Gasparian. I heard her cry, and I cried even harder... Then, I observed my girls going through the years of Preprimary, Elementary, Middle School and finally High School. Again, so many teachers and new friends were made. Now, thirty years since my own graduation, my youngest daughter, Rafaella is a Junior and my eldest, Giovanna is a Senior. Muito emocionante! I cannot describe how I feel and how I dread this coming graduation ceremony...

Reminiscing about my senior year, I came upon our 1979 class motto; "We drink beer, we drink wine, we're the class of '79". Today, it would be considered totally inappropriate, but at the time it did express the class spirit. We were a feisty group; a class that loved to party. Starting the senior year we went through that miracle that usually happens only at the end of an era; we mingled like never before. All the clicks mixed and we had a blast. Our senior trip was to Salvador, at the Othon Plaza Hotel. At the time we were very proud to have made enough money to go by plane, since until a few years before the other classes had gone by bus!!! Incredibly enough, we all survived and even did pretty well in our college acceptance and most important, in life.

I had to look into all my old boxes to find information to write this article. I found our graduation booklet. Our class acceptance included institutions such as Brown, Yale, Cornell, Duke, among others. The kids who stayed in Brazil and went through the vestibular got accepted to FGV, USP, ESPM, Mackenzie, and even to medical school. Amazing!!! In comparison to 1979, ethical issues apart, not much has changed in the senior class of 2009. They still like to party! But most important, they are also critical thinkers, who will defend what they believe to the end. In 2009, Graded continues to form young people who will definitely make a difference in whatever community they will

be a part of. I can only hope that Graded continues on through generations offering us, Alumni a place we all call home.

As for my 1979 classmates, we will be having a Class Reunion - LEI SECAS REVISITED 30 YEARS LATER in New York from June 12th – 14th organized by Colleen Stewart, Laura Smith and Jeff Torchon. And so, we continue to drink beer and to drink wine because we are the class of '79. (Separate article with more details)

CONGRATULATIONS CLASS OF 2009 AND WELCOME TO THE ALUMNI ASSOCIATION!



photos by Leda Sabbagh

Thirty Years Later...

by Giovanna Peviani - Class of 2009

A “Graded Life”, por enquanto e por pouco, ainda é minha realidade. Considering I have attended this school for almost sixteen years, Graded is my second home, my safety zone. It is the Graded Bubble that I still fear to leave within a few months. Sixteen years, which during some classes seemed to pass by so slowly, while in others going by em um piscar de olhos, is now coming to an end.

Graded has been a part of my family for many years, and I am proud to be graduating, representing its third generation. Graded has taught me to think for myself, expressing my opinions, always fighting for what I believe in. Graded’s educational aim is to push students to excel as individuals and as a community, and it has been successful in doing so. As my mother said, “Graded continues to form individuals who seek to make a difference in the world”.

When I think back on my time at Graded, I remember a class filled with cliques, differences and conflicts. As I expressed my concerns in relation to my class, people used to tell me “as you get older, these cliques will disappear and your class will become united”. However, the doubt that mine would, seemed greater than the statement itself. As we went through junior year things seemed to be getting better, but it was this year, senior year, that the class of 2009 became, in fact, a class. Parties, the class trip to Manaus, the senior trip to Maresias, the stress of school, exams, college applications, and senior skip day are what made my class what it is today, a “classic Graded class”; versão 2009.

As we walked towards the gym for our caps and gowns class picture, the excitement of graduation over took us, even though there are still hurdles in our way. For some of us, fate hangs on the thin thread that is our English, Math and Physics exams; but we will prevail. Graded has taught us well.

Graduation. It seems far away, but each day that goes by we are one step closer to May 30th 2009 (GRADUATION DAY!). With the piles of work and the pressure of IB exams increasing, I find myself wanting time to go by quickly, for these days to be over soon; however, simultaneously, I catch myself fearing that the day will come when our lives will change, when there will no longer Big 4’s or soccer practices, when my classmates and I will part on our own journeys. This is the end of an old story, but a start of a new one, where we will forever share the memories of our years at Graded School as the class of 2009.



photos: by Bernard Moss & Giovanna Peviani

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Adriana Mon...
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...teachers & students
...thing that I have taken
...in 15 years is learning
...not more than just teaching
...They really take out of it
...they focus with their teach-
...ing on you, there kind
...most of these children have
...been to experience, trust
...them to trust their teachers
...and to the classes. In fact,
...to solve what these stu-
...dents of advice I would like
...to matter how small your
...concerned for a program
...how much these people use
...our work. This experience
...entirely because it has allowed
...me to be a part of a program and
...being an integral part of the
...school while the program,
...to make a change



EVENTS

Brasil

by Mark Lund '71

Though I wrote this song from a "pro-Brazil-American to pro-American-Brazilians" viewpoint, the song resonates as much if not more with other pro-Brazil Americans who can identify with where I am coming from.

Hope it rings a bell for you.

B R A S I L

Sou um Americano
Dando uma de gostosão
Me desculpem por favor
Por essa minha pretensão
Mas como 'tou contando
Com a sua compreensão.
É que vou oferecer
Essa minha opinião

Tanta gente sonha
Com o país aonde eu nasci
Pois pegue um avião
E sai voando por aí
Eu tive lá bastante
E foi isso que aprendi
Que o melhor país do mundo
É este lugar aqui.

Brasil tem algo lindo
Que o mundo já perdeu
Lá fora sei que teve,
Mas lá fora já morreu.
E porque será que tem aqui?
Respondo "sei lá eu"
Só sei que devem preservar
Aquilo que é seu.

E se não sabem o que é
Não adianta eu lhe dizer
Vai gastar o seu dinheiro
Viajando para saber
No fim você vai descobrir
Aonde é que quer viver
Mas se não descobre logo
Vai também deixar morrer.

Não se faz em suas fábricas
Não se acha em Carajá
Não se alcança com estradas
E nem nos poços da Petrobrás
É o contrário de poupança
Só que rende muito mais
É algo na pessoa
Que "brasileiro" dela faz.
Esse calor e alegria
Que o brasileiro nele traz.

Eu sou Americano,
Dando uma de gostosão
Me desculpem, por favor,
Por essa minha pretensão
Mas como eu tava contando
Com a sua compreensão
Resolvi oferecer
Essa minha opinião.

Que o Brasil tem algo lindo
Que o mundo já perdeu
Lá fora sei que teve,
Mas lá fora já morreu.
E porque será que tem aqui?
Respondo "sei lá eu"
Só sei que devem preservar
Aquilo que é seu.

Written by Mark Lund

Zombie Zoo

by Jeff Lippman - High School Assistant Principal

I have been working at Graded since 1996. In those thirteen years, a lot has changed: new libraries, the arts center, countless new programs and teachers. But one thing has been a constant: Zombie Zoo. This talent show that occurs every semester has always filled an important niche at Graded. It is a place where students and teachers of all stripes can come and share their creative energy. Over the years I have seen students perform all kinds of music numbers: from Broadway hits to original techno tunes; from blues and jazz classics to heavy metal. We have had hip hop dance and original poetry.

The most important thing is that all students feel that Zombie Zoo is a place where they can freely experiment with their creativity. Those of us who have attended these events year in and year out know that at times, the music might not be so pleasant to the ear, and certainly some of the acts still need to learn how to tune their guitars! But even so, the spirit of Zombie Zoo carries through.

In my time at Graded, I have played many times at Zombie Zoo: singing, playing guitar and harmonica. Every time I have played with students it has brought me a fresh understanding of what makes our students tick and an appreciation of their creativity and passion. This year Alex Saller and I performed an original blues tune. The last verse was:

**Been at Graded for so many years
When I think about leavin' I break into tears
We are gonna miss all of you
Can't believe that we're through
And that's the reason why we got the Graded Blues**

In leaving Graded, I will hold dear many memories. Many of those will be from my time sharing music with students and teachers. I do hope that Zombie Zoo will live on long after I am gone.



The Poetry Project

by Mary Pfeiffer - High School English Teacher

title: **“Sing in Me, Muse”**
subtitle: **Poetry Recitation 2009**

At the start of the school year, in August 2008, the high school held its third annual Community Read. The focus of that event was Ray Bradbury’s *Fahrenheit 451*, the 1953 novel about a repressive society, about censorship and defiance. In our assemblies and discussions we reflected on the character of Granger, the exiled academic, who appears at the end of the novel as the city is annihilated by bombs. He explains to the former book-burning “fire fighter” Montag that there is a group of citizens who have memorized books, secretly holding knowledge and civilization within. And when Granger finds out Montag can recite parts of the Bible, he tells him, “You are the Book of Ecclesiastes.” In the novel, the act of memorizing texts is an act of preserving society. As Bradbury said in a 2003 interview, “Reading is the center of our lives. The library is our brain. Without the library, you have no civilization.”

Here at Graded, we now have hundreds of Grangers, for recently the English Department held a poetry recitation contest, involving all students in the high school. During February and March, students each chose an English-language poem (of at least 14 lines, no more than 40 lines) in consultation with their teacher. After weeks of practice, of whispering their poems while walking the school hallways, and perhaps in the shower at home, students recited their poems in their English classes. Each teacher then chose the two best performances in their class sections to go to the semifinal round.

In the semifinal round, those 58 semifinalists recited their poems to the English department faculty, who voted on the best three performers per grade level—a difficult decision given the talent and enthusiasm of so many students.

In the Tuesday, 7 April high school assembly, the 12 finalists recited their poems in the final round of the competition. In the group of 12, there were two brothers (congratulations to the Casas family!), and coincidentally over a month before, when the process all began, the same Edgar Allan Poe poem had been chosen by two finalists. They all worked quite hard to get to the final level of the competition.

Grade 9

Yana Ahlden: Rudyard Kipling’s “If”
Marcelo Casas: Edgar Allan Poe’s “A Dream within a Dream”
Victoria Guijarro: Taylor Mali’s “Totally like whatever, you know?”

Grade 10

Danielle Bryant: Walt Whitman’s “I Saw in Louisiana a Live Oak Growing”
Alex Costilhes: Walt Whitman’s “Oh Captain! My Captain!”
Julia Greenwald: Alfred Lord Tennyson’s “A Farewell”

Grade 11

Vicente Casas: Langston Hughes’ “50-50”
Hana Farahat: E.E. Cummings’ “somewhere i have never travelled, gladly beyond”
Rafaela Pevianni: E.E. Cummings’ “‘kitty’. sixteen,5’1”,white, prostitute”

Grade 12

Fabio Berger: Edgar Allan Poe’s “A Dream within a Dream”
Antoine Crettex: Soliloquy from Hamlet, III.i
Debbie Fiuza: W.B. Yeats’ “Never Give all the Heart”



Judging their performances were three highly accomplished people, who generously gave their time:

Alina Fonteneau is a gifted artist who specializes in sculpture. As a Cuban-American married to a Frenchman, living in Brazil for 10 years and other countries, she illustrates the multiculturalism of our community. She is the mother of two former Graded students, and one soon-to-be Graded HS student.

Katia Lund has directed and co-directed movies and documentaries such as *Central Station*, *City of God*, *City of Men*, *News of a Private War*, *In the Fields of the Lord*, and others. She has also directed music videos such as “O Rapa.”

Julio Landmann graduated from Graded, his daughters attended Graded, and he has continued to be a great supporter of our school. Julio is a leading philanthropist and artist, who has also been president of the Fundação Bienal. An exhibition of his photographs at Pinacoteca was featured in a past edition of *The Eye*.



From left to right: Mary Pfeiffer, Katia Lund, Júlio Landmann and Alina Fonteneau.

The Greek storyteller Homer opened *The Odyssey* with the phrase, “Sing in me, Muse,” and indeed the Muse sang through each finalist. During the 12 recitations, those of us in the audience were gripped by the performances. Afterwards, while the judges deliberated, we asked the students two questions: Why did you choose this poem? What do you like about your poem? Their responses were so thoughtful, revealing that each of them was not a mechanical memorizer, but thoughtful performers who understood the work, who spoke from their hearts—they owned their poems.

Because of the expert, lively performances, no one watching the recitation wanted to be in the positions of Alina, Katia, and Julio, of having to choose the winners for Poetry Recitation 2009:

Honorable Mention: Yana Ahlden (G9)
 Second Place: Vincente Casas (G11)
 First Place (tie): Fabio Berger (G12) and
 Vicky Guijarro (G9)

The English Department is grateful for the support of the Barry Dequanne, Jeff Lippman, and Lisa Peixoto, along with the enthusiastic response by the audience of students and teachers.

Now among the many aims of the High School’s English Department, memorization of literature is a skill we hope all students can acquire and appreciate. A memorized poem is a living poem. (Twenty years ago, I was asked by a teacher to memorize a poem, and Alfred Lord Tennyson’s “Ulysses” still lives in me. Bradbury’s Granger could say to me, “You are Ulysses.”) The act of memorizing a poem is a physical experience as we feel the words in our mouths, as they gain power and clarity through our voices. This year all Graded High School students felt their poems, and as a consequence connected more to poetry and the English language. All became muses of memory, and did their small parts, as in Bradbury’s novel, to preserve civilization.

Leading up to the day, Mr. Dequanne, Mr. Lippman, and the English department recited Archibald MacLeish’s poem, “Ars Poetica” in an assembly.

Ars Poetica

Archibald MacLeish

A poem should be palpable and mute
 As a globed fruit,

Dumb
 As old medallions to the thumb,

Silent as the sleeve-worn stone
 Of casement ledges where the moss has grown—

A poem should be wordless
 As the flight of birds.

A poem should be motionless in time
 As the moon climbs,

Leaving, as the moon releases
 Twig by twig the night-entangled trees,

Leaving, as the moon behind the winter leaves.
 Memory by memory the mind—

A poem should be motionless in time
 As the moon climbs.

A poem should be equal to:
 Not true.

For all the history of grief
 An empty doorway and a maple leaf.

For love
 The leaning grasses and two lights above the sea—

A poem should not mean
 But be.

“Soy Loco Por Ti América”

Por Fernando Lima - O torcedor que virou cronista

(E a zebra, isto é, a lhama come solta...)

Há quem diga que a Liga dos Campeões da Europa é a melhor competição do futebol mundial nestes últimos tempos. Eu discordo. Lá, falta magia. Falta espaço para zebras, como o bicampeão - 1979 e 1980 - Nottingham Forest, ou como o lendário Estrela Vermelha de Belgrado, de 1990, que, com Dejan Savicevic, Sinisa Mihajlovic e Vladmir Jugovic, desmontavam defesas a torto e a direito nos campos-palcos mais prestigiados do mundo.

Eu digo que a mágica reside aqui, na nossa América do Sul. Percorrido por Che Guevara e Alberto Granado, este continente hoje protagoniza as coisas mais mirabolantes no mundo da bola. Onde mais seria possível a Bolívia ganhar dos hermanos porteños, com Agüero, Messi, Cambiasso, além de Maradona de técnico. Com certeza, um leigo olharia para esse episódio, digno de Homero, e diria – É culpa da altitude!... – Insisto em dizer que não. O placar foi de 6x1 para a Bolívia e não só por incompetência portenha. Quero ressaltar, queridos leitores e leitoras, que a Bolívia não é mais boba, não. Hoje, posso lhes assegurar que a Bolívia está bem preparada para botar água na Quilmes dos hermanos. Também é importante dizer que um dos melhores atletas bolivianos, Marcelo Moreno (do time ucraniano Shakhtar Donetsk), tem precária resistência à altitude. Ou seja, o rarefeito ar andino de La Paz não pesava tanto assim a favor dos bolivianos.

Vamos ao primeiro tempo. O palco do espetáculo foi La Paz. Um estádio lotado à espera de outra derrota do time da casa, mas o destino resolveu brincar com os argentinos. Aos doze minutos, Marcelo Moreno, cheio da ginga brazuca – nasceu aqui -, abre o placar. O estádio veio abaixo. O impossível tinha acontecido. Seria o apocalipse? Não. O mais legal ainda estava por vir. Lucho Gonzalez, meio-campista do grande lusitano F.C. do Porto, empatou, num frango indigestíssimo engolido pelo goleiro boliviano, batido por um chute de fora da área. Eu já disse, caríssimo leitor: aqui tem mágica... Numa jogada de várias pixotadas sensacionais, protagonizadas por Gabriel Heinze, defensor do Real Madrid, e Javier Zanetti, lateral honorário (de tão velho) da Internazionale de Milão, que coroa a trapalhada com um pênalti. Bolívia 2x1, após o chute do gordinho atacante Botero, que joga na segunda divisão do México. Aos quarenta e cinco minutos, um tiro de meta do goleiro Arias, aquele do frango, lança o mesmo Botero no campo argentino, para cruzar para Da Rosa fazer o terceiro. 3x1 Bolívia. Simplesmente mágica. Não há outra explicação. O leitor deve imaginar o que estava passando na cabeça de Maradona ao ver sua Argentina jogando como amadores perante a inteligente Bolívia, que, aliás, já tinha segurado o empate (0 x 0) aqui no Brasil.

Segundo tempo de jogo, e o circo mambembe continuava. A Bolívia fazia a “poderosa esquadra argentina” de gato e chuteira, em La Paz. O calvário de Maradona se estendia para fora das quatro linhas: a torcida gritando, bem atrás dele, seguidos brados de “Olé!”. Aos nove minutos, Botero faz o seu segundo e amplia o placar para 4x1. A surra já era inevitável. Maradona, em uma última cartada, coloca em campo o menino-prodígio Angel Di Maria, jogador do também português Benfica. Caro leitor, se arrependimento matasse... Maradona viu sua aposta ser expulsa sete minutos depois, após uma entrada dura em Roland Garcia. Ainda deu tempo de Botero – que gordinho! - marcar outro, consolidando-se como artilheiro isolado da América do Sul. E Torrico ainda fez o seu num tirombaço de fora da área.

Se isso não é mágica, então só pode ser creditado como milagre. Leitor, leve em conta também, como eu o faço, que era primeiro de abril. Adianto-lhes que, para mim, esse foi o melhor 1º de abril, o popular April Fools, da história. Até a próxima!...



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A arte do cronista consiste, inúmeras vezes, do fino equilíbrio entre a leveza de um saboroso “bate-papo” e a sutileza do olhar irônico bem-humorado com que o cronista toca sua conversa com o leitor. No caso do Fernando Lima, sophomored professor Mauro Dunder, esse equilíbrio está afiadíssimo: ele conduz a bola da crônica como um jovem mestre do drible.

*prof. Mario Spanghero
Laboratório de Redação em português*

Um dos momentos mais alegres - e provocativos - da vitória da cumbia sobre o tango, em La Paz.

High School Art 1 & 2nd grade share

by Chris Bowditch - Visual Art Teacher

In preparation for our yearly visiting author to Graded, this year the HS Art 1 class wrote, developed, designed and illustrated Children's books. Prior to starting this project Meryl Zeidenberg, the Elementary Librarian, presented my HS art students with some basic characteristics and background of Children's literature. Some criteria that the students needed to address involved: characters, language, design, color, illustration and most importantly, the message. This year Graded is focusing on "Respect" and "The Environment" throughout the school. Therefore, these themes played an important role in the stories of my students' books.

Since our books were written for young children, we decided to invite Mary Koizumi's 2nd grade class on a field trip to the Art Center. Ms. Koizumi's class has also been writing stories, so they brought their stories along. It was a wonderful to see the HS students reading their stories to the young ones and then the elementary students reading their stories to the HS students. We are so fortunate to be in a school which spans all levels of education and gives us the opportunity to share between the divisions. It was a wonderful day!



Photos: by Chris Bowditch and Lika Kishino

Some 5th grade reflection on our Earth.

Ms. Ballon class.

*Modern technology
Owes ecology
An apology*

-Alan M. Eddison

I agree that modern technology owes ecology an apology. In Seoul, Korea, you can't see one star because of all of the smoke. There are a lot of factories and all the smoke comes to Seoul and you can't see any stars because the smoke covers them.

These days, Brazil is getting more polluted because of cars. In the morning, I wait for the bus and when I am waiting, there is a small bus that spreads so much smoke. It smells like rotten banana. In my neighborhood, I sometimes see gardeners cutting trees. There is a big bee hive in our neighborhood and I think that if they cut the trees, the bees are not going to have a home. People in the Amazon are cutting trees and digging for gold. To save nature, use the bus instead of your car. Turn the lights off when you are not in the room. Recycle. One way to use less modern technology is to use the computer and then turn it off when you are done. You will use less light and energy. When I grow up, my dream is to be a flautist, but I want to plant thousands of trees. Save nature!

- Luisa Kim

Every day is Earth Day.

-Author Unknown

I think that it means we should take care of our space, even places you do not live in. You should not do anything like throwing garbage on the street or waste paper doing paper airplanes. If you see people throwing things on the floor, and a trash can is right in front of you, try to make sure that they see that there is a trash can right in front of them! Make sure you take care of your environment every day. And yourself.

-Carolina Werebe

*Look deep into nature, and then you
will understand everything better.*

- Albert Einstein

I think that it meant that you if you look inside something, like a tree, you will notice that it have its bad years. It may look as if the tree is having a good year, but it could have been one the most horrible years of all! I think it also means that if you look at nature, you can see that that we, human beings, are destroying what we need to survive. Nature is the most important symbol of Earth, so if you care about Earth, first you need to care about nature.

- Caroline Zevallos

*Look deep into nature, and then
you will understand everything better.*

- Albert Einstein

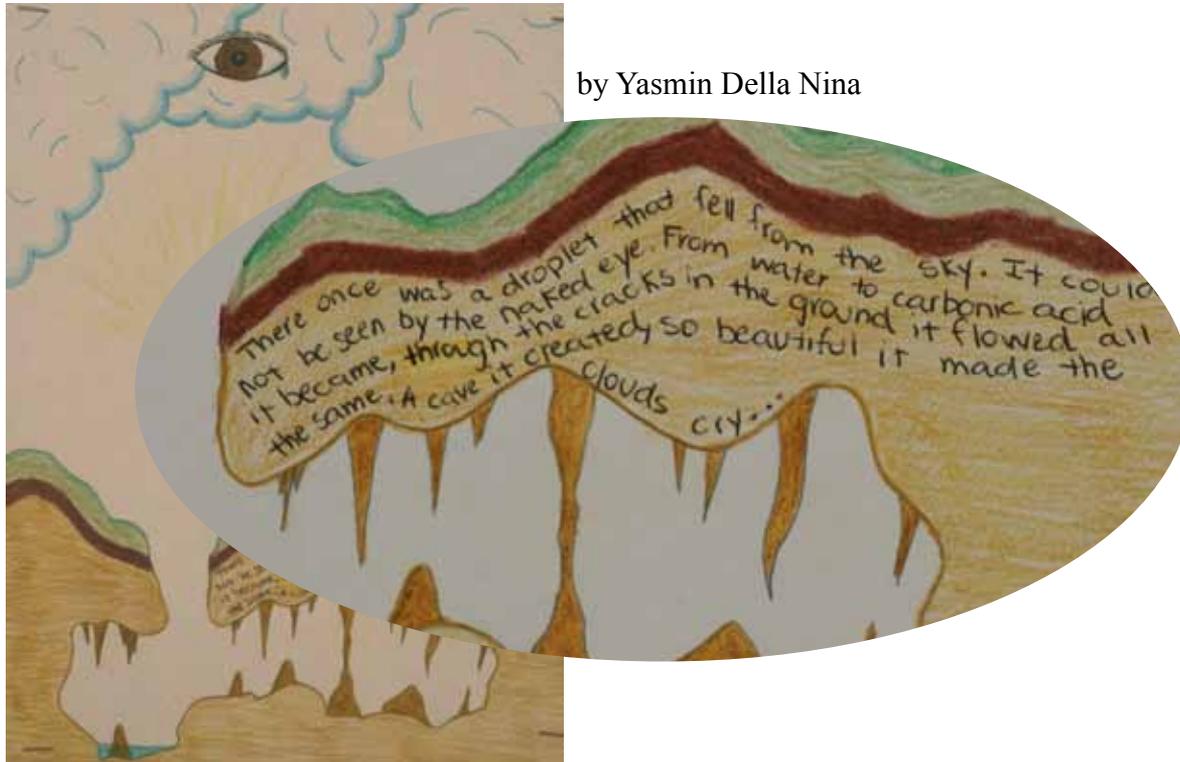
This makes me think that men are destroying nature and you should take care of nature and not destroy it. Help nature, but remember not to interfere with animals. We and the animals are living a hard life with global warming. Care for them and help the environment. You should also recycle paper and throw trash in trash cans, and you shouldn't cut trees for money because when your children or grandchildren are living, they might be all gone. You should ride your bike, not cars, because cars pollute the world and air. If you respect nature, you will live better. If everyone respects nature, the world will be fine.

- Leo Caldas

Three Ways to Look at Solution Caves

by Micki Hammond

In 8th grade Science, students were engaged in the study of chemical reactions vs. physical reactions, chemical formulas, solutions and mixtures. The concluding activity for this unit is called "Three Ways to Look at Solution Caves". In this activity, the CWW trip taken in the 7th grade to a solution cave in the interior of Brazil is used to make a real life connection to these concepts. In small groups, students wrote three poems integrating the science concepts involved in the formation of a solution cave and their own personal experiences in the caves. They were given five formats to choose from: Haiku, limerick, concrete poem, circle poem and diamante. Then, individually, each student created a visual representation of the three poems they wrote in groups. The visual representations could be done in any medium and could be 3D. The results were a perfect blend of Language Arts, Science and Art!



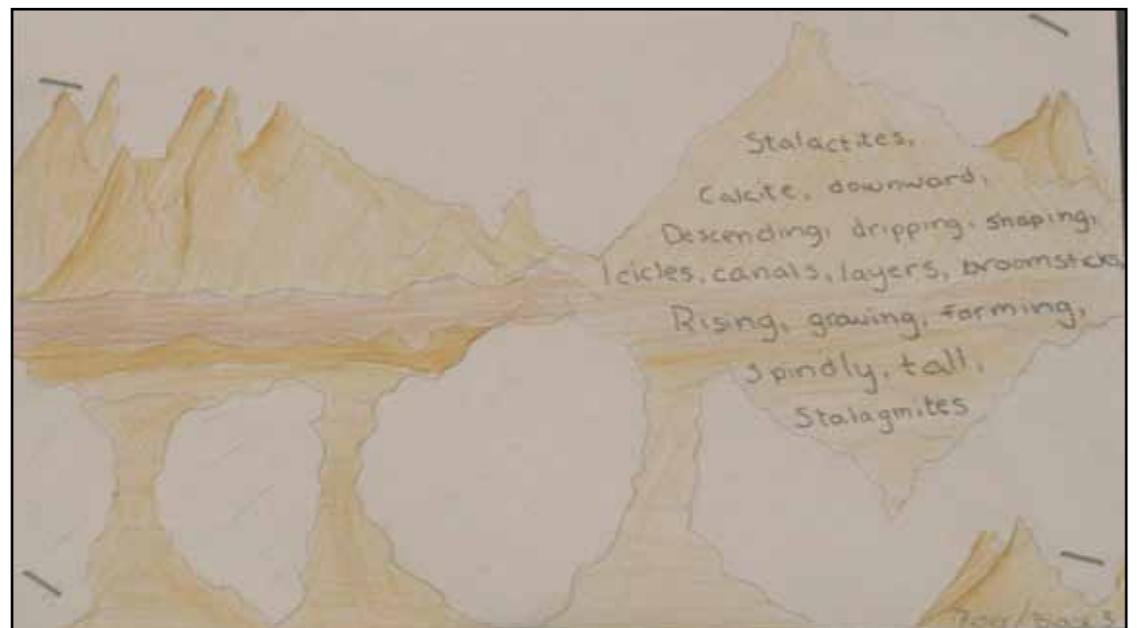
by Yasmin Della Nina



by Patrick Dias



by Daniela Kelley



by Peter Greenwald

Tech Goes Green...

by Paige Geiger - Lower School Principal

An exciting advantage of a Graded Experience is the variety of multimedia opportunities that enhance learning in the Lower School. Using curricular themes as the context and digital media as the mode, the collaboration of classroom teacher and media specialist aims to engage students in projects that apply newly learned concepts in a meaningful activity, capitalizing on the social interactions that students seek. While students need the content knowledge and the digital know-how, they also need to learn to communicate with their peers to develop individual responsibility within the group and to seek consensus.

Projects embarked on this school year, developed by classroom teachers in collaboration with Tim Brooks, have reached across many content themes and incorporated many new skills. Our youngest students in kindergarten have enjoyed the power of digital media. 5th graders are learning to control the media to effectively send a message to the community. What follows is a report from our computer lab leaders.

Greetings from the Lower School Computer Lab!

As the year progresses we want to give parents an overview of what the kids work on while in our company. Our lab is used for several purposes: here students can watch movies, access the internet, record narrations, and use a wide variety of software.

So far this school year:

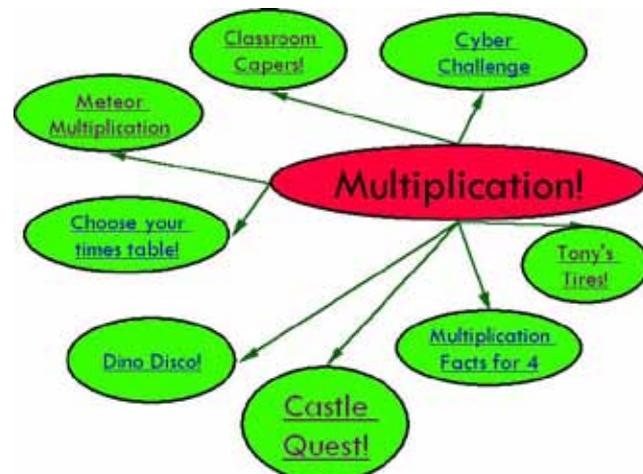
Grade 5 has worked in a variety of animation projects. They molded play-doh to share different cultural aspects of Inca Civilization. This specific project involved an often huge series of still frames, creating backdrops, sound and video editing. The children used digital cameras on tripods to photograph every frame. Then they downloaded them to their computers and edited their movie with Windows Movie Maker. They added Titles, credits and narrated their own soundtracks.



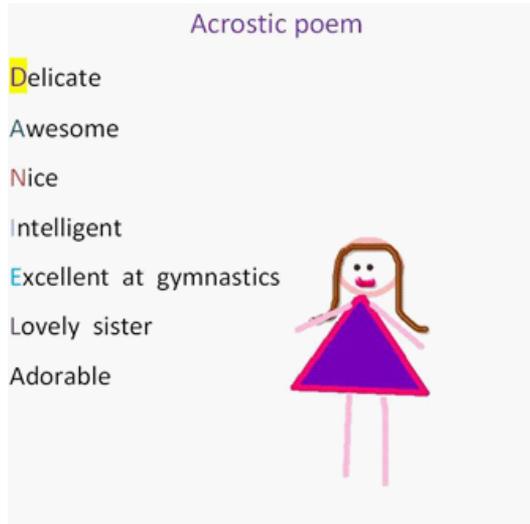
They have also animated short videos using Computer Generated images to portray several respect goals. This built on their prior knowledge and completed their short animations quickly and without help.

Grade 5 teachers are constantly using their e-beams and laptops in the classroom integrating I.C.T. fully into their everyday teaching.

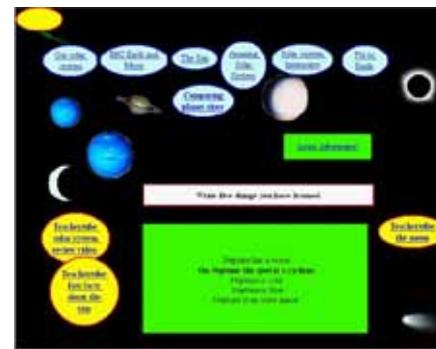
Grade 4 has recorded videos sharing Book reviews and information. They have also used different math software for practice and review, in addition to work they do in the classroom with lap tops. They have been using *Kidspiration* as a way to access pre-selected websites to help them with their research.



Grade 3 is getting ready to start working on the Oregon Trail, where they will take on roles as pioneers and venture West in the US! They have also been working really hard on their typing skills with *Type to Learn* and online keyboarding games and self evaluation tests. Grade 3 has been using Microsoft word to publish poems and learning how to import pictures into word documents. They used *Microsoft Paint* to create symmetrical images when they studied symmetry.



Grade 2 has worked on videos and slide shows, even compiling pictures they drew using *Kid Pix* to present a water cycle video during one of the lower school assemblies. They are getting ready to use software to practice their writing skills and even compose their own books. They have used websites and web quests in the lab as well as interactive math and video editing software.



Grade 1 is using the computer lab more than ever. They enjoy drawing in *Kid Pix* and using different software to work on understanding symmetry, and even spelling. A recent project was for the children to use a text-to-speech website to add a voice to the Aliens they made during Graded Goes Green week.



Classroom teachers are venturing into new areas, using and suggesting innovative software which is challenging and fun.

Patricia Bree and Renata Zeigert's K5 students created valentine notes. These students are quite adept at moving about the keyboard and have connected a relevant message to their product. First, using the *Kid Pix* computer program, they each drew a Valentine's Day design. On the following day, they went to the computer lab and each recorded their own personal message for their parents. A slide show was made and on Valentine's day we e-mailed this unique gift to mom and dad. This was a new experience for our 5 year-olds and they truly enjoyed the thrill of the whole process, creating, recording their voices, hearing themselves in school and later seeing it all come together at home on their family computer.

Adding to our technology hardware this year, projectors and e-beams were installed in each 1st, 2nd and 3rd grade classroom. Teachers are now making full use of their new projectors and software to make computer learning teacher friendly and interactive.

You can see all this work by heading to www.graded.br and then clicking on [community log in](#). Once you are logged in, click on the link in the left hand bar entitled [LS Lights! Camera! Action!](#)

With warmest regards,
Tim Brooks and Mariana Pedro - LS Technology Assistants

Graded Goes Green!!!

by Bettye Santos - Preprimary Curriculum Coordinator

AIM: (written by the Environmental Goal Committee)

- ✿ Celebration of the beauty and wonder of our planet. Students are to make meaningful connections to the planet through literature, art, science, etc.
- ✿ Address Graded's "Respect Goal" by cultivating respect for everyone's right to a healthy environment with abundant, clean water and air, shelter and sustainable, clean energy. Respect for our community members begins with respect for our immediate environment. Respect for the diversity present on our planet can reflect back in our actions toward each other.

PREPARATION:

- ✿ Throughout the school year (ongoing) the children in the Preprimary are made aware of the importance of taking care of their classroom. This respect for the environment is emphasized in the Montessori Philosophy (cleaning the classroom, watering the plants, taking care of the animals, picking-up after an activity, etc., respecting the materials)

PRESENTATION:

- ✿ Background knowledge about pollution, preservation, recycling, reducing, taking care of our planet
- ✿ Books to read: *The Lorax* by Dr. Seuss, *The Giving Tree* by Shel Silverstein, *Air and Water Pollution* by Darlene R. Stille, *A Grand Old Tree* by Mary Newell DePalma, *The Great Kapok Tree* by Lynne Cherry
- ✿ Discussions about the books read
- ✿ Bulletin Board project: "The Importance of Saving Water".
 - 1) Discussion around "Why is Water Important?"
 - 2) Draw picture on preservation of water and write a phrase about the picture

EXTENSION:

- ✿ Book Report about *The Lorax*
- ✿ Make a list of simple earth-friendly actions that we can do every day to take care of our earth (group activity)
- ✿ Put up posters around the classroom about environmental awareness phrases and pictures

OUTCOME:

During the week of "GRADED GOES GREEN" the students became more aware of the importance of respecting their environment. The children went around turning off the lights, picking up papers found on the floor, using both sides of a piece of paper to draw, color and write, turning off the water while brushing their teeth, taking a shower instead of a bath, etc. They also took this awareness into their homes and discussed it with their parents.

The students learned about recycling, reducing and reusing and how to classify the trash into the different recycling containers.

A mother came into the classroom to talk more about the importance of taking care of our planet, of planting more trees, pollution by revisiting the story *The Lorax*. The students planted herbs in pots made from recycling materials; plastic jars, metal cans, paper boxes, newspaper.

by educating children early on about doing their part to protect the environment, we hope our earth will be a better place to live in the future.

Unless someone like you cares a whole awful lot, nothing is going to get better. It's not.

by Dr. Seuss



Bulletin Board Project



Computer drawing with *Kid Pix*



Students went around the classroom putting up posters about saving on water, paper, energy, etc.



Planting herbs and talking about environmental awareness.



Reading *The Lorax* story.

Photos: by Bettye Santos

GGG (Graded Goes Green)

by Micki Hammond - Grade 8 Science Teacher

Bulletin boards filled with student work lined the hallway in front of the cafeteria; black & white photography was tacked up on the clean brick wall next to the copy room; parents manned a table full of student made products for sale. Giant letters, cut out of recycled cardboard, spelled out what all of the excitement was about: Graded Goes Green Week.

The week officially began, Monday, March 23 at 8:15 with the ringing of the school bell by Rick Detwiler, the school superintendent. Over 1100 students and teachers took one minute out the usual hectic Monday morning to give Mother Earth a standing ovation in the hallways. This symbolic gesture of thanks to our planet was simple, yet powerful. It stood for the acknowledgment of our connections to our local community, to the global community and to the earth that sustains us. It represented our commitment to make our school environment healthy and more sustainable. It was a statement that we will be part of the solution and not part of the problem.



The student work in the displays along the hallways that week is evidence of environmental instruction embedded in our curriculum. The black & white photography is an example of this. The inherent dignity of nature with its lines of symmetry, merging textures and contrasting light and shadow made an ideal beginning lesson on the elements of black & white photography for Luciana Barbosa's art class. The 7th grade team used the science theme of oceans as the basis for their multi-media presentation of poetry, art, history and science. The variety of environmental topics displayed on bulletin boards from K-5 is proof of how students at Graded are building a sound foundation of environmental awareness and personal responsibility. The curriculum at Graded exemplifies how environmental instruction can be embedded and made relevant to our students' world.



Photo by: Nathalie Berger



Photo by: Carla Alves



Photo by: Paulina Garcia

The items for sale showed a strong commitment from students, teachers and staff to embrace our environmental goals. The 4th grade recycles paper on a weekly basis. This recycled paper is then cut and glued into paper pads by the copy room staff. This year, recycled cereal boxes were added to make covers for the paper pads so they could be put up for sale during GGG Week. Reusable book/grocery bags were decorated by Joy Roy's fourth grade class and donated for sale to support the greening of Graded. With the help of the drama teacher, Emily Blackburn, parents, teachers and staff recorded stories related to the Earth on CD's. The CD covers, designed by students in Jennifer Kagohara's multi-media classes, reflect the creative vision our students have of our planet. Marina Cattai's High School environmental group hosted a no-paper-bake-sale. What did they use instead of napkins? Banana leaves! Another example of how our students are embracing the fundamentals of sustainability.

Throughout the week, students were involved in assemblies and activities with an environmental theme. During their weekly assembly on Tuesday, the High School invited Jason Barton, a previous High School English teacher, to give a talk on his current research related to ethanol. The Greener Graded Program, a High School community service group facilitated

by Marina Cattai, presented a PowerPoint presentation on trash. The group also conducted and presented their student survey on how trash is handled at school and at home. Middle School students, Andre Mendes and Carolina Daffara, facilitated the weekly Middle School assembly on Monday. They guided a discussion with their peers on generational responsibility after viewing a short video, The Lost Generation. The two eighth graders then recited “Earth Day Poem”, a poem by Jane Yolen, author of almost 300 children’s books. As they recited the poem, photography depicting the beauty and diversity of our planet was projected behind them. Jennifer Kagohara’s multi-media class also presented eco-commercials during the assembly. Students used a combination of text, animated graphics, video, and sound to depict environmental messages. Mary Koizumi’s second grade class took a field trip to Chris Bowditch’s High School art room. The art students wrote and illustrated environmental books and read them to their second grade visitors. Third grade students made an environmental alphabet to display along their hallway for the week. Kindergarten and first grade students watched The Lorax, a story of environmental responsibility. The Elementary library showed National Geographic videos related to environmental issues throughout the week. A green bookmark contest was held for grades K-5, with a gift certificate for a book as the prize for each grade level winner. Green, K-12, was the theme for the week!

Graded has been recycling paper, metal cans, and plastic for some time now. The large red, blue and green recycling plastic bins are ever present in our halls. Two years ago, the staff adopted an environmental goal of reducing our paper use by 20%. We now have all of the campus handbooks, as well as the Eye, online. Our copy machine defaults have been set for double-sided copying. Graded now has a compost program up and running with plans to expand. The organic matter from the gardens and kitchen are composted and recycled back into the garden areas. Several sinks and toilets throughout the Middle School and Elementary School have been upgraded this year to prevent water waste. The throw-away plastic cups in the cafeteria have been replaced with reusable cups. This particular event was truly an indication of the dedication many students and staff have toward making Graded more sustainable. Graded administration in conjunction with students and staff continues to look for ways to reduce our impact on the environment.



Going green requires a whole community. It takes a shifting of mind-set, a growing awareness, and a dedication to change. This was evident in the range of students, teachers and staff involved in making Grade Goes Green Week a success. Maeve Aickin, a K5 student, thought that Graded Goes Green should be changed to Graded Growing Green. As the work continues to bring the principles of sustainability to our students in relevant and meaningful ways, Graded will certainly continue to grow greener!



Breve jornada paulistana dentro da JORNADA

Brief journey in São Paulo during the JORNADA

by Dezem&Spanghero 2009

“as cidades são como sonhos, feitas de desejos e medos”
(Ítalo Calvino)

No alvorecer do século XXI, a cidade de São Paulo se encontra entre as maiores metrópoles do planeta graças as suas dimensões geográficas, culturais e socioeconômicas. Seu cosmopolitismo lhe dá “um toque especial”, comum às cidades como Nova Iorque, Londres e Paris entre outras. A partir do processo formativo da *civitas* paulistana, calcado na *diversidade étnico-cultural*, é possível resgatar um fragmento da história desta “Babel Invertida”, segundo a definição do intelectual fluminense Alberto Torres há cem anos atrás¹. Fragmento esse relacionado aos elementos formadores do que denominamos *metrópole*, espaço artificial, complexo em sua formação, diverso em seu conteúdo. Fatores que nas palavras do historiador Nicolau Sevcenko possibilitaram a São Paulo formar “*vários universos que giram entre o individual e o coletivo, possibilitando novos tons a partir de idéias e ideais*”².

No entanto, o espaço físico que deveria denotar certa “neutralidade”, acaba por “encolher” o indivíduo que ao tentar se projetar no coletivo tem, diante de si, a negação real de “ser neutro”, sofrendo a ação do próprio meio em que vive. A história já demonstrou que a sociedade, por uma série de motivos, nem sempre respeita as diferenças padronizando comportamentos e ações. Muitas vezes, a influência de um grupo de indivíduos sobre o meio (consciente e inconscientemente) se dá mediante a força de seus desejos, a crença nas suas esperanças, a superação dos seus medos e o investimento nos seus sonhos e fantasias.

Este conjunto de situações pode incentivar a crença em certas *utopias* como a de que é possível pensar e, também, criar um mundo melhor. Tal premissa tem o objetivo de preservar o indivíduo frente ao coletivo alimentando a idéia de uma sociedade imaginária (paralela) que, ao se materializar, entra em choque com a “realidade” imposta pelos representantes da coletividade detentora do(s) poder(es) na qual este grupo tenta se inserir. Este resultado não pode ser apenas metaforicamente comparado a uma sinfonia ou poema (citando o antropólogo Claude Lévi-Strauss), mas “*a um só tempo objeto de natureza e sujeito de cultura; indivíduo e grupo; vivida e sonhada: a coisa humana por excelência*”³.

¹ SEVCENKO, Nicolau. *Orfeu Extático na Metrópole. São Paulo, Sociedade e Cultura nos Frementes anos 20*. São Paulo, companhia das Letras, 1992, p.37

² SEVCENKO, Nicolau. *Orfeu Extático na Metrópole. São Paulo...* op. cit. p. 19

³ LÉVI-STRAUSS, Claude. *Tristes Tópicos*. São Paulo, Companhia das Letras, 1996. p. 116

by Dezem&Spanghero&Zoppei 2009

“cities are like dreams, made of wishes and fears”
(Ítalo Calvino)

In the dawning of the 21st century, the city of São Paulo is among the greatest metropolises on the planet, thanks to its geographic, cultural and socio-economic dimensions. Its cosmopolitanism gives it a “special touch”, as happens to cities such as New York, London and Paris. From the build-up process of São Paulo’s *civitas*, based on its ethnic-cultural diversity, it is possible to retrieve a fragment of the history of this “inverted Babel”, as defined by Alberto Torres a hundred years ago¹. This fragment is related to the construction elements of what we now call a *metropolis*, that is, an artificial area, complex in its formation and diverse in its content. These factors have allowed São Paulo to form, according to historian Nicolau Sevcenko, “*several universes that swing between the individual and the collective, allowing new shades to arise from ideas and ideals*”².

However, this physical arena that should imply neutrality, ends up by crushing the individual. And when such individuals try to reach the collective self, suddenly they are faced with a thorough denial of “neutrality”, and the environment then reacts upon them. History has already shown us that society, due to several reasons, does not always respect differences, establishing standards of behavior and action. Many times the influence of groups on the environment (whether conscious or otherwise) is carried out by means of the power of their wishes, the belief in their hopes, the overcoming of fears and commitment toward their dreams and fantasies.

These situations may foster a belief in certain utopias, so that it is actually possible to think and also create a better world. Such assumptions aim at preserving the individual from the collectivity, supporting the idea of an imaginary society (parallel) which, as it becomes real, clashes with the “reality” imposed by the minions of the powerful collectivity in which the group tries to fit in. This result may not only be compared metaphorically to a symphony or a poem (according to anthropologist Claude Lévi-Strauss), but also “*at the same time object of nature and subject of culture; individual and group, lived and dreamed of: the human matter*”³.

¹ SEVCENKO, Nicolau. *Orfeu Extático na Metrópole. São Paulo, Sociedade e Cultura nos Frementes anos 20*. São Paulo, companhia das Letras, 1992, p.37

² SEVCENKO, Nicolau. *Orfeu Extático na Metrópole. São Paulo...* op. cit. p. 19

³ LÉVI-STRAUSS, Claude. *Tristes Tópicos*. São Paulo, Companhia das Letras, 1996. p. 116

A urbe paulistana em sua imensidão ao mesmo tempo acolhedora e excludente, bela e feia, concreta e abstrata, possibilita, com sua complexidade, um olhar a partir de várias perspectivas e vice-versa. Mesmo em um espaço delimitado da Paulicéia é possível vivenciar in loco como ela se (re)cria, preserva, lembra (e também esquece...) sua história, seus personagens. Foi a partir dessa (quase) reflexão que língua, memória e arte emergiram à nossa mente, para ser o leitmotiv de nossa atividade de contemplação.

Como uma imagem refletida em um espelho convexo, podemos contemplar esse triângulo equilátero, feito ele se tivesse materializado, na forma de ambientes públicos de (con)vivência. Observar, sentir, refletir como se preserva e divulga a memória, a língua e a arte não só paulistana, mas nacional, passa a representar outras composições triangulares: além da singularidade do “meu olhar” (eu), também a pluralidade, a partir da existência “dos outros olhares” que se tornam o “nosso”.

Agora, quando se fala de olhares sobre São Paulo, a receita é deixarmos estes nossos tempos pós-modernos e convocar o auxílio luxuoso de um dos Grandes Paulistanos: Mário de Andrade. Ninguém teve sua tensa, densa, iluminada, sofrida, risada (con)vivência paulistana.

Poucos, como ele, sentiram/entenderam/expressaram tão vividamente a imagem italoalviniana das “cidades como sonhos, feitas de desejos e medos”. Mário acrescentaria: minha cidade é feita, em meus poemas, de impulsão lírica; minha cidade eu a faço percorrer, no conto “1º. De Maio”, pelo meu jovem carregador de malas da Estação da Luz – repleto de “cidadanismo agudo”.

Esta mesma Luz tão inglesa, até os tijolos... Esta mesma Luz defronte à Pinacoteca... Hoje Museu da Língua, a mesma Portuguesa que Mário abraçou tanto...

São Paulo! Comoção de minha vida...

Garoa do meu São Paulo,
-Timbre triste de martírios-
Um negro vem vindo, é branco!
Só bem perto fica negro,
Passa e torna a ficar branco.

Meu São Paulo da garoa,
-Londres das neblinas finas-
Um pobre vem vindo, é rico!
Só bem perto fica pobre,
Passa e torna a ficar rico.

Pleno verão. Os dez milhões de rosas paulistanas.
Há neves de perfume no ar.
Faz frio, muito frio...

The city of São Paulo, with its magnitude both welcoming and excluding, beautiful and hideous, concrete and abstract, allows, due to its complexity, an approach from several perspectives. Even in a limited area of the city, it is possible to see how the city (re)creates, preserves, remembers (and also forgets...) its history, its characters. From this (almost) reflection, language, memory and art come to our mind, to become our focus.

As an image reflected in a convex mirror, we can see this equilateral triangle, as if it actually became real as public environments where people co-exist. Observing, feeling, reflecting how memory, language and art can be preserved, not only in São Paulo but nationwide, creates other triangular compositions: beyond the singularity of “my regard” (me), also the plurality, due to the existence of “other regards” that become “our regards”.

Now, when we talk about the regards upon São Paulo, the recipe is to abandon these post-modern times and request the aid of one of the most brilliant citizens of São Paulo: Mario de Andrade. No one has had such a tense, dense, illuminated, suffered, amusing (co)existence in São Paulo.

Few have felt /understood/expressed in such a lively way the Ítalo Calvino image of “cities as dreams, made of wishes and fears”. Mario would add: my city is made, in my poems, of lyric drive; my city is crossed in the short-story “1st of May” by my young porter in the Luz train station – full of an “acute citizenship feeling”.

This same Luz station, so British, right up to bricks... This same Luz station across from Pinacoteca... Today, the Language Museum, the same Portuguese language that Mario transformed into Brazilian language...



Não por acaso, Mário Andrade, num acesso/excesso de amor por sua cidade, em 1922 – ano em que ele também tumultuou na tão paulistana Semana de Arte Moderna – em 22, Mário leva São Paulo até um cartório do Largo do Paiçandu e a registra, não como filho, mas feito fosse sua mãe, irmã, amiga desatinada. Deu-lhe o nome de *Paulicéia Desvairada*. Este São Paulo passado a feminino, Paulicéia era e Desvairada ficou...

Ora convoquemos Mário de novo, neste breve périplo onde viramos seus atentos etnólogos-aprendizes, dele que foi mestre nessa ciência!... Convoquemos Mário para que nos leccione sobre este também nosso (que um dia foi) rio:

It is not a coincidence that Mario de Andrade, in excess/explosion of love for the city decided, in 1922 – the same year of the Modern Art Week – to register the city in a notary, and register it not as his child but as his mother, sister, nonsensical friend. He named it *Paulicéia Desvairada* (*Nonsensical São Paulo*). This São Paulo, now a female, Paulicéia, was and became Desvairada (Nonsensical)...

Now, let us summon Mario again, in this brief journey when we become the ethnologist apprentices of a master in this science! Let us summon Mario, so he can lecture us about this (once) river that is also ours:

A Meditação sobre o Tietê

Água do meu Tietê,
Onde me queres levar?
Rio que entras pela terra
E que me afastas do mar...
É noite. E tudo é noite. Debaixo do arco admirável
Da Ponte das Bandeiras o rio
Murmura água pesada e oliosa.
É noite e tudo é noite. Uma ronda de sombras,
Soturnas sombras, enchem de noite tão vasta
O peito do rio, que é como si a noite fosse água,
Água noturna, noite líquida, afogando de apreensões
As altas torres do meu coração exausto. De repente
O óleo das águas recolhe em cheio luzes trêmulas,
É um susto. E num momento o rio
Esplende em luzes inumeráveis, lares, palácios e ruas,
Ruas, ruas, por onde os dinossauros caxingam
Agora, arranha-céus valentes donde saltam
Em cânticos, em prazeres, em trabalhos e fábricas,
Luzes e glória.

Mas é um momento só. Logo o rio escurece de novo,
Está negro. As águas oliosas e pesadas se aplacam
Num gemido. Flor. Tristeza...

É noite. E tudo é noite. E o meu coração devastado...
Meu rio, meu Tietê, onde me levas?
Sarcástico rio que contradizes o curso das águas
E te afastas do mar e te adentras na terra dos homens,
Onde me queres levar?...
Rio que fazes terra, húmus da terra, bicho da terra,
Me induzindo com a tua insistência turrona paulista
Para as tempestades humanas da vida, rio, meu rio!...

Jornadas humanas, de Mário de Andrade, de nosso/nossa São Paulo...

Human Journeys, Mário de Andrade, of our São Paulo...

“(…) é essencial a proteção dos direitos humanos através de um regime de direito, para que o homem não seja compelido, em supremo recurso, à revolta contra a tirania e a opressão”

Declaração Universal dos Direitos Humanos (10/12/1958)

“(…) it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law ”

Universal Human Rights Declaration (10/12/1958)

Roda Viva – Chico Buarque

(…) A gente quer ter voz ativa
No nosso destino mandar
Mas eis que chega a roda viva
E carrega o destino prá lá ...

Roda mundo, roda gigante
Roda moinho, roda pião
O tempo rodou num instante
Nas voltas do meu coração...

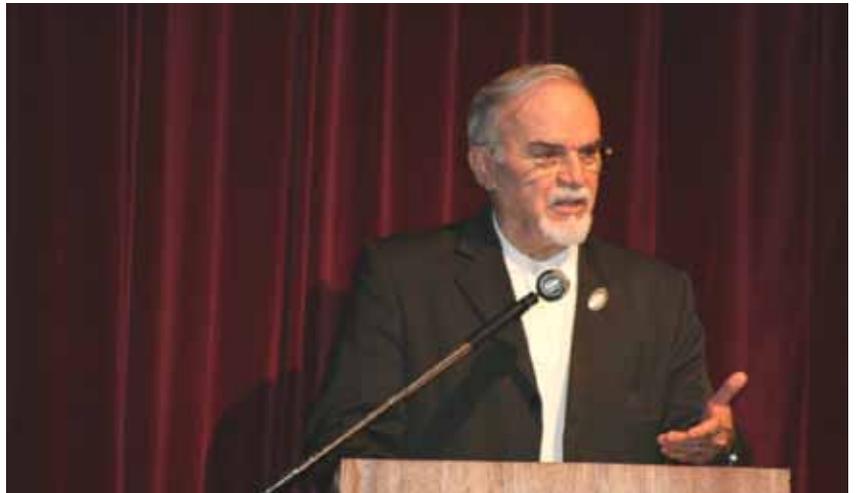


Photo by Hannah Kim



Photo by Nelson Cho

La lengua de las mariposas

Por Letícia Soares de Lima - Professora de Espanhol

Es ampliamente aceptada la tesis de que el aprendizaje de un idioma extranjero no se debe restringir a la incorporación de un código lingüístico. Todo lo que trae una lengua debe tener lugar en la enseñanza, principalmente, pero no sólo, en lugares en que hay un contexto bilingüe (o plurilingüe).

Haciendo hincapié en tales ideas, a lo largo del tercer bimestre desarrollamos el proyecto **La lengua de las mariposas**¹, a través del cual los alumnos de Español II tuvieron la oportunidad de: conocer una etapa significativa en la cultura española (la de la Guerra Civil) a partir del cine y de la literatura; desarrollar una mirada cada vez más capaz de comprender el lenguaje poético en la lengua extranjera estudiada; y perfeccionar la capacidad de expresarse en el idioma.

Considerando, por lo tanto, que es necesario darle un sentido a ese idioma en el proceso educativo global de los estudiantes – exponiéndolos a la alteridad, a la diversidad y a la heterogeneidad, de manera que puedan trazar un camino fértil para la construcción de su identidad y conocimiento de la identidad del otro –, en el proyecto se trató de interrelacionar las situaciones vividas por los personajes del cuento de Manuel Rivas (dándole una enfoque especial al primer día de clase del niño Moncho), con las experiencias personales de los estudiantes.

A partir de esa semilla, han germinado hermosos relatos sobre el primer día de clase de los alumnos. Entre las varias producciones textuales, hemos elegido algunas que nos hicieron acordar que aprender una lengua no significa dominarla, sino dejarse dominar por ella para que hable a través de uno.

Relatos de los alumnos sobre su primer día de clase

Parece que hace tan poco tiempo que ingresé a la escuela por primera vez, y sin embargo voy a graduarme en menos de dos años. Si alguien me pregunta sobre mi primer día de clase, no puedo narrar la secuencia del día con muchos detalles. Pero recuerdo que estaba muy emocionada con la idea de conocer a las personas que iba a encontrar.

Nací en Seúl, la capital del país, pero vivía en otra ciudad de Corea cuando era pequeña. Antes de empezar a ir a la escuela, volví a Seúl por el trabajo de mi padre. Estaba muy entusiasmada porque volvía a esa ciudad grande y pensé que iba a encontrar muchas personas cuando fuera a la escuela. Me recuerdo que no lloré, aunque ahora me parece un poco extraño que no lloraba. En el primer día de clase, fui a la escuela con mi madre y encontré la puerta de mi aula.

Había más de cuarenta alumnos en clase. La profesora nos ordenó esperar de pie antes de señalar el asiento. Yo me senté con cinco alumnas en un grupo y podía charlar con ellas, aunque las alumnas en el primer grado no tenían muchas cosas para hablar. Recuerdo que almorcé y fui al jardín durante los recreos con ellas. Hasta ahora hablo con esas amigas. Había chicos que bromeaban cuando estábamos jugando, pero la profesora era muy rígida.

Mi primer día fue como yo esperaba. No fue una clase seria para estudiar y la recuerdo como un momento inocente.
- Minju Kim

Me recuerdo que en mi primer día de clase yo tenía solamente cuatro años de edad y era muy tímido. Ya había estudiado en esa escuela antes, pero me mudé a Estados Unidos, donde viví por un año, y cuando volví tenía miedo de tener que empezar todo de nuevo. Mi mamá me acompañó hasta la puerta pocos minutos antes del inicio de la clase; él me presentó a la maestra que me mostró una silla libre. Me quedé en el fondo del aula, callado y nervioso, sin reconocer a ninguno de mis antiguos amigos que tanto quería ver.

El portugués me lo acordaba más o menos porque cuando estaba en EEUU, aun hablando italiano con mi familia e inglés con mis amigos, yo tenía un vecino brasileño, entonces no me olvidé de la lengua completamente. Las primeras horas pasaron muy lentamente. El último lugar donde quería estar era en la escuela; todo lo que conseguía pensar era salir de la clase y jugar al fútbol como hacía con mis viejos amigos de aquí.

Luego dieron las once, hora del recreo. Corrí como todos los otros alumnos hacía la cancha de fútbol lo más rápido que pude. Cuando llegué, los reconocí inmediatamente a todos mis amigos y ellos también me reconocieron. Fue la primera vez que sonreí aquel día. Después de muchos abrazos y saludos no perdimos más tiempo y fuimos a empezar el partido antes de que se acabara el tiempo de recreo.

- John Hickey

Cuando intento acordarme de mi primer día de clase en *Graded*, prefiero no hablar sobre el propósito. Recién había regresado de Italia, donde viví por dos años y medio, hasta mis once años. Mis padres dijeron que mi hermano y yo teníamos que estudiar en una escuela americana porque así podríamos continuar hablando el inglés. Pero en realidad, lo que más quería era volver a frecuentar mi escuela antigua, donde estudiaba antes de mudarnos mi familia y yo para Italia.

Mi mejor amiga estudiaba en Santo Américo, y nosotras habíamos quedado que cuando yo volviese, ya no íbamos más a quedarnos lejos. Pero cuando le dije a mi mamá que quería estudiar en Santo Américo, ella no me hizo caso. Sólo dijo que comprendía lo que quería, pero teníamos que pensar en mi futuro y como la escuela americana podría ayudarme. Antes de mi primer día en *Graded* lloré tanto, pero tanto, que casi convencí a mis padres a que desistieran de ponernos a mi hermano y a mí en esta escuela.

Cuando llegó el primer día de clase, estaba muy nerviosa. Mi madre me acompañó hasta la directora; mi padre estaba en un viaje por eso no nos acompañó. Mi madre nos besó a mi hermano y a mí y nosotros seguimos hacia nuestras clases. Yo sabía que no podría ser tan diabólico como pensaba, pero no podía sentirme normal, estaba exaltada. Los chicos de la clase no eran nada amigables y se quedaban hablando sólo entre ellos. Había una estudiante nueva como yo que estaba sola, entonces nosotras comenzamos a conversar. Pasamos el resto del día juntas, hasta la hora de volver a casa. Mi primer día lo pasé completamente perdida, sin saber dónde eran mis clases y no conocía a nadie. Cuando llegué a casa mi madre me preguntó cómo había sido, a lo que yo no respondí. Estuve callada hasta de noche, cuando me acosté con mi madre y empecé a llorar diciendo que quería volver a Italia y que esta escuela no era un lugar para mí. Nunca había detestado el primer día de clase en otras nuevas escuelas, pero *Graded* me había aterrorizado, y por nada quería volver a aquel lugar al día siguiente. Pero con el tiempo me fui acostumbrando con el colegio, día tras día. *Graded* sigue no agradándome mucho, pero aprendí a convivir con todos y todo a mí alrededor.

- Paula Drummond

Tengo apenas algunas memorias de mi primer día de clase. Tenía dos años nomás, por eso me acuerdo solamente de algunas cosas: lloraba mucho, no tenía coraje de mirar a mi mamá dejándome en un lugar donde no conocía a nadie y no había ninguna niñera para cuidarme. Eso es el límite de mis memorias sobre mi primer día de clase; lo demás lo sé porque mis padres siempre me contaban cuando yo les preguntaba. Hoy sé que era un chico muy sociable: cuando me gustaba alguna persona, la mordía para demostrar mi afecto.

También me acuerdo de otros pequeños detalles, como el olor del aula, la textura de la alfombra en la que todos nos sentábamos, las maestras y todo lo que ellas hicieron para que el chico nuevo de la clase (yo) parara de llorar. Pero lo que yo más deseaba era ver a mi madre o a mi padre entrando a la sala y, así, finalmente poder regresar a casa para ver la tele.

Pero mis padres me dicen que cuando llegaron para salvarme de la clase, yo me había quedado dormido en un gigantesco “puff” en el cual estaba metido. Los que observaban de afuera solo podían ver algunos hilos de cabello subiendo y bajando al ritmo de mi respiración. Creo que mi padre me llevó hasta su coche en silencio porque sólo me fui a despertar con mi tigrillo de estimación en el asiento trasero del imponente Volkswagen negro de mi papá. A partir de ese día frecuento la Escuela Graduada, hace 14 años.

- Daniel Barros

En mi primer día de clase, todo pasó bien y sin ninguna gran preocupación. Pero, en realidad, no fue completamente así, ya que hubo situaciones que para siempre recordaré. Para el gran día, me arreglé con mi camisa Bazooka y, con mis padres, partí para la escuela americana de Rio de Janeiro, conocida como EARJ. Estaba muy nervioso, porque creía que esa aventura sería completamente diferente de mis escuelas anteriores, ya que ese nuevo mundo empezaría algo más serio, con una importancia como ninguna otra experiencia.

Al principio, todo estaba perfecto. La directora me llevó a la clase donde me quedaría, y me presentó a los chicos que estaban allá. Me encantó. Hice amigos, participé en muchas actividades y ya no sentía el nerviosismo y la presión del temido “primer día”. Por fin, ya estaba cómodo para sentirme en casa. Mis padres se quedaron allá hasta el medio día. Me dijeron que no podrían pasar a buscarme al final de la escuela y que yo, por lo tanto, volvería a casa en autobús escolar. Primero, no quería, pues tenía miedo de volver con chicos desconocidos, sin nadie para ayudarme, ya que solo tenía cuatro años. Para ponerme más tranquilo, mi padre dijo que el autobús no era un monstruo y que a muchos de sus buenos amigos los había conocido en los viajes de vuelta a casa en autobús. Pero yo no sabía que para mi padre había sido una cosa, y que para mí, algo diferente podría ocurrir.

Al final del día salí de mi clase con una sonrisa que cubría mi rostro, más contento que un jugador de fútbol después de marcar un gol. Estaba distraído con tanta felicidad y no tuve miedo de entrar al autobús. Sólo me di cuenta de donde realmente estaba después que las puertas cerraron. En el autobús, me senté solo, y no me sentía bien. Había muchos chicos más grandes, y los pocos de mi edad estaban con sus hermanos. Entonces, era sólo yo, sin nadie. Lo peor ocurrió al final, ya que yo fui el último a salir del autobús, después de una hora de viaje. Me sentí muy mal y solo. Lloré por toda la tarde, con rabia de mis padres que no estaban conmigo en un día tan importante. Hasta hoy, siento un cierto incómodo de volver a casa en autobús escolar. Fue un día que no olvidaré, y fue, literalmente, un primer día digno de su nombre.

- Oscar Guerra

Jazz Festival

by Daniel Lins da Silva - 11th Grade

Due to the global climate's recent habit of morphing seasons together around the region of São Paulo, I have had few real indications that summer is coming to a close and giving way to autumn. One of them is the fact that the last of March's 31 days has passed. Although I can't say that I miss the daily rainfall made famous by Tom Jobim, I have at least one good reason to look back longingly on the third month of 2009 (and look forward to 2010): my second time attending Graded School's annual Jazz Festival.



From the first performance to the last, everyone participating in the Festival was completely intoxicated by music. It was omnipresent, in the form of exercises, warm-ups, scales, clinics, and, of course, a lot of practice. As always, the schedule was demanding, but the activities were as rewarding as they were exhausting. This trend permeated the Festival, thanks to the superb professionals who, on March 5th, 6th and 7th (and, unprecedentedly, on the 9th too) came in to work with musicians from Graded School, the American School of Brasilia, and the Campo Alegre School in Venezuela. As they have for years, some of the best jazz artists from Brasil and the United States spent most of their waking hours between Thursday afternoon and Saturday evening teaching us as much as they could, giving us the opportunity to learn first-hand from their exceptional skills and immeasurable knowledge.



As one of the three student drummers at the Festival, I spent most of my time being taught by Christiano Rocha, from São Paulo who has been a drumming professionally for over 20 years. Off the drum-set, he's friendly and completely unassuming. At first, he may even seem a little shy, but this notion gets blown away when he starts playing. When the clinicians first jammed together on Thursday afternoon to kick off the Festival, Christiano stood out immediately. He mixes Brazilian and traditional jazz rhythms into his own style, which involves a vast array of grooves and complex syncopation. When comping, he is discreet, but he is never overpowered by any of the other musicians; instead, he dialogues with them through tastefully placed fills and accents. When soloing, he goes from explosive patterns on the toms to quiet hi-hat rolls in a single solo, and makes it all fit together perfectly.



Of course, even though I primarily worked with Christiano, I was still very much in contact with all the other musicians who came to work with us during the Festival. It was great to see familiar faces belonging to the guys I'd met last year: Djalma the guitarist, Paulinho on trombone, Edinho on piano, Bruno on the bass, and of course, the legendary saxophonist/flautist/multi-instrumentalist extraordinaire Paul Contos, who flew in once again from US. Getting feedback (and the occasional exhilarating compliment) from them all has been invaluable to my development as a jazz musician. The fact that most of the jazz band have worked with these guys before only made the experience more unique, as Paul and the others have a frame of reference in which they can better assess our abilities, and in that manner figure out what aspects of our playing need to be worked on the most. After my second time working with them, I feel like these guys have become real friends to me and the Graded Jazz Band, and they are a very significant influence on how we sound today.

Just as exciting as reuniting with previous clinicians was meeting new ones. Christiano himself was a newcomer to the Jazz Festival. It was great to have Louis Fasman around as he really strengthened the trumpet section which, this year, also included Sidmar, an extremely skilled young Brazilian player. The saxophone classes were also completed by the expertise of Brad, an American living in São Paulo who, along with Paul, gave our sax section tons of useful advice.



The two visiting schools, EAB and Campo Alegre, also contributed to the Jazz Festival experience. Not only did we learn from the experienced band directors, Vadim Arsky and Mark Pihhowich, who play saxophone and bass, how we also learned from the solos and musical interpretations of the students themselves. We also now have friends in Venezuela and Brasilia to keep in touch with!

Compared to last year, I'd have to say that the 2009 Jazz Festival was packed, not only with more people than the previous edition, how also with more activities. And in this case, quantity and quality made a joint appearance that worked out fantastically and improved on my past experience. I now find myself anxiously awaiting next year, so I can again take part in the musical treasure chest which is the Graded Jazz Festival; and as this article comes to a close, I cannot finish without thanking everyone who helped with the organizing of the festival. I particularly want to thank Mr. Stange and Lika who, with their dedication, good will and multiple talents (among them, photography, and a very underexposed proficiency at the clarinet), give life to all the band activities, and give all the band people so many things to look forward to each year.



Photos by Lika Kishino & Arisa Usuda

A New Culture at Graded: Democracy

by Sharon Feder - 12th Grade

As I sat down for my first committee session on a cold Friday morning in Mexico City, I reflected upon my goal for this year's HACIA Democracy summit. For the past two years, I had gone into committee unsure of what to expect. All the confidence and comfort I felt in the Graded classrooms was gone; my hands trembled and my stomach filled with butterflies. This year, however, I was determined to change. With the help of Mr. Thomas Stephenson, Mr. David Bair, and Ms. Bianca Bree, I engaged in months of research and public speaking practice, all which had gradually helped me feel more prepared. I thought to myself, this is my last year and I will make the most of it. I rose from my chair, introduced myself to the chairs, and put on a smile. In hindsight, I was helping build a new culture at Graded, a culture that values and fights for democracy.

Just as democracy is new in Latin American history, HACIA is new to the Graded culture. Four years ago, history teacher Thomas Stephenson brought to Graded the culture of fighting for democracy, offering HACIA Democracy as a new activity. Although there have always been at Graded activities that allow students to represent nations and debate worldly topics, HACIA has a focus on the democratic system. It is a simulation of the Organization of American States (OAS), led and organized by Harvard students. Students from schools all over the American continents, Canada, United States, Nicaragua, Panama, Honduras, Mexico, Brazil, and a new school from China, join in this annual conference to debate and solve issues inspiring on the democracies throughout the Western Hemisphere. I embraced the goals proposed by the Harvard Association Cultivating Inter-American (HACIA) and by Mr. Stephenson's motivational speeches, I was here to help strengthen a more just and equal society. With every point I made in my Committee on Hemispheric Security, I reminded the other delegates and myself that we were here to strengthen the democracies in our represented nations.

I applied my knowledge gained in school and enriched the committee's conversation by bringing back John Locke's governmental proposal. Locke believed in humans natural rights of life, liberty, and property, and thus by individuals giving up some of their freedom, the government could preserve people's natural rights. Although democracies do not consist of individuals abdicating their freedoms, the core of this system is to create a society in which people's rights are guaranteed, enabling every individual to have equal opportunity. Ironically, three hundred years have passed since Locke wrote *Two Treatises on Government*, and institutions still lack mechanisms to guarantee people's rights.

Graded, on the other hand, has solid democratic foundations. As I dove into the discussions at HACIA, it was clear to me how the values I spoke of at the conference were cultivated at Graded. I spoke of justice, of equal opportunities, of combatting corruption, and of freedom of speech, all of which the Graded students unconsciously exhibited both in school and in Mexico. As I stood on stage to receive the Best Delegate award, it dawned on me that I was paving steps for this new Graded tradition. Democracy is a new face and one to be explored more fully at Graded.



Photos by Thomas Stephenson

Vita Consisto Carmen

by David Kern - 11th Grade

Words seem to fail tremendously sometimes. They seem to be unable to convey my thoughts and feelings, leaving my heart stranded and motionless, three steps from an abyss of emotions, just waiting to engulf me in its darkness. Yet, I'll still attempt to describe the indescribable, the experience that made us understand a culture we barely knew, shedding tears as we parted. An event which took us all by surprise, a breath-taking festival only 300 people truly understood. AMIS changed my life. Forever.

After a painful period of recording audition tapes that never seemed perfect enough, we were awarded the pleasure of knowing the results. In total, ten of us were accepted: four from the choir and six from the band. Unfortunately, three band members could not join us, for one reason or another. So we went: a group of seven students, two teachers, and three parents to a city we knew very little about: Doha, Qatar. After a tiring twenty-one hour flight (including airport layovers), we arrived. Tired and sleep-deprived, we got our first impression of the metropolis. It's a rich city, no doubt, and its Arabic culture impressed us to a great extent. From the moment we stepped out of the airport to the moment when we stepped out of a cramped bus and into the hotel, we were awe-struck. The city, even in the darkness of dawn, was gorgeous, beyond any of our wildest dreams. The architecture so new and daring, so spectacularly fictional, was impossible to believe. But we saw it with our own eyes. And I'm pretty sure I wasn't dreaming.

The first day consisted of sight-seeing: a thirty million dollar Islamic Art Museum followed by a four-hour tour around the city. We were exhausted, but the desire to establish a connection with the culture proved greater, and we managed to stay awake the entire day. And let me tell you, it was worth it. We saw ancient paintings, a life-sized Qur'an, scimitars beyond our comprehension, a huge soccer stadium, a city being built over the sea, and, of course, the traditional Souq. It was an amazing day. I was allowed the pleasure of relating to a culture I rarely experience at home, discovering new things every step of the way. It was truly extraordinary.

After our day sight-seeing, the festival started: incessant playing for at least six hours a day, for three days. I admit it was intense, but the event was irreplaceable. I was surrounded by seventy-nine other people who were amazing players. Mistakes were rarely heard and the beauty of the music we were able to reproduce was astounding.

At one point, we were rehearsing a song entitled "Cajun Folk Songs II", in two movements: the first, slow, the second, fast. In the first movement there's an English Horn solo.

Unfortunately, we didn't really have an English Horn. Hence, the first Alto Saxophone took the solo. When he blew that first note, my head turned and my jaw dropped. It was probably one of the most beautiful sounds I've ever heard, coming from a saxophone being played by a guy about my age. It was indescribable. Immersed in the music, I sat there, listening intently while he played on. I was completely absorbed.

The next day we had a combined rehearsal with the Honor Choir, for the Finale we'd perform at the concert. The power of their voices was overwhelming. I was appalled. In fact, when they chanted their first "Music makers", I literally jumped from my seat and turned to see two hundred choir people staring at me. Or rather, at the band. It was amazing. Simply amazing.

The final day was the concert.

All of us brought our clothing, all of us rehearsed the whole day, all of us waited patiently, all of us performed. And it was in that performance that stood the highlight of my trip. I was performing beautiful music with people from all over the globe, people I'd met only three days before. We came together as a group of eighty band students, so united we could almost predict each other's mistakes. Added to that, was the choir, so powerful in its music it led us to a universe I never knew existed. I was drugged with a mix of emotions, high on true love. There is no mistaking it, that night was among the best of my life. I was engulfed by the music, surrounded by it, in a mad chaotic frenzy, trying to grasp every moment, yet knowing that I could not. That night, I was born. That night, I lived. That night, I died



Photos by David Kern and Roberta Jafet

Big 4 Results - 2009

by David Bair - Athletics Director

Sport-by-sport recap of the last Big Four. Enjoy!

GIRLS' VOLLEYBALL:

The girls' volleyball team was involved in a number of close games, but the young team, led by senior Vivian Lorencatto, just could not overcome the skill of the other three schools. Although her absence will be felt deeply next year, Vivian is the only starter moving on, and is one of only two seniors - first-year player Charlotte Dupasquier is the other - on the team. So, although we finished in fourth place, the future looks bright for the girls and Coach Oluyomi has the program moving in the right direction. The girls finished in fourth place.

BOYS' VOLLEYBALL:

The boys soundly defeated Chapel in their first game, but then ran into two very strong teams - Rio and Brasilia - on the second and third days of the tournament. In the end, the Eagles finished in third place after defeating Chapel in the consolation game. Similarly to the girls, Celio's group is young and the future looks bright for a team that will lose only team leader Oscar Garcia and first-year player Miguel Rodriguez.

BOYS' SOFTBALL:

Coach Kasky led his extremely young team into the semi-final game against the #1 EAB Bulls after having lost to EAB convincingly in the first round. After a back and forth contest in which our team played extremely well, we entered the bottom half of the last inning with a one run lead. We were so close and the excitement was palpable on the Graded bench. However, and as happens in sport, our hearts were broken in that last half inning when the last hitter in EAB's lineup hit a home run with two on base for the win. Although we lost, the boys can be proud of their effort throughout the tournament and with only two seniors - Nelson Cho and A.J. Churchill - moving on, the Eagles will be strong in the years to come. The boys finished in fourth place.

BOYS' FUTSAL:

Led by Antoine Crettex, Felix Wibergh, Erik Kim and Paulo Park, the boys entered competition against a very tough field with guarded hopes for a Big Four win. After losing very close games to both Chapel and Rio over the first two days, the boys convincingly defeated EAB to enter the playoffs as the #3 seed. Chapel was once again the foe, and although we outplayed them throughout, the brilliance of the Trojans' goalie thwarted the efforts of our attackers and gave Chapel the game. In the final effort of their careers Tony, Erik and Felix (Paulo didn't play due to injury) played well and ended their careers with a win against EAB. The boys finished in third place.

GIRLS' SOFTBALL:

After a tough four games, the girls entered the championship game of the tournament for at least the fourth straight year (every year I have been AD). Unlike other years, however, our Eagles were underdogs to a Chapel team they had not beaten all year. Down 8-7 going into the top of the last inning, Coach Stephenson's girls saved their best for last. Led by a towering shot over the right field fence by Meredith White in her last at bat in a Graded uniform, the girls scored five runs in their final at bat to take a commanding 12-8 lead into the last half of the final inning. The calm of veteran Addie Leach and the brilliance of shortstop Brianna Rheinhart gave the Eagles three consecutive outs, the game and their third championship in the past four years. Congratulations Ty and congratulations to the girls! Well done.

GIRLS' FUTSAL:

After cruising through the first round and the semi-final game, the girls' futsal team came up against a motivated and intense EAB team in the final game. In my years of being around Graded sports I am not sure I have ever seen a tougher game than the final of this year's girls' futsal tournament. Losing for the first time all season, our girls found themselves down 3-2 with under four minutes left in the game. That's when magic struck. Sophia Cavallin and her powerful left leg evened the score with a blistering shot from the left side with less than three minutes left on the clock. Overtime. Chloe Behar Pires did not waste any time in the extra period and scored a dramatic diving goal with only sixteen seconds expired in the extra frame. Senior Gio Peviani scored the final goal of her brilliant career a few minutes later to secure the second straight championship for our girls' team and third in four years. Congratulations coaches Bree and Cruz on a great win and congratulations girls!

Important Side Note: If you ever wonder who the toughest athlete on our campus is, you need look no further than Chloe Pires. In my years at Graded and in my life as an athlete I have rarely if ever seen anyone play with more determination, grit and raw energy than Chloe did last week. Her effort was special and her inner and outer strength is rare. She was dominant. Congratulations, Chloe!

THE IMPORTANT STUFF:

As expected, our kids were great. They supported their teammates and our community during every game, carried themselves as wonderful ladies and gentlemen on and off the courts and fields of play, and generally represented the best of Graded. They shined.

FINALLY, THE COACHES were as terrific as you would expect them to be. Very little good can happen in athletics without good teaching/coaching and our coaches are outstanding both in their understanding of the intricacies of their sport and in the messages they send concerning effort, fair play, and teamwork. They truly are a special group of individuals and deserve our thanks for the fine work they do.

Graded Varsity Coaches: Ty Stephenson, Celio Sacramento, Aleandro Oliveira, Bianca Bree, Ney Vieira, Oluyomi Salako, Andre Lima, Ricardo Vieira, Cris Cruz, and Paul Kasky.

MVP AWARD WINNERS:

- Girls' Volleyball: Vivian Lorencatto
- Boys' Volleyball: Peter Merkel
- Girls' Futsal: Chloe Pires
- Boys' Futsal: Antoine Crettex
- Girls' Softball: Brianna Rheinhardt
- Boys' Softball: Jackson Robar
- Cheerleading: Olivia Dupasquier
- Fair Play Award Winner: Addie Leach



Seniors - 2009

by Phyllis Clemensen Halton

Brown University received nearly 25,000 applications for the 1485 places they had available in the Class of 2013. Those numbers were repeated by state universities and similarly competitive universities, so once again, this has been the most competitive admissions year in the USA. Although all US college admissions decisions are to be issued by April 15, some are still missing. Listed below are the current offers of admission made to Graded's graduating class.

* indicates a merit scholarship

ADRIANA LEACH -

American University
Bard College
Clark University
George Washington University
Michigan State University*
Northeastern University
Pennsylvania State University
Suffolk University*

ALEXANDER C. SALLER -

Babson College
Bentley University*
Boston University
Emerson College
Fordham University
Northeastern University
Suffolk University

AMANDA JACKSON -
Brigham Young University

AMANDA SCHLUMPF -

Boston University
New York University
University of Chicago

ANDREW CHURCHILL -

Lawrence University*
Oberlin College*

ANTOINE CRETTEX -

Brown University
Duke University
Swarthmore College
University of Pennsylvania
Yale University (EA)

BARBARA LOPES -

FAAP (Brasil)
Parsons the New School for Design
School of Visual Arts

BEATRIZ CAVALIERI -

Emmanuel College
Loyola Marymount University
Providence College

BORAM (JULIO) UM -

Boston University (ED)

CARLO NEUMARK -

Goldsmiths: University of London (UK)

CAROLINA TRANJAN LORCA -

Kingston University (UK)
Royal Holloway (University of London) (UK)
University of Liverpool (UK)

CHARLOTTE DUPASQUIER -

Babson College*
Bentley University*
Boston College
Boston University
Wellesley College

EMILY MATT -

College of Wooster*
Lawrence Technological University*
Northern Michigan University

ERIK KIM -

Boston College
Boston University
Claremont McKenna College
Emory University
Syracuse University
University of Virginia

FABIO BERGER -

Boston University
Duke University
King's College (University of London)
Northwestern University
University of Oxford (UK)

FELIX WIBERGH -

Duke University
Lehigh University
Tufts University
University of British Columbia (Canada)
University of Chicago
University of Michigan

GALILEU KIM -

Georgetown University (EA)
London School of Economics (UK)
University of St. Andrews (UK)

GEMMA THOM -

Manhattanville College
New York University
University of British Columbia (Canada)
University of Edinburgh (UK)
University of Toronto (Canada)

GIOVANNA PEVIANI -

University of Miami

HUNTER KITAGAWA -

Boston University
Clark University*
Emerson College
Pitzer College
University of British Columbia (Canada)

JEONG MIN KWAK -

Emory University
University of Chicago
University of Illinois/Urbana-Champaign
University of Michigan
University of Virginia

JI MIN (PAULO) PARK -

Babson College
Bentley University*
Emory University
New York University

JOHANN VON SOTHEN -

Babson College
Boston University

JULIANA CARVALHO -

Bentley University

JULIANA VALLE -

FAAP

LAURA OLIVEIRA -

Bentley University
Bryant University
Clark University
Northeastern University
Suffolk University
University of the Pacific

LUIZA CASTELLANOS -

Duke University
Georgetown University (EA)

MARIANA SUCHODOLSKI -

Goucher College

MATTHEW PATARD -

George Mason University
Suffolk University
University of British Columbia (Canada)

MEREDITH WHITE -

Boston University
Cabrini College*
Drexel University
Emmanuel College
Northeastern University
Pennsylvania State University
Saint Joseph's University

MIGUEL RODRIGUES -

University of Birmingham (UK)
University of Manchester (UK)
University of Warwick (UK)

MINJAE PARK -

Northwestern University (ED)
University of Michigan

MIRELLA CRESPI -

Bentley University
Boston University
Brandeis University
Emerson College
ESPM (Brasil)
Fordham University
Northeastern University
Suffolk University*

NATHALIE FELSBURG -

Boston University
Brandeis University
Eugene Lang College/New School
Fordham University
University of San Francisco

NELSON CHO -

Boston University
Emerson College
University of Wisconsin-Madison

OSCAR GARCIA -

Oberlin College*
Worcester Polytechnic Institute*

PATRICIA MENDONÇA -

Barnard College/Columbia University
Boston University

RACHEL ZILBERKNOP -

Boston University
Clark University
Northeastern University
Suffolk University*
University of Miami
University of Pittsburgh

SABINA EL-KHOURI -

Eastern Michigan University
Lynn University
Madonna University
Oakland University
St. Cloud State University
University of Minnesota
Wayne State University

SARAH F. DE CARVALHO -

University of Birmingham (UK)
University of Bradford (UK)
University of Edinburgh (UK)
University of Kent (UK)
University of Sussex (UK)

SHARON FEDER -

Brown University
Duke University
Pitzer College
Tufts University

SUNYEON JOO -

Emory University (ED)

SYBILLE WEAVER -

American University of Paris

VIVIAN LORENCATTO -

Bard College
Boston University
Duke University
Hamilton College
King's College/University of London-UK
Tufts University
University of Chicago*
University of Edinburgh (UK)
University of Michigan
University of St. Andrews (UK)

WOO CHAN JO -

Florida Institute of Technology
Iowa State University
Worcester Polytechnic Institute

YOU MI PARK -

Columbia University
Northwestern University
Princeton University
Rensselaer Polytechnic Institute*
University of Chicago
University of Michigan
University of Pennsylvania

ZACHARY FRANKS -

Grand Valley State University
Michigan State University

This is a story of a brave young woman.

by Benny Yalon '89

Galit was born 29 years ago, her parents joyful and hopeful for her success, like any mother and father. At 3, Galit was diagnosed with a rare case of muscular Dystrophy. A pharmaceutical company has sponsored tests for Galit in preliminary results it is show a distinct diagnosis of her malady named "Pompey" – GREAT news, because it means there is a treatment that will at least stablize her situation or even make her a little better!!!!!! Before she was able to make her own decisions, her teachers and the social services put her in a wheel chair and sent her to a special school. When Galit could make her own choices came about, all that changed. One of Galit's most ambitious dreams is to travel the world and get to know new cultures. Galit wants to get to know those places that most of us just grab the next available flight and go to. Galit decided! Galit is making it happen. She already traveled to the UK and met there her favorite Israeli singer at Russell Square... .

When the previous *The Eye* was published I sent a picture and some words about a milestone in Galit's life, a milestone in my life - a trip to India. Lika asked me to write a more extensive article for this release but I feel I have no words to describe the overwhelming experiences we had. Having no words I asked everyone to write down their feelings and I hereby bring the words and pictures.

20 years have gone by since I graduated. Congratulations to the Class of 89 for our 20th Anniversary! I traveled, experienced many cultures, worked as a senior engineer in the Computer Networking and Cellular Networks fields, loved, Love has faded and again. In the last year and a half I have been looking at the thoughts I will have at the age of 80 and realized half of the thoughts may be of regret and so it is time to take action about it. The following lines describe a drastic change in the thoughts I will have at the

age of 80 (60th class anniversary!)

Sab Kutch Milega

Sab Kutch Atcha-he

Sab Kutch Atcha-ho



Lee – Our lovable Guide who is a friend and gave us two weeks of his expertise, Love and friendliness totally free of charge.

Taly – In my wildest dreams I saw myself dipping in the Indian ocean with my sister. Only a few months ago dipping in the waters of the nearby hospital room shower was a complicated operation. Feeling the joy Galit, Lior and Odelia were experiencing and the overwhelming feeling I had every time we arrived at location and everything happened exactly as planned, the food, the smell, the cows, the madness, the chaos, the smile, the stress of wanting everything to work perfectly so that nothing will spoil our trip, being with good friends, re-living the way of the Indian culture – it is a feeling of being at home away from home... all of it... Thanks Sister!



Galit in her Wheel Chair – no obstacle will stand in her way

cozy and known day to day overwhelmed me when first thinking of joining the trip to India; how will I manage, will I be a burden, will I not suffer in unknown territory, will I know how to behave in such a different culture, will I have food that I like, how will I manage without watching the Games of Liverpool and Beitar Jerusalem!!!...?" My brother, who travels a lot, had only one sentence: "Lior! Go! don't let down your dreams, don't let down your friends for the fears that overwhelm you." The following two months were so exciting, two months of planning and fantasizing about a trip that changed my life.

We landed in Delhi. The cows in the streets, dirt everywhere, and the extreme poverty made me feel like wanting to get to a good restaurant and sit down... at the restaurant I felt like I wanted to go back home! I did not "connect" to the food, to say the least. But fear was not present, so I opened to experience something new, something that I did not expect in my wildest dreams. A few days later we found one of the Israeli hubs at Pushkar, a lovely little city. Maybe I say lovely because of the Israeli guest house, Israeli food, Language - my own known culture for a few days - it felt like being at home again for a few days but still with the Indian relaxed way of doing things. The Sabbath dinner at Beith-Habbad reminded me that I am part of a people, part of something very special a group of People called "Israeli" that I can trust and wherever I will meet them I will feel at home, people that are a family - brothers and sisters abroad. Today, a few months later, I know I made the right decision, I know that I will never again even think of missing a trip to new places, never again doubt the glory of getting to know new places and new cultures. And last but very much not least, this trip would never have happened without Galit's stubbornness - I am grateful .

Lior "despair and fear of leaving my

Lior was diagnosed with Cerebral Palsy at the age of 2 – soccer is the love of

his life. Until a woman comes along, Beitar Jerusalem is No.1. Lior has dreamt to work as a football critic. One day he called a local football TV channel and asked if they had openings – a week later he got a job, just like any “normal” person.



The curiosity of the Indian people at Shivpuri Village... always around us questioning and wanting to be a part of something new - something they haven't seen before.

Galit – Sab Kutch Milega – means “All is possible” or “where there is a will there is a way”. Since I could decide for myself I live by this paraphrase. Up to high school I was able to work hard and do what everybody else did... Kindergarten, Primary School, High School and being part of the “normal” life. Since then I could not keep on where others continued to the army, travel abroad, work and marry - I felt left aside, not being part of the normal society. Traveling to countries in the east, particularly to India is part of every adolescent in Israel. The trip to India feels to me like closing the gap. I am now one step ahead, I also traveled to India like everyone!

A simple trip abroad with my best friends, pictures reveal a trip like any other enjoyable trip but being a “mochileiro” on wheelchair is not so simple... behind the scenes it was an operation that involved numerous letters and phone calls to Hotels and Air companies convincing them to take us, to make sure they give us accommodations and seats that will suit our needs, to make sure there is power everywhere for the breathing equipment and for the electric wheelchairs. Finding a bus that can accommodate the wheelchairs was not an easy task in India, they had to take out a few chairs at the back of our bus to be able to accommodate the wheelchairs. Looking for places without stairs or with elevators and where there are 100 or 200 stairs, get 3 or 4 handsome Indian men to

help lift the 40Kg chairs up the stairs – now that is an experience. One time I felt like I am going to end my life falling down the stairs with the chair and the four men picking me up... It actually made me smile as I thought: “at least I feel much more fulfilled – I traveled to India like everyone else”. Sab Kutch Milega – where there is a will there is a way ; a basic belief in the Indian culture.

November 2006 was the beginning of a new path in my life. I clinically died for a few short seconds on the operating table, at the Ichilov Hospital in Tel Aviv, during a life threatening operation to relieve my lungs and straighten my spinal column. A year Of long days and nights of rehabilitation work during which I was connected to a breathing machine, during which my sister sat next to my bed day and night. 27/Nov/2006 – Ichilov hospital – I celebrated my 27th birthday. 27/Nov/2008 – India – I celebrated my 2nd re-birthday. Sab Kutch Milega. Thanks Sister! Thanks Mother!



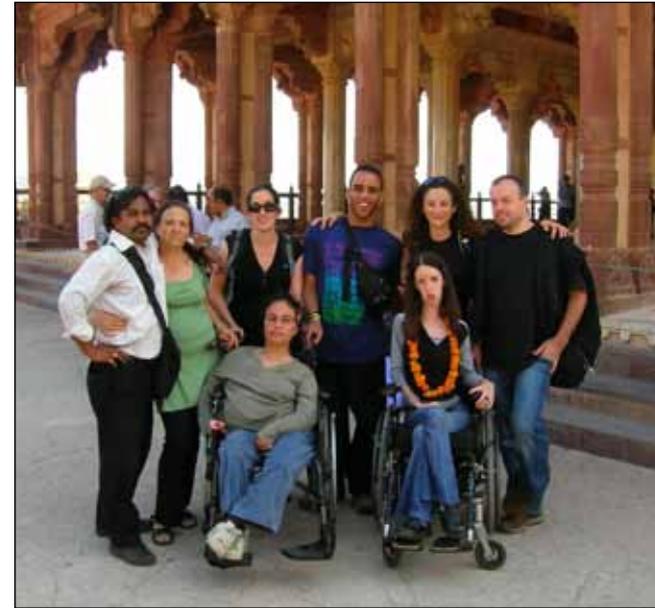
Galit and Me



Galit and Odelia at the Taj - it is a picture taken there, not Photoshop!



Rachel (mother), Taly (sister) and Galit on the riksha in Jaipur



Amber Fort at Jaipur
From left to right: Lee, Rachel, Naama, Lior, Taly and me.
Odelia and Lovable Galit.



How Facebook Has United Graded Alumni

by Philip S. Pyne '75

Although attending school in a foreign country can be an exciting and enriching experience, many expatriates feel a distinct disadvantage when it comes to reunions or “running into each other” as is often the case with those who have lived in the same local community for a long period of time or, for that matter, a lifetime. Graded graduates are literally scattered all over the world. The geographical diversity of this wide dispersion is astounding. As far as has been verified, the classes of 1966 through 1978 alone have graduates in 41 states, the District of Columbia, all three U.S. protectorates and 14 countries¹. Given these circumstances, what possible opportunities exist to plan a simple reunion or get together?

Sharon Crane (Graded 1973) is planning what promises to be an outstanding Graded Reunion May 1-3 in Del Ray Beach, FL for the classes 1966 through 1978. As a result of the painstaking planning that has gone into this effort, many Graded Alumni have been referred to Facebook as a communication option. This phenomenon has created quite a buzz in the post Graded community. People who have not been in touch for well over 30+ years are all of a sudden reconnecting and filling in the 30 year GAP since graduation. In fact, according to a March 10, 2009 New York Times Magazine article, there was an estimated 276 percent increase in Facebook users ages 35-54 during the last six months of 2008. The article continues that “Facebook marks a return to the time when people remained embedded in their communities for life, with connections that ran deep.” A January 28, 2009 TIME article entitled **Is Facebook Our Friend or Foe?** further states that “half of your friends and their friends have profiles on the site. Friend requests have come from the parents of friends. Yes, persons in their 70s asking to be friends on a hip social-networking site. Facebook time enhances relationships, reconnects former classmates and contributes to friendships as way of catching up on the details of a person’s life so that when you do get together in real face time, you don’t have to get through all the introductory stuff.” And finally another TIME article entitled **Why Facebook Is for Old Fogies** February 12, 2009 states that “Facebook has found its fullest, richest expression with the middle-aged. Facebook is about finding people you’ve lost track of. We’re no longer bitter about high school. We want to hear about other people. We’re old enough that pictures from grade school look nothing like us. These days, the only way to identify us is with Facebook tags. We have children and have the opportunity to have others pay attention to our children’s pictures. Facebook now has 150 million members, and its fastest-growing demographic is 30 and up.”

To fully appreciate the impact that Facebook has had on some Graded Alumni, I will share with you some recent correspondence among classmates that exemplifies the “Eagle Spirit”. The essence of these sentiments is that Graded is, indeed, a very special place and many fond memories have been harbored deep within us. We could never have imagined 30 years ago that no matter where one lived, they were never further away from the simple tapping of a computer keyboard.

“Some friendships have a history that goes back a long, long time. Here you see three who have been friends and still speak to each other after 35+ years - a true testament to the value of life long friendship!”

Phil Pyne (Class ‘75)

In determining the locations of Alumni for the Graded Classes 1966-1978 there are (609) in unknown locations. (280) have been identified, in general, as living in the USA and specifically (410) living in 41 states, the District of Columbia and all three U.S. protectorates as follows; Alabama (1), Arizona (10), California (47), Colorado (9), Connecticut (10), Delaware (5), District Of Columbia (1), Florida (54), Georgia (12), Guam (1), Hawaii (5), Idaho (3), Illinois (20), Indiana (7), Iowa (3), Kansas (3), Kentucky (5), Louisiana (6), Maine (3), Maryland (6), Massachusetts (9), Michigan (25), Minnesota (2), Mississippi (2), Missouri (3), Nebraska (2), Nevada (1), New Jersey (15), New Mexico (2), New York (19), North Carolina (5), Ohio (13), Oklahoma (1), Oregon (8), Pennsylvania (12), Puerto Rico (1), South Carolina (5), Tennessee (6), Texas (43), Utah (2), Vermont (1), Virgin Islands (1), Virginia (10), Washington (8), Wisconsin (3). There are (9), in general, living in Canada; (11) specifically in British Columbia (5), Nova Scotia (1) and Ontario (5). There are 76 identified as living in 13 countries as follows; Australia (2), Brazil (58), France (1), Hungary (1), Ecuador (1), Israel (2), Japan (1), Mexico (2), Netherlands (1), Portugal (3), Sweden (1), United Kingdom (3), Uruguay (1).



In this photo: Nancy Crane O'Keefe, Lorna Ogilvie Barker, Tamzin Harris Daarden. Sixth Grade Class at Graded.



In this photo: Lorna Ogilvie Barker, Nancy Crane O'Keefe, and Tamzin Harris Darden. Class of 1978 30th reunion July 2008 Clearwater, Florida

Also a testament to what Brazil meant to all of us, how our friendships developed there. The same thing that keeps us in touch and making efforts to attend reunions!!

Beth Lindsey (Class '78)



1975 Varsity Cheerleading Squad

In this photo: Linda Mansell, Kim Harper, Julia Page, Linda Cowser, Peggy Pyne Lundie, Melanie Doering, Anne Downing.

"Oh God I totally forgot about this picture. We are cute though aren't we? I would love to find the rest of this crew. We worked hard and now I realize why I am still a cheerleader for people still!"

Julia Page (Class '77) April 6

"Remember those blue sneakers we all wore that matched?"

Peggy Pyne Lundie (Class '77) April 6

"Our practices were kinda like the Marines--over-stretching, climbing on each other, tumbling and falling, and throwing ourselves around in injury-inducing ways, then just "walking it off"--and all without any supervision. Awesome good times!"

Anne Downing (Class '76) April 6

"Peggy I don't remember the blue sneakers...see I'm old...and Anne you are right we were unsupervised. We were tough alright. Although I do remember Peggy grabbing me by my ankles and toppling over onto the gym floor and it HURT! ahahah yes so much fun..."

Julia Page (Class '77) April 6

"Damn squad I could not make if my life depended on it. I think I tried out three times and did not make it three times-why could I not take a hint? Volleyball also...struck out...my sister was the Superstar!"

Nancy Crane O'Keefe (Class '78) April 6

"Yes Nancy but Robb Easter thinks you're the "Mayor of Graded" - he remembers you knowing everyone and they ALL admired you! That is worth gold."

Phil Pyne (Class '75) April 6

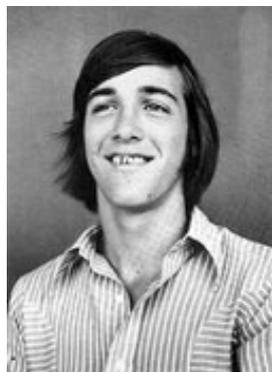
"I remember Nancy Crane. I can remember her bee-popping around the school seemingly knowing everybody. I mean EVERYBODY.

I don't think there was a person who wasn't touched by her in some way or another."
Robb Easter (Class '75) March 17

"Nancita...you been touching people AGAIN!!!"
Lorna Ogilvie Barker (Class '78) March 24



In this photo:
Mark Ary & Peter Loeffler
Class of '73
2003 Reunion Miami



In this photo: Peter Loeffler
Senior Year 1973



In this photo: Mark Ary
Senior Year 1973

"Peter, what's your secret to looking young? See you in May for a retake."

Mark Ary (Class '73) March 26

"Mark, I can't wait. It was a real treat to see you then"

Peter Loeffler (Class '73) March 26

"Hi Brant; It's been a long.....time! I thought you might like to see this photo of your first look at the 1975 yearbook which arrived late that year and was distributed after graduation."

Phil Pyne (Class '75) February 9

"Hey Phil, that's a great pic, thanks for sharing!
I'm pretty new to this Facebook thing, but so far it's been fun to reconnect with folks."

Brant Baker (Class '76) February 9

"When I 1st moved to Phoenix and I found out that one of my neighbors was Brant Baker.

He is a minister at the First Presbyterian Church of Mesa."

Steve Kenyon (Class '76) March 22



In this photo: Charles S. Pyne, Virginia Pyne Brooksbank, Chris Pyne, Phil Pyne, Brant Baker.
Graded Graduation day June 1975.

"It doesn't surprise me that Brant went into that direction - he was a man of faith even in Brazil. In fact our family put on a church service at Fellowship Church during Ward Williams absence and during that service Brant sang."

Phil Pyne (Class '75) March 22

"The yearbooks got held up in Brazilian customs that year. I recall going every day to the administration office at Graded and urging them to have the 'despachante' get on the stick and get the books delivered. I was co-editor of the yearbook with Molly Manzo and it was sooooo sweet to finally have the yearbook in hand. I recall rushing from the graduation ceremony to the underground store room where we spent what felt like a couple of hours delivering yearbooks to anxious students."

Dennis Rodrigues (Class '75) March 22

"I can relate to the anxiety of that day - the reason I looked exhausted in that picture is that we found out "THAT MORNING" that the Pynes would be hosting the graduation party. It was supposed to be at Steve Gay's but they were fairly far out and the weather conditions were a concern. Mom and I rushed to get all the grocery shopping done and things coordinated - It all turned out fine."

Phil Pyne (Class '75) March 22

“Very nice photo...this exemplifies exactly what Graded reunions are all about...smiles and genuine pleasure!”

Nancy Crane O’Keefe (Graded Class of 1978) March 18

“Thank you Nancy. We were very lucky to have the group of friends we had in high school. The thing I find so amazing is the immediate connection and genuine closeness from those shared experiences. Now your brother, Steve, was my classmate and I remember your sister, Sharon, although she was two years ahead of me - but immediately the connection with the Crane family is there. I hope to keep in touch with you. Your brother and I will get together one of these days with his being in Philly.”

Phil Pyne (Graded Class of 1978) March 18



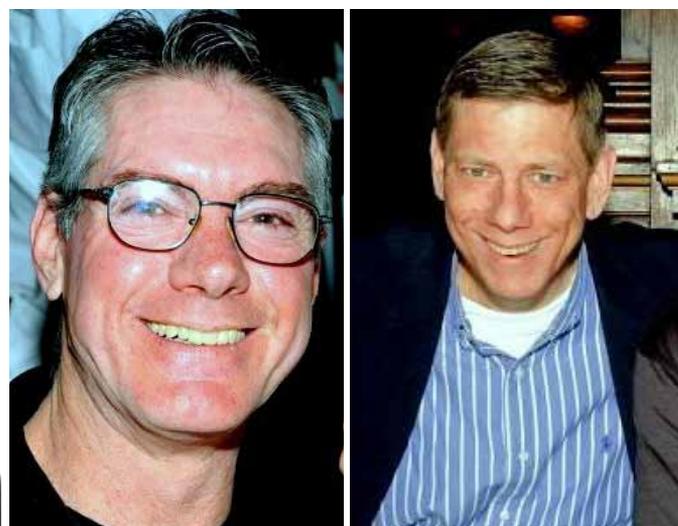
Graded Class of 1975 Las Vegas Reunion August 2006

In this photo:

Massimo de’Rossi, Lynda Griffin, Steve Gay, Ginny Witter Barry, Lucy Phillips, John Gould, Howard Richmond, Harold Gottschalk



Robb Easter and I were co-captains of the 1975 football team.
“Easter’s Eggs” played “Pine’s Trees” in an inter squad game.



Robb Easter

Phil Pyne

Fogo de Chão Mini Graded Reunion Philadelphia April 5, 2009.

“Hi Robb, as we mentioned Facebook has enabled many of us to “reconnect” in ways we thought unimaginable. We will definitely get together soon and REALLY catch up.” Phil Pyne (Graded Class of 1975) Feb. 24

“Yes we will...soon. Our reconnection means a lot to me. There is no way we could have imagined the impact Facebook has had on all of us. I’ve been able to reconnect with people that I literally have not seen or heard from in three decades. Wow, how amazing is that to think about, 3 decades.” Robb Easter (Graded Class of 1975) Feb. 24

“I am still riding “high” on our get together - it was great to see you.” Phil Pyne (Graded Class of 1975) Mar. 31

“I am too, Phil. It was so awesome seeing you again. It’s hard to believe that it has been 34 years, and as we talked those years just seemed to melt away. We have to do it again and have our girls meet. I’m looking forward to meeting your fiancée Amy and you meeting my lovely wife Candy.” Robb Easter (Graded Class of 1975) Mar. 31

“Julia is thinking how much I love and appreciate my Graded friends. I know... I’m mushy... but I love ya’ll cause ya’ll are all so cool and supportive and fun and on and on I could go...Happiness is Graded!” Julia Page (Graded Class of 1977) April 9

“One thing is certain. We have not been in touch for 34 years and a lot happens over that long a period of time. News that Mrs. Neal died and Mr. Neal has Alzheimer’s, Claudia Smith, Tina McDowell, your brother Rick and the list goes on etc... The important thing, I think, is that despite these trials and tribulations in life, there is a very special “kindred spirit” that exists amongst our “Graded Family” and that translates into a genuine concern for each other, unfortunately, one simply does not typically find this in today’s world. We are very fortunate in that regard.

Have a Happy Easter Yourself – Later! Phil Pyne to Nancy Crane (Graded Class of 1978) April 11

Saturday, March 21, 2009 at 9:00am

Sharon Crane wrote to Lisa Orman-Derr "I'm sorry; I didn't know you had lost a brother too." You both lost brothers? I did too - my littlest brother Chris.



Nancy O'Keefe (Class '78) at 9:31am March 21

I remember that event quite vividly, as we all were so close at Graded. I remind myself each day, I am a better person as I was extremely privileged to have Rick as my brother. Sorry for your loss~

Philip Pyne (Class '75) at 9:46am March 21

Nancy; I did not know that you, Steve and Sharon lost a brother. There are so many ways that the "kindred spirit" of our Graded years binds us together. I wish I had known your brother, Rick, as I know how special our lost ones are.

Esther Comer Rodrigues (Class '74) at 1:51am March 22

Very sweet photo of your brother Phil. Thanks for sharing it with us.

Philip Pyne (Class '75) at 6:24am March 22

You are very welcome - he was a special kid.

Sharon Crane (Class '73) at 5:57pm March 22

It's very difficult to lose loved ones. Especially when they are young.

I think of Rick almost everyday. He was such a gentle spirit and the best big brother a sister could have.

Philip Pyne (Class '75) at 6:22pm March 22

Sharon - it is hard to explain but, for lack of a better term, their spirit stays with us. It does not or cannot remove the horrible missing of that individual, but the spirit does provide "some" comfort and an occasional smile. Thanks for being a "kindred spirit" in sharing with me.

Anne Downing (Class '76) at 1:09am March 23

I couldn't agree more, Phil. And sometimes, for me, the smiles are even laughs-out-loud just thinking about what Mike would do in a given situation I find myself in. So, in that way, he's still a best friend, and more with me, more "there for me" than ever.

Julia Page (Class '77) at 1:00am March 24

What a beautiful brother. I'm sorry for your loss.

Dennis Rodrigues (Class '75) at 9:39pm March 22

I thought it was wonderful of you to post your little brother's photo.

God bless you. Dennis

Beth Lindsay (Class '78) at 9:33pm April 8

Wow - that is crazy! Our first house was in Granja Julieta - and I see my street. I'm so glad you kept a random memory!! We lived on Rua Barao De Itaim - about 3 streets to the right from Odens. Our driver used to drive me to Sarah's house!!! I think it was less me being a load and more of my mom being ... hyper about my safety. We had a mato behind us and I remember break-in attempts.

I also remember a tarantula in that house. I think there was an insane asylum - we called it then - closer to the park. I remember the ice cream carts in the park, the lovers, lying on each other, and the Peg Pag grocery store near there. All those memories came back just from looking at this picture of this piece of paper you kept, Phil... Wow!

Philip Pyne (Class '75) at 9:21pm April 10

You know what's amazing. Before we moved to Inacio Borba we lived at 88 Plino Negrão just one street over from you. We were there from 1972-1974. Our house was half way up the street. The Stevens lived at the end of the street and the Kents lived catty corner across the street. We used to play soccer in the street. Remember the Stevens; there was Julie Mark and Donny? And the Kents; Mike and Jeff? One day Kim Kullman came racing around the corner and almost hit my sister Peggy and Donny Stevens.

I also remember the ice cream carts in the park, the lovers, laying on each other, and the Peg Pag grocery store near there.

Graded All Year Reunion 2009

by Sharon Crane '73

I have been in shock and awe over the response for our Graded Reunion 2009. The response has been far greater than any of us ever imagined. It has been wonderful to see the many different journeys that each has taken, and how diverse we all are.

We live all over the world. Many of us reside in the United States, and in most of the 50 states. Presently, 286 live in the U.S... Some have remained in Brasil. Others have returned. Of those that have joined our website 61 are from Brasil, We have classmates living in Puerto Rico, Virgin Islands, British Columbia, Nova Scotia, Canada, Australia, Ecuador, France, Germany, Hungary, Israel, Japan, Mexico, Netherlands, Portugal, Sweden, United Kingdom, and Uruguay.

We work in many different areas. Many are doctors, college professors, scientists, homemakers, volunteers, attorneys, nurses, and dog sitters. We have many talented people among us. Some of our classmates are artists, film producers, musicians, decorative artists. We also have some that run non profit organizations, chaplains, pastors, and teachers.

Our lifestyles show that same diversity. Many are married and have married their high school sweethearts. Dozens more are divorced, once, twice, even five times. Others have chosen to remain single. Some live alternative lifestyles and have found life partners.

We are diversified in our beliefs. We are Christians, Jews, Atheists, Agnostics, and Buddhists. Our political beliefs are just as varied.

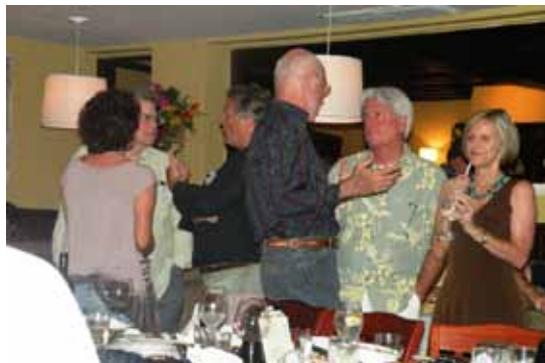
Unfortunately many of us have faced loss and tragedy. Many of us have lost loved ones. We have lost, brothers, sisters, husbands, wives and friends. We have a special In Memory section on our site for those who have gone too soon and are sorely missed.

As diverse as we all are, we do have a strong tie that binds us-Graded. Graded was our neighborhood growing up. It is where we spent most of our time and developed much of who we are.

This reunion is proof that we look forward to seeing each other after 40, 30, 20 etc. years. No matter how diverse and different we are.

Please continue to follow our journey and add yours to our website www.gradedreunion2009.com. Our site will be up and running until 2014 and maybe longer. Check back. We will be posting reunion pictures.





80's Reunion in Miami, June 5-7, 2009

THE FOLLOWING IS SOME INFORMATION:

HOST: GRADED 80's REUNION: June 5-7, 2009 MIAMI
TYPE: Party - Reunion
NETWORK: Global
START TIME: Friday, June 5, 2009 at 6:00pm
END TIME: Sunday, June 7, 2009 at 9:00pm
LOCATION: MIAMI, FLORIDA
EMAIL: heikemalakoff@yahoo.com

On behalf of the organizers Heike Lueckerath Malakoff ('87) and
Bia Molina ('86) and

all of us who are hoping that the Graded 80's Reunion in Miami, June 5-7, 2009 is a big success with a huge turnout:

REMEMBER . . . THE MORE THE MERRIER.

SO . . . YA'LL COME AND INVITE EVERYBODY ELSE YOU KNOW TO COME.

Graded has always been a magical place.

And, what better time to catch up and reminisce than this June in Miami!

Make your flight and hotel reservations. Bia Molina has a block of rooms reserved at the National Hotel in Miami. There are links to the National Hotel website on the Facebook "Host" and Facebook "Event" pages, links of which are listed below.

Then, e-mail Heike at: Heikemalakoff@yahoo.com to let us know you are coming.

She needs e-mail addresses, mobile numbers and name of spouse if they are coming too.

PLEASE DO THIS ASAP.

Bia can't finalize catering and location until we get closer to final numbers.

Looking forward to seeing all of you live and in person.

Keith Bodoh

<http://www.facebook.com/inbox/?drop&ref=mb#/group.php?gid=41069008183&ref=ts>

<http://www.facebook.com/inbox/?drop&ref=mb#/event.php?eid=44592967031>

Lei Seca Revisited 30 Years Later, June 12-14, 2009 Graded Class of 79 Reunion.

Host: JEFF TORCHON, LAURA SMITH, COLLEEN STEWART

Type: Party - Reunion

Network: Global
Start Time: Friday, June 12, 2009 at 12:00am
End Time: Sunday, June 14, 2009 at 4:00pm
Location: THE BIG APPLE - NEW YORK CITY
City/Town: New York, NY
Phone: 7275434139
Email: castmial@yahoo.com

Description

HERE WE ARE PLANS FINALLY!!!

FRIDAY NIGHT - COCKTAIL PARTY AT JEFF TORCHON'S APARTMENT- COCKTAILS AND LIBATIONS.

SATURDAY NIGHT - MEET FOR DRINKS THEN DINNER AT RIO CHURRASCARIA - HIT THE TOWN AFTERWARDS FOR THOSE INTERESTED IN CONTINUING THE PARTY.

SUNDAY - MEET AT THE HOTEL CAFE FOR BRUNCH THEN OFF TO CENTRAL PARK FOR LAST MINUTE "CATCH UPS".

HOTEL IS: CLARION HOTEL AT 429 PARK AVENUE SOUTH, NEW YORK, NY 10016. WE HAVE A SPECIAL RATE SET UP SO PLEASE MENTION IT WHEN YOU CALL TO RESERVE YOUR ROOM. RATES ARE:

2 DBL BEDS \$219.99

1 DBL BED \$189.99

1 SINGLE BED \$169.00

YOU CAN EMAIL THE MANAGER AT timothy@clarionhotelnyc.com OR YOU CAN CALL HIM AT 1-232-532-4860. PLEASE CALL ASAP BECAUSE THEY ONLY HAVE A LIMITED NUMBER OF ROOMS AVAILABLE PLEASE USE THIS EVENT PAGE TO COMMUNICATE WITH EACH OTHER ABOUT SHARING ROOMS ETC.

THE COST FOR THE EVENT INCLUDES ALL EVENTS, MEMENTOS, PRIZES ETC. THE TOTAL PER PERSON IS \$180 PLEASE SEND A CHECK TO JEFF TORCHON AT:

310 EAST 12TH STREET APT 4A
NEW YORK, NEW YORK 10003

HE WILL DEPOSIT THE MONIES INTO OUR REUNION ACCOUNT.

THANKS FOR YOUR PATIENCE, LOOKING FORWARD TO SEEING YOU ALL. PLEASE PASS THIS ALONG TO ANYONE YOU THINK WOULD BE INTERESTED.

BEIJOS PARA TODOS
COLLEEN

PS: IF YOU NEED TO TALK TO ME TEXT ME, AT 727-543-2139 AND I WILL REPLY, OR SEND ME A MESSAGE VIA FACEBOOK INBOX. (I DON'T ANSWER NUMBERS I DON'T RECOGNIZE.)

Reunion - Class 1977

Yes, plans are in the works for a 50th Birthday Bash and Reunion in Sao Paulo for the Class of 1977. And the dates have been finalized!

AUGUST 14 - 16, 2009!

- * A catered event at Graded, along with a tour
- * Birthday Party at Cris Putz's, hostess extraordinaire...thank you, Cris!
- * Sao Paulo City Tour
- * Dinner at Nello's - if you can believe it, he's still there.

To learn more details join Facebook now

Simply follow this link to join the Graded '77 Alumni Page: <http://www.facebook.com/group.php?gid=4508463166>

You will need to create a Facebook account - it is free.

Plans are fluid at this point, but hotels are being researched, as well as airfare possibilities and all other details. Check Facebook often as details and costs will be updated when they are finalized.

A can't miss event!

Really. Can you think of any better 50th Birthday present to yourself?

If you need to be reminded of the FUN we had at our 25th... just take a look at the photo section in the Graded '77 Alumni Page in Facebook.

ORGANIZERS: Donna Hedin donnasilverman@comcast.net
Doug Sekus DSekus@optimussolutions.com
Cristina Putz crisputz@hotmail.com
Sonya Querido abrams@uol.com.br
and whomever else wants to volunteer



European Graded Reunion - October 3-4, 2009

European Graded Reunion coming up.... ARE YOU COMING?

In the last year, mainly due to Facebook, many people have been getting in touch again after +20 years.

Many of us live in Europe, therefore Sandra Hegedus '82 (Paris, France) and Nicole Prudon '82 (Netherlands) decided to organize a European Reunion.

Everybody is welcome, from over the whole world. We already have confirmations from Europe, USA and South America, alumni from classes from '81 thru '85. Of course alumni from other years are welcome too!

The Graded European Reunion will take place on the weekend of October 3rd-4th in Amsterdam.

Saturday 3rd Oct

17.00 pm - meeting & drinks

19.00 pm - dinner

Sunday 4th Oct

Brunch or Lunch or High Tea - on a boat thru the canals of Amsterdam

The program and the locations are still to be decide since they depend on how many people are coming. We need to know if you're coming a.s.a.p. to be able to decide on the locations and the size of the boat for Sunday.

If you want to join us, please contact:

Sandra Hegedus (sandra.m@noos.fr)

Nicole Prudon (nlieverse@casema.nl)

or join FaceBook and confirm you presence on-line!

Memory Book

by Ney Vieira

As many of you know I am still working and coaching at Graded. I have been here for 30 years as both as an educator and a father. I have shared many wonderful, funny, sad and sometimes tragic moments with many of you. And now, at this stage of my life, I would like to reflect on my time at Graded by actually writing a book of memories. Yes, me, Ney Vieira, PE teacher and coach is actually thinking about writing a book. But to write the book I need your help. I am soliciting any remarks, memories, anecdote, stories, or anything else from all of you that I could include in my book. You will receive credit for your story (that way if it is not entirely true, it's your fault and not mine). If you have something to share or would like more information on my plan and how you can help, please drop me a note. I look forward to walking down memory lane with all of you. In this edition I am sharing some more of the ones I already received.

Sincerely

Ney Vieira

ney_vieira@graded.br

esporteuniao@hotmail.com

“Teu discurso que o time só tem 2 opções: Vencer ou Perder, todos concentrados até que o Vitao lembra que também podemos Empatar.” ~ Xandy

“I'm not even sure that I took P.E. at Graded. Nevertheless, I graduated 37 years ago (in 1970), so I did not know Ney Vieira.” ~Glennon Harrison

“Caro Ney, no mês passado estive em Londres e procurei a Genie Lutz (agora ela é uma bam-bam-bam da Price Waterhouse e tem dois filhinhos da idade dos meus -5 e 8 - que são, inclusive, parecidos com os meus, já que ela também casou com um Polonês) Fomos juntas a Greenwich, visitar o ponto zero com as crianças e relembramos aquela temporada incrível (78? 79?) quando vc treinou a Genie e ganhamos todos os jogos, pois nosso gol era impenetrável. Na época o treinador oficial era o Sérgio, e você treinou mais a goleira. a combinação foi tão perfeita que não passava nem vento pra dentro do gol, e com aquela sueca maluca (a Charlotte Albertsson) a Karen Zolko e eu no ataque marcamos gols suficientes para nenhum adversário jamais esquecer do time do Graded.” ~Marina Poggi

From Susan Hulley &
Vivian Hulley Bittencourt



Dr. Wayne W. Dyer, Ph.D., is an internationally renowned author and speaker in the field of self-development. Author of numerous books, such as *Wisdom of the Ages*, *10 Secrets for Success and Inner Peace*, and *The Power of Intention*, Dyer recently published his most challenging piece: *Change Your Thoughts, Change Your Life*.

The one-day course, *Change Your Thoughts - Change Your Life* is based on 11 of the 81 verses of the *Tao Te Ching*. Those who attend will have the opportunity to view Dyer's movie, as well as an interview, and will receive a booklet with the eleven verses that Susan and Vivian have selected for the course. A group discussion and reflection on each of the verses will be held, as well as a series of meditations and breathing exercises. Dyer's inspirational cards will also be utilized.

This course is perfect for all who wish to reflect and learn how to apply these teachings in their personal life.

**The course will be offered on
Saturday, May 9th, from 10:00 a.m. to 5:00p.m.
The cost is R\$ 125 and includes a pamphlet,
lunch, and a coffee break.**

For more information, send an email to:

vivian@twinflames.com.br

susan@twinflames.com.br

or contact us at

(11) 3031-8439 / 3031-1310

Susan Hulley '71 - 91865702

Vivian Hulley (Bittencourt) '71 -76382088



From Patrick J. Greene

Hi, I don't know if anyone at Graded still remembers my wife and I, or wants to. But I thought I would inform you about what we are doing now. BTW, my wife, Marci, was the Graded Elementary Principal from 1984 - 86, Assistant Principal for the Middle School 1982-84, and creator and operator of the special education pull-out program (I forget the name) from 1980-82. I was Biology/Chemistry teacher, A/V coordinator, and JV Basketball coach (also at various times, Girls Varsity Coach, Girls JV coach, and girls softball coach).



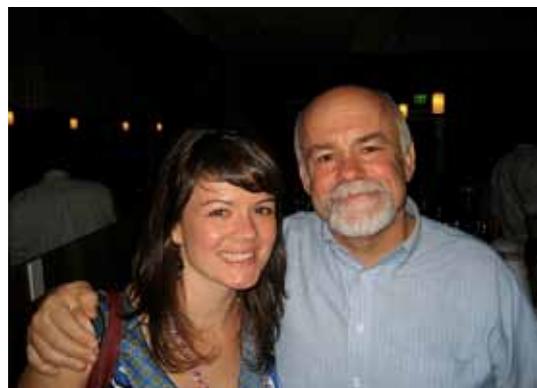
I have been a Professor at Florida Gulf Coast University for 12 years. I teach in a masters program in Educational Technology, mostly but not totally taken by teachers. Marci (Steen) Greene is the Dean of the College of Education also at Florida Gulf Coast University. My son, Jay, a Graded alumnus just took a job with the US Treasury Dept. As some know, he received a scholarship to the Wharton School, and graduated from there some 20 years ago.

Patrick J Greene, PhD
Florida Gulf Coast University
Educational Technology
pgreene@fgcu.edu

From Marshall Carah

I worked as a physics and mathematics teacher for 16 years at Graded. I am a fan of Graded and have been corresponding with many of my former students on Facebook.

My Wife, Laura, and I presently live in Valencia, Venezuela, teaching at the Colegio Internacional de Carabobo. My daughter, Nicola Carah (Class of 2000) just married her college boyfriend on 1/2/09 on Lido Beach in Florida and will be moving to California, from Boston, this summer. My son Jesse, is presently studying Economics in Tilsburg, Netherlands and will return to the University of Central Florida this June. We all are on Facebook and love hearing from the friends and characters from our past, especially those from Graded.



Steve Carah
mscarah@gmail.com

1962



David Percy '62 and wife visited Graded. March 2009.

1968

Júlio Landmann's '68 next project is to bring part of the Pre-Colombian Gold Museum of Bogota, Columbia to be exhibited in 2010 at the Pinacoteca.

He went to Bogotá and chose approx. 140 pieces for this exhibition!

We are looking forward to seeing this exhibition!

1970~1979

Kathy (Lutter) Fiedler '75 is the middle school library media specialist at Northwestern Lehigh School District in New Tripoli, PA, a position she has held for the past 27 years.



I am on the left. On the right is my sister, Carol Lutter, who would have graduated in the Graded class of 1979 if we had remained in Sao Paulo.

She and her husband, James, are the parents of four grown children: Kristen (also a library media specialist), Meredith (artist), Gregory (chef), and Andrew (college student), who was killed in November 2008 in an automobile accident.

She divides her time between the family home in Fogelsville, PA, and her husband's job-related residence in Enid, OK.



Paola Livia croso '77

Hello to you all! I am delighted to get back to Graded School after 32 long years, this time however as an Alumna. Despite my quick passage through this school in 1977, I still keep fresh and valuable memories in my mind and formation. This year we will have a 1977 Class meeting, and I am really eager to meet everybody after such a long time.



Working as a public translator and having 4 children has always kept me close to the academic world and its students. Which is why I am now deeply and passionately involved in academic programs for high school students and exchange programs for undergraduate students.

I am also working with 2 incredible July Summer programs in Canada. The first one is the Pearson Seminar on Youth Leadership 2009, specifically for Grade 10-12 students for leadership (www.psyi.ca). The second one is the Tamwood Summer Adventure Camp, designed for groups of age 7-11 and 12-17. This camp will be hosting the 2010 Winter Olympic Games! They also have a unit at Berkley University, USA (www.tamwood.com). Paola (pa_croso@yahoo.com.br)



Kandace (Penfield) Wigington '76 visited Graded and after 35 years she found her locker and is ready for class!

Diane (Kenyon) Sowers '77 is now living in Maui, Hawaii with her husband and youngest child. She taught Spanish to K-3rd grade in Palo Alto, California before relocating. Now she is designing sea glass jewelry in sterling silver.

Her designs are sold at several Maui locations, including Sargent's Fine Jewelry (sargentsfinejewelry.com).

You can contact Diane at designsbydiane@hawaiiantel.net or through Facebook.



Beth Lindsay '78 is moving to Seoul, Korea to teach first grade at the International School of Korea for two years. Contact Beth through [Facebook](#).



Giancarlo civita '82, Dora (Sabbah) Lutfalla '82 and Monica Boudaye Della-Nina '83 during the Celebration of the World 2009.

Fernanda Jafet '84
check Fernanda's website www.fernandajafet.com.br

Sheridan Owens '85
"Sheri" (Owens) Soileau (Class of 1985) now lives in Athens, Georgia, with her husband and 10-year old daughter. She owns a retail clothing store marketed toward musicians and also works part-time as an office manager. There are too many things to be thankful about living in Brazil and going to Graded to list. She left in 1981, but she wants to return with her family one day soon.

Steve Sukjin Lim '86
Hi, everyone! I wonder how everyone is doing since our days and years at Graded, and I trust that everything is fine with you.

After my time in Sao Paulo from 1983 to 1986, I lived in a number of other countries, such as the United States, Hong Kong, England, and I am now back home in Seoul, Korea.

I got married in 1998 in Korea, and in fact, I took my wife all the way to Brazil for my honeymoon and visited Graded back then. We have a daughter in the fourth grade and a son in the first grade. On the professional side, I lead a monotonous life as a corporate attorney in Seoul. I would like to hear from good old friends and teachers from Graded, and I wish you the best always!

Please contact me at sjlim@alumni.brown.edu
Steve Sukjin Lim."



1971-1972 6th Grade

Maggie Hinsberg '79 wishes all that go to the "lei Seca" reunion in NY (June 12~14) lots of fun. She will be checking the page.

Maggie is still in Buenos Aires and can be contacted through [Facebook](#).

Robert Keller '79



Robert and Suzi Magnelli want to introduce Elena Magnelli Keller. She borned Jan 2009.

1980~1989

Consuelo Blocker '82



I have been living in Florence for the past 19 years.

It is a beautiful city with wonderful local wine... My children are Cosimo (15) and Allegra (13).

You can get in touch with

me at consueloblocker@alice.it or [Facebook](#).

Hope to hear from many.

baci,
Consuelo

Waldo Perez '86

Waldo is an investment banker living in São Paulo, Brazil. He is married to Lenita Perez and has a 2 1/2 year-old son named Felipe.

For those who want to be in touch, his email is w.perez@terra.com.br



Fredy Gatos '89

Fredy and Fernanda Lorenzani Gatos have a new born baby called Fernando, in this picture he has just two days of life!



Daniela Weil '86

Daniela Weil lives in Houston, TX with her husband Erik and her 2 year old daughter Lucy. Lucy was adopted from Ethiopia in 2008.

Daniela has a degree in Biology, and worked for many years as a

marine mammal biologist and natural science illustrator and animator. She is the author and illustrator of "A Minhoca Dorminhoca" children's book by Editora Paulinas. She is currently a graphic designer, and online wedding invitations.

business www.SimpleDifference.com
email: danielaw@hotmail.com



Greetings old friends! 2008 was a great year for the Nelson/Rusconi families.

I, [Kathy Nelson \(Class of '89\)](#) and my husband Alfredo Rusconi welcomed our baby boy, Enzo, on June 10th. While my brother, [Jon Nelson \(Class of '89\)](#) and his wife, Shannon, welcomed their baby boy, Jackson, on December 1st. This is the first child for both of us! Jon and family are living in Plymouth, Michigan while my family and I call Long Beach, California home. Jon can be reached at jon@nelsonspainting.com and Kathy: k.a.nelson@charter.net or Facebook too!

Michael Howard '87

On 12 December 2008, Michael Howard was awarded the Bronze Star Medal for meritorious service in Iraq during 2007. Michael commanded a detachment of the Air Force Office of Special Investigations at Kirkuk Regional Air Base. While conducting counterinsurgency operations, his unit identified and assisted in the capture of numerous anti-Iraqi insurgents, responsible for kidnapping and murder of innocent Iraqi citizens, Iraqi police, and coalition forces.



1990~1999

Miriam Kim '91



Miriam, Lulu and Nickolay are living in Los Angeles, CA. Miriam can be contacted through [Facebook!](#)

Pascoal Rodrigo Chung '92

Pascoal wants all to know he is back to São Paulo and can be contacted by [Facebook!](#)

Heather Cox '92

Heather works for the Science Museum of Minnesota as their Director of Volunteers.

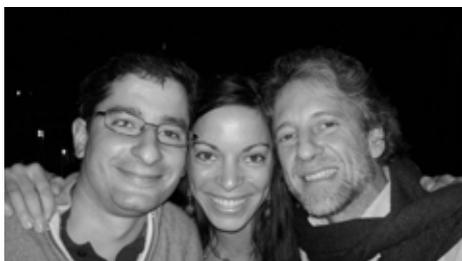
Her work has been in developing nonprofits' capacity to use volunteer resources to their full potential and working with refugee and immigrant adults as they acculturate into the USA. She



resides in St. Paul, Minnesota where she is currently contemplating her next steps in the world. Any ideas on international nonprofit or refugee relief work would be GREATLY appreciated. You can contact her at heatherandleo@comcast.net or 651.224.5334.

Marta Bader '94

I am now living in Lausanne, Switzerland, after a 10 year break since I graduated from the Hotel Management School of Lausanne in '98. I have been enjoying skiing and can't wait for summer to enjoy Lake Geneva. After the Hotel School I went back to Brazil to work in the hotel industry, including managing a small resort in Ilhabela. Then I spent 4 years in Torino, Italy, working for the Winter Olympic Games of 2006. Then back to São Paulo again for another 2 1/2 years where I worked in the family business as a Research & Development Manager blending teas. Now I'm trying to keep in touch with Graded alumni via Facebook and enjoying it tons. Beijos to all! Marta



(photo Martha & brothers)

Ricardo Posses '94 visiting Graded.



(Photo Ricardo & Lissa Anderson)

Marina Correia '01

I will be in Barcelona for the next year and a half attending the IESE MBA, starting August 2009.



Laura Rosso '93

Laura is sharing her wedding's picture!



Laura, all the best for you! Felicidades!



Maya Jaworksi '92, Peter Wittkoff '87 and spouses "Dudu" Craçasso, and Michelle, joined for dinner at Bravos Italian restaurant in Orlando in April. The little red-headed boy is 6 year old Alexander Wittkoff. Maya is a graphic designer and Peter is in the Marines.

Michelle (Mimi Boling) Collett '03

I graduated from Brigham Young University in 2007 and got married in 2006. My husband, Jeff, is graduating this year, and we're welcoming a baby girl (Jill Halley Collett) due this May. I've been working as an editor and writing project manager for an internet company, and I'll be taking time off to be a mother. I have fond memories of Graded and cherish the friendships I've been able to maintain.



Stephanie Landers '03



After graduating from Wellesley College with a B.A. in Political Science in 2007, Stephanie spent a year working in Cambridge, MA. In September of 2008 she moved to Washington, D.C. and is working with an international development company.
Cheers, Stephanie

Gerry Waddell '05



Gerry is working for a TV station in Chicago and wrote a newspaper article for them about Video Games.

<http://www.chicagomaroon.com/2009/2/3/amid-game-glut-ea-blasts-off-with-overlooked-bioshock-redux-in-space>

Gerry can be contacted through Facebook!



The Morales visiting Silvana Estefan '08 & Patrick Peixoto '08 at Duke University.

In Memoriam

William "Bill" Henry Waddell '57

Born in Belo Horizonte – Oct. 30, 1939. Passed away in Jerseyville – Dec. 14, 2007

Bill lived in Bahia and in São Paulo, when he attended Graded. Bill graduated High School at Stoneybrook, NY and earned a BA degree at Whitworth College. He entered the Army and served three years as a chaplain's assistant in West Germany. Worked for the County of San Diego, married Mary Tooke Ingalls. He worked in Fallon, earned his master's in social work at Arizona State University and worked as a psychiatric social worker in Moses Lake Washington State. In 1991 he graduated from the University of Dubuque Theological Seminary with a master in divinity and served as an ordained Presbyterian pastor in Ipava.

He was member of the Lovejoy Society, Presbytery of Giddings-Lovejoy, and a member of the national Association of Social Workers-A.C.S.W.

Olga Victoria de Carvalho Heydt Housel, passed away November 15, 2008 after a long, difficult battle with Bulbar ALS. Together, Olga and her husband, David Housel, fought this disease with courage, though they both knew this was a fight that could not be won. The devotion they had for each other through their 25 year marriage was only strengthened during her illness. Olga was a brilliant woman who was fluent in four different languages, but ALS made her mind unable to communicate with her body.

Olga was born on June 23, 1949 in Rio de Janeiro, Brazil. In high school she received a scholarship for her amazing ability with language, which allowed her to study abroad and learn English. Later she received her undergraduate degree in

History and education, which eventually led to a Masters in education from Lesley College in Cambridge, Massachusetts. She later earned her Montessori certificate and used her amazing abilities to teach young children. She worked as a guidance secretary at Graded when she met the love of her life. The love they shared was unbreakable even through her passing.

They formed a family, each with two children from previous marriages, and eventually having a child together in 1985. Her husband and children were her world.

Olga is survived by her devoted husband, David Housel; her children Joana Czellnik, Sylvia Stern, David Myron Housel, Larry David Housel, and Tammy Hauff; her three grandchildren Austin, Ava, and Jada; and her sister Teresa Balassiano. She will be greatly missed by her family.

...there has gone some richness from the life we knew...

May they always be in our hearts and memories.

Inside Back Cover

Photo by Lika Kishino - Orchid Project in our School Gardens

On the Back Cover

Painting by Hyun Seon Lee - IB Visual Arts HL Student



