



HUSKY HIGHLIGHTS

SUMMER 2010

Why I Love St. James'

When I leave St. James', there are many things that I will remember. But mostly I will remember the people.

I will remember my teachers and what they taught me – whether it is school lessons or how to behave in school. I am positive that their lessons will help me in middle school, high school, college, and when I am an adult. My teachers have all been kind and generous with learning opportunities. Their wise words will echo through my head and tell me right from wrong in difficult situations.



Second Graders play during recess.

The other people that I will remember are friends. Friends have always helped me pull through tough times. They always seem to know how I feel when I feel a certain way. They send me notes with drawings and words when they have the time to. They always eat, talk, walk, and hang out with me. Every day, as I go home, their cheerful farewells ring out after me as I roll my backpack out onto the street.

I will also remember the recess games that I have played with other kids. The teams that I have been on will be part of my memories. The joyful shouts of the people who had scored will ring in my ears when I look at the old yearbooks.

The extra activities will also be remembered. Field Day, Care-to-be-Aware, In-N-Out lunch days, etc. will all be remembered by old photos that will be kept for a long time. Field Day is a great time to get together in school without having to study. Care-to-be-Aware is a time during school when we do hula-hoop or jump rope to be aware of cancer. In-N-Out is a time when people get In-N-Out lunch from school and most of the parents are here.

These are special occasions. When I leave St. James', I will remember these things and I will thank my parents.

By Erica Lee, Fifth Grade

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St. James' Episcopal School: A Thirty-Year Retrospective

I was frightened on my first day of Kindergarten at St. James'. It was September 1973. I had never attended nursery school. I did not speak a word of English. I clutched to my mother's hand tightly as she tried to leave me in the classroom. Sensing my apprehension, Mrs. Werner came and gave us such a welcoming greeting that I slowly agreed to release my mother's hand. I did not understand a single word that Mrs. Werner uttered, but there was a warmth and kindness to her voice that was universal. With unfaltering patience, Mrs. Werner taught me over the next nine



The St. James' Choir sings in chapel.

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(A Thirty-Year Retrospective.. Continued from page 1)

months how to speak English and helped me feel comfortable in an entirely unfamiliar social setting. Even though I was the last student in her class to learn how to read, she was always positive and encouraging, never revealing how challenging it must have been for her to bring order to twelve unruly five-year olds while teaching a lagging student who did not even speak her language or know how to read.

All of my other teachers at St. James' were unique in their own way, but they all shared Mrs. Werner's tremendous love of teaching and tireless dedication to her students. Mrs. Hotchkiss taught us how to count by fives in First Grade. Mrs. Norris taught us cursive handwriting in Second Grade. Mrs. Bleasdale crocheted bookworms for all of us in Third Grade because by then we were reading books that were long enough to require a bookmark to hold our place. After I messed up horribly playing the piano at an all-school talent show that year, Mrs. Bleasdale knew just what to say to console me. In Fourth Grade, Mrs. Huss taught us how to parse sentences and made it entertaining to learn the capital of each state through geography softball. I can still hear Mrs. Huss's voice as she read us the lyrical words of "The Song of Hiawatha" by Henry Wadsworth Longfellow. Mrs. Adams played fun reading games with us in Fifth Grade. Mrs. Huss taught our class again in Sixth Grade and helped us memorize our multiplication tables up to 15 times 15. I still marvel at how Mrs. Huss was able to flip those flashcards so quickly.

Every Friday morning, Dr. D'Amico would lead the entire school in hymns and prayers at chapel. I memorized the Lord's Prayer and Psalm 23 well before I had any comprehension of the words that we were reciting. Once a week, Mr. Mitchell came to play the piano for us. His contagious enthusiasm for music motivated all of us to sing along. To this day, I still catch myself humming to a catchy song that Mr. Mitchell taught us: "Though April showers may come your way, they bring the flowers that bloom in May." In December, each class put on a presentation for the Christmas pageant. My favorite was belting out, "Mele Kalikimaka is the thing to say on a bright Hawaiian Christmas day. . ."

Back then, our school was located in a quaint one-story schoolhouse on Gramercy Place that housed the Kindergarten through Fifth Grade classes. For Sixth Grade, the school rented a unit on the first floor of the apartment building next door to the main schoolhouse. The school had a modest playground equipped with monkey bars, swings, a tetherball, and a climbing structure. Every recess and lunch, my classmates and I would run onto the school yard for a game of dodgeball, Capture the Flag, or Red Rover.

During my last year at St. James', the school purchased the property on St. Andrews and was about to begin construction. I remember wishing if only I could stay just a couple of years

longer so that I would be able to see the new school. Little did I know when I graduated in 1980 that, one day, my daughter and son would be lucky enough to spend time on the new campus. Audrey is a "Tiger," and Matthew will be a "Dolphin" next year at the preschool. Every time I see Audrey interacting with her teachers at the preschool, I feel fortunate that she is blessed to have teachers with the same energy, compassion, and commitment that I experienced thirty years ago. It is extremely reassuring to see that our school's magical ability to inspire a life-long love of learning has remained constant throughout the years.

By Elaine Lu, alumna of St. James' and parent of Audrey and Matthew

What I'm Looking Forward To in Middle School

By next month, I will no longer be attending the school that I have come to love. I have been here since Kindergarten and, throughout the seven years, I have made great friends and have many memories that I will cherish forever. St. James' has given me the education and solid foundation to help me take the next step into middle school.

Although I am a little nervous about the thought of going to middle school, there are also many things that I am very excited about. Next year I will be at Harvard-Westlake Middle School. It will be a new environment with different challenges. First of all, the school is certainly bigger than St. James'. This means that there will be many more students and teachers to get acquainted with. I have been used to the same campus for seven years, and



Sixth Graders play flag football.

attending a different school will be a totally new experience.

Middle school also expects a lot more responsibility and independence from individuals. When it comes to choosing classes, students have a larger section of subjects and more freedom to choose what they are interested in. I am looking forward to this because choosing my own classes is unlike anything I have experienced before. This will allow me to explore various subjects I have never taken and find out what I really enjoy doing.

Middle school also offers a wider range of extracurricular activities. For example, I am very excited to be a part of an orchestra, to do public speaking, and to join a debate society. I am also thinking about joining the golf team.

I will certainly miss all my friends and the wonderful teachers here at St. James'. I also thank all of my friends and teachers who influenced me to become the person I am today. All the great memories and teachings from this School give me the courage to take my next step towards middle school.

By Harold Chong, Sixth Grade



A Sixth Grade group hug.

Homily Delivered to St. James' Upper School on April 28, 2010

How many of you have a Facebook account? Yeah, quite a few – especially among the Sixth Graders. I've had my account for about two years, and I enjoy it most of the time. It's great to keep track of my friends and family, especially the ones that live far away. It's also good to reconnect with people that I haven't seen in over 20 years. I have Facebook friends whom I've known since Kindergarten.

In case you don't know how Facebook works, let me give a quick explanation. If you post a comment on your profile page, anybody who is your friend will be able to see that comment when they log on. If they want, they can comment on your comment, and all of your friends and their friends can see what both of you have written. It's funny how whenever I make a comment about food, at least ten people have something to add. For instance, a few weeks ago, I mentioned that I had eaten nearly a whole coconut cream pie in less than two days, and twelve people commented!

But as I said, I like Facebook most of the time. Sometimes my friends make comments that really bother me. For example, one morning in January, shortly after the earthquake in Haiti, I logged on to Facebook and read a post written by an old friend from junior high. She had written:

"Shame on you America: the only country where we have homeless without shelter, children going to bed without eating, elderly going without needed medicine, and mentally ill without treatment – yet we have a benefit for the people of Haiti on 12 TV stations."



Jim Casey conducts the St. James' Choir

Well, I don't know how that sounded to you, but I felt pretty annoyed. Apparently my friend didn't think that we Americans needed to help the people in Haiti. Of course, I had to respond to the post. I mean, I couldn't just read it and not say anything! So I replied that I felt we didn't need to choose between helping people in America and helping people in Haiti. We could do both. And I felt confident that surely my response would cause my friend to see the error in her thinking. Of course, I was wrong. By the end of the day, after we debated the issue along with another four Facebook friends,

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we failed to come to any agreement. A question remained unanswered: Are we called to care for everyone or just the people that are close to us?

Not too long ago, Mr. Bowers spoke to us about the Bible story where Jesus feeds 5,000 people with only five loaves of bread and two fish. Do you remember that chapel service? We came up with a lot of possible explanations for the miracle. At first the discussion kind of bothered me, because I never thought of a miracle as something that could be explained. I had always believed miracles to be when something impossible happened. However, Mr. Bowers quoted a Bishop who had an explanation that sounded both rational and miraculous.

Consider this possibility: Half of the people who had come to hear Jesus speak had brought enough food for themselves, and perhaps a little extra. But when it came time to eat, and people began to realize that some had brought nothing, those who had food feared that if they gave too much away, they wouldn't have enough left over for themselves. So they pretended that they too had brought nothing.

And then the miracle happened: Someone had a little bread and fish and was willing to share. So Jesus thanked God for the bread and fish and told his disciples to give it to the people. And those who received this food felt compassion and realized that they too had enough to share. Perhaps even the disciples had a little extra. And the sharing and compassion spread throughout the 5,000 until every last person was fed, and still there was food left over.

Miracles occur every day – not through magic loaves of bread that never get smaller – no matter how many times you cut them, but through people who trust God enough to give without fear of having too little left over.

Our theme in chapel this year is called “Images of God.” We have explored the question of where we might see God and how God might look to us. You have been told to look to your left and to your right in order to find that God lives in each one of us. And as God lives in us, God works through us. We only need to put our fears aside and get out of God's way.

In the story where Jesus fed the 5,000, one important detail to remember is that he blessed the bread and fish before he gave them back to the disciples. To bless food is to recognize that it comes from God. When we recognize that all we have is a gift, it is our thankfulness that can open us up to give back by helping others.

As I get older, I try to give more to different charities. And if you give once, they will ask you again and again. Sometimes when I write a check I pause and wonder whether I'm giving

away too much. Perhaps my car will need an expensive repair or my dogs may need an unexpected visit to the vet. But here's the miracle: however much I have been able to bring myself to give, I have never looked back and wished I had given less. I have only wished I had given more.

Miracles occur every day. Students at St. James' School put off getting a new iPod or playstation and bring in their piggy banks to empty into a jar to help the people of Haiti. And when I see all of you giving of yourselves in this way I feel so thankful to be here. When you graduate from St. James' we hope and we pray that you will continue to recognize God in your fellow humans and perform miracles that spread compassion in your schools.

By Mr. Casey, Music Teacher

Our Trip to Catalina

I left home at 6:00 a.m. and met everyone at School. We were all very excited. It took an hour and a half to reach Two Harbors, where the boat docked. Luckily, the ocean was very calm. Then we were on our feet for a half-mile hike to Cherry Cove, where we were going to stay.

At camp, we had our orientation. We were to sleep two people per tent. The camp is run by the Catalina Island Marine Institute (CIMI), but it was built originally by the Boy Scouts of America.

We put on our swimming gear and went kayaking. It was a lovely, sunny day and we paddled to Fourth of July Bay and back. We learned about brown kelp.



On the ferry to Catalina.

In the evening we had dinner in the mess hall, served family style. That means one person at each table is the runner and fetches everyone's meals.

The next day, we went to the wetsuit deck and learned how to put on wetsuits for snorkeling. Then we each found a buddy and dived in for our first snorkeling adventure. It was marvelous because you get to see all these amazing fish in crystal clear water. It was like you see on TV, except better because it's real. I saw a bat ray and some sting rays.



On a hike along the coastline.

After lunch we snorkeled some more. And after dinner, there was an optional night snorkeling where you get some extra bits of equipment for your wetsuit. On the top of your snorkel, you get a glow stick to show where you are and a flashlight. I saw some bio-luminescent plankton, a giant bat ray and a very big



Fifth Graders learn to kayak.

shovel-nose guitar fish.

During camp there were several challenges: one was the "Stinky Pants Challenge," where you didn't take a bath or shower for two whole days in order to conserve water. The other was, while dissecting a squid, you rip off a bit of squid skin and place it on your hand, chin, nose, eye and forehead. Not everybody did this because it seemed so gross. I did it because I wanted to do all of the challenges. Another challenge was to eat the lens of a squid's eye, and another was to put squid ink on your face and hands.

During our stay we also did fish and algae labs, where we examined fish and algae.

This was probably (apart from our trip to Sacramento last year) one of the best trips I've ever been on. The camp was beautiful, the ocean was crystal-clear, and snorkeling was one of the most amazing things I've ever done.

– Tom Norland, Fifth Grade



Students investigate the touch tank.

Our Trip to Sacramento

I had a great time in Sacramento. I met my classmates at Burbank Airport, where we spent two hours going through security and waiting for the plane. Then we were off. A tour guide named Nancy greeted us in Sacramento. Everyone was excited because we were going to the State Capitol where the Governor works. We didn't get to see the Governor, but at least we had fun.

Then we went to the California Museum and the Railroad Museum. The Railroad Museum was much more interesting. I bought two plastic trains and a magnifying glass at the gift

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(Our Trip.... Continued from page 5)

shop. Next stop was Old Town Sacramento, where I bought a cup, necklace, and a mood ring in a store. We also went to a restaurant and stuffed our bellies. At our hotel, I shared a room with Sora and Eva.

After a yummy breakfast at our hotel we rode in a coach to the Gold Bug Mine and went to a gift shop. I only bought a turtle key chain and two mini railroad spikes. Then the coach took us to The Coloma Outdoor Discovery School (CODS) where we stayed for three days and two nights.



Fourth Graders stop to pose for the camera.

We were divided into town groups. My group was Humbug. Sarsparilla Sarah (the leader of Humbug) taught us how to make cornbread. We also made pouches. We were given nicknames. Mine was Bad Brittany. After dinner, there was a hoedown and a campfire, and we ended our day sleeping in the bunkhouse.

The third day was the best day of the whole trip. During playtime, I climbed on tires and played on the slide with Sora. Now here comes the great news! We started hiking up a huge hill. It was tiring, but fun at the same time. We had bagels at the top.



The students tour the city.

On the last day we went to Sutter's Fort. It was cool. Then we went to the airport and caught the plane back to Burbank. During this trip, I learned a lot of great things, and I will never forget this trip to Sacramento.

By Brittany Hong, Fourth Grade

Our Science Center Event

In our family, many days start out with the question, "Why?" Why do we have to go to school? Why do we have to eat? Why do we drive? Why do we take Sixth Street? Usually the answer to those questions is quite simple: "Because."

But sometimes we pause, and we take the time to explore the world around us a bit more deeply. We try to understand what makes the tree tunnel that we glide through on Sixth Street as we head to St. James', to understand how our food grows and why it nourishes us, to explore what happens with energy, to immerse ourselves in the universe which surrounds us.

Such was our experience at the California Science Center on May 2. Our children began their explorations walking beneath the wings of a giant Lockheed fighter, stationed now on the side of a ravine and beneath which we walked as we approached the Science Center. We detoured, of course – one plane is not satisfying enough once the appetite is whet. So we stood beneath the DC-8 while I told them stories of how my very first plane trip was on this exact type of plane, and I myself marveled that such a fragile looking craft could, back then, take you across the Pacific Ocean.

When we explored the Science Center we learned about inventions and innovations, living and life processes, buildings and sound and vacuums. There was an interesting exhibit of a bell jar which, when the vacuum was engaged, created an environment that no sound waves could penetrate – even a ringing school bell was silenced. I have added a room-sized "Solitude Space," as I now call it, to my wish list.

The best thing about the Science Center was exploring all of these inventions with all of the students, faculty, and administration of the big school and preschool. It was fun watching Mr. Z head towards the earthquake house, and understanding sound pipes with Ms. Yu and Ms. Chua. We watched wings soar in wind tunnels and explored swimming with dolphins in a motion simulator. We learned about so many of the inventions and environments humanity has created to meet communication, transportation and structural needs.

Then, we recessed and witnessed a microcosm of all those inventions in the incredible breadth of auction items donated to the school for its fundraiser. There were sunset cruises and haircuts, Hollywood Bowl boxes and tickets to sporting events, video sets and the most incredible series of classroom projects from every class in the school. But best of all there were experiences: trips to hear the Disney Concert Hall organ with Mr. Casey, museum trips with Ms. Matolek, a day with Ms. Castañares, and more.

After we tucked into heaping plates of pasta, salad, chicken fingers, and brownies, we headed to the IMAX for Hubble 3D and a truly inspiring talk from Dr. Rich about the majesty of this instrument. The lights dimmed, the glasses went on, and we were transported across the universe. My son and I reached out to hold the lifelines securing the astronauts on their space walk, and held hands as we dived into the center of a galaxy birthing new stars. It was like watching the mind of God at play, this vision of galaxies and this day of curiosity and expansion.

By Kevin Yoder, father of Lark and Matthew

Interview with Mrs. Kammula, who has been a teacher at St. James' for over 30 years, making her our longest-serving teacher.

How did you come to teach at St. James'?

Both of my children went to St. James' when it was in an apartment building on Gramercy Place. The first Kindergarten teacher, Mrs. Werner, asked me to be her assistant. I was very hesitant because I had never worked with a classroom of five-year-olds. Upon her insistence, I became



Mrs. Kammula assists her First Graders during the Home Depot project.

her assistant. In a couple of years, when she retired, I started to teach Kindergarten. I tried to keep up some of the traditions she started. I am happy that we continue to see the papier-mâché pigs to this day. I introduced the Kindergarten Fashion Show. I fell in love with Kindergarten. It was a rewarding experience.

Where were you born and where did you grow up?

I was born in India. I grew up in Madukkari, a small town in Southern India.

Were you ever tempted to teach anywhere else?

I worked very briefly in a public school and in a Montessori school. When I started at St. James', it was a very small school. It felt like one big extended family. I have always been happy here and have never seen a reason to move.

What are the noticeable changes you have seen over the years at St. James'?

One of the highlights at St. James' was when we moved to De Bell Hall (the present location) and later adding the new building. Technology was also a big milestone in the history of St. James'. Believe it or not, the present specialty teachers' office was the computer lab. There were maybe three computers. Computer class used to be offered as an after-school class and just to the Sixth Graders.

Do you have any funny stories to share about teaching at St. James'?

One Halloween when the School was still at Gramercy, the First Grade class had made masks from grocery bags. The children put on their masks and were ready to walk, but no one moved. The teacher kept calling on them to follow her, and they still would not follow her. All the children were shouting, "We can't see!" Finally the teacher realized that she had forgotten to cut out the eyes in the bag.

Do you ever bump into pupils you used to teach around town?

Yes. I see students about town all the time. Recently I was at Trader Joe's, when this young lady came from behind and said, "Are you Mrs. Kammula?" When I turned around, she said "I could tell from your walk and the ponytail."



Annual Art Show Amazes and Delights

Everyone fortunate enough to attend the Annual Art Show in St. James' Hall from May 19 to May 31 could not help but be impressed.

Mr. Danenberg, with help from the Art Committee chaired by Faith Foss, organized, matted, labeled, displayed, and hung works of art by every student in every grade.

Fifty percent of the art in the Art Show "is inspired by world renowned artists," said Mr. Danenberg.



Students and a parent discuss the Kandinsky-inspired Kindergarten work.

Each Kindergartner prepared six squares, which were assembled into a large single work of art inspired by Kandinsky, known as the first abstract painter.

The students in each grade studied the works of a particular artist or cultural reference and created their own work, inspired by their studies.

The Sixth Grade studied surrealism, making collages inspired by artists such as Salvador Dali. They also made beautiful drawings of St. Basil's Cathedral as part of their cultural studies.

Wyland's endangered ocean species and French artist Georges Rouault's stained glass inspired the First Grade, and the Second Graders found their inspiration by creating aluminum foil animal relief sculptures and projects using silly sentences. The Fourth Grade created colorful paintings inspired by Paul Gauguin and made collages after studying Romare Bearden in class.

Abstract expressionists such as Jackson Pollock inspired the Fifth Grade projects, as did the paintings of Renaissance artist Albrecht Durer. The depth and diversity of their art projects were especially apparent when reviewing the Fifth Grader's Fauvist "beast" self-portraits which, despite their wild and garish inspiration, looked remarkably like the artists.

Finally, the Third Grade drew play castles inspired by Paul Klee, flowers inspired by Georgia O'Keefe, and night drawings evoking the work of Edward Hopper. They also studied the cultural reference of scarecrows, discovering scarecrows in every country, culture, and time period going back to the Middle Ages, before creating their own works of art inspired by Grant Wood, world famous for his "American Gothic".

By Clare Richardson, mother of Lily

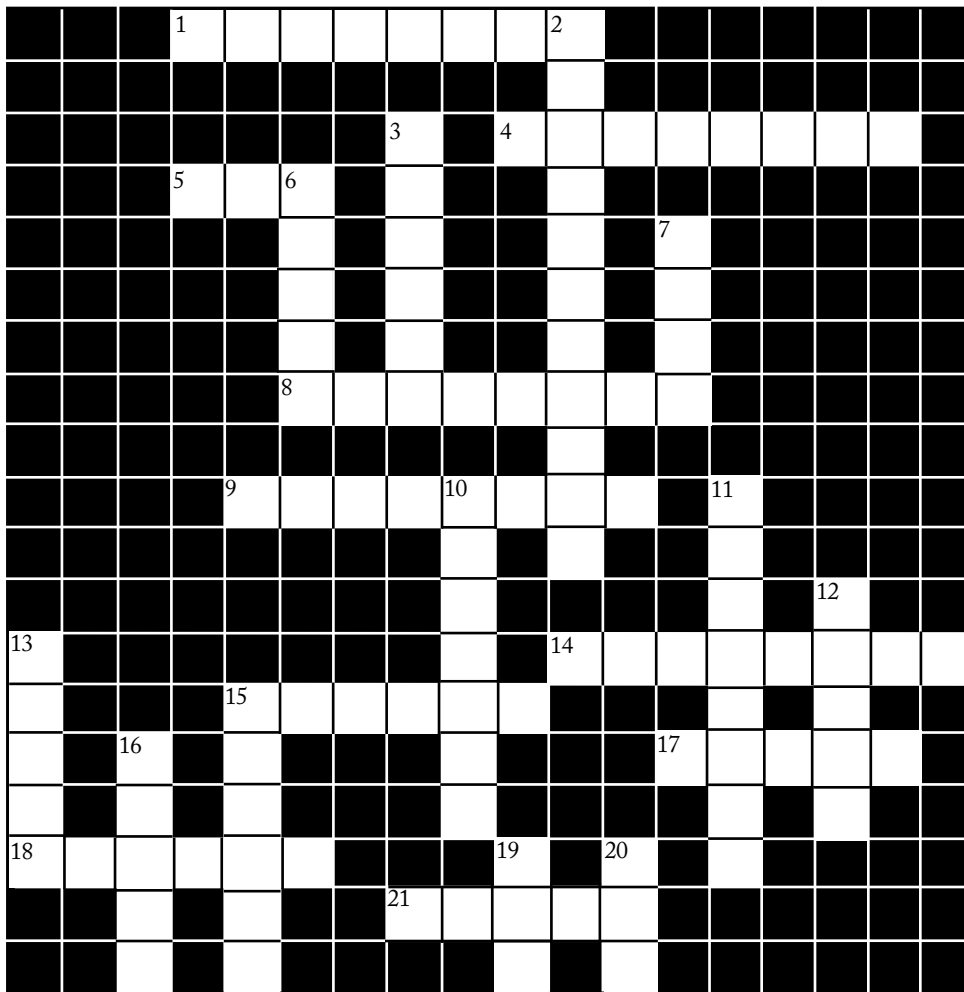


Students visit the gallery in St. James' Hall.



A student points out her work in the show.

St. James' Crossword Puzzle



Across

1. A Fifth Grade Teacher
4. It contains many books
5. Where we do science
8. We play it against a wall
9. At the keyboard
14. We get a lot of it
15. A singing substitute
17. A kind of dog
18. Where we go to pray
21. Many singing voices

Down

2. Our School
3. A teacher
6. Where we go when we're in trouble
7. Where we hold community gatherings.
10. We wear it every day
11. We follow one every day
12. We read them
13. Mr. Casey's specialty
15. Our principal
16. Every year we go up one
19. A special kind of father
20. Mr. Danenberg's specialty

Get to Know the People Behind the Front Desk

If the faces behind the front desk in the school office look happy as they greet you, there's a reason. Both Kelly Chong and Lourdes Rodriguez love their jobs.

"I couldn't imagine working anywhere else," says Miss Chong. "I love working with the families, the students, and the faculty. There is such a great bunch of people in this community. That keeps me smiling every day."

Miss Chong's day is a busy one. As well as being assistant to Mr. Bowers, Miss Chong also helps with admissions. And when she is not at the School, she is studying for her Masters in Oriental Medicine. She is also a certified Pilates instructor (her website is myheavenandearth.com). And on the weekends, she helps run a children's boutique in Glendale, which she opened with her sister two years ago.

"I like to be busy," explains Miss Chong who majored in East Asian Literature and Culture. "I've worked since I was fifteen years old. But I've especially loved working at St. James'. Since I joined the School four years ago, I've found it to be a very fulfilling experience. The support we get from all the families means so much."

Lourdes Rodriguez joined St. James' ten years ago as office manager. "I remember longing for a job that had hours that would suit a working mom," explains Mrs. Rodriguez. "And then one day I opened the paper and there was an ad for office manager at St. James'."

"I have two children – one who is now in his freshman year at college and one who is in Eleventh Grade. Working at St. James'

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was the answer to my prayers. I've loved working here. But it hasn't just been the hours that have suited me, allowing me to be around when my children have come home from school. I've also learned so much about children and parenting by being here. I feel working at St. James' has helped me to be a better parent. I also especially enjoy the multi-cultural environment of the community. I've met some wonderful people here, the kind that have made this job special."

Alum Recalls His School Days

Eric Williams, the Rector of St. Luke's Episcopal Church in Jamestown, New York, and a graduate of the second class of St. James' Episcopal School, remembers not being too thrilled about starting school. Every day during the first week he would walk up to Mrs. Werner, the Kindergarten teacher: "I'm just visiting and I won't be back tomorrow."

He did come back. "There was an attitude of real caring," says Reverend Williams, explaining the significance of his educational experience at St. James' "Everyone cared about children as human beings." In addition to the lasting impression of a school that blends academic preparation with values and faith, he will never forget how much fun it was. Mrs. Werner would stage elaborate circuses in the parking lot of the apartment building that served as the playground for the school. Everyone joined in.

When asked what advice he would give current students at St. James', Reverend Williams says that the hope he has is the same that he has for his own children: "Although the world can seem like a very dark place, it is important to remember the meaningful things in life – the relationships and friendships we have – and not to lose hope."

Good advice for us all.

After graduating from St. James' in 1976, Eric Williams attended the Harvard School, Williams College and the General Theological Seminary in New York.

By Clare Richardson, mother of Lily

Race Across America... The 14,000,000 Step Challenge

In an attempt to create increased awareness of the severity of childhood obesity, Mr. DiPasquale introduced the Sixth Grade to a pedometer program this semester aimed at elevating their daily activity levels.

Each Sixth Grade student was provided with a pedometer that served to record the number of steps

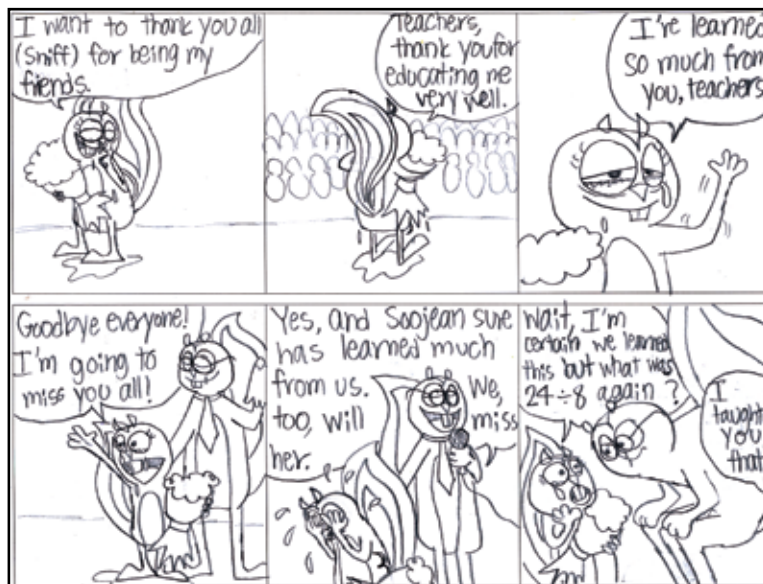
taken in a 24-hour period. Additionally, each was given a "Steps Equivalent" guide listing a variety of activities that the pedometer does not accurately measure.

Utilizing both the pedometer readout, and the "Steps Equivalent" guide, students used their mathematical prowess to calculate their daily step total, a number that was recorded on a progress log posted inside St. James' Hall.

As the name of the race implied, the Sixth Graders attempted to accumulate a total of 14,000,000 steps, equivalent to approximately 7,000 miles! In order to better visualize their results, their progress was charted on a map of the United States (also located inside St. James' Hall), as they followed a route taking them on a circular journey spanning the entire country.

To further enhance student interest, a group of twenty-one St. James' administrators, faculty members and staff also participated in the program. This group was essentially "racing" against the Sixth Graders to determine who could be the first to successfully navigate the 7,000-mile route.

In its final week, activity levels among adult and student participants rose significantly. The sixth graders accumulated 12 million steps -- a figure that was just behind that of the adults. Most importantly, regardless of the winner, the overall goal of instilling the importance of lifelong activity habits was set into motion.



Cartoon by Fifth Grader Soojean Han

Husky Harbor



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TUTORING AVAILABLE

Mary Wilson, a trusted local resident and St. James' parishioner with over 20 years of teaching experience, is available to tutor students in Kindergarten through Grade Six, especially in English and language arts.

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six weeks to two
years of age*



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Contact:
Delia (213) 247-9088

Advertising in Husky Harbor is free to members of the St. James' community. Please email advancement@sjsla.org if you would like to place an ad. All ads are subject to approval by the Head of School.

Cartoon Translation:

1. Quiero decir gracias a todos por ser mis amigos (llorando)
2. Maestros, gracias por darme una educación excelente
3. He aprendido tanto de todos ustedes
4. ¡Adios! Les echaré de menos.
5. Si, y Soojean aprendió much este año. Le echaremos de menos también.
6. Un momentito, lo aprendimos, pero ¿que es $24 \div 8$ otra vez? ¡Te lo enseñé!

Answers to crossword puzzle

Down
14. Homework 15. Beeson 17. Husky 18. Chapel 21. Choir

Across: 1. Jeffries 4. Library 5. Lab 8. Handball 9. Computer 12. Books 13. Music 15. Bowers 16. Grade 19. Koh 20. Art



Around St. James'



Husky Highlights is a St. James' School PSF Publication

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