



Garden School Newsletter



Richard Marotta, Ph. D., Headmaster

Volume 96 Number: XX

"Cultivating Success in Every Child"

Friday, February 8, 2019



Thoughts for the Week

By: [Richard Marotta](#), Ph.D., Headmaster



Writing sustains our students' imaginations.

One of the learning areas that we at Garden School have developed, sustained, and remained fiercely committed to is writing. Of all the academic disciplines, writing forms the underlying basis of our curriculum,

supports the learning process for all subjects, and provides opportunity to engage in sustained and organized thought. Writing leads to learning.

Throughout our curriculum, writing allows our students to engage in systematized thinking. From the earliest grades, students express themselves and explore ideas through writing. Those two points form the nexus of the value of writing: to express and to explore. It is through the process of writing that the external world of subject matter and the internal world of the student's intellect converge to produce an interaction that moves students' activities from impression to exposition. This is an invaluable process.

Our students begin to explore writing from the beginning of their educational journey at Garden. I recently saw papers written by the first grade, expressing their ideas about Martin Luther King. This was a remarkable experience for me to see how six year olds, who were given a question about MLK, used writing to respond to that question and how in a paragraph or in one case - in an entire page - explore what they thought in a sequential manner. I was impressed to see how within a paragraph or a page, their young minds explored why he was an important person. However, by



writing their thoughts in this way, they needed to think in a sustained and organized way. Writing didn't confine their thoughts; it liberated them.

In my own AP English class, we use writing to probe into the text and the subtext of major works of literature. Each time we read a book, we then write an essay, exploring some idea or point of view within that text. These writing assignments are not rote exercises in an outdated pedagogy; they strive to be genuine encounters between the student and the text. When a student writes about one of the books, my hope and their aspiration is that writing about that text will produce an insight that will then take the student deeper into the intertextual levels of reading. In the last batch of essays, written about Shakespeare's *Hamlet*, one student, Patrick, wrote the following: "The power of language and reconciliation is reduced to near impotency and resumes its full potential only when faced with death." Not only is this a beautifully written sentence, but it has entered into the ethos of the play and realized an important truth about Hamlet: that Shakespeare's language suffers both gain and loss in its encounter with death and derives meaning only from those final encounters which validates the power of the word. This is an extraordinary insight on the part of this student, which needed writing in order to attain its full expression.

Part of the writing exercise is to engage in the process of what Don McQuade called "Thinking in Writing". In his book on writing, McQuade makes it clear that writing has an intimate connection to thinking and that for students to experience and engage in their educations with authenticity, it is necessary to engage in writing about those experience it. In the Queens College writing handbook, "Learning Through Writing," given to all students and instructors in the writing program, the key phrase to describe writing is that students are encouraged to engage in "a process of inquiry" in and with their writing.

Garden School has infused writing across our curriculum and from the earliest grades in such a way that writing has attained a significant status in our program. Writing should never be a rote exercise; it should be a dynamic way for students and teachers to push into an idea, to open a thought into many components, to enter into a dialogue with the material that illuminates both that material and the writer's response to the world in general. Subject matter represents an introduction and an experience with our world, both past and current. Writing allows, or rather, demands that the mind of the student engage, explore and demand the truth from that subject matter. Writing is learning!

VALENTINE'S DAY

BAKE SALE
Thursday, the 14th



Love can be bought after all!

Carnations (flowers) - \$2

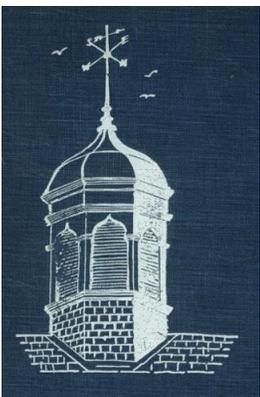
Teddy Bears - \$3

Singing Telegrams - \$5



DATES TO REMEMBER:

- Thursday, February 14: Student Council Bake Sale
- Friday, February 15: Students in 7th-12th grades depart for the international trip to the Netherlands, Belgium, and France.
- Monday, Feb. 18 – Friday, Feb. 22: **School Closed for February Break**
- Monday, February 25 : Classes Resume
- Thursday, February 28: [Bully the Bully: Artists Against Hate](#)
- Friday, March 8: Wine Kick-off for the [Gala](#)
- Friday, March 15: [Faculty Workshop](#) (**School Closed**)
- Friday, April 5
 - 7th and 8th Trip to See *A Midsummer Night's Dream*
 - [Garden Gala](#) at Terrace in the Park



The theme of the 2018/2019 Garden School yearbook is “[Our Fable](#)”. Order your copy [online](#) today. The yearbook is distributed on the night of the Yearbook Dance.



GARDEN GALA

2019

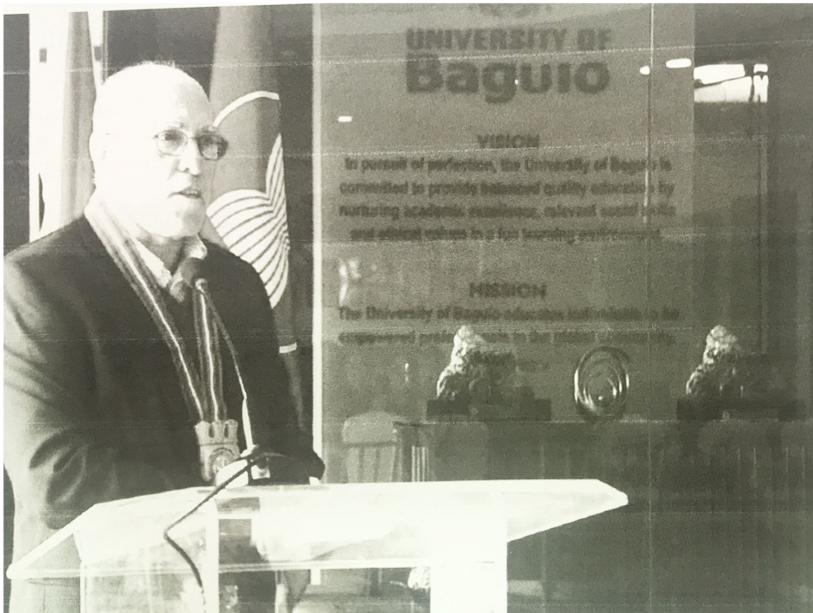
- *Blue Diamond Ball* -

Anything From Denim To Diamonds

The Garden Gala planning is well underway. As you know, this is the final major fundraiser of the year.

The Gala Committee will be assembling the gala invitations TOMORROW, February 2nd, in the library from 9am-12pm

[Download the Spring 2019 After School & Foundations Brochure](#)



Michael S. Klecheski, Garden School Class of 1973, of New York, a Career Member of the Senior Foreign Service, Class of Minister-Counselor, to be Ambassador Extraordinary and Plenipotentiary of the United States of America to the Republic of Mongolia.

GARDEN SCHOOL & TAINO THEATRE COMPANY



BULLY THE BULLY: ARTISTS AGAINST HATE

Thursday, February 28th, 2019 @ 7pm

The Secret Theatre

44-02 23rd Street

LIC, NY 11101

There is little that differentiates us in terms of bones and matter and DNA - but there is, always has been, and maybe always will be a yearning for us to be different from one another. While some choose to see differences as positive and contributing to a full and well-rounded human society, others choose to bully those who step away



from the “norm”. We want to challenge these assumptions; so, we have partnered with the Taino Theatre to provide a mentoring program for student actors and writers Join us and support our student actors and writers as they tell the stories that need to be told.

An original mixed media work featuring poetry, scenes, and dance - this show drives home the importance of human connection and kindness in our charged political climate.

Tickets are limited - You can purchase online by clicking this [link](#). **\$20 General Admission**

Come to the Blue Diamond Ball!!

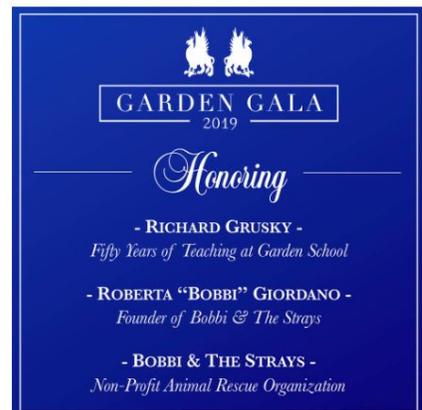
The Garden School Gala Committee would like to announce Garden
Gala 2019

The Blue Diamond Ball

“Anything From Denim to Diamonds”

Friday, April 5th

at the [Terrace on the Park](#)



Garden Academic Pages:

Read about what teachers and students are doing in their classrooms together.



The Early Childhood classes celebrates the Year of the Pig for Lunar New Year

In our Pre-K for All classes it's all about how we get from point A to point Z in our daily commutes, walks, and going to school.

By: [Dimitria Grafanakis](#) (PKFA Faculty)

As we conclude our study of transportation, students discussed how we use the various types of transport in our community. We explored how people move from place to place utilizing trains, boats, cars, buses, airplanes, specialty vehicles and more! The children learned how to sort various modes of transportation into either land, sea or air. Students also created a classroom chart by answering the question: "What type of transportation do you use to come to school?" Students enjoyed turning and talking with the friends about how they come to school. As we transition to our next unit of study, "Community Helpers" students also discussed the names of the people who operate certain vehicles as part of their jobs. For example, pilots fly airplanes, police officers use patrol cars and firefighters use fire trucks.



Early Childhood Learns about Shadows, Lunar New Year, and Alma Woodsey Thomas

by [Eileen Reyes](#), [Lauren Yandow](#), and [Carmella Augello-Knopf](#)



The famous legend, Groundhog Day, was celebrated by the Early Childhood students. According to the legend, if the Groundhog sees his shadow, he will be afraid and return to his burrow and there will be six more weeks of winter. If the Groundhog does not see his shadow, he will stay awake and we will have an early spring. The children had fun studying shadows. They explored their own shadows as well as the shadow of any random object at hand. This was done outside with the sun as well as inside using the light from the Smartboard with a blank screen. Puppets were made and shows were performed at the puppet stand in the dramatic play center. Our older students learned about animal hibernation as they researched various animals who hibernate during winter and the different types of homes that each animal chooses. This unit of study also led to lessons on predictions and weather as well. This coincided with a Kindergarten lesson on tally marks which they used to predict whether the groundhog would see his shadow or not.

Chinese New Year has been the unit of study in our social studies classes. The students have been learning about this holiday through songs, books, and art projects. Pig hats were made by all to represent *the year of the pig*. The Kindergarten students made a giant dragon using their imaginations and the endless art supplies in their art center. The Nursery, Pre-K and K classes marched in a parade on Tuesday through the halls of the school to celebrate this holiday. This parade had Chinese music, instruments, and the giant dragon of course. Special Chinese snacks were had to add to this special celebration.

Chinese New





Al

Alma Woodsey Thomas attended Howard University and became the first fine arts graduate in 1924. She was a devoted Junior High art teacher for 35 years in Washington D.C. Aside from teaching art, her duties included organizing art clubs, lectures, and student exhibitions. During this time, she pursued her own painting. Thomas debuted her abstract art work in an exhibition at Howard 1966, at the age of 75. She became an important role model for women, African Americans, and older artists. She was the first African American woman to have a solo exhibition at New York's Whitney Museum of American Art, and she exhibited her paintings at the White House three times. Alma Woodsey Thomas has surely been an inspiration to our young artists in the Early Childhood Department as they viewed her paintings during Black History Month. Their artwork can be seen in the showcase in the Early Childhood hallway.

The Second Grade Improve their Writing Skills uses the OREO method

by [Paula James](#) (Second Grade Lead Teacher)

The second grade students have been working on their writing and editing skills in language arts. We have been focused on possessives and plurals in our lessons, and working to apply the information to our writing. The children also have been working on writing an opinion piece about the best field trip our class could take. The students came up with a variety of interesting ideas and suggestions. We practiced using the hamburger paragraph structure, called OREO writing in this case, where students state their opinion, a reason

and evidence, and then restate their opinion. They did well composing and supporting their ideas with sound evidence. Each student had the opportunity to present their field trip idea to the class, and receive feedback. In a related social studies exercise, we composed a letter to a family member. Our social studies unit is focused on immigration and appreciating other cultures. In the letter, students were asked to think about what they would need in the new country they moved to, and what they would have to leave behind. This is a continuation of writing letters for different purposes, and we practiced composing a letter for an informal audience. The kids were successful in following correct letter formatting, and thoughtfully including items or objects that would miss our need.



The Seventh and Eighth Grade classes teach the Lower School Classes Lessons on the Lunar New Year

by [Kelly Yang](#) (World Languages Faculty)



Our 7th and 8th grade students shared their knowledge about Chinese New Year with 2nd and 3rd grade students. Throughout this unit, students will understand and recognize that the traditions and values in the celebration of the Chinese New Year are unique and valid. Students will review vocabulary, rhymes, and songs they have learned. Students will learn new vocabulary, rhymes, songs and riddles related to Chinese New Year. Students will be able to recite and perform rhymes and songs in front of the class, for school, or for community New Year celebrations.

The Fourth Grade travels the Mississippi and the Badlands, exploring the United States.

by [Jacqueline Renner](#) (Social Studies Faculty)

Fourth grade has traveled halfway across the United States. They have floated down the Mississippi on a steamboat, swam in the Great Lakes, and crossed the Badlands. They learned about the importance of the Mississippi River to the region and how steamboats facilitated travel and trade. The students were interested in the creation of the Great Lakes and how they are all connected. They had a lively discussion on what would happen if the Great Lakes dried up and what can be done to prevent that from happening. After listening to a lecture by a park ranger in the Badlands National Park, they created flip books that show the different layers of rock and fossils found in the park. Fourth Graders have practiced the states and capitals of the region through songs and Smartboard beat the clock activities, the top score was 16 seconds! Using a QR code reader, students explored landmarks, such as, the Willis Tower, the Mall of America, the Gateway Arch, and Mount Rushmore. The Codes linked students to videos, maps, and websites that allowed them to answer questions about each attraction.

During this unity of study, the fourth grade had their first experience writing an extended response using documents for support. As a class we examined each document and answered questions about each. They wrote a paragraph for each about the hardships of farming in the Midwest, how technology improved farming, and the resulting increase in production and consumption. They used maps, charts, and an excerpt from Little House on the Prairie as evidence, as well as their knowledge of the topic. As a culminating activity, students chose a Midwestern state to research independently and create a commemorative plate. The plates are covered with maps, flags, birds, flowers, and facts. Next week they will enter the Southwest region.

What is worth fighting for? The Fifth Grade has come to understand that people can stand up for what they believe in and when those people share ideals they can accomplish common goals.

by [Jacqueline Renner](#) (Social Studies Faculty)



We began with the tensions with Britain. They learned about the actions of the British through the Stamp Act and the Townshend Acts and how the colonists protested. They students sorted differences between loyalists and patriots. Using that information, students read short biographies and determined if the person would be a loyalist, patriot or neutral. We have also worked with primary sources to further our understanding, such as rewriting segments of the Declaration of Independence and observing paintings to discuss bias. Maps have been an important resource for understanding the action during the war. The maps have

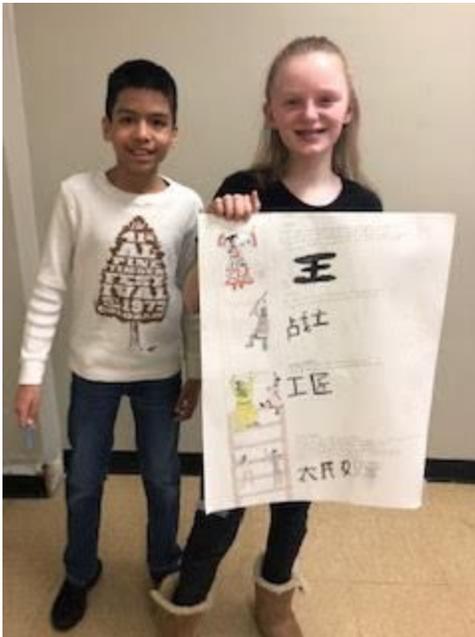
shown us the distance between battles especially when moving 59 cannons over the Berkshires and across Lake

George. Animated maps allowed the students to "see " how the forces moved during the Battle of Yorktown. To wrap up the chapter, the students are participating in a simulation of the battles. At each battle they review what happened and make a choice to see what their fate would be. Sometimes it's frostbite, a narrow escape, or falling into the bushes!

Our next chapter will be how the American government structured itself. Students designed colonial towns complete with meeting houses, magazines (armory), wig makers, and taverns.

The Sixth Grade travels to China in Social Studies

by [Jacqueline Renner](#) (Social Studies Faculty)

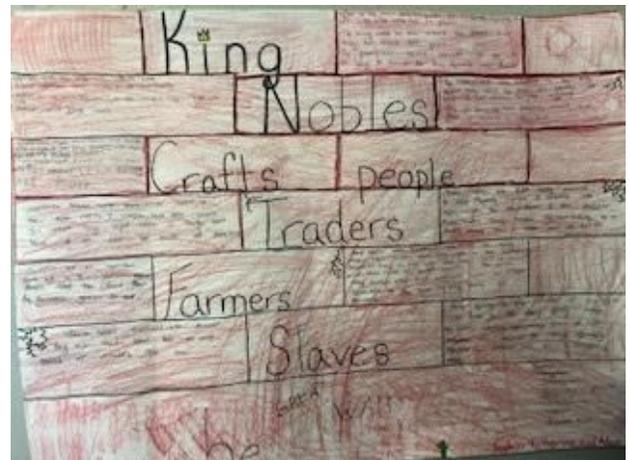


The Sixth Grade completed their study of Ancient China to answering the questions how much does geography effect lives and what should governments do? While practicing map skills, the students made predictions about how the mountains and deserts transformed the development of culture. They also noticed, similarly to the other ancient cultures studied this year, that the first settlements began in a river valley. The students also learned about four Dynasties and how they gained and maintained control of a large empire. A fun activity helped to increase the understanding of the Mandate of Heaven, the right to rule. Each group formed a dynasty and were presented with a boon or a disaster. Their task was to persuade the remaining citizens to allow them to maintain the Mandate of Heaven, either by recovering from the disaster or celebrating their successes. Many creative arguments were given hoping to convince the citizens to believe the dynasty was worthy.

During the study of

China, the Sixth Grade analyzed the philosophies of Confucius and Laozi, the founders of Confucianism and Daoism , respectively. They read portions of the Analects, advice given by Confucius written after his death. Using their knowledge from Ancient India students identified movie quotes as reflecting Buddhist, Daoist, or Confucian thoughts. Students recognized key words such as the force, the way, nature, honor, and respect. There were several debates on the best choice.

Students conducted research on the social order during the Shang Dynasty. They then drew creative representations of their findings.



Sammy won the Badminton competition for the 7th grade class Singles tournament (see photo on the left)



Eddie won the singles tournament for 8th grade and then lead the 8th grade class on practicing badminton (on the right).

The Seventh Grade class in a double tournament:



Badminton Report by Michelle Ferreira:

We have brought back Badminton back as one of our units this year and the students love it. A brief explanation about badminton it's a racquet sport played using racquets to hit a shuttlecock (birdie) across a net. We started the unit with us teaching them how to serve over head and under and the students got to pick which serve they were most comfortable with and then we taught them how to smash which is a power play and finally how to do a proper backhand swing, this was for two weeks. Afterwards we will go over game rules on what is considered in and out and where to serve. etc. Then we will go into a Singles Double Elimination

then a Doubles (team of 2) and Triples (team of 3) Tournaments. This will allow them to have plenty of playing time. Also, when they aren't in the tournament, they can practice on the sidelines to get better. I can't say this enough the students love the unit and they enjoy it so much that during recess they are all playing it and there is talks about having a club/league for badminton after school which is a great opportunity for students to join and be active and have fun.

Triangles and Trig in our Ninth Grade Math Class

by [Sarah Blakeley](#) (Math Faculty)



This week continued our exploration of the various aspects of triangle relationships. We examined the connection between two similar triangles. You can think about similarity as the zooming in or out of a shape. Essentially, similar triangles are identical, except that one of the pair has been enlarged or reduced. We can use the properties of similarity to help us measure things indirectly. For example, if you want to know the height of a building you can measure its shadow, your shadow, and your height. By setting up a properties you can use those three numbers to help you solve for the missing height of the building.

We also started basic trigonometry! Trig is also based on ratios, but ratios within a triangle rather than between two triangles. We use the relationship between an angle and two sides to solve for missing parts of triangles. So, if we used trig to find the missing height of the building from the previous example, we wouldn't need to use our height or shadow at all!

The Tenth Grade learn about exponential and logarithmic functions as well as their first foray into Trigonometry

by [Sonia Ambarsom](#) (Math Faculty)

The Tenth graders are finishing their explorations and applications of exponential and logarithmic functions, particularly Euler's magical number e which approximates to the value of 2.718. These functions aid archaeologists and anthropologists in dating fossils in their method of carbon testing. The amount is modeled by an exponential function, and the inverse of the exponential function, a logarithmic function is used to determine the age of the fossil. This is just one of the many applications of these functions. They also represent phenomena such as compound interest, world populations, conservation biology models, pH values in chemistry, and the bell curve that is fundamental in statistics for describing how quantities vary in the real world.

The next concept they will explore will be trigonometry which, to the ancient Greeks, was the study of right triangles. Trigonometric functions (sine, cosine, tangent, cotangent, secant, and cosecant) can be defined as right triangle ratios (ratios of the sides of the right triangle). Thousands of years later, we still find applications of the right triangle trigonometry today in sports, surveying, navigation, and engineering. In the eighteenth century, the unit circle approach was formulated. It relies on the correspondence between the

values of cosine and sine functions and the x- and y- coordinates along the unit circle (circle with the center at the origin and a radius of one unit). The sine and cosine functions represent periodic phenomena. Orbits, tides levels, the biologic clock in animals and plants and radio signals are all periodic (repetitive).

Mr. Vallario's Professional Projects Leads him to Naples and Campania to Document an ancient Ossuary and a icon of the Madonna

by [Christopher Vallario](#) (English Faculty)



As a dramatist and English teacher for the upper division at Garden School, I am sharing my current professional project with the community. My recent visit to Naples, Italy and Campania strengthened my research. Napoli's rich history, like the Fontanelle Cemetery, one of the largest ossuaries in Europe, was born in 1600 due to famine, natural disasters, and Vesuvius's eruptions. There was no room, leaving more than 40,000 remains. As a result, the bodies were contained in the cave below (see the photograph to the left). The skulls were never enclosed; instead, they left them free in order to represent the dream state and to reach and commemorate the dead. The

Fontanelle Cemetery was then completely abandoned, refurbished in 1872, and closed by the church in 1969 due to its pagan roots (cult of the anime pezzentelle). It was only reopened in 2010.

I was also able to document The Madonna at Montevergine. This madonna is unique due to its pagan roots and besides locals attending, people from all over the world make the trip to honor mother earth or as some call her, *Mamma Schiavona* (the black Madonna). While on this trip I had the liberty to document with stills, film, and interviews, which will enhance my ongoing research. As an academic teacher, I am adamant about giving students the tools to research, as I continue to practice this in my own work. In addition to researching, for me as an artist, it is important to use my eyes and hands. Thank you for allowing me to be a part of your community.





GARDEN GALA

2019

- *Blue Diamond Ball* -

Anything From Denim To Diamonds

Honoring

- RICHARD GRUSKY -

*Fifty Years of Teaching
at Garden School
1969 - present*

- BOBBI GIORDANO -

*Founder
Bobbi & The Strays
1998 - present*

- BOBBI & THE STRAYS -

*Non-Profit Animal Rescue Organization
New York*

Join Us

TERRACE ON THE PARK

*Flushing Meadows Park
New York*

FRIDAY THE FIFTH OF APRIL

6:30 - 11:30 pm

Cocktails & Open Bar • Hors d'oeuvres & Stations • Silent Auction
Scholarship Pledge • Dancing & DJ

BUY TICKETS NOW

gardngala.givesmart.com



GARDEN GALA

2019

WIN A POOL & PIZZA PARTY FOR YOUR CLASS

Help support the 2019 Garden Gala on April 5 by contributing in any of the ways below.

One Upper Division and one Lower Division class with the **highest percentage** of participation in the below activities will win a Pool/Pizza Party.

Gather points for your class by:

Class Points

10 points each

Pool together funds to purchase a class Journal Ad. Price ranges from \$150-\$1000.

Create a themed class basket for the Silent Auction. Put it together yourself or the Gala Committee can for you. Or, pool together funds to purchase a high-value item for the auction.

Pool together \$135 to purchase a Teacher Ticket for the Gala.

Individual Points

1 point each

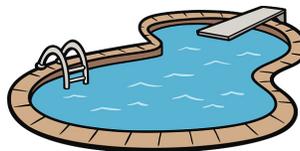
Buy or solicit a Journal Ad of any size.

Purchase a ticket to the Gala. This includes Teacher Tickets.

Purchase a 100/\$100 Raffle ticket (TBA).

Donate an item to the Silent Auction.

Make a donation to the 2019 Gala of \$10 or more.



Visit gardngala.givesmart.com for information on these activities. Email us at gala@gardenschool.org if you have any questions.

The winners will be announced the week after the Gala.



GARDEN GALA 2019

JOURNAL ADS

The 2019 Garden Gala will be held on Friday, April 5th at Terrace on the Park in Flushing Meadows Park, New York. We will be honoring Richard Grusky for his fifty years of teaching at Garden School as well as Bobbi Giordano and the non-profit animal rescue organization she founded, Bobbi & The Strays.

JOURNAL ADS & MESSAGE PAGES will be printed in color and are available in the following sizes:

- Congratulatory Message (1-2 Lines) \$25.00
- Business Card (1/3 of a Page) \$50.00
- Half Page \$150.00
- Full Page (White) \$250.00
- Full Page (Silver) \$300.00
- Full Page (Gold) \$500.00
- Inside Cover (Front) \$750.00
- Inside Cover (Back) \$750.00
- Back Cover \$1000.00
- Class Page Contribution: Grade _____ \$ _____

- Email artwork / text to gala@gardenschool.org with Subject: **Journal Ad** -or-
- Copy attached Copy to follow Repeat last year's ad

.....
Company: _____

Name: _____ Email: _____

Street: _____ Phone: _____

City: _____ State: _____ Zip: _____

Credit/Debit Card: AMEX VISA MasterCard Discover Cash Check # _____

Name on Card: _____

Card #: _____ Expiration Date: _____ Security Code: _____

- I have enclosed my employer's Matching Gift Form.

.....
Please return this form by March 8th, along with payment and any enclosures to Garden School.

Garden School: 33-16 79th Street, Jackson Heights, NY 11372

For more information or questions, please go to gardenschool.org/gala, email us at gala@gardenschool.org or call us at (718) 335-6363. Garden School is a Non Profit 501(c)3 organization, Tax ID #11-1631783. Your contribution is tax deductible as allowed by law.



GARDEN GALA
2019

Auction Donation Form

Donation Brand: _____ Item: _____
(ex: Hermès) (ex: Watch)

Donation Item Description: (ex: large, blue) _____

Value: \$ _____ Contact Name: _____

Delivery Date: _____ Method: Enclosed Email Deliver/Mail Pickup

Solicitor / Item Donor Name Company

Email Phone

Street Address / Apartment Number

City State Zip Code

Affiliation: Current Parent Alum Parent Alum Board/Faculty Business Friend

Deliver all donations to Garden School on or before the **Deadline on March 22nd, 2019.**
Attach any materials (e.g. brochures, reviews, ads, photos) that would help us promote your donation.
Garden School is a Non for Profit 501(c)3 organization, Tax ID #11-1631783. Donations are tax deductible as allowed by law. For more information or questions, please go to gardenschool.org/gala, email us at gala@gardenschool.org or call us at (718) 335-6363.

THANK YOU FOR YOUR GENEROSITY

All monies raised benefit our students directly. Join us in celebrating our school and supporting its mission to educate our students to the highest of academic, social and personal standards.



Hall of Science Amateur Radio Club

Take Your Amateur Radio License To the Next Level



Garden School Amateur Radio Club

For interested people with a Technician License



Amateur Radio General Class License Upgrade Training:

- If you have a Technician Class license and you're ready to get onto the worldwide HF bands, it's time to upgrade to General Class!
- This class gives you everything you need to pass the written examination for a General Class amateur radio license. At the end of the class, you'll take the exam – if you pass, you'll leave with your new privileges!
- The General Class exam is similar to the Technician Class exam you already passed – 35 multiple-choice questions taken from a published pool of questions – but the information you need to know is

more technically complex. Even if you got your Tech license on your own, you should let us help you prepare this time.

The **Hall of Science Amateur Radio Club** in conjunction with the **Garden School Amateur Radio Club** will be holding a General License course where you can learn everything you need to earn your General FCC Amateur Radio License.

Depending on the class size it should take 10 classes to complete the course. The General License gives you privileges to contact HF stations all over the world using voice, digital and other modes on a larger number of bands and frequencies.

Class Meeting Schedule

All classes will be held at Garden School (33-16 79th Street, Jackson Heights) in Room 30 (Mr. Hale's Room) starting at 6:30 PM and should end no later than 8:00 PM for the Monday classes and 9:00 AM and should end no later than 12:00 PM for the Saturday classes



☞ Mon - 04-Feb	☞ Mon - 11-Mar
☞ Mon - 11-Feb	☞ Mon - 18-Mar
☞ Mon - 25-Feb	☞ Mon - 25-Mar
☞ Sat - Mar-02	☞ Sat - 30-Mar
☞ Mon - 04-Mar	☞ Mon - 01-Apr
☞ Wed - 03-Apr - Test	

The class is free but you will need a textbook (The ARRL Ham License Manual 8th Edition - Level 2) about \$30 on Amazon and the test will cost \$15.

We have limited spots for this class so please register soon. To Register or for Information please contact John Hale at kd2lpm@jrhaleteacher.me.