



Garden School Newsletter



Richard Marotta, Ph. D., Headmaster

Volume 96 Number: XIX

"Cultivating Success in Every Child"

Friday, February 1, 2019



Thoughts for the Week

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



Concerning the Study of Ethics in the Upper School Curriculum

Beginning in September of this school year, we began a new program in the Upper Division, which we entitled Ethics. As we ended the previous school year, there were serious and extended discussions among the faculty about the need for a new program that we allow students to engage in moral and interpersonal

conversations about the idea of human relationships and actions. From a traditional point of view, Ethics courses have served those purposes by bringing students into contact with texts, situations, and ideas that focus on the nature and the value of human action and interaction.

Seventh grade through Eleventh grades form the first groups to undertake this program on a weekly basis. Taught and guided by [Mr. Roselli](#), students meet in grade level groups to engage in this kind of moral and interpersonal conversations. Topics can vary from major ethical situations, historical situations, and personal ethical choices that may involve something personal or something interpersonal. These classes involve discussion, writing, and reflection.

For me the importance and the power of such courses lies in the need we all have to evaluate and reevaluate our actions and our moral positions. Everyday we, as individuals, face some ethical challenge even if it is imperceptible. Ethics, of course, involves thinking about large-scale moral choices created by historical situations. That is true and powerful. We have all studied history and recognize that history reveals



to us some correct and some highly incorrect moral choices made by political leaders and by their societies. History ripples with moments when governments have created towering unethical conditions, such as the institution of slavery and the construction of extermination camps, and how these structures were supported by individuals as well as by the larger society. During some of the darkest moments in human history, both collectively and individually, human beings have fallen into the morass of the unethical. In our classes, students have confronted these behaviors through discussion and analysis.

That's the easy part of studying Ethics; it is fairly safe thinking - with the power of hindsight - to take an ethical position that we all agree is morally unjustified and criticize what has happened historically. However, our ethics classes move beyond the historical to the personal and interpersonal to examine current human behavior including our own. Here is where the ethics classes engage our students with self examination within the context of an ethical framework. In small ways, we are faced with ethical choices everyday from how we approach our work and how we treat others. Within the conversations we hear about bullying and cyberbullying, I believe there sits a fundamental ethical question (i.e., how we do treat other people?). We have witnessed some incredible and degrading shifts in the model of our public discourse, in which differences of opinion are treated with mockery and humiliation rather than with intellectual and rational discourse. Again this is easy to see. What [Mr. Roselli](#) and his classes are attempting to do is to focus that same lense of recognition on day-to-day interactions so that each of us can understand the moral power of human interaction.

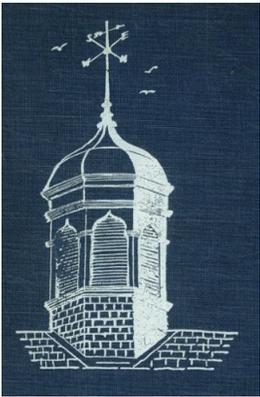
This is not an easy task, since human - i.e., personal conflict - will occur on a regular basis. There is no escaping that. However, our goal in these classes focuses on how to create an intellectual and moral consciousness that allows these interactions to unfold in a decent and respectful manner. Respecting another person ultimately, in my view, is a moral choice. It involves recognizing the other individual's worth and value as a human being. That is the ultimate ethical position!

DATES TO REMEMBER:



- Tuesday February 5, Lunar New Year
 - Parent/Teacher Conferences (Upper School 7-12))
- Thursday, February 14: Student Council Bake Sale
- Friday, February 15: Students in 7th-12 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

←----- **Girls' Basketball finished the season with nine wins and only one loss! Go girls and go griffins!**



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](#)



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”

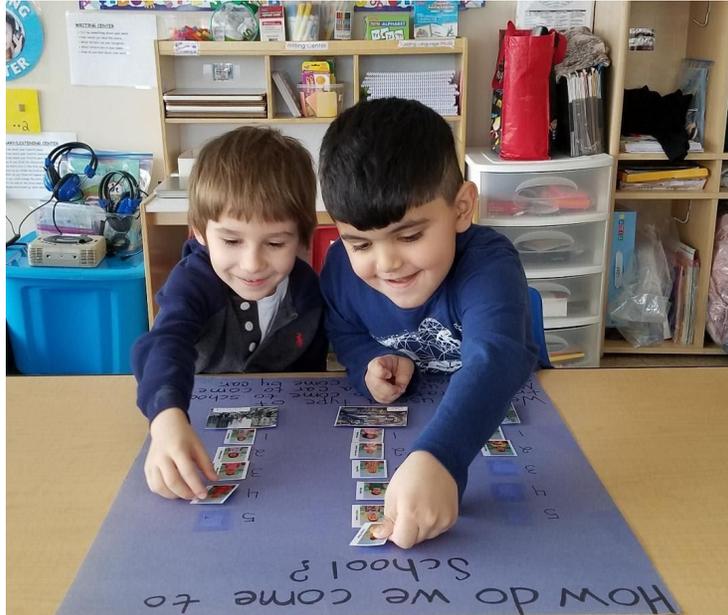
Friday, April 5th

at the [Terrace on the Park](#)



Garden Academic Pages:

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



Pre-K for All students create a poster about how they commute to school.

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.



In Nursery this week, we are learning how to mathematically connect the dots.

by [Carmella Augello-Knopf](#) (Early Childhood Faculty)



Picture captions (clockwise from the top):
Groundhog "pop up" craft...Sofia
Gingerbread sequence...Moises
One to one correspondence...Raquel

Nursery has been learning about sequencing and 'one to one correspondence' in math. They glued the sequence of 'how to make a gingerbread cookie,' from rolling out the dough, to using a cookie cutter, to decorating, to baking them in the oven. We worked on 'one to one correspondence' by having all the children's names written out on a chart. First, they had to count how many letters were in their names, next, they painted a dot for each letter, and finally, they each said the number while the teacher wrote it numerically. The children loved to see which ones had the same number as them, or whose names were longer or shorter.

We also learned about Groundhog Day. We read along to *Wake up, Groundhog!* by Susan Korman, *Groundhog Day* by Betsy Lewin and *Ten Grouchy Groundhogs* by Kathryn Heling and Deborah

Hembrook and sang along to some songs on the smart board. We made a groundhog paper puppet and "Pop Up" groundhog puppet using a toilet paper roll and popsicle stick. The children are excited

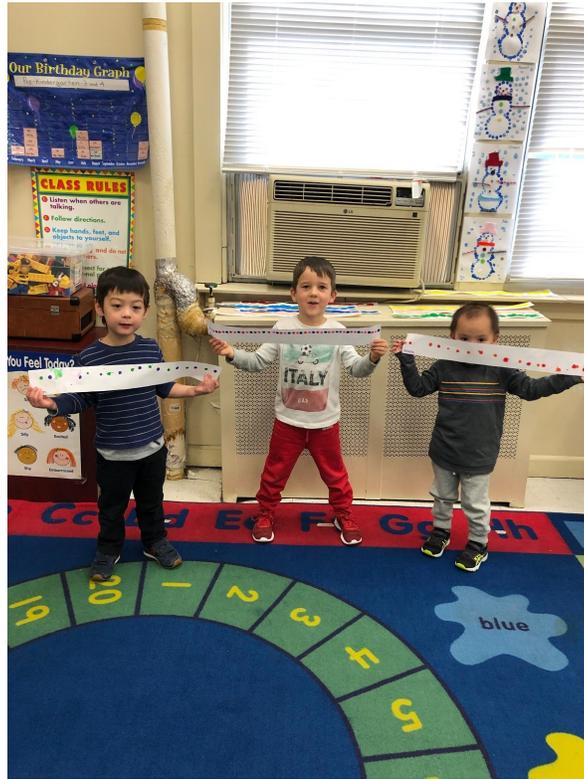
to watch the groundhog on Saturday to see if we will have 6 more weeks of winter or if spring will come early!

Our Pre-K math scholars learn to recognize patterns in numbers.

by [Eileen Reyes](#) (Early Childhood Faculty)



Patterning is a basic math skill upon which many mathematical concepts are based. Basic math skills, such as patterns, help establish a strong foundation for learning more advanced math concepts later. Patterns is the math unit of study in Pre-K right now. Most students can to recognize and describe patterns right now. The goal by the end of the school year is to copy, extend, and create patterns of their own. Practicing patterns can be done at home as well. This can be done using concrete objects, movement, sound/rhythm, colors, shapes, and sizes. *Pattern Fish* by Trudy Harris, *Monster Knows Patterns* by Lori Capote, and *Rosie's Walk* by Pat Hutchins are some of the books that we read.



Pre-K Mathematicians in Action!

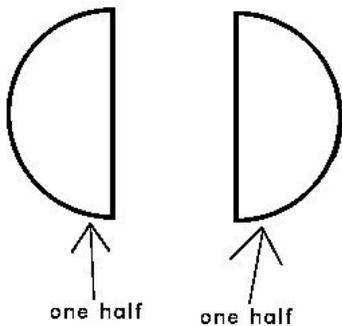
Kindergarteners get real in Math class by relating key terms like “Wholes” and “Halves” to real-life situations

by [Lauren Yandow](#) (Early Childhood Faculty)



©'99, MATHEMATICAL CONCEPTS, inc., Keyport, NJ

half, halves
/hæf/ /hævz/



two halves

This week in Kindergarten, students have learned a number of different math terms and concepts that relate to many real world experiences. These concepts allowed us to make personal connections, apply ourselves through hands on activities, and facilitate meaningful discussions in whole and small groups. We began our week by learning about wholes, and halves, and how we can take one whole, like a pancake, and cut it in half to make two equal parts. Students were able to cut out their own shapes to make whole objects and then fold their shapes in half to make two halves. We practiced using these terms "one half" or "two

halves" and discussed how when we talk about more than one thing we put an 's' on the word, and sometimes the spelling of the word changes as well. Other examples we discussed were knife and knives, and calf and calves. Students labelled the parts of their shapes "whole" and "half". After learning about halves, students

were introduced to the term "fourths", or four equal parts. We reviewed how to split a whole object into two halves, and then students tried cutting objects, such as a cracker and loaf of bread, into fourths on the Smartboard. We practiced saying "one fourth, two fourths, three fourths, four fourths." Students also folded and labelled construction paper into fourths independently. The teacher extended this lesson by challenging the students to fold their paper to make eighths! This unit is a great way for students to make connections to real things they see in their environment as well as build their everyday vocabulary. We look forward to learning more new math concepts including probability next week!

First Graders read a classic, popular folktale in Reading class!

by [Kristen Ahfeld](#) (First Grade Lead Teacher)



The first graders have been having fun exploring the story of 'Stone Soup'. 'Stone Soup' is a popular folktale that has been retold throughout the world in countless ways. It is the story of three hungry strangers that outwit greedy villagers unwilling to share their food. While the moral is the importance of sharing, we incorporated activities that were enjoyable and support

language and literacy skills. As a class we have read several versions of 'Stone Soup' including a French, Asian and Hungarian tale. The students compared and contrasted versions to find similarities and differences. The students built a sound understanding of the text, and we encouraged them to extend their knowledge creatively.

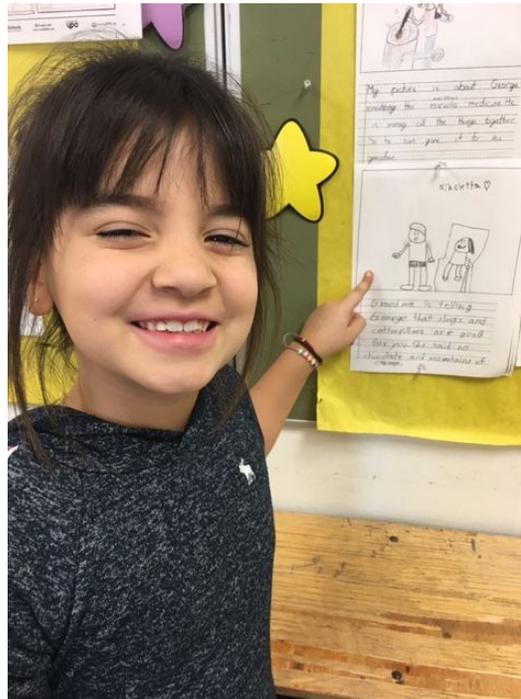
Because Stone soup is a funny kind of soup, the students created their own funny soup recipes. In computer class this week each student typed their own list of ingredient. They enjoyed writing recipes for soups that included, Zombie Soup, Cotton Candy Soup and Tomato and Candy Soup. The students also read the play Stone Soup, taking turns in different roles. Finally, we dramatized the play with props and a big pot in our classroom. It was a fun and pleasurable week despite the bitter cold.

Mae, Nicoletta and the entire Third grade get cranky with Roald Dahl's stories.

by [Rachel Vidal](#) (Third Grade Lead Teachers)

(L) Mae shows her family compared to the Kranky family portraits

(R) Nicolette displays her drawing and write-up about *George's Marvelous Medicine*



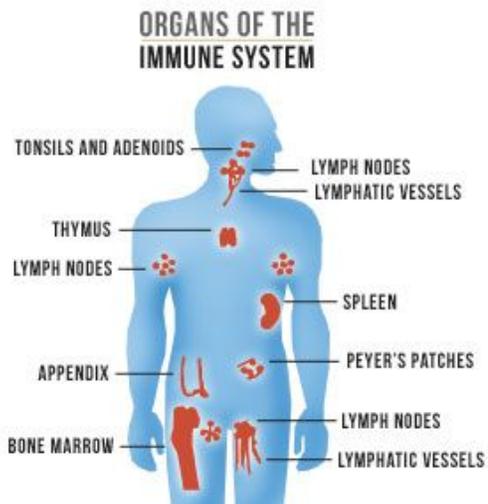
The third graders have been reading Roald Dahl books and have just finished their second Dahl book, George's Marvelous Medicine. The children have greatly enjoyed Dahl's sense of humor and word play. The children learned about alliteration, which Dahl has mastered. The class found examples such as "The cankerous, cranky crocodile..." and

"George added a gloppy, grisly gob..." quite entertaining. The children did a lot of writing associated with their reading. While reading George's Marvelous Medicine, they made predictions about what may happen next. They enjoyed using their imagination this way and had great ideas. Since finishing the book, the third graders have done several activities related to George's Marvelous Medicine. They completed an activity packet focusing on the literary aspects of the book, like identifying the characters, setting, narration, conflict and resolution. They wrote their own fun alliterations and similes. In the story, George makes a "medicine" to cure his grandmother's bad attitude. The kids did an activity where they created their own potion (in writing) to give someone special powers. There were a wide range of "recipes" from a potion to give me super powers to a medicine that induces gas. The children drew family portraits of the Kranky family from George's Marvelous Medicine and their own families, contrasting the differences between the two. The kids enjoyed contemplating how different their own families are from the Krankys. Next, the third graders put on their reporter hats and wrote an interview with George, the main character, as an adult. They asked him a wide range of questions, such as questions about his childhood, what he now does for work and whether or not he regrets creating his marvelous medicine that ultimately made his grandma disappear. Finally, the children wrote alternate endings to the story. Perhaps, grandma does not become so small that she disappears. Their imaginations soared while they rewrote the ending. Kila wrote that the grandmother meets the enormous crocodile from The Enormous Crocodile, connecting the two books. Sebastian wrote that grandma can now fly and leaves Earth to go to outer space. Sky's the limit with this class!

Writing, using their imaginations and making connections strengthens their understanding of what they read. I look forward to what they'll come up with for our next book, [The Chocolate Touch!](#)

The Fourth Grade biologists divide and conquer the human body's complex (yet fascinating) systems.

by [Marlene Dapice](#)

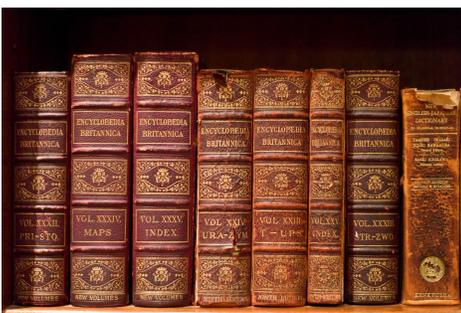


Students completed their exploration of human body systems. The culminating activities centered around the nervous system. Three separate investigations were carried out: responses to touch, reflexes, and reaction time. For the first activity, students were stamped with a grid on the top of their hands, their palms, and forearms. Each division of the grid was systematically touched, first with bristles, then with a metal rod when they were not looking, by their partner. The results were carefully recorded on a corresponding lab sheet and then interpreted. This allowed students to evaluate their sensitivities to light touch and pressure. The second activity tested their blink reflex. The importance of reflexes, such as blinking, was discussed. The final activity tested how quickly they could catch a falling ruler between their thumb and index finger. In

this last exercise, students noticed that the more trials that were done, the better their response time became. Our next unit will involve an investigation of weather.

Fifth and Sixth Graders Dig Research on Britannica School

by [Greig Roselli](#) (Research Instructor)



So you don't have to dust off those old copies of Encyclopedia Britannica. In the State of New York, residents with a computer and access to the Internet can get their hands on of [Britannica School online](#). In our weekly and bi-weekly Research classes, kids have accessed the site through [NOVELNY](#) (New York Online Electronic Library). After creating individual accounts, we explored the online database's many features - including full text articles, images, and fun, engaging videos. It is expert content right at our fingertips - and students can research by adding materials to a digital folder. Look out world! Life-long learners are out and about.

The Sixth Graders propel themselves forward mouse-trap racecar style

by [John Hale](#) (Science Faculty)



For the past few weeks the 6th grade science class has been investigating the principles of force and motion. This culminated with their designing and building of Mousetrap Race-cars. All the students were to design, build, and test their cars, powered by the spring of a mousetrap at least 10 feet. Now they will start their understanding of Machines and how we use them in our everyday life. They will learn about the six simple machines and how to combine them to make compound machines.

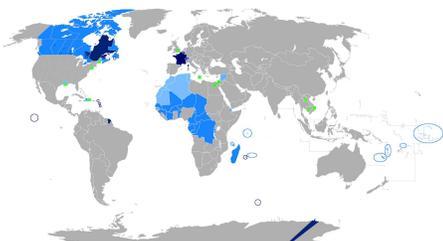
The Seventh graders learn how to speak about their nation, country, and city in French class

by [Gabriel Gomis](#)



French 7 delved into the nationalities, the countries, and the cities. They can now determine people's nationalities by identifying the city they live in. We also reviewed the interrogative questions using either the inversion or the expression

"est-ce que".



Francophone countries and regions in the world.

The Eighth Graders dine-out in class and style while at the same time fine tuning their Spanish-language skills

by Agustín Melara (Chair, World Languages Department) and Kelly Yang (World Languages)



Having recently completed a unit on food, students in our Eighth grade Spanish class had an opportunity to use their newly-acquired vocabulary in a real-life situation when they ordered fajitas, churrascos, chimichangas, and enchiladas at “El Coyote”, a Mexican-style restaurant located in Jackson Heights. The atmosphere was jovial and festive, as lively mariachi music played in the background.



Additionally, the Seventh and Eighth grade Mandarin students dined at a dim sum restaurant and learned some Cantonese words.



新年快乐

Happy new year!

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

Did you know the Lunar New Year is fifteen days celebration?

In our middle school Mandarin classes we are celebrating the lunar New Year coming up on february 5th. We have done some decorating the school this week. Kids created colorful lantern, red cherry blossoms paintings, wrote festive sayings in mandarin. I was so excited that ryan h's mother ms. hong so graciously gave out her time to teach a chinese calligraphy lesson to our classes. Because of the skills they learned with ms. hong, we have beautified they school with their messages wishing luck to everyone in our community.

Celebrating the Lunar New year is so important for Garden School because many of our families with



their roots in china, nepal, thailand, korea, philippine and other asia countries mark this special day. We invite you to visit our classroom to see students' work and learn more about this special season.



Mr. Battaglia and Mrs. Huang (Ryan's mom!) pose with the Mandarin class





The Eighth graders make festive signs for the Lunar New Year

Ninth and Tenth Graders learn a game that originates from Ancient Greece and Egypt.

[Flance Dervishi](#) (Physical Education Department)

In PE class we are in a very competitive Badminton unit. A little history: Badminton was invented long ago; a form of sport played in ancient Greece and Egypt, The game was called "POONA" in India during the 18th Century, and British Army Officers stationed there took the Indian version back to England in the 1860's and named it Badminton. The game is pretty simple: two players hit a feathered Birdie back and forth with rackets. Everyone seems to get very competitive over badminton in class, we even have a singles playoff bracket just like the NCAA tournament to crown champions this week; every single game was very competitive and exciting. Next week we will do doubles tournament. Looking forward to it.

AP US History: A GOLDEN OPPORTUNITY WASTED: THE RECONSTRUCTION ERA

by [Richard Kruceck](#) (History Faculty)

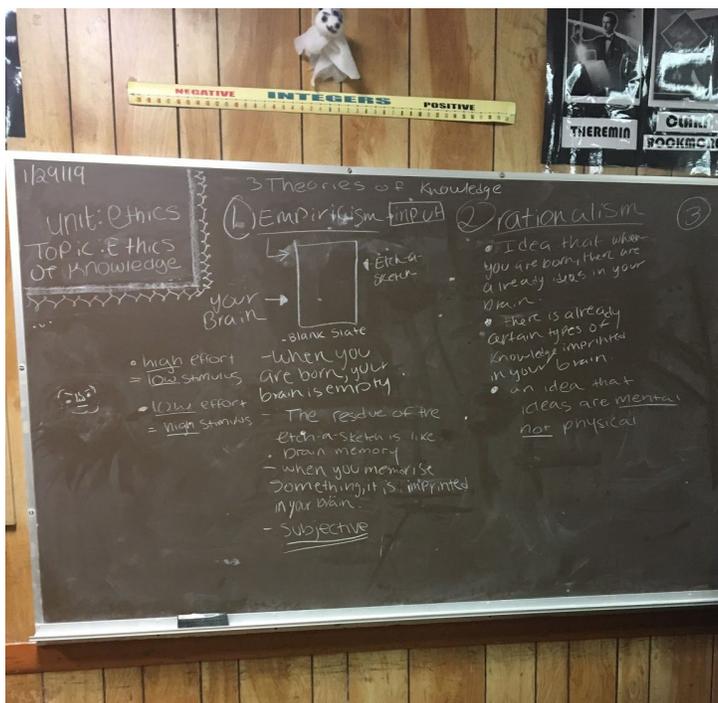
The students have just completed the Reconstruction Era. It wasn't easy to talk about this period; it never is. The federal government had the opportunity to right the wrongs of our history and give 4 million ex-slaves protection and guidance - in short, a way to become part of daily American public life. Instead, through wayward Supreme Court decisions, bigotry and state-sanctioned oppression, this golden opportunity was lost forever, and those 4 million people - and their current descendants - were/are subjected to brutality and disfranchisement. The fight continues.

Senior Economics class: OUT OF THIN AIR: THE FEDERAL RESERVE SYSTEM

by [Richard Kruceck](#) (History Faculty)

The students are in the midst of learning about the founding and inner workings of the Federal Reserve System. The kids were stunned to find out that their nation's primary banking system is, in reality, an independent body created by those who controlled our nation's capital at the close of the era of the "Robber Barons." Today, thanks to fiat currency, the kids were stunned to learn that the money in their wallets was created out of thin air. They now are learning to trace the inflationary effects of an infusion of currency into the nation's banking system. The wonders never cease.

Extra! Extra! Can you figure out what we're discussing in our Eighth grade Ethics class based on this snapshot? Tell us [here](#).



February 2019



January yy							March yy						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
							31						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	1	2
3	4 Spirit Monday	5 Upper Division Parent/Teacher Conference	6 Open House For Prospective Parents @ 9am	7	8 PTA Deadline To Order Sweatpants	9
10	11 Spirit Monday PTA Deadline To Order Gift Bags for Vday!!	12	13 Open House For Prospective Parents @ 9am	14 Valentine's Day	15 International Trip Leaves	16
17	18 February Break SCHOOL CLOSED	19 February Break SCHOOL CLOSED	20 February Break SCHOOL CLOSED	21 February Break SCHOOL CLOSED	22 February Break SCHOOL CLOSED	23
24	25 Spirit Monday CLASSES RESUME	26	27 Open House For Prospective Parents @ 9am	28 Bully The Bully	1	2
3	4	Notes				



GARDEN GALA

2019

- *Blue Diamond Ball* -

Anything From Denim To Diamonds

Honoring

- RICHARD GRUSKY -

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

- ROBERTA "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

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.



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 Roberta "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 \$120.00
- 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.



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.