

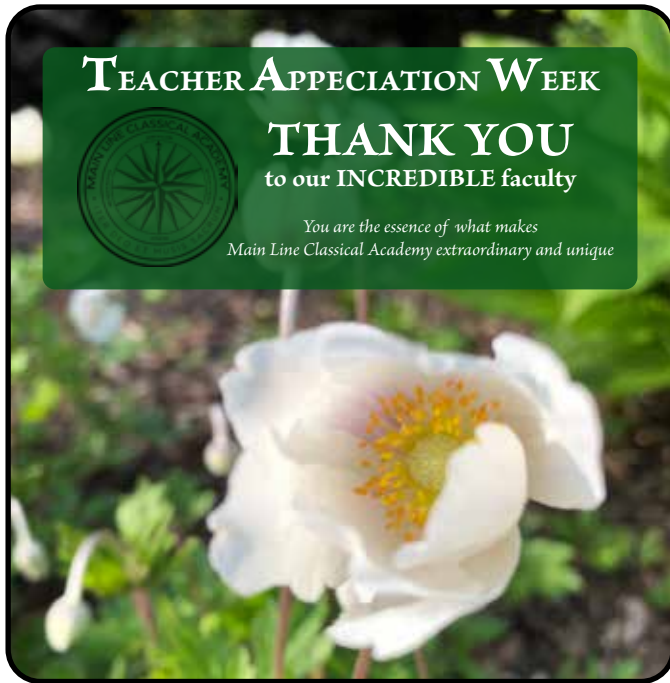


Weekly Connections #6

MLCA@HOME

Celebrating!

MLCA FACULTY



MR. PORTIER, from Noah Posner (Grade 6)

"Mr. Portier is an exciting and passionate teacher. I enjoyed reading both "20,000 Lieues Sous La Mer" and "Germinal" with him leading great classroom discussions - Merci!"

DR. SHPILMAN from Ediz Gotkas (Kindergarten)

"She is a great teacher because she is asking easy math questions and her math games are fun!"

MR. DARER from June Winfield (Grade 1)

"I really like science and I have fun doing experiments. He also almost always answers my questions about space."

MME. NSELEL from Nadiya Posner (Grade 2)

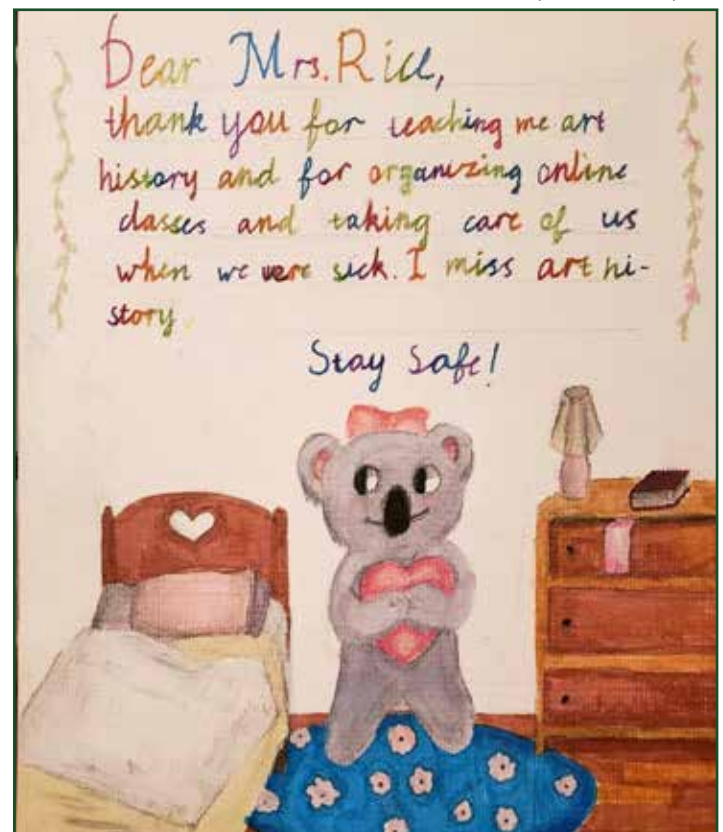
"I like playing all the fun games during enrich-

ment and Mme. Nselel. She is gracious, warm-hearted and compassionate."

MRS. BUTTERWORTH from Catherine Zafiriou (Grade 3)

"Thank you so much for being my piano teacher! I learn a lot and I really appreciate all of the time you spend with me. You really help me with remembering all the right fingers and the right notes and help me read the notes and know them better. I like your Russian accent, and your jokes. I just like being with you. You're one of my favorite teachers in the school; I am so glad you are my piano teacher."

MRS. RICE from Newsa Butterworth (Grade 5)



Mr. TAVANI from Tiago Ferreira (Grade 4)

"Mr. Tavani is a great teacher because he makes learning fun (and funny) in an interactive way. Some of my favorite lessons were the story of Adam & Eve, David's sin, and Jesus in the temple. Mr. Tavani made these lessons very memorable, partly because he acted out the characters in comical ways.

He also designs elaborate and fun projects for students to role play. For example, in the project about how the Bible was made (by many people over many years), we got to experience the process of hearing a story, retelling it in our own way, and then comparing those different versions of the same story to pick the one that was closest to the original. This project spanned several days and was full of clues we got to discover and think about. Mr. Tavani is a great teacher!"

Ms. Woo from Ella d'Herve (Grade 1)

"Thank you for teaching us Christian Study. You are really nice. You always had fun projects or something delicious to eat. There was always something to look forward to in your class. Thank you also for letting me be a sheep in the Nativity play. I loved being a sheep. It was so fun. I hope that you have great days at home."

Mrs. HARPER from Anne Martindale (Grade 4)

"I learn a lot from Mrs. Harper, and I don't doubt anything she says. She also gives us the perfect balance of discipline and freedom that makes our classes enjoyable, but not a zoo."

Mrs. TER-SAAKOV from Nicky Zafiriou (Grade 6)

"You are very good at communicating the material and you are patient when we are stuck. During quarantine when a problem is challenging, it is comforting to know that you are always there for us. I am grateful that you work so hard to teach all of us. In fact, I would love it if you taught me math all the way through 12th grade! We are lucky to have you!"

Mrs. SKVORTSOVA from Marshall Zafiriou (Grade 6)

"Mrs. Skvortsova is an excellent programming teacher and I always look forward to her class-

es. I appreciate all she does for us. I really like programming and I never would have known that if she hadn't been my teacher. Right now we are studying lists and she is making all sorts of fun projects that are exciting to complete. For example she made a project that converts text into the "leet" language which replaces "e" with "3", "t" with "7" and so on. She always thoroughly explains the material so that everyone can understand the concepts and makes class fun!"

Mr. McCORMICK from Hugh Nicholson (Grade 7)

"There are so many things that make him a good teacher. I'd say his method of teaching is straightforward and comprehensive thus he is a very good art teacher"

Mr. BARR from Keelen Cooke (Grade 1)

"Thank you, Mr. Barr, for watching us on the playground and for helping us to not go in a slippery place with caution tape."

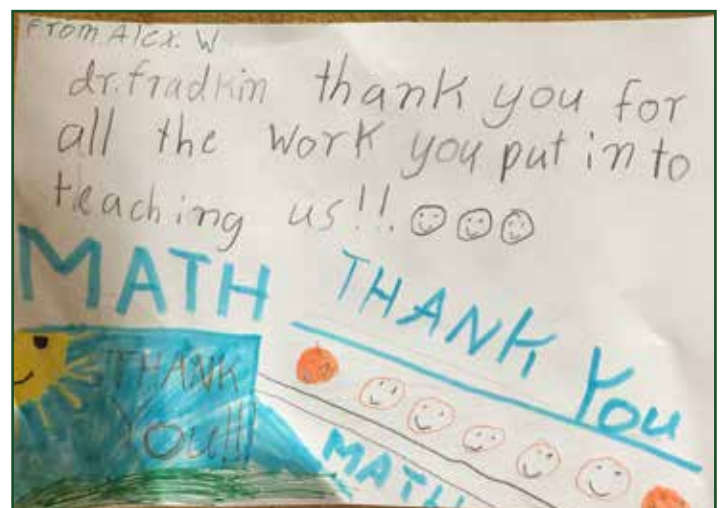
Mr. QUINODOZ from Elijah Mencin (Grade 2)

"Thank you for always being there for us, Mr. Quinodoz. I think you are really nice!"

Mr. WYNNE from Malcolm Weinstein (Grade 5)

"Mr. Wynne you are such a great teacher. I feel so much more confident about Latin. Thank you for taking extra time to help me."

Dr. FRADKIN from Alex Weinstein (Grade 2)



MME. TENNENBAUM from Asha Ponnuru (Grade 1)

and Vikram Ponnuru (Grade 3)

"I loved doing lessons with you. You are a Frenchtastic teacher!"

MRS. VOZNIA from Olivia (Grade 1)

"Thank you for teaching us music. I love that you always give us time to correct our mistakes and to do our best with our pieces. You are very nice."

MME. D'HERVE from Claire Farwell (Grade 1)

"Mme. D'Herve makes French fun. I life writing in French and I like learning new French songs."

DR. SIGELMAN from Ronan Meyers (Grade 7)

"Dr. Sigelman is one of my favorite teachers at MLCA because of her methods of teaching and the subjects she presents. She always keeps the class interesting by coming up with new ways to extend or demonstrate our knowledge, such as songs to memorize or competitions to quickly translate Latin. Currently, we are translating Catullus 2, a love poem composed over a thousand years ago. Due to recent events, school has been moved online, forcing teachers to find new techniques. Dr. Sigelman's Zoom classes are always fun and engaging, for example, getting us to recite Latin while blindfolded!"

MR. GORMLEY from Ari Shpilman (Grade 5)

"Mr. Gormley taught me to love history. Before him I barely knew what history was. Now History is one of my favorite subjects. Thank you Mr. Gormley!"

MRS. GUTMAN from Ari Shpilman (Grade 5)

"Ms. Tal has taught me all the Hebrew I know. Thanks to her, I get to go to Israel for my Bar Mitzvah, because my parents said if I could learn enough Hebrew to communicate in Israel, I could go. Thank you, Ms. Tal!"

MR. WALTER from Ben Shpilman (Grade 3)

"Mr. Walter taught me to love Shakespeare. He taught me a lot of new words, and that helped me read books. I love learning poetry and reciting it for poetry night. Thank you, Mr. Walter!"

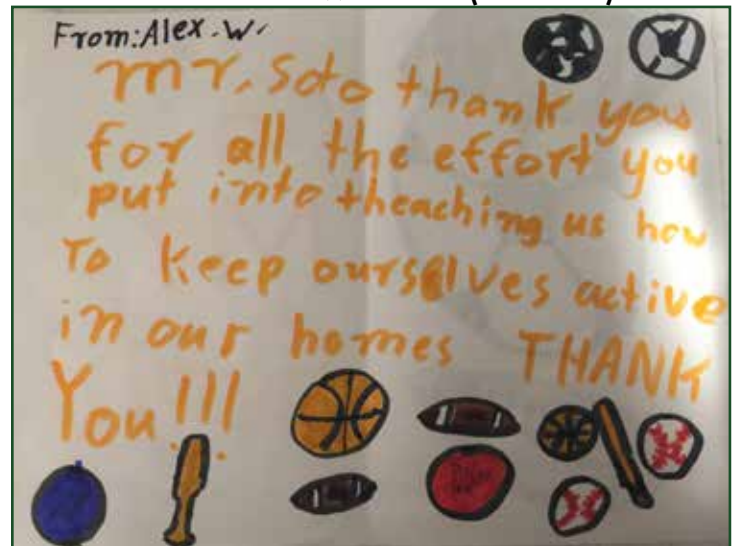
MRS. RICE from Zoe Fradkin (Grade 2)

"Mrs. Rice is always nice and kind to me when I come to the office. She made me feel better when I was hurt or in pain."

MRS. SHPILMAN from Katie Fradkin (Grade 6)

"Mrs. Shpilman is a great piano teacher. Her suggestions on improving a piece always work. She takes a lot of time and effort to make me the best performer I can be."

MR. SOTO from Alex Weinstein (Grade 2)



MR. MARTINDALE from Hugh Nicholson and Noah Posner (Grade 7/6)

"Mr. Martindale has a wonderful sense of humor. He is also very knowledgeable about the subject matter. "Don't worry, Be Happy!" was a great way to end on Friday afternoons. Thank you!"

MR. PORTNOY from Matteo Posner (Grade 4)

"Thank you Mr Portnoy for sharing what you know about paintings from the Barnes Foundation. It was interesting and fun to hear about the Impressionist paintings. I could tell from your enthusiasm that you really love art!"

MR. RUELENS from Nicholas Zafiriou (Grade 6)

"Mr. Geert is a great teacher and always gives me all the information I need each week -and more -to have a successful practice. He is very patient when I make mistakes and he gives good advice. I am very glad to have such a capable pianist to teach me the art of piano."



Evelyn channeling Monet's 1872 "Springtime" and Rachel posing as the "Russian Girl" by Pietro Rotari

PHOTO CHALLENGE
Send us more...
We love what you have created so far!



Ronan restaged "Marc Anthony's Oration at Caesar's Funeral" by George Edward Robertson with the help of willing family members



WEEKLY JOURNAL ENTRY BY VOLUNTEER PARENTS

CRAIG CARPENTER
ON COMMUNITY:
LIFE UNDER COVID-19 QUARANTINE

Thursday, 5/7/2020



While the government's stay-at-home orders have forced my family and me into a certain form of isolation from others, I have been thinking a lot about community with others. These are not always uplifting reflections. I wish that I could tell you that they end with a tale of unqualified triumph. Mine do not or have not yet. Communities are vulnerable. Through recognizing their vulnerability, I have, however, glimpsed something more precisely of their value.

When I say community, I do not mean only various social circles to which I belong, although I do have those things in mind. Community is importantly tethered to place. We often lose sight of this fact, substituting instead a more amorphous and ethereal notion of community as any social link, which, especially in the era of Zoom ascendancy, seeks to transcend place. Internet technology admittedly has played a remarkable role in helping us to bypass limitations to engaging in activities in their regular locations. This is significant not only because such technology has allowed considerable pedagogical continuity for our little ones. The increased use of technology has also importantly highlighted its own limitations in a way that might not otherwise have come to light without social distancing.

For us, MLCA became a community because of our physical interaction together at 455 S. Roberts Road, or at venues with different brick-and-mortar addresses for musical or poetry evenings, or at our homes for social gatherings, or playdates at sites for our children. If our community has persevered during this time of isolation, it is as an impaired community, one awaiting the restored wholeness that physical proximity, location, and contact provide. We sense that without shared location the community is not as it should be.

To be sure, we do persevere: we care for each other despite the physical separation and, frankly, because of it. We send meals, for instance,

(albeit delivered by a third party, not ourselves) to families besieged by illness, the joyful demands of new life, chaotic schedules, and other hardships, precisely because it is something that we can do, and perhaps, more accurately, because it is some thing. Well-meant wishes do not feed people hungry for the care of their community in quite the same way that steaming food you can swallow does. The latter kind of care is tangible. In this period of physical distance from others, I have in a tangible way become more aware of the imperfection of intangibility. And this reinforces for me the basic indispensability of physicality to both the concept and outworking of community.

We, as humans, not only desire but need physical connection, connection made by spatial closeness and not the spaceless cloud. If I have become less apoplectic when I now hear the term "social distancing," it is only because I realize how the term serves to underscore implicitly this truth: so much of what we count as real social interaction occurs in relational and spatial proximity to others. What is fundamentally social does not occur at a distance, and when we distance we sacrifice something centrally social.

Community, too, is bound up with shared space and place. This is one reason that I get a twisted jumble of sadness, anger, lament, and feelings of helplessness when I think of the many businesses within walking distance that may not survive the pandemic. There is, of course, the worry that Evelyn's ballet studio may not make it. I fret that both the business and the relationships she formed there, nourished by the shared activity in that particular physical studio, will cease to breathe, ironically, because of the economic cessation imposed to thwart the transmission of

*I have a volunteer for the next issue! Please send one for the following week: **DEADLINE MAY 21ST***

a virus that affects the respiratory system. What will become of the dancers giggling in line less than 6 feet apart, awaiting their next grands jetés? Physical interaction with others is the life force of ballet studios, just as it is for humans and communities. Why else would an eight-year-old girl who previously loved ballet prefer to ride her bicycle outside with a neighbor and skip ballet class when it is on Zoom? The worry, however, goes beyond the fate of this particular ballet studio.

I worry whether this heightened sensitivity to mutual caring, which (to judge by weekly "Some Good News" episodes) so many people in so many places seem to have displayed for the people around them, will survive the pandemic, too. When there is a high-profile tsunami, earthquake, or hurricane, often people far away give generously, and people in the affected places rally around each other with vague-nerve-wrenching acts of heroism, kindness, and sacrifice, only to revert when things settle down to pre-crisis, self-focused standard operating procedure. That is, people go back to "normal." What if that normal is abnormal, and the lessons of community that I am learning in quarantine are what should be normal?

As much as we now rely on cloud computing, telecommuting, and virtual classrooms, silicon-based life has not yet replaced physical, interactive, carbon-based life as the core of a community, which is to say an interwoven membership of caring people who share the same space and who mutually depend on, and contribute to, the same economy and ecosystem. It is our instinct that this sort of tangible life is as essential as it gets that also, in those early days in March, made us so fearful. We know that this kind of community is precious. We also know that it is vulnerable.

The other week it occurred to me that the fear of a foreign, mysterious, highly contagious, unpredictably fatal sickness that could rip apart families, disrupt entire ways of life, threaten the integrity of a vital economy and ecosystem, and literally dis-place civilizations is precisely what the Native Americans must have felt when just this happened to them. I stopped what I was doing and viewed with new eyes the fragility of their community. It was one of those rare moments of empathetic epiphany.

I also imagined touching scenes of humane caring for the sick and for the healthy alike. These are scenes that could only characterize a people who knew, much better than we moderns often tend to practice, the simple yet profound and vivifying power of community, of membership, of belonging, of people living together with shared aims in a shared place. Will the sort of revitalized awareness of, and commitment to, community that I have described be an undocumented casualty of COVID-19 when things go back to "normal"? I wonder. I worry.

WE HOPE YOU ENJOY THIS WEEK'S SUBMISSIONS
**PARENTS: CALL FOR JOURNAL
ENTRIES ABOUT YOUR LIFE
UNDER QUARANTINE**
**#StillLearningGreatThings
thanks to MLCA**
Send your anecdotes/pictures/videos
by tuesdays:
admissions@mainlineclassical.org

Mme Nselel contributes to the "Photo Challenge" with a Cézanne





WHAT ARE YOU DOING TO SURVIVE THIS TIME OF QUARANTINE?

FAMILY TIME

The Fedorovs enjoy time in the kitchen, Isabella's family crafts, hugs and plays board games. Brothers help make family dinner and Anne is forever climbing a tree (in fancy dress this time)!



BIRTHDAYS

A VERY **HAPPY BIRTHDAY** to **AGNES SIGELMAN**, MAY 8th!



The Mencins took a family walk at Okehocking Preserve, Isabella concots come sort of woodland feast, Ronan enjoys a backyard nature walk, Rachel bikes aroundoberving the May

