

8th GRADE GRADUATION SPEECH 2012

Welcome friends, families, colleagues and all you shiny, beautiful people behind me. I'm honored to stand here tonight to say a few words about this impressive bunch. Putting pen to paper doesn't come naturally to me, but as the 8th graduating class of 2012 knows, telling a story does. Don't worry guys, I won't recount the tales about the trailer, the Indian cook, mean Josephine, monkeys chasing me down a mountain, the dishonest high school boyfriend or even the romantic tale of how I met my husband – (popular with girls and boys alike!).

I was brought up on the oral tradition of storytelling, listening to my grandfather, father and mother relay tales from their childhoods – some funny, some horrifying, some slightly inappropriate - but always worth listening to. What's important about telling and hearing a story, I think, is that it un.masks us in a way and defines us as human beings. Sharing a story about ourselves helps us understand who we are and helps those listening navigate their own lives as well. Sharing a story teaches it's okay to let people in, to be generous, to show our imperfect selves. And as listeners, we relish a story - it's magic that draws us in – hearing about the good, the bad, the funny, the devastating – the things that make us all human. Why else does Jack Pates lean in to hear every word I'm saying as I reveal the trials and tribulations of my childhood? Why else does an entire gaggle of middle schoolers gather around Mark Drexel at the mention of his Ax story? It may just be a fascination with finding out the dirt on teachers, but as someone who has made a life dramatizing stories on stage, I know it's more than that...

So, here's a story...once upon a time, when I was pretty darned old, I had the daunting task of writing a graduation speech. I took some notes, I tossed and turned several nights imagining expounding on Shakespeare or Sondheim (as a good Drama teacher should do). I thought about your connections to each other, to me and to everyone at Tandem. I thought about why I teach drama and what YOU'VE taught ME and your other teachers by creating and living your own interesting stories...

You've certainly taught us about drama...after all, this is middle school, where drama runs rampant like a baby monkey riding backwards on a pig (footnote – Youtube video – thank you Emma Kane!). But seriously, you've taught us more than you can know and the proof is in "The tale WITHIN the tale." (This where I tell tales on you!)

Once upon a time there was a group of 8th graders with separate stories who all came together to make one giant story:

We'll begin with the story of creative Coley who did not let the NO SKATEBOARDING sign in Washington Square Park deter him from following his passion in NY ...not to mention the charisma it took to convince me to buy a do-rag for his pineapple, which many of us devoured on the train ride home (the pineapple – not the do-rag.)

There's the story of warm-hearted William with his didgeridoo in NYC – and his big moment of glory as an audience participant during *Godspell* on Broadway. His story is

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C Cleary



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American Jewry and the Re-Invention of the East European Jewish Past Markus Krah, 2017-11-20 The postwar decades were not the golden era in which American Jews easily partook in the religious revival liberal consensus and suburban middle class comfort Rather it was a period marked by restlessness and insecurity born of the shock about the Holocaust and of the unprecedented opportunities in American society American Jews responded to loss and opportunity by obsessively engaging with the East European past The proliferation of religious texts on traditional spirituality translations of Yiddish literature historical essays photographs and documents of shtetl culture theatrical and musical events culminating in the Broadway musical *Fiddler on the Roof* illustrate the grip of this past on post 1945 American Jews This study shows how American Jews reimagined their East European past to make it usable for their American present By rewriting their East European history they created a repertoire of images stories and ideas that have shaped American Jewry to this day *The Jewish Daily Bulletin Index* ,1926 **Jewish Daily Bulletin Index** ,1926 Northern California Jewish Bulletin ,1986-04 **Cleveland Plain Dealer Index** United States. Work Projects Administration (Ohio),1939 Shul with a Pool David Kaufman,1999 The evolution of an American institution that reflects the unique tension between Judaism and Jewishness **Hebrew Union College Monthly** ,1923 *Private Secondary Schools: Traditional Day and Boarding Schools* Peterson's,2011-05-01 Peterson's Private Secondary Schools Traditional Day and Boarding Schools is everything parents need to find the right day or boarding private secondary school for their child Readers will find hundreds of school profiles plus links to informative two page in depth descriptions written by some of the schools Helpful information includes the school's area of specialization setting affiliation accreditation subjects offered special academic programs tuition financial aid student profile faculty academic programs student life admission information contacts and much more **The Hebrew Theologian** ,1924 American Jewish Biographies Murray Polner,1982

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