

ODYSSEY CHARTER NEWS

March 2014



**Spring forward is
Sunday March 9!**

**Set your
clock 1
hour
ahead.**



**Headmaster Dr. Nick Manolakos
Assistant Headmaster Ms. Jackie Pastis
Assistant Headmaster Mrs. Denise Parks**

[Important Dates]

3/13-3/14 Parent conferences, early dismissal 11:45 Upper and 12:00 Lower

3/20 2nd grade field trip, Dupont Theatre

Sunday 3/23 Greek War of Independence Parade in Philadelphia

3/25 Greek Independence Day

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Counselor's Corner

Students in Kindergarten through 2nd grade will be starting their lessons on bullying. The classes will explore the importance of being a responsible bystander and why they should tell an adult if they witness bullying. We will discuss how each person is "different" and why that should be praised. While discussing these topics, the children will also be able to identify their talents, and qualities about their appearance, that make them unique and special.

Classroom guidance lessons for March are finishing up on Bullying lessons in 3rd and 4th grades and 5th grades. Third grade will concentrate on the 3 c's of coping, consequences and cooperation. Fourth grade will learn about peer pressure and fifth grade will learn about stereotyping. Look for your child's guidance activity sheets that come home after each lesson and ask them what they are learning about. Thank you for trusting your children to us. It is a privilege to work with them each day.

Miss Nannas

Mrs. Berrick





February was Dental Awareness Month

Many students at Odyssey were able to visit with Toothy and Ms. Wahl from Wahl Family Dentistry to hear all about taking care of our teeth.

For those that missed it, here is some of the great information about keeping teeth healthy:



Brush 2 Minutes + Twice a Day = No Tooth Decay

Many people brush for less than 30 seconds, but this is not long enough to remove all the plaque and prevent cavities. Children and adults should spend 2 minutes brushing their teeth at least twice a day followed by Flossing.

Why Kids Need to Brush Their Teeth for 2 Minutes

A tooth has 5 surfaces: front, back, bottom, and 2 sides. A toothbrush will only clean 3 of the 5 surfaces: front, back, and bottom. Floss cleans the 2 remaining sides. To do a good job it should take children at least 2 minutes to brush their 20 baby or primary teeth. That's only 2 seconds per surface!



Classroom Highlights



First Grade

First grade would like to welcome Ms. Kelly Donaldson to the team! Ms. Donaldson was a student teacher in Mrs. Burridge's room earlier in the school year where she proved to be very talented and enthusiastic. She is taking over for Ms. Arnao and we know that she'll do a fantastic job with her awesome group of kids! We also wish Ms. Arnao the best of luck in her new endeavors!

First grade has been very busy! Even though we missed quite a few days due to snow, we were able to finish up our multiplication and division units in math. Come March, we will begin learning about standard and non-standard measurement. We are also finishing with our science unit, Solids and Liquids. As a culminating activity, we'll be visiting the Delaware Aerospace Education Foundation in Smyrna.

There are many fun things going on! We just recently celebrated our 100th Day of School! The first graders dressed up like 100-year-olds and participated in tons of fun hundred-themed activities. The first week of March will be our Seuss week, where we'll celebrate Dr. Seuss' birthday and learn about his treasured book collection.

We're looking forward to meeting with all of our families at parent-teacher conference time in March. We can't wait to show their amazing progress with you!

Second Grade

The second graders went on a wonderful field trip to Alpine and Rafetto Orthodontics office. They learned how to thoroughly take care of their teeth to avoid cavities. They also learned how orthodontists use special appliances and braces to straighten teeth. We are very thankful to Alpine and Rafetto for giving us the opportunity to visit their office. Now, we are looking forward to our second field trip. On March 20th the second graders will be visiting DuPont Theater to see Henry and Mudge.

In Language Arts, the second graders will be working on *Theme 4: Amazing Animals* in our Houghton Mifflin reading series. They will be reading stories about various animals to strengthen their reading skills. These skills include drawing conclusions, using context clues, making inferences, and questioning. The first story in the theme is called Officer Buckle and Gloria. They will also be reading a variety of Chapter Books in small reading groups.

The OCS second graders are finishing up Place Value, and they will begin working with Data and Graphing in Math. They will be able to read and interpret pictographs, bar graphs, and line graphs. Also, they will use the information given in a graph to solve problems involving addition and subtraction.

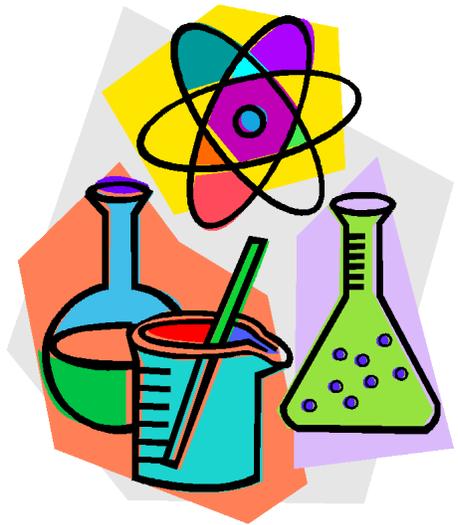
In Science, the students will be constructing different types of bridges using the materials from our science kit (Bridges). They will also be identifying the different forces that push and pull on structures. The students will be able to use the engineering process to decide on the best solutions to keep structures stable and strong.

The second grade team looks forward to meeting with you at conferences on March 13th and March 14th.

Third Grade

Third graders LOVE learning !

In Language Arts, students learned how to describe characters, that is...their character traits vs how characters are feeling. We finished a unit on how to “dig through a dictionary” to uncover multiple meanings of certain words. Students also went on to learn about other resources we use, such as the thesaurus (Greek word!), the almanac and the encyclopedia (Greek word!)



After we finished our unit on “Time”, we delved into Geometry (Greek word!) and learned how to calculate area, perimeter and volume. We are finishing this unit by studying rectilinear area and using the distributive property. (Don’t remember ever learning all that? Ask your child!)

Our writers this month finished their own biography booklet on a person of their choice! Also, we are beginning to learn about prefixes and suffixes and how to use comparative and superlative adjectives to make our writing better.

In science, we became geologists (Greek word!) as we learned about Earth Materials. We know the difference between a rock and a mineral. We observed their properties and conducted several tests. We studied “mock” rocks to see if they contain minerals. We broke apart our rocks and observed them in water. We poured out the liquid, let it evaporate and discovered crystals! We even tested for calcite, the most abundant material in rocks.

As this month comes to an end, so is our second marking period. The third grade teachers would like students to continue practicing their multiplication facts every night and for parents to initial the log. See you at your child’s conference!



Fifth Grade

5th grade field trip to Delaware History Museum in March. Attending a program called *Brother Against Brother: The Civil War in Delaware*. This program challenge our students to understand how soldiers and civilians made tough decisions to change or preserve their country and state during the Civil War.

Another program we will be attending is, *Delaware and the Underground Railroad*.

In this program the students will learn about freedom seekers and the brave men and women, both enslaved and free, who made this region one of the most successful routes to freedom in the years before the Civil War.

Biography Research Unit begins in March. Students will learn about important people who have had a positive effect on society and the world. The people that we will be researching have made a historical significance. We will be following the 5th grade writing standards for research and write a five paragraph essay.

In Science we will begin studying Motion & Design. Students learn that a force is any push or pull on an object and that an unbalanced force is needed to make an object start to move, stop moving, or change direction. They will explore forces such as friction and air resistance. They investigate energy using the simples of devices – a rubber band. They will also gain knowledge in building design requirements, test their vehicles and modify their design plans.

Delaware Art Museum. Mrs. Ciriaco is taking the whole 5th grade class to the Delaware Art Museum in March to learn about Delaware artists, Howard Pyle and N.C. Wyeth. They will see what their illustrations and paintings are all about and how important they are to Delaware.

In math we begin Multiplying and Dividing Fractions!

Charter Challenge



On Saturday, March 8, a group of eight Sixth Graders will be competing in the Charter Challenge at Wilmington Charter School. They will be competing against other sixth grade charter school teams across New Castle County in a question/answer setting similar to Jeopardy! Since January, they have been diligently practicing the skills that they will need at the competition. They will be joined by their coaches, Fourth Grade teacher Miss Cimini and Sixth Grade teacher Mr. Corcoran. We wish them luck in the competition and know that they will make us proud!

Joanna Crisomia
Unaiza Masood
Noah Etienne
Talib Wright
Shayur Rajan Naidoo
Jessica Weyl
Shrujan Patel
Danielle Weyl



Middle School Highlights

On Friday, February 21, the 6th grade students brought out their inner “beatnik” in their ELA classes. Complete with dark colored shirts, hats, and sunglasses, the students participated in a 1960s style Coffee House. While enjoying hot chocolate and cookies, the 6th graders each took their turns sharing some of their favorite poems, both “famous” poems and student-written. Some of the children even had musical accompaniment from the help of bongo drums played by their classmate. Our Coffee House was a wonderful way to conclude our poetry unit in 6th grade ELA.



Art Class

<http://odysseyartroom.blogspot.com/>

Lower School Art

For the 100th day of school, Kindergarteners made hilarious self-portraits of what they might look like at 100 years old! They used torn paper for wrinkled skin, pollyfill for white hair, pipe cleaners for glasses, beads for jewelry and wallpaper samples for neckties!



First graders are beginning a study of European Modern artist Henri Matisse. Matisse is most famous for his paper cutout collages, which he called "drawing with scissors." He was known as "The King of Color."

Second graders are working on urban street art projects inspired by New York artist Jean Michel Basquiat. We are making cityscapes with water colored paper and incorporating the trademark symbols of Basquiat's work: crossed out words, crowns, bats, and halos.

Charter School Art Show

On February 28th we had our first Charter School Art Show at Newark Charter High School. This event turned out to be an amazing night for both the art teachers in the state and the students. We had many parents and students stop in to see the art, and many were very impressed. The art teachers were so happy about this event that we have already started brainstorming ideas for next year!



Lower School Music Class

In February and March, students have been studying jazz music. Each grade has been learning about an important person in jazz music and how they influenced future musicians.

Kindergarten has been charmed by the music and spirit of Louis Armstrong, just like the rest of the world was. We read about his tough childhood in the book, *If I Only Had a Horn: Young Louis Armstrong*, and talked about how he was able to overcome his situation through determination and a love of music. Kindergarten loves his unique voice and the beautiful sounds he played on the trumpet.

First Grade loves the smooth saxophone sounds of Charlie Parker. His upbeat style is fun to listen to and dance to. We read the book, *Charlie Parker Played Be Bop*, which is a silly representation of what be bop jazz music sounded like.

In **Second Grade**, we're learning about the great jazz singer, Ella Fitzgerald. Ella was known for developing scat singing - a type of singing where the singer improvises and uses their voice to imitate the sounds of instruments. After listening to several of her songs, we've been trying some scat singing ourselves! We read a book about Ella's life called, *Ella Fitzgerald: The Tale of a Vocal Virtuosa*.



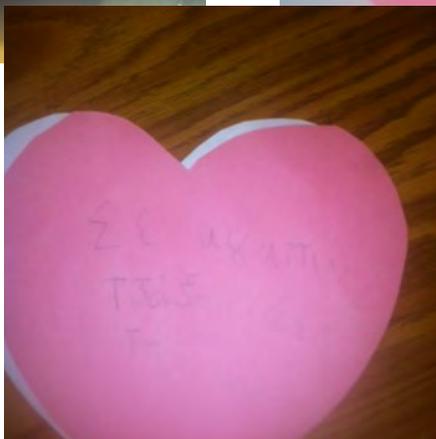
Greek Class

First Grade

We have finished the unit of measurement and we are now working on the unit of time. The children are able to ask what time it is in Greek and also tell time to the hour and half hour! They seem to enjoy this unit a lot. We hope you have a chance to ask your children to tell you the time in Greek. For Valentine's Day we made a card that had a clock pasted on a heart and read "I love you all the time". We hope the cards made it home! Here are some sample of the children's work:

We have fun learning all the time!

Niki and Evi





Our 6th Graders have been enjoying their virtual trip to Greece over the past five weeks. Our first stop in Athens was a great hit! We visited some of the most beautiful and famous

cultural attractions, such as; the Parthenon on the hill of Acropolis, the ancient temples of Zeus and Poseidon, the picturesque neighborhood of Plaka and the Panathenaic stadium, which hosted the first modern Olympic games in 1896. Other locations visited include the ancient theater of Dionisus, the Roman Odeon of Herodus Atticus and the Arch of the philhelene Roman emperor Hadrian.



Texts, pictures, picture titles, word and grammar games/activities, map quests etc kept our mind busy all that time, while some traditional Greek snacks gave our palate another sweet scent of Greece.



Now we are prepared to embark upon our first trip to the Greek islands. Santorini Island sits atop a dormant volcano, and is well known for its wild beauty. Palisades, beautiful villages, donkey rides and boat

trips, endless volcanic beaches and magical sunsets are some of the island attractions. Hotel booking, ordering lunch and enjoying a glass of juice and a snack by the sea will be some of our virtual experiences; however enjoying a “gyro” (pita bread stuffed with meat, vegetables and yogurt sauce) will be the highlight of our trip! Do not worry Dad, Mom and/or guardians - we will share the recipe with you!

Panagiotis Tsakalis, M.A., Ph.D.
Kyriakoula Micha, M.S.Ed.
Odyssey Charter School
6th Grade Greek Language



ART CLUB

The Art Club students have their own way of dealing with this heavy winter... They have been busy drawing and painting and they have become more and more creative!

In January, some of the OCS teachers, myself included, started a parallel/collaboration program with teachers from Greece. That means that our students, along with students from a school in Greece, will work on a compatible project. When both parts are ready we will connect (hopefully) via a teleconference and present/discuss our projects. The 5th and 6th grade Art Club Group is participating in this program. They are working on a project inspired by Theophilos, who was a Greek primitive painter. At the same time, students from a junior high school in Nafplio, Greece, are working on a project inspired by the American painters Grant



Wood and Milton Avery. It will be so interesting to see each group's interpretation, both from an aesthetic point of view as well as from a cultural point of view. Stay tuned!

The month of February was also quite productive! We discussed "Rhythm" in Art and the students collectively created their version of Kandisky's "Circles". On Tuesday, February 25, we welcomed guest teacher Scot Kaylor. Mr. Kaylor is an accomplished sculptor who lives and works in Philadelphia. He is also the husband of 6th grade Greek Language teacher Kyria Kyriakoula. Mr. Kaylor recently completed a three-year term serving as the Chair of Fine Arts, Photography & Digital Arts and Textile Design at the Moore College of Art and Design in Philadelphia. After a brief slide show he worked with the students in clay. We had such a blast - we're very fortunate and thankful that Mr. Kaylor took time out of his busy schedule to join us!



A personal note... As a memorial to my late father Stelios Mentzelopoulos, who was an Art lover, I would like to present a student with a gift card to Jerry's Altarama, so he/she can purchase art supplies. If you would like to be considered for this award, please send me a paragraph about yourself and your artistic aspirations.

Eva M. Jannelli



~ OCS PTO Notes ~

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Paving The Way

Only four weeks left to contribute to Paving the Way campaign!! We have raised \$6,687 so far, which means we are one third of the way to our goal of \$20,000! Thank to our families and friends that have given so far!!

This is your opportunity to show your support for our wonderful school!! Please visit the website http://odysseycharterschooldel.com/pto_fundraising.html or send back your completed contribution form and check today! Our children are fortunate to receive a private school quality education at no cost to our families. We are asking everyone to recognize and support the superior education our students receive every day, by contributing to this fundraising campaign. **The monies raised go directly into programs benefiting our children.**



Odyssey Charter School Night with the Delaware 87ers



Saturday • March 22nd, 2014 • 7:00 PM Start Gates Open at 6:00 PM

Fun and Exciting Night out with our OCS Community! OCS will be recognized during the game with Post-Game Autograph Session, Blocked Seating & a free 87ers Hat

Tickets Must be ordered with form below by **March 14th:**

Name: _____ Email: _____

Address: _____

City/State: _____ Zip: _____ Phone: _____

of Tickets: _____ x \$10.50 per person

Order online at www.sevens.com/promo Promo Code: OCS

Return this form and payment (cash, check, or money order) in an envelope to the Main Office **Please make all checks and money orders payable to Odyssey Charter School PTO

For questions or for further information please contact: **Matt Youngs with the Delaware 87ers @ (302) 351-5374**

Please join us to celebrate with us the 193rd Anniversary of the Greek War of independence, with a parade on Sunday, March 23, 2014, in Philadelphia

American Philhellenes and the Greek War for Independence

By: GEORGE C. CHRYSISS

Early period of the American philhellenic movement



The 1776 American Revolution was an inspiration to the then enslaved Greeks, not only during the actual days of the revolutionary war, but long after its successful completion and the eventual declaration of independence and the creation of the United States of America.

There are unconfirmed reports, that in the battle of Monmouth, New Jersey, which took place on June 28th, 1778, Greek volunteers fought under the leadership of a young man called Demetrios Ypsilanti, who allegedly later returned to Greece and might have fought or influenced the advent of the War for Independence.

Today, a town near Detroit, Michigan, bears the name Ypsilanti in honor of a Demetrios Ypsilanti. Historians point out that the town was named after the Greek Revolution hero Demetrios Ypsilanti, brother of "Philiki Eteria" leader Alexandros Ypsilanti, rather than the "Monmouth battle legend".

Irrespective of whom the town was named after, the fact remains that the heroism of a Greek freedom fighter inspired judge Augustus Woodward to name, in 1833, a town after a man "who in the beginning of the 19th Century, in charge of three hundred men, successfully battled an entire Turkish army, inflicting damage and eventually escaped without losing a single man".

When the bell of the Revolution rang in 1821 and the cry "Freedom or Death" resonated over the enslaved Greeks, a number of American philhellenes started a lobbying campaign in the United States for the support of the Greek War of Independence, a campaign that captured the imagination of many influential political and civil leaders in America.

The Greeks on the other hand, knew from the very beginning of their War of Independence that the American people would understand their struggle, having themselves fought for independence a few years back, and sought the support and influence of the new Republic to advance and promote the Greek cause.

Thus, on May 25th, 1821, Petros Mavromichalis, on behalf of the Messinian Congress send a letter to the then Secretary of State John Quincy Adams, which was published in the American newspapers, asking for moral support. "Your virtues, Americans, are close to ours, although a broad sea separates us", wrote among other Mavromichalis. "We feel you closer than our neighboring countries and we consider you as friends, co-patriots and brothers, because you are fair, philanthropic and brave... Do not deny to help us..." Edward Everett, a Harvard professor and great philhellene, who was also the publisher of the North American Review, published every correspondence of letters or appeals that he was receiving from Greece and through articles and speeches he made strong public pronouncements for the recognition of the Revolution and for sending military aid to Greece.

On December 3rd, 1822, US president James Monroe in his annual address to Congress said: "A strong hope is entertained that the Greeks will recover their independence and assume their equal statue among the nations of the earth."

Unfortunately, on December 2nd, 1823, president Monroe announced the "Monroe Doctrine", which in essence excluded the United States from getting involved in European affairs and considered the then existing European governments as "de facto legitimate." On December 8th, 1823, Congressman Daniel Webster from Massachusetts made a motion in Congress for the appropriation of money, to send an American envoy to Greece and for the support of the Greek struggle for independence.

On January 19th, 1824, Webster gave a powerful and resonating speech in defense of his proposal. "I have in mind the modern not the ancient, the alive and not the dead Greece... today's Greece, fighting against unprecedented difficulties... a Greece fighting for its existence and for the common privilege of human existence", said Webster.

Congressman Henry Clay, from Kentucky, supported Webster's motion and in a moving oratorical speech on January 20th, 1824, asked Congress to officially recognize the Greek War of Independence and to send an envoy to Greece to examine and report on the situation. He stressed the fact that the entire American nation was showing sympathy and support for Greece and urged Congress to suppress any fears and apprehensions and to help a Christian nation. In addition, General Sam Houston, a member of Congress, supported Daniel Webster's motion.

Unfortunately, due to strong opposition from members of Congress that adhered to the principles of the "Monroe Doctrine", the Webster motion was defeated.

However, the speeches of the great philhellenes, Webster and Clay, were widely publicized in America, Europe and South America and sparked the interest of many individuals, who decided to help the Greek revolution with various means. The influence and the positive contributions of the American philhellenes to the Greek War of Independence had just begun!

Thomas Jefferson and Adamantios Korais

It is worth noting that Adamantios Korais, a Greek physician, intellectual, scholar and an early "prophet" of the Revolution, who believed that independence of Greece could only be achieved by educational progress, wrote many times to Thomas Jefferson asking for his support to the struggle of Greece for independence.

Korais, who at the time lived in Paris, met Jefferson there around 1785, when Jefferson served as the ambassador of the United States to France. Following Jefferson's return to America in 1789, the two men continued their friendship through correspondence. Korais' letters to Jefferson were passionate and full of patriotic zest, always promoting the case that it was to the best interest of America and the American people to help Greece attain its freedom. "Help us, fortunate Americans", wrote Korais in a letter dated July 10th, 1823, "We are not asking you for a handout. Rather, we are providing you with an opportunity to augment your good fortune."

Korais believed that appealing to powerful, respected and enlightened philhellenes to intervene and influence their respective governments for the recognition of the Greek cause, was a powerful and invaluable political tool. Himself an "enlightened revolutionary", he believed that the power of intellect and diplomacy was more effective than the might of soldiers and arms. Through correspondence and personal contacts, Korais convinced many foreign intellectuals that the continuing use of the Greek language since classical days, together with a continuous habitation of the same lands and of common religion, history and tradition, was conclusive evidence of the existence of a Greek national identity, thus establishing a strong argument for the recognition of an independent Greek state.

The American philhellenes

The first volunteer American to travel to Greece and join the Greek War of Independence was George Jarvis, a New Yorker, who went to Greece in 1822. He learned the Greek language, put on a "foustanella" (Greek kilied skirt) and upon joining the "kleftes" (Greek guerilla fighters) he became known as "Kapetan Zervos". Jarvis was brave, participated in many battles and was repeatedly wounded. He died of natural causes in Argos on August 11th, 1828, but his appeals back home for aid and contributions to the Greek cause paid off.

Jarvis became a role model for other American volunteers. In 1824, Captain Jonathan P. Miller, of Vermont, arrived in Greece. He too learned the Greek language, worn the foustanella and was fearless in battle. Miller was in Messolongi during its siege and in a letter to Edward Everett dated May 3rd, 1826, he described the heroic "exodus" and the subsequent fall of Messolongi and the massacre of its population by the Ottomans.

While in Greece, Miller adopted a four-year-old boy, whom he brought back to Vermont. This boy, Loukas Miltiades Miller, eventually graduated from Vermont University in 1845, and shortly thereafter he married and moved to the town of Oshkosh, Wisconsin, where he engaged in business and civic activities. In 1853 he was elected a member of the State Legislature and in 1891 he was the first American of Greek origin to be elected to the Congress of the United States of America!

Other American philhellenes who went to Greece to offer their services during the Revolution were George Wilson of Providence, Rhode Island, who excelled in bravery during the naval battle at Nafpaktos; James Williams, an African American from Baltimore who joined the Greek Navy forces; Estwick Evans from New Hampshire, who left behind his wife and children in order to fight the Greek War for Independence; captain John M. Allen; and William Townsend Washington, a distant relative of president George Washington, who despite his erratic personal behavior and colorful life-style he was fearless and brave and fell heroically fighting in the battle of Palamidi.

In the meantime, the Greek Revolution was gaining support among the American philhellene citizens and many were collecting money to help the Greek cause. Through the fundraising efforts of New York philhellenes, the amount of 6,600 sterling pounds was collected in 1824 and was forwarded to the Greek government via London, England.

During a fundraiser in New York City, Nicholas Biddle, a banker, offered the then largest personal donation of \$300 to the "New York Greek Relief Committee", while US president John Adams in a letter to the same committee encouraged the fundraising efforts. Leading the fundraising efforts in Baltimore was Charles Carroll, of Carrollton, a signatory of the Declaration of Independence, and in Philadelphia the leader was Mathew Carey.

In 1825, the French General Lafayette, a great philhellene and staunch supporter of the Greek Revolution, visited the United States and in every affair that he attended in his honor, proclaimed the importance and the moral responsibility of helping, in any way possible, the Greek struggle for independence.

However, by 1826 the initial enthusiasm of the American public begun to wane, partly due to conflicting reports about the success of the war and also because of disturbing news about infighting and rivalry among the Greek leaders.

To rekindle the American philhellenic movement, the Greek revolutionary leader Theodoros Kolokotronis, through George Jarvis, sent a letter to Edward Everett dated July 5th, 1826, in which the great Greek leader explained the situation in Greece, pledged unity and appealed for further help and support. "Greece is forever grateful to the philanthropy of our Christian [American] brothers", wrote Kolokotronis, "who share her struggle and who also support with their funds her just war [for independence]... the Greeks, determined to live or die free, do not fear shedding their blood... or the killing of their old, their women and their children... and they are ready to accept death rather than slavery; and now, more than ever, enthusiastically and united they are moving forward against [the Turks]... The Greek nation is not ungrateful to its benefactors. It is grateful to those who proclaim its epic struggle and their names will be recorded with indelible letters in the annals of the reborn Greece, in timeless display, for the respect of upcoming generations... Do not stop sending us your contributions... thus [you are] benefiting humanity and fulfilling Christ's will." The letter was translated by Everett and parts of it, along with parts from Jarvis' accompanying letter, were published in newspapers in Boston, Philadelphia, New York and other cities, sparking a new initiative of aid and assistance for the Greek nation.

Material aid to Greece

Captain Jonathan P. Miller returned to the United States in 1826 and through the efforts of the Greek Philhellenic Committee of New York, he was able to collect \$17,500 worth of various relief supplies, which he took back to Greece onboard the ship "Chancellor", on March 5th, 1827.

The same year two more ships, "Jane" and "Six Brothers", left New York harbor bound for Greece carrying various relief supplies of \$25,000 in total. At about the same time, two more shiploads of supplies totaling about \$22,500 left the port of Philadelphia onboard the ships "Tontine" and "Levant", while from Boston the ship "Statesman" carried to Greece cargo worth over \$11,500.

All these relief provisions that contained food items, clothing, medical supplies and other necessities, were distributed primarily to the suffering Greek civilian population, albeit soldiers and brigands usurped some supplies upon the arrival of the cargo to Greece.

On January 2nd, 1827, Congressman Edward Livingston from Louisiana introduced a motion in Congress for the appropriation of \$50,000 to purchase supplies for the needy people of Greece. His motion was defeated, but through private initiatives and fundraising activities \$80,000 was collected in a combination of cash, food items and other in-kind aid.

In 1827 and 1828 a total of eight shiploads of supplies and relief aid worth more than \$150,000 (an extraordinary amount by today's standards) were dispatched to Greece and distributed by overseeing officials to needy members of the civilian population. It was obvious that the publication of Kolokotronis' letter had a great impact in rekindling the humanitarian interest of the Americans toward the ongoing Greek struggle. Furthermore, the various printed articles about Greece and its War of Independence that Everett and Carey published through their publications, along with the letters and reports published in American newspapers from the great philhellenes and humanitarians Howe, Miller and Jarvis, kept the struggle and plight of the Greeks in the forefront of the American public opinion.

It is estimated that thousand of Greeks were saved from starvation, exposure to the elements and disease through the efforts of these philhellenes. It may be safe to say that without the moral, intellectual, political, monetary and in-kind assistance of these American men, the outcome of the Greek War for Independence might have been different.

And lastly, several these men arranged to transport a number of war orphans to the United States that were adopted by American families. Many of these orphans received College education, excelled in their professions and became productive and admired citizens of the United States, while others chose to go back to Greece to offer their expertise and advice to the newly created Greek state.