

THE MAGAZINE OF THE DELAWARE COUNTY CHRISTIAN SCHOOL

KEYNOTER

WINTER 2015



ALUMNI PROFILES

2015 ALUMNUS OF THE YEAR

STEM AND OUTDOOR
EDUCATION INITIATIVES



DELAWARE COUNTY
CHRISTIAN SCHOOL



Our mission is to educate students who will serve God and impact the world through biblical thought and action.

2014-15 SCHOOL VERSE:

“Let us hold unwaveringly to the hope we profess, for He who promised is faithful.” Hebrews 10:23

MISSION:

The Delaware County Christian School (DC) *Keynoter* is published tri-annually to communicate our school vision and news to alumni, friends, family, and prayer partners of the school. DC was established in 1950. Today, the school serves 782 Pre-K through Grade 12 students on campuses in Newtown Square and Devon, PA.

DC is accredited by the Middle States Association of Colleges and Schools and by the Association of Christian Schools International. DC admits students of any race, color, and national/ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national/ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, or athletic and other school-administered programs. In addition, DC is authorized under federal law to enroll nonimmigrant students.



On the Cover:
MEMBERS OF THE DC ALUMNI COUNCIL
Pictured L-R: Leif Zetterberg '79,
Margaret Young '85,
Brandon McLean '95,
Abbey Ellsworth Leaman '06,
Kim Tanis O'Bryan '89,
Joel Schuster '96
Photo - Chris Leaman

DC

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KEYNOTER WINTER 2015

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From the HEAD OF SCHOOL



Dear DC Community:

March, 2015

Over the past year and a half, I have been overwhelmed by the amazing accomplishments of so many DC alumni that have graduated over the past 65 years.

In this issue of the *Keynote*, we will examine the impact our alumni have had upon the world at large. As I think about our “product”, our graduates, I am consistently taken back to the foundations that are laid for our students—our God, our families, our academic programs, and the support and care of amazing faculty members who invest in their students’ lives. Each of these foundational elements plays a vital role in the equipping of young men and women who leave DC prepared to impact the world through biblical thought and action.

We serve the God of all creation. What a building block! We have families who are committed to providing an education for their children that is costly. We have parents who are “all in” and have demonstrated this through their commitment to a distinctly Christian education. We provide a rigorous education built upon the liberal arts that takes each individual student—their strengths and characteristics—into consideration in preparing them to face myriad perspectives and ideologies once they leave our classrooms and hallways. And, we have smart, dedicated, and capable Christian men and women who are committed to the education of our students, whom they serve each and every day. Combined together, our God, our families, our academic programs, and our faculty have and will continue to enable graduates to thrive. The students themselves, however, are the ones that truly make DC the special place it is.

In the past year, I have met and learned of many diverse and accomplished alumni, including a renowned animation artist, the general counsel for a major pharmaceutical firm, CEOs of various businesses and industries, missionaries, pastors, doctors, teachers, and an international student who is working on his Ph.D. and has recently received a major research grant for his research at the Korea Advanced Institute of Science and Technology. These and approximately 2800 more graduates are in the world impacting culture, saving lives, making a difference, and most importantly, spreading the Gospel. What an honor and blessing to be a part of such a place as this, a life-changing institution.



Soli Deo Gloria,

A handwritten signature in black ink that reads "Timothy P. Wiens". The signature is written in a cursive, flowing style.

Timothy P. Wiens, Ed.D.
Head of School



THE STORY OF US

In the spring of 2010, The History Channel premiered a highly anticipated twelve part television series entitled “America: The Story of Us.”

Billed as “an intensive look at the people, places and things that have shaped our nation,” the series remains the second highest viewed program in the cable channel’s history. While the series spanned a total of 400 years, each episode was connected by the premise that its citizens’ propensity to innovate and develop new technology resulted in the shaping of America’s history and global influence.

As graduation day for the Class of 2015 moves closer, we are reminded we have but a brief time period to impart a head and heart knowledge to students that, in conjunction with the work of the Holy Spirit, prayerfully will yield a lifetime pattern of serving God and impacting the world through biblical thought and action.

This article takes a closer look at the threads of the DC experience and education that are common to many of our alumni, our own “The Story of Us”.

We hope you enjoy reading the narratives of just a small sampling of countless alumni who are using their God-given gifts and talents to impact others. Though their stories differ, it is clear that God used the people, places, and experiences they encountered at DC to make a significant impact for His kingdom, His glory, and His good.

2015 ALUMNUS OF THE YEAR



The Story of Us...

LUCY BARTKOW MALMBERG '67

Lucy's many accomplishments in science, executive leadership, and entrepreneurship are threads woven into her life story, one in which her love of learning, confidence to break new ground, exceptional interpersonal skills, and service to others demonstrate a life firmly rooted in Christ. We commend Lucy for her embodiment of DC's mission to educate students who will serve God and impact the world through biblical thought and action.

LUCY'S STORY

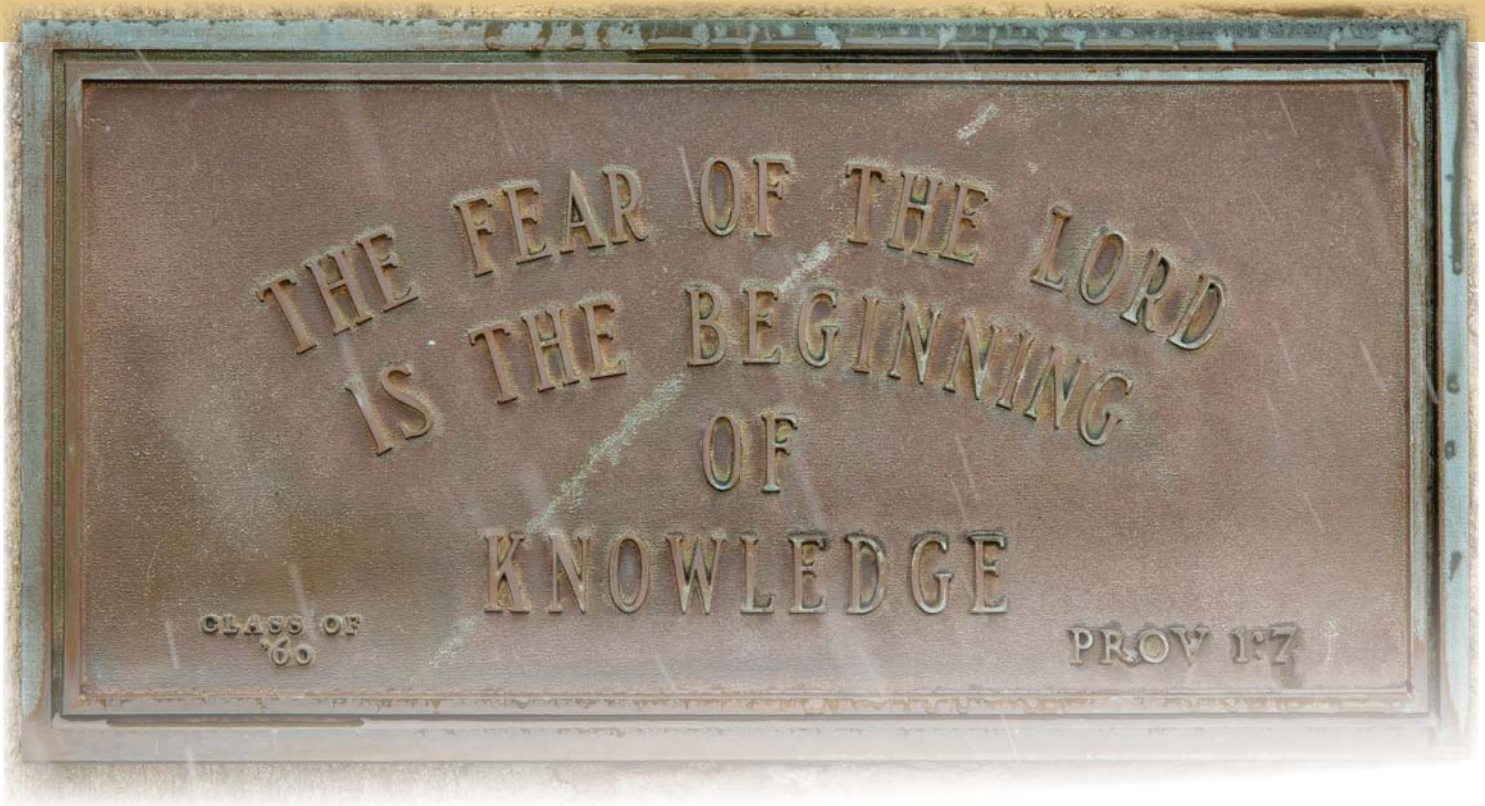
When Lucy first came to DC as a 9th grader, she remembers standing with her father in front of the mansion door. He pointed to the nearby plaque displaying the words found in Proverbs 1:7, "The fear of the Lord is the beginning of knowledge." With his Ukrainian Bible in hand, he read this same passage to her in their family's native language to make sure she understood the importance of God and her education at this Christian school. Lucy recalls, "He told me to appreciate the love of God and that His grace, love, and forgiveness were the gifts God wanted to give me first. He explained that 'fear' is being in awe of God, not afraid." His further instruction: "Do not hurt Him or offend Him. He is precious to you. You are to enter this school in the awe of God." Though this instruction was given over 50 years ago, Lucy remembers it as if it occurred yesterday.

Peter Bartkow, Lucy's father, was a tailor and her mother, Mary, a seamstress. Both learned their trades at labor camps established for displaced persons in post-World War II Germany. Rather than returning to his native Ukraine, Peter sought passage to America in order that he and his family might practice their faith more freely. When the Bartkows finally boarded a ship bound for America, they did not have the necessary paperwork for then two-week-old Lucy. Prior to boarding, they prayed on their knees petitioning God for safe passage. Placing Lucy in a box with holes, they boarded the ship only to be asked what they were carrying. Peter replied "A gift for America." The box was never searched and the Bartkows arrived in their new homeland without incident.

Peter and Mary made huge sacrifices to provide a Christian education for Lucy. Their commitment to aligning with both a sound Christian church and school was paramount. Brookhaven, where the family resided, was a far distance to travel to DC then, but they made the commute manageable by carpooling with other families, including the Winters family, who were Lucy's cousins.

During Lucy's four years at DC, the campus was essentially still a Main Line estate housing a small student body. She has many happy memories of her time in the mansion and loved the expansive grounds and gardens that provided quiet places for peaceful contemplation. She says, "It [the campus] seemed so huge. There were places to go to be alone. I enjoyed the peace, but it was also an academic, rigorous world. Because of a low teacher to student ratio, the spiritual walk of the faculty created a rich platform from which to move my life forward. This foundation was simply essential for me."

Lucy was only one of two female students in her class of thirty-five who enrolled in a physics elective—perhaps a seemingly odd choice to the rest of the girls who opted to learn typing, but then very few women at that time pursued careers in science. She remembers the benefit of studying Latin with Miss Linder, as it provided a strong foundation in her science pursuits.



Lucy also recalls several teachers who impacted her life significantly. Dr. Frank Roberts, who taught physics, was infamous for his geology field trips to various local outcrops and quarries. She remembers Headmaster Dr. Roy Lowrie as a tall, robust man, whose gentleness resided behind his firm demeanor and impressive stature. Mr. Bud Gray was the nurturer, who provided a good balance to Dr. Lowrie. These men and other teachers set the tone for her as a student. She reflects "When I left DC, I felt there wasn't anything I couldn't do in life that I wanted to do. God was in front of me, behind me and around me. The foundation was laid in my formative years, and if it were not for that, I could not be doing what I am doing [today]. My faith is what keeps me going."

After high school, Lucy attended Philadelphia College of Pharmacy and Science (known today as University of the Sciences). One of Lucy's professors and mentors was DC Alum, Dan Hussar '58, who eventually served as the institution's Dean. She graduated in 1972 with a five year B.S. degree in Pharmacy and married fellow PCPS student and pharmacy major George Malmberg in 1974. After college, Lucy worked in both retail and hospital pharmacy settings before being hired by E.I DuPont, where her twenty year span of executive employment included a variety of sales, marketing and business operations positions. In 1981, George and Lucy purchased a failing community pharmacy in New Jersey. Over the course of the following years, the pair transformed the small pharmacy's core business into Wedgwood Pharmacy, which is now one of the largest specialized compounding pharmacies in the United States and serves over 25,000 subscribers. Lucy is Wedgwood's Chief Executive Officer. Lucy was also instrumental in forming a public affairs task force for compounding pharmacists.

In her spare time, Lucy enjoys golf, journaling, and playing the piano. She has led a small, inter-generational Bible study at her church for the last seven years. Lucy has a strong belief in the power of prayer, fasting, and spending time in God's word. George passed away in April, 2013, just two days after their thirty-ninth wedding anniversary. The two traveled the world extensively over the course of their marriage, often joining with physicians to attend medical conferences or to help bring medical services to remote areas. Although Lucy and George did not have children of their own, they generously provided support to families they knew who desired a Christian education for their children.

Lucy's life is a journey marked by God's faithfulness. There is no doubt her time at DC was formative and life-changing. The Lord has used her hard work and confidence to open many doors and to impact many both professionally and personally. Congratulations to Lucy Malmberg, our 2015 Alumnus of the Year.



Lucy with her professor and fellow alum, Dan Hussar '58, enjoying the DC Auction where she was the keynote speaker.

JOSH McGUIRE '04

"I believe firmly that human insights spark creative direction for any given brand. I create ideas based on those insights. I take those ideas and leverage relevant digital technologies to tell stories and build platforms in order to solve a brand's specific business problem. I am a creative director who still holds on to their craft and continually learns from those around me. I am passionate about great work and strive to make every project my best project."



JOSH'S STORY

After graduating from DC in 2004, Josh attended Temple University's Tyler School of Art where he earned a BFA in Graphic and Interactive Design. As he reflects on the start of his career, Josh can clearly see God at work. Through a happenstance connection, he secured a freelance role at Tribal DDB in Chicago, which not only was his entrée into advertising, but allowed him to be closer to his girlfriend, and now wife, Samantha Freeman '07, who was a student at Wheaton College at that time.

Josh attributes his deep love for the creative process back to his middle school and high school art classes with Mrs. Jeannie Leaman and Mrs. Linda Unger. After learning Photoshop in his freshman art class, he knew design and advertising would be his vocation of choice. Of his "DC Experience" Josh states, "DC shaped my work ethic, my spirituality, and character. The art department was key in fostering the creativity that led me to where I am today."

In January, Josh was named as one of the "30 Most Creative People in Advertising under 30" by Business Insider. His seven year career at Tribal included a move to NYC and work with an array of clients including Quaker, McDonald's, History Channel, Wrigley, Nickelodean, Partnership for Drug Free Kids, and Pfizer. He received several awards during this time, including Webby recognition for his co-creation of an app called "Feedie" for The Lunch Box Fund, a non-profit organization that provides food for under-privileged children in South Africa. He also was the winner of the 2013 Cannes Young Lions film competition. Recently, Josh accepted the position of Creative Director for Fluid, also a NYC based company. In this new role, he works closely with a client base that includes Puma, Michael Kors, Google, and The North Face on a full range of creative work from design, strategy, and content to marketing and innovation.



When asked about the joys of his work, Josh says "Creating new ideas will always bring me the greatest satisfaction. One of God's greatest gifts to us is the ability to create and in doing so, we reflect that we have been made in His image." On the impact of faith on his work, he reflects "My faith has been instrumental in how I approach my job. When you are in a management position you are constantly tested on your reaction to difficult situations and God is my 'go-to' when those difficult decisions arise. I am by no means flawless in this approach and am constantly growing in my faith and how that translates to my professional career."

Despite a rigorous and demanding professional life, Josh finds additional outlets for creativity and service in his free time. He taught an advertising class at Pratt Institute last year and serves as an Ambassador for The Lunchbox Fund. He enjoys painting, photography, and cooking. He has even found some time to connect with celebrities. Last year, he designed the identity for actor Val Kilmer's "Citizen Twain," a stage production covering the many aspects of Mark Twain's life and writings. Currently, Josh and Samantha are collaborating with DC parent, and President of Worldlink International Ministries, Jack Nelson, on creative strategies for the organization's support of indigenous Christian missionaries who share God's love in some of the world's most difficult places.

It is evident Josh's creativity is central to all of his pursuits and it is encouraging to see the work of the Creator in his life.

KAREN SPAHR '83

A foxhole or a hospital pre-op...arguably two of the most probable conversion locales for many not sure what the coming hours will bring. For Karen Spahr, a nearly three decade career as a surgical nurse is the perfect combination for her compassionate spirit and her fascination with the workings of the human body. There is no doubt; God has used her steadiness and firm convictions to bring comfort to many patients at a time when they felt most vulnerable and alone.

Heart Pavilion

Lankenau Medical Center
Main Line Health

KAREN'S STORY

As a student at DC, Karen loved studying anatomy and physiology and advanced biology. She was captivated by the workings of the human body. It was a combination of these interests, along with the fact that her mother was a long-time nurse, that set Karen on the path to earning her BSN at Messiah College. She has spent all but four of her twenty-eight year career as an operating room nurse. Karen particularly enjoys working in a teaching hospital where the presence of medical students, nursing students, and residents means that every surgery is a different anatomy and physiology lesson. Karen notes, "During surgery, I get to see God's creative hand not only in how He made us and how our bodies work, but how He has enabled man to learn how to fix things in our bodies that are no longer working properly."

A "DC Lifer," Karen says "my thirteen years as a student at DC provided me with a strong foundation for my Christian faith. My relationship with the Lord has allowed me to come along side of patients in times of fear and stress and pray with them as they have their surgery." When not in the O.R. Karen can be found outdoors—hiking, biking or walking.

She is grateful to DC for not only teaching her about the God of creation, but also for nurturing her love for this same God and HIS creation.

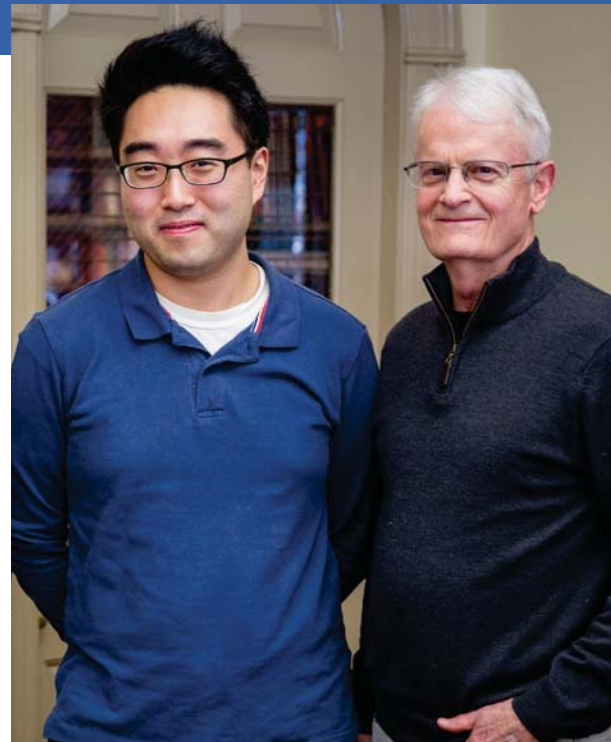
Karen is a great example of someone who continues to love learning and model excellence and servanthood through her life's work.

JOSEPH CHEONG '10

Jun Young (Joseph) Cheong arrived at DC from his native South Korea as a freshman, ready to embrace four years of high school education in America. His intellectual curiosity was quickly noticed by his teachers, including then chemistry teacher, Dr. Gene Cooper. Under the close tutelage of Dr. Cooper, Joseph successfully developed his first patent while still in high school.

After graduation, Joseph returned to his homeland having received a full scholarship to study materials science and engineering at the prestigious Korea Advanced Institute of Science and Technology. As an undergraduate, he received KAIST's Best Video Award for Freshman Design in 2011 and the Grand Prix Prize for Undergraduate Research in 2014. Additionally, he has served as a keynote speaker at TEDx Youth Seoul and other renowned institutions and expositions.

Joseph is now pursuing his Ph.D. at KAIST. His current research fields include anode materials for Li-ion batteries and cathode materials for Li-S batteries and he hopes to delve more into catalysts in different electrochemical and photochemical reactions with nanomaterial designs.



Joseph and mentor Dr. Gene Cooper during his return visit to DC in February.

JOSEPH'S STORY

A typical day for Joseph involves arriving at the lab at 9:00 am, running five successive experiments, editing fellow students' abstracts and papers, constantly ordering different things for the lab, and preparing for upcoming lab seminar presentations – a mundane, but hectic routine that frequently stretches into thirteen to fourteen hour work days. He notes, "One senior researcher's quotation, '99% of experiments are meant to fail' seems like the universal axiom for me. Running the same experiments over and over again for several months, receiving a myriad of criticisms on my research, and getting no positive results on my experiments often made me depressed and dejected."

Much of Joseph's experience post DC has been struggle-filled. He reflects, "After enrollment at KAIST, much academic hardship started coming upon my life. The amount of advanced content and fast academic pace of each science and math course made it impossible for me to either comprehend or catch up with the coursework. My efforts did not correlate to my grades and poor academic performance led to low self-esteem. Although there were several occasions where my hard work paid off, a majority of my life was more of a continuous series of sufferings and hardships rather than happiness and enjoyment."

Nevertheless, these experiences yielded a time of growth and understanding of God's grace. In the midst of the academic pressures, he spent more time reading and meditating on the scriptures. He recalls, "With a desperate need to get God's wisdom to proceed with experiments, I just had to pray more, regardless of time and space." Joseph began re-reading his notes from Dr. Smith's Apologetics class and memorizing Bible verses to help him stand firm in his faith. This led to his ability to start being thankful for the small things he would not have appreciated back in his time at DC. Joseph visited campus in February while in the U.S. to attend a conference. "Almost five years have passed since I graduated, but my visit reminded me of my old times at DC – the buildings, the people, and even the general atmosphere was much the same as when I graduated in 2010. Perhaps, the only difference was the vivid representation of academic and joyful passion that so many students expressed both in my short presentation talk at physics class and then at the pep rally competition held on my day of visit. Seeing students in yellow, orange, red, and blue colors, I was able to see a new wave of enthusiasm, which I could not see as a participant back in my old days at DC. Though my visit to DC was not long enough, it gave me a new spirit of enthusiasm to delve more deeply into my field of research and truly devote my research life to God's hands rather than my own."

With this renewed resolve, Joseph recognizes that future failure at some point is inevitable. "I believe that by trusting in the Lord with all my heart and not leaning on my own understanding (Proverbs 3:5,6), I can truly confront all the struggles and overcome them. I wish all the readers of this article would join me in trusting the Lord when confronting problems and issues that are set in front of us. It is only when we do so that we truly understand God's grace and the good fruits of His grace."

SCHOOL VALUES ARE CORE IN THE LIVES OF ALUMNI

Our cover photo pictures a number of graduates currently serving on the Alumni Council. Like Lucy, Josh, Karen, and Joseph, these individuals have been greatly impacted by their DC experience. Below are their thoughts on the values DC seeks to build into the lives of graduates. These values are the threads of a DC education, the non-negotiable aspirations that continue to influence many alumni throughout their lifetimes and shape "The Story of Us."



SCHOLARSHIP

Joel Schuster '96, Pastor, Marsh Creek Community Church, Exton, PA

"My time at DC instilled a natural curiosity to be a life-long learner. It was the teachers passion for the subjects they taught and their own embodiment of this value that drew me in and then passed on this same deep desire to learn. Now I see this value rubbing off on my kids as they are being impacted by some of the same teachers that impacted me."



ROOTED IN CHRIST

Abbey Ellsworth Leaman '06, Admissions Counselor, Woodlyne School, Strafford, PA

"We cannot be built up in Christ, or grow in Him, unless we are first rooted in Him. DC played a large role in my foundational knowledge of and love for God, and this is why I am happy to stay connected to DC by serving on the Alumni Council."



COMMUNITY

Margaret Young '85, Police Communications, Whitemarsh Township, PA

"Throughout life, our careers, faith, family, heritage and, hobbies are responsible for moving us in and out of many different communities. I was blessed to have attended DC. DC was a Christian community that grounded me in my faith and taught me many of life lessons. In many ways, it was the place taught me how to be a Christian member of future communities. I enjoy staying active at DC because of the ministry and the impact it has on those who attend and teach."



EXCELLENCE

Leif Zetterberg '79, Director of Research, SEI Investments, Oaks, PA

"When I look back on my time at DC, it was the coaches and teachers that would not let me settle for anything less than my best that have shaped me to this day. It was clear my best was not solely for the grade, the win, for personal achievement. It was clear our collective best regardless of the application was a reflection of our great God and King who we represent in every facet of our lives."



SERVANTHOOD

Kim Tanis O'Bryan '89, Alumni Coordinator, Delaware County Christian School, Newtown Square, PA

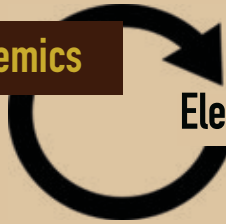
"For 65 years, countless parents, teachers, staff members, administrators and other school leaders modeled the value of servanthood for DC students in a consistent, selfless ways, reflecting the heart of Christ in tangible ways. This pattern of behavior left a lasting impression on me and spurs me on today. I am especially thankful for the work of the entire Alumni Council, who continue this attitude of continued service to their alma mater."



IMPACT

Brandon McLean '96, Multimedia Developer, Mercurygraphix, Thorndale, PA

"Making a positive impact is to leave something behind in a better state than it was before. In the working world this usually just pertains to your work product, that which you design and create. As Christians, it goes beyond that, as we seek to influence those with whom we work for the Gospel of Christ. My time at DC was foundational in helping me understand the importance of impact as a way to point others to Christ."



Elementary Initiatives Build Strong Foundation for Life & Learning

~ Joy Ludwig, Elementary Principal

In his notable book, *Seven Habits of Highly Effective People*, Stephen Covey outlines an important life principle: before starting any journey—begin with the end in mind. For DC's younger students, this principle takes center stage as we intentionally consider our school's mission. Formation of a biblical worldview and a solid academic foundation go hand in hand at the elementary division. This is evidenced by the spiritual lens by which all classes are taught. Likewise, continually improving academic instruction is vital to fulfilling DC's mission. Beginning with the end in mind, we consistently and intentionally seek ways to strengthen the foundation of our students' hearts and minds. Educators have long known that both the content of what is learned and the process by which it is learned are equally essential for promoting understanding. The inquisitive nature of the young student lends itself to the interdisciplinary, hands-on approach that characterizes DC's new SAIL (Schools for Applied and Innovative Learning), initiative slated to begin next fall. In anticipation of this initiative, elementary students are already ramping up their learning in two key areas, STEM and the use of outdoor education practices.

STEM Making Its Mark

Next year's SAIL courses will be characterized as collaborative, interdisciplinary, product-based, hands-on, and experiential. This year, second grade students are experiencing this type of learning as they participate in a STEM (Science, Technology, Engineering, and Math) pilot program. The goal of the program is to give students a clear understanding of STEM content, skills, and practices, as they participate in inquiry-based, problem-based, and project-based learning. For example, in one STEM class, students worked together with levers, pulleys, inclined planes, and other simple machines. Another lesson resulted in miniature pumpkins flying here and there as students competed to build a catapult. Each of these activities involved the use of the design cycle as students identified a problem, conducted research, brainstormed solutions, tested, and evaluated their work.

Next year, STEM classes will be offered to students in grades 2 through 5. STEM resources and programming will be made available to students in grades Pre-K to 1st grade. While STEM classes will be taught by a dedicated STEM instructor, classroom teachers will accompany their students to STEM sessions allowing for connections to be made with classroom instruction.

Our teachers have been growing and learning about STEM and hands-on learning as well. Dr. Jon Eckert, Associate Professor of Education at Wheaton College was a guest presenter during a recent day-long professional development workshop designed to equip teachers to plan for hands-on science learning that is interdisciplinary in nature. Time has also been set aside within the schedule for classroom teachers to reflect on lessons and collaborate around the planning for hands-on activities.

Division wide, extracurricular STEM activities are in high demand. Robotics club is a popular offering with a full complement of students staying after school to build and program Lego Mindstorms™. This year, the after school Lego robotics club for students in grade kindergarten through 3rd grade filled up overnight. The excitement around these educational offerings is palpable as students' enthusiasm for learning continues after the school day has ended.



Learning Outdoors

Recent attention to the hands-on approach found in STEM has spurred a renewed focus on the benefits of outdoor education. More and more schools are redesigning their school grounds to capitalize on the academic, behavioral, social, and environmental benefits outdoor education can provide. Spending time outdoors has many positive benefits for students including promoting a positive attitude about science and learning, fostering a sense of community, teaching environmental stewardship, as well as increasing student achievement.

Outdoor classrooms are springing up in schools throughout the country as educators look to foster student interest as well as retention of science learning.

Elementary students are naturally curious and develop an interest in science early in their development. The elementary years are foundational to introducing both science content as well as developing skills for further learning. From the earliest observation of watching chlorophyll disappear from changing foliage, to discovering “invisible” pond animals swimming under a microscope, students’ natural curiosity is piqued when given the opportunity to be outside in nature.

Over the course of the last year, we have utilized the benefits of our campus setting in a more comprehensive and intentional way. As a result, we are experiencing the blessings of our beautiful thirty-three acre setting in greater abundance as the students’ learning extends beyond the traditional classroom to our sprawling hills, hardwood forest, running stream, pond, and meadow—a wonderful outdoor array in which children can learn and explore! In addition, a new outdoor classroom is being utilized regularly in warmer months to teach Bible, science, math, creative writing, and literacy.

Learning outdoors intensifies the learning experience for students as they apply their knowledge in new contexts. Teachers are finding that purposefully providing these opportunities is needed today because students are spending less time outdoors. This venue allows students to use hands-on learning to think deeply, work collaboratively, practice observation skills, as well as practice the scientific method.



Elementary teachers recently participated in a day long professional development session directed by Riverbend Environmental Center. Throughout the day, teachers learned there are many ways to use the outdoor classroom, and other areas around the school grounds to engage students in learning outdoors. Teachers find outdoor learning enriches the curriculum, enhances the joy of learning, and serves as a wonderful platform for observing the handiwork and purposeful intent of God, creator and sustainer of the universe. The elementary years are formative. It is here where students learn broadly within the liberal arts, make sense of their learning from a biblical worldview, and begin to share their ideas creatively as they learn and play together. Continued focus on building an exceptional educational experience for these young students through STEM and outdoor education is critical as we look to graduate students who will be poised to impact an increasingly complex world.



FOCUS ON The Faculty

REVISITING THE PURITANS

Written by: George K. McFarland, Ph.D.
History Department Chair & Dean of Faculty
Reprinted with permission from the *Dartmouth Apologia*

Since graduation, Nathaniel Schmucker '11, has maintained a mentor relationship with Dr. McFarland. Nathaniel, Editor-In-Chief of the Dartmouth *Apologia*, recently asked "Doc" to write an article on the Puritans for the magazine, believing the subject was relevant to the Dartmouth community given some topics of recent campus-wide debate.

DISPELLING COMMON MISCONCEPTIONS OF THE PURITAN MOVEMENT IN EARLY AMERICA

Q How did you develop an interest in studying the Puritans?

My interest in the Puritans began chiefly because of my grandfather, who avidly read them, but I became extremely interested in the Puritans in graduate school, where I did my Ph.D. at Bryn Mawr College in American colonial religious history. My dissertation covered aspects of the Puritans, studying the cultural-social analysis of their community in Boston and the Dutch Reformed community in Albany between 1630 and 1750. Also, as a Christian myself, I have found these people to be very helpful, so, in addition to my professional interest, I have studied them as part of my devotional reading.

Q What do most Americans think of Puritan culture, especially regarding their views on recreation?

Unfortunately, most Americans have a very low opinion of the Puritans. This has come mostly since the 1920s, when there developed a strong movement against the Puritans. People began to think they were "killjoys" and boring people. As a result, the culture of America since then has looked back upon the Puritans very cynically, often condemning these people unnecessarily, viewing them as very heavenly minded and consequentially of no earthly good. There is some truth in the stereotypes that have developed. They were very hard working people and did not have as much time for the music and the arts as we do today. But also, there is a lack of understanding of the differences between the Puritans in America and those in England. The Puritans that came in the 1630s were far more affluent and were much more a people of the arts than William Bradford and the other Pilgrims that had come on the Mayflower a decade earlier. Our connotation with all Puritans is sometimes shaped by those who came here in the 1620s with very little, and who tried to make ends meet in very difficult circumstances. This connotation comes even in light of the tremendous scholarship of Perry Miller in the 1930s and 40s. Perry sought to redeem the Puritans. Even though he was certainly no sympathizer with their theological beliefs, he yet had great respect for them: for their minds, for what they did, and for the way they sought to deal with some of the crucial issues of life. In terms of recreation specifically, they did hold to the view that they could participate in recreational activities. The Puritans were not despisers of the culture, but what they wanted was a proper balance in life. The mind, body, feelings, and emotions were all to be put in their proper, ordered places. Moreover, the Puritans simply did not have the time benefits of this day. At that particular time, there were not the recreational levels that Americans had by the end of the nineteenth century, when people began working five days per week, rather than six. The Puritans were hard workers, working six days and worshipping on the seventh. So, they were cautious about their recreation both because of a desire to keep recreation in balance and because of the restraints on their leisure time.

How much of the limit on recreation was due to their theological beliefs and keeping life in balance, and how much was due to time restraints connected with moving to America?

It was probably more the latter than the former, for they came to America under very adverse conditions. Regarding the former, to the Puritans, rest meant rest from their labors of work. They believed in the creation ordinance, "Six days shalt thou labor, and do all thy work: But the seventh day is the Sabbath of the LORD thy God," and so it was their theological belief that ultimately steered them. But the chief obstacles to recreation facing them in America were not anything in the Scriptures themselves limiting such activities. Because of the obstacles they faced in settling a new world, creating a new government, establishing a church, and trying to create a society built upon their principles, they simply lacked the time to have recreation or rest. The Puritans certainly had more recreational activities in England than in America, though still not to any extent what we have today.

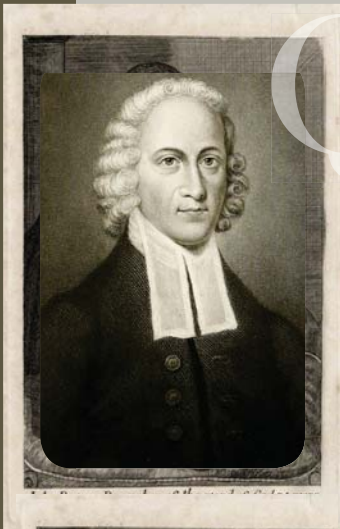
Those that did have time engaged in what sort of recreational activities?

The Puritans had a number of recreational activities including archery, horseshoes, dancing, and taking walks. Jonathan Edwards would go on long horseback rides or walks in the forest where he had time alone to contemplate. Dancing, too, was a part of Puritan life; Oliver Cromwell even spoke about dancing until the wee hours of the morning at his daughter's wedding. He and the Puritans as a whole did not have anything against dancing, but they did oppose mixed dancing. That to them was something they felt was inappropriate, for it could arouse sexual responses to the other partner. So, though they forbade mixed dancing, they did participate in square dancing and dancing of other sorts. Dancing was a part of Scripture, as even King David danced. On very joyful occasions such as weddings and times of civic or church celebration, the Puritans did dance. Dancing was for a specific reason, and it was a good reason that had Scriptural support.



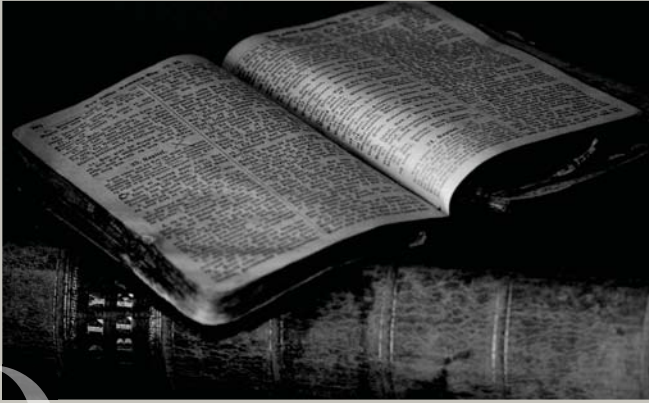
If the Puritans were not musical Philistines, what types of music did they have?

Music was far more a part of life for the Puritans in England than in America. We have, for instance, the flute that John Bunyan carved while he was in prison. Although they had instruments, the Puritans brought few to America due primarily to the inconvenience of the journey. John Winthrop was a very affluent lawyer who lived in the southeast portion of England, but there were many things he could not bring to America but had to leave behind. When the Puritans came to America, they put together the Bay Psalm Book, which was their worship songbook with text set to music. Although they only had seven or eight melodies the Bay Psalm Book went through thirty editions, which was amazing in that time period. The Puritans were very cautious about the role of music, but it played a very integral role in their community and culture.



What was the theology that formed the foundation of the Puritans' understanding of leisure and work activities?

One of the most important things they held was that Scripture is a guide for and is authoritative for all of life. They held that if the Bible speaks about something and forbids doing it, then we are to not do it; if it does not address an area, we are given liberties, as Paul talks about in Romans, to participate in it with good judgment and good sense. Their foundation in all things was the Scriptures, which forbade some things specifically and for others gave liberty to participate with good balance and good sense. For their work ethic, they looked to verses like Colossians 3:23, which says, "Whatever you do, work heartily, as for the Lord and not for men." The Puritan work ethic believed that you did your work as unto the Lord: you did it honestly, diligently, and with integrity, serving the Lord rather than one another. Out of that came a notion that if you are working and doing well, that is good testimony to your own salvation.



The Puritans saw society as rooted in Scripture and shaped towards doing what is Godly. How does this compare with contemporary American individualism, where we value pursuing our own desires and pleasures?

Individualism in America began chiefly at or around the time of 1776, where we begin to see talk of individual rights. Prior to that, people including the Puritans looked at life as built around communities. Richard Sibbes (1577-1635) said at one particular point, “When once we are in Christ, we live for others, not for ourselves.”⁹ The Puritans certainly did that. Their founding document, the Mayflower Compact, was a compact for a community and not an individualistic item. What Bradford says in the Mayflower Compact is that if one of us suffers we all suffer; if one rejoices we all rejoice. When they looked at life, they did not think in terms of what they could do to their own enjoyment while not hurting others. Rather, they thought that if something does not hurt anyone and they were free to do it under the Scriptures, then they had certain allowances to do that in their recreation, food, or drink, provided it were done to the glory of God for the betterment of the community. The Puritans sought to elevate the community in all areas. They sought to give greater honor to the Lord through their work in the community by being responsible to one another.

Have the Puritans, despite the negative attitude toward them, left any lasting impact on American society?

Absolutely. One of the most significant things that they have left behind, I believe, is the emphasis on a liberal arts education. John Harvard gave his whole livelihood to Harvard College and ministers of early New England and certainly of England were well educated. They were not, as Arthur Miller has portrayed in *The Crucible*, a people who were indecisive and had a hard time making decisions. These were men of great education, and I cannot help but believe that one reason we have such a great educational system in America is because of this original vision of the Puritans. They sought to train the mind for Godly purposes, that is, to train the mind to understand the world that God has created in order that we might know the Creator better. And I think that is one of the great legacies that we enjoy to this day.



Dartmouth Senior Nathaniel Schmucker '11 on his work as Editor of Dartmouth's "*Apologia*"

“The primary goal of the *Apologia* has always been simple: reintroduce a Christian perspective into the academic dialogue at Dartmouth College. We believe that although secular academic institutions may have been glad to free themselves from what they thought was a restrictive, dogmatic Christian worldview, they did not know that by removing Christianity, they removed the one voice that had answers to their deepest questions about life and morality. To do this, we must be thoughtful, or else academia will never seriously consider what we have to say; we must be doctrinally-and theologically-sound, or else we subject ourselves to the same risks of erroneous thought that secular academia faces; and we must pursue faithful Christian practice, or else our claim that Christianity affects all of life is empty hypocrisy.

In a sense, the work of the *Apologia* is a natural continuation of the education I began at DC. One of the strengths of my DC education is that it did not try to separate the worlds of faith and reason but sought to show how closely they are connected—to build a strong doctrinal foundation and from there to encourage students to think about the world from a Christian perspective and act accordingly. This is what the *Apologia*, in turn, trains its writers to do. We write in order to show our non-Christian peers that Christianity does not restrict a healthy education but rather completes it.”

THOROUGHLY MODERN MILLIE

Thoroughly Enjoyable, Thoroughly Delightful!

A cast of forty-five students recently played to enthusiastic audiences with their lively production of *Thoroughly Modern Millie*, a musical that recounts the story of a small-town girl with big-city aspirations. The cast, led by senior Hannah Schaafsma as Millie, brilliantly captured the essence of the Roaring Twenties; a decade identified with frenetic energy and unleashed opportunity for American women following the end of World War I and the passage of the long awaited 19th Amendment.



"MILLIE" DRAMATURGS

Raising the Bar for Performers & Audience

[dram-uh-turj]

noun.

"dramatist," 1870, from French dramaturge, from Greek dramaturgos "a dramatist," from drama (genitive dramatos) + ergos "worker" (see urge (v.)).



While most theatre goers understand the contributions of directors, producers, and costume designers, few are familiar with the function of the dramaturg, a lesser known behind-the-scenes player whose contributions are integral to a play or musical's success.

The primary responsibility of the dramaturg (or "turg" in theatre lingo) is to guarantee a production is performed with the highest degree of realism possible. With this aim in mind, the dramaturg assumes the role of historian, charged with ensuring accuracy in a myriad of details from set dressing and costume selection to education of cast members on a wide range of topics including vocabulary and ambiguous phrases or allusions included in the script. Less tangible, but not unequal, responsibilities may include providing cast members with insight into a playwright's intent or researching any political or literary perspectives

that affect the story or setting of the play. Bottom line, a dramaturg pulls from a well-rounded knowledge of plays, playwrights, history, drama, and literature and applies this knowledge in a way that educates both the audience and cast.

For this year's production of *Thoroughly Modern Millie*, freshmen Faith Warmhold and Amir Sams along with sophomore Molly Harnish and senior Tasha Berol, teamed up to serve as DC's first ever dramaturgs. They shared their research on the Roaring Twenties with cast members and advised on details relating to costumes, make-up, hairstyles, and props. Educating cast members on the historical context of Millie's setting enabled the cast to portray their characters with better understanding and even a higher level of nuance in their performances.

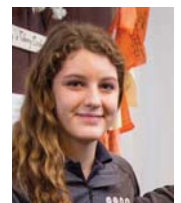
Moving beyond the stage, the dramaturgs created an

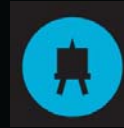
educational lobby display which provided a broader historical perspective for audience members. To help prepare, the students met with Gina Pisasale, Resident Dramaturg for the well-respected People's Theatre and Light Company in Malvern, PA. Gina provided the students with an informative overview of her work, and answered many questions with a contagious enthusiasm.

Seeking the engagement of the middle and high school student body was a third objective of the first ever DC "turgs". A key initiative in this area evolved from the play's secondary story line in which Millie and her new found friends find themselves living in a hotel whose proprietress is a former actress who uses the hotel as a front for a white slavery ring. In contemplating this sub plot, the dramaturgs, along with sophomore Joy Ashford, encouraged Director of Student Life, Ron Hoch, to plan a chapel that would educate students on current day human trafficking issues in order to increase awareness and facilitate discussion

on appropriate Christian responses to this atrocity.

Currently, DC is only one of a handful of schools across the country who are bringing the work of dramaturgs to bear on their high school productions. While the efforts in this area are yielding increased notoriety of our high school theatre program, a more important aspect is that this endeavor provides yet another well-defined opportunity for students to immerse themselves in learning that is integrated, collaborative and product based. Director of the Arts, Andrew Smalley, is thankful for the contributions of this year's dramaturgs to the overall success of *Thoroughly Modern Millie*. Their work was a noticeable benefit for the cast and audience members alike.





VISUAL ARTS

Students in the elementary art classes learned to see art through the eyes of the “French Masters” as they studied Impressionism in conjunction with their Read-a-Thon theme, “Take a Reading Tour de France”. Students looked at the art works of Pierre-Auguste Renoir, Bertha Morisot, Camille Pissarro, Rosa Bonheur, Edgar Degas, Henri Rousseau and a few others connected with the impressionistic movement in Paris during the 19th century. Student artists learned each unique style as they created portraits, landscapes, and sculptures using vivid color, expressive brush strokes, and materials in a new way.

The J-Term “Easel and Art History” course provided a prime opportunity for high school students looking to expand their portfolios. The class focused on acrylic and oil techniques as well as an art history component centered on “the masters” of canvas.

In the middle school, recent units of study included color and black and white design as well as using tree imagery to depict ideas from the Scriptures.





CHORAL & INSTRUMENTAL

December was a flurry of activity for all three divisional concert bands and small group ensembles. During the winter months, the focus continues to be on preparation for the high school band tour in March, the middle school Music in the Parks competition, and spring concerts for all.

Knight Tones Sing at the Academy Ball

The Knight Tones select high school choir participated in the 158th Anniversary Academy of Music Concert and Ball on Saturday, January 24th. This long standing Philadelphia tradition celebrates both The Academy of Music, the oldest known continuously operating opera house in the country, and the world-renowned Philadelphia Orchestra. The choir performed a variety of pieces from their repertoire as guests exited the Academy and made their way along Broad Street to the iconic Bellevue Hotel for dinner and dancing.



BAL HONORS

BOYS BASKETBALL:

1st Team: Wyatt Harkins

2nd Team:
Danny Browne
Devin Hill

GIRLS BASKETBALL:

1st Team: Siani McNeil

2nd Team:
Shirley Piotrowski

Honorable Mention:
Claudia Norton
Paige Thompson

Player of the Year:
Siani McNeil

WRESTLING: BAL Tournament

Jacob Favino – 145 lbs.
Caleb Madison – 170 lbs.
Kouadio Toukou – 220 lbs.

All captured 3rd place in their
respective weight classes.



Chan



Champions

GIRLS BASKETBALL

Perseverance Pays

Perseverance was a key characteristic of the 2014-15 Lady Knights basketball team. Despite season-ending injuries for three players, the team competed well in the Independence Division of the BAL, which is comprised of larger schools within the league. Highlights of the season included on the road wins at 2014 league champion, New Hope, and against Class AAAA West Chester Henderson. The girls finished with a 15-11 record and advanced to the second round of district competition before losing to a tough Phil-Mont Christian team.



Team Captures
District Title

BOYS BASKETBALL



Following a very discouraging, 3-10 start, Coach Don Davis challenged his players to refocus on the team's values of "Play Hard, Play Smart, Play Together, Play for God". This reassessment proved to be a turning point for the team who went on to an exciting 12-4 run in the second half of their season. Their impressive postseason play included winning the District 1-A Championship and ended with a razor thin loss in the second round of the state tournament. With only one senior graduating, watch out for the Knights to make their mark again next season.



WRESTLING *A Band of Brothers*



DC's small, but mighty, wrestling team worked hard this season and accomplished a number of memorable milestones.

Sophomore Jake Gutowski had a strong season record and fellow classmates Jacob Favino, Caleb Madison, and Kouadio Toukou all qualified for and performed well in post-season competition.



Team captain and senior, Yangzi Jiang, obtained three varsity wins this season – quite an accomplishment given that he wrestles without the use of his prosthetic leg.



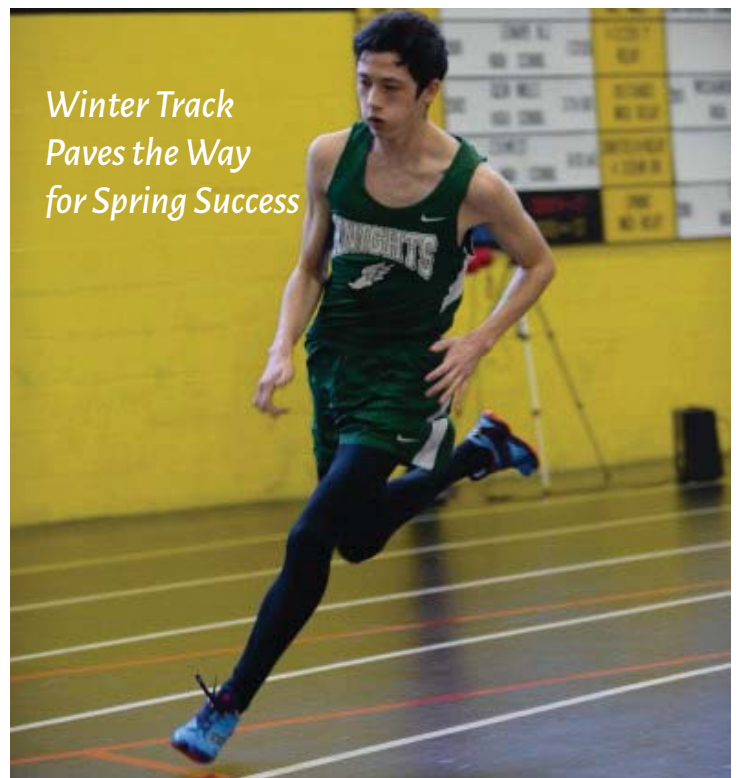
CHEERLEADING *Cheerleaders Keep Our Spirits High*



The sixteen member strong cheerleading squad supported both the varsity boys and girls teams at each of their home games this season. Winter Sports Day was a season highlight for the squad. They showcased their special half-time routine and also performed a dance routine with elementary students who participated in their team sponsored two day cheer clinic. A key theme for this year's squad was an intentional focus on identifying spiritual gifts and talents and how those individual gifts can be recognized and celebrated to bring unity to the body of Christ.

WINTER TRACK

A growing number of students are participating in winter track. Although both the boys and girls teams are competing as a club as opposed to varsity status, the program provides the athletes the opportunity to train through the winter months and to compete against excellent competition from the five county Philadelphia region. Both the boys and girls teams competed in the Delco Championships, which draws the best track athletes from schools of all sizes across the county. The teams are now looking to outdoor competition and the chance to defend their 2014 District 1-A Title.



*Winter Track
Paves the Way
for Spring Success*

AROUND CAMPUS High School



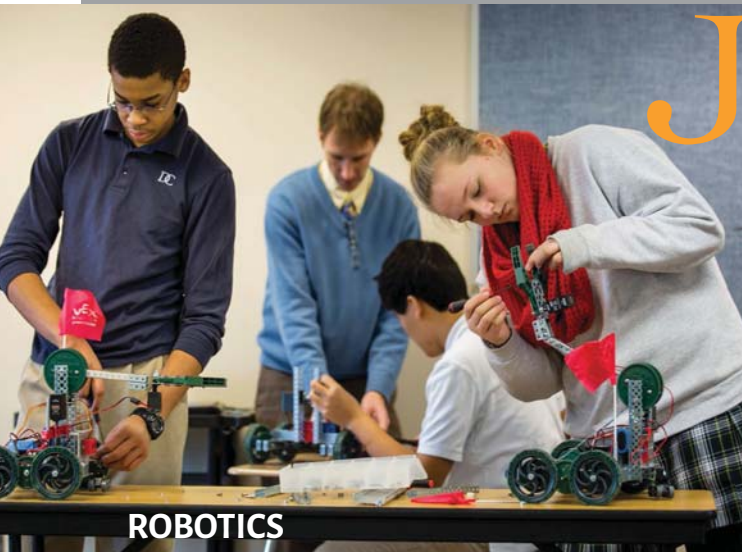
SCIENCES



SET DESIGN & BUILDING



INTERNSHIPS



ROBOTICS

J TERM

During J-Term, 80 high school students participated in a variety of off-campus internships. On-campus classes provided the time and space for students to investigate and collaborate - a taste of things to come with the SAIL classes that will begin next fall. Students who traveled to Israel for J-Term found rich and life-changing experiences as they visited both Old and New Testament historically significant sites and learned more about present day Israel's geo-political climate.



DRAMA



TRAVEL



SPRIT WEEK

THE TRADITION CONTINUES! Color day and pep rally fun—the perfect combination for making some memories of the high school years.

Seniors

VEX

DC hosted the VEX Regional Robotics Competition in January. With over 80 teams participating, one of DC's teams advanced to the final round of competition, qualifying them for state competition.



HQ

The Academic Quiz Team enjoyed a strong season of competition. A highlight was hosting Haverford and Garnet Valley High Schools; a nail-biter that ended in a three-way tie.



AROUND CAMPUS Middle School



Sixth graders travel to Ellis Island, NY during Heritage Week.



Digging in and diving deep, middle school students spent these winter months in a variety of engaging academic endeavors.

Through these pursuits, they were challenged to sharpen their God-given intellects, to deepen their faith, and to have a healthy balance of fun along the way.

Heritage Week, science labs, and the geography bee were all highlights of the middle school experience.





Seventh graders preparing for worm dissection with science teacher Mrs. Zecca.



Sixth, seventh and eighth grade English students with their teachers Mrs. Rhine, Mr. McDonald and Mrs. Derby.

Read-a-Thon

"Take a Reading Tour de France" was the theme for the 2015 Read-A-Thon. Throughout the month of February, students learned about French history and culture and read in every spare moment they had. Collectively, the students read over 61 million words!





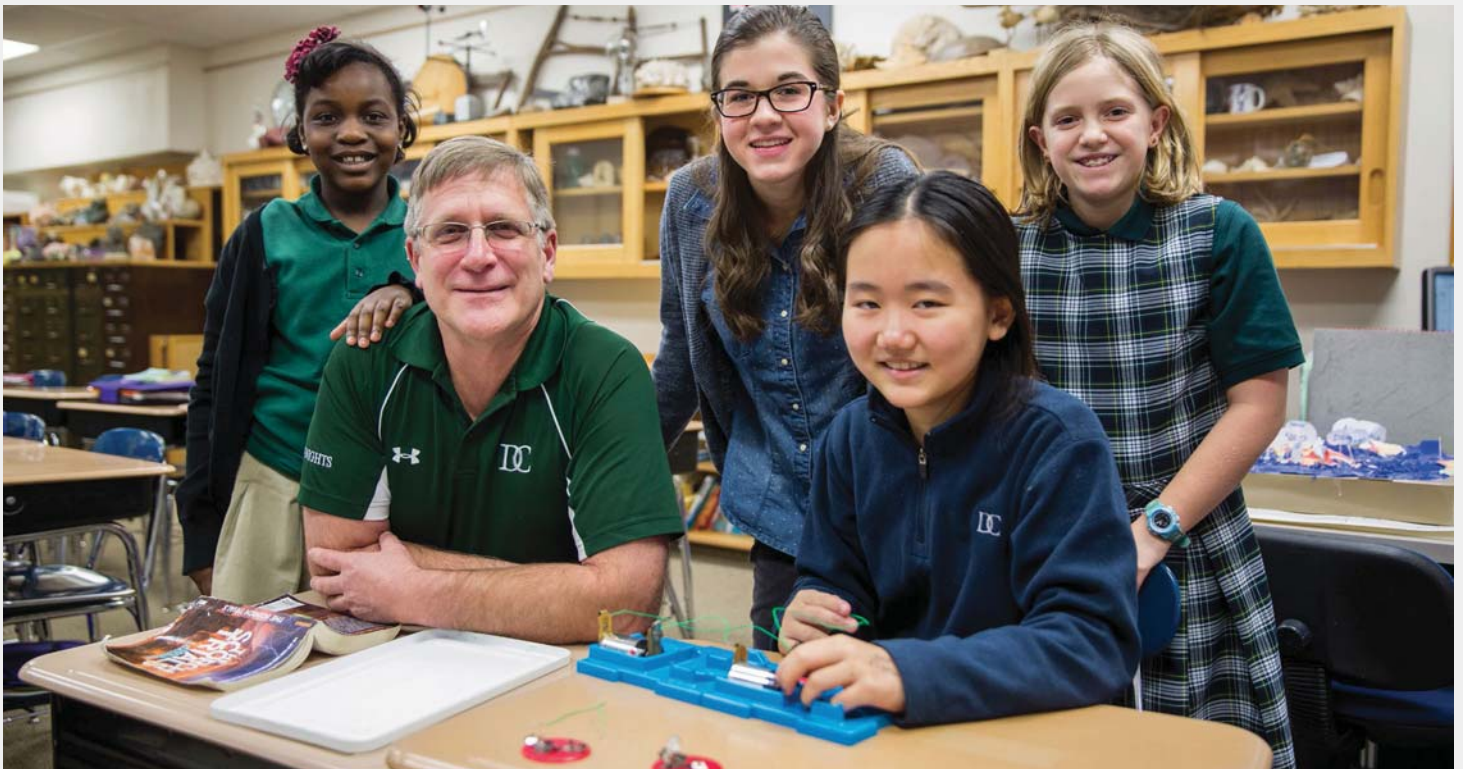
Alpha Sale

From A-Z, the Alpha Sale offers a variety of goodies sure to please! This annual elementary tradition organized by the Kindergarten classes raised over \$1,000 for school supported missionaries.



Going Back, Giving Back

Junior Grace Newman served as one of several students who interned in the elementary division during J-Term. Reflecting on her experience, Grace noted “My internship with the 5th grade class provided me the opportunity to engage in classroom learning, this time as the teacher! Through this experience, I learned much about the impact and influence educators have on students, and the joy that comes with that task.”



ALUMNI NEWS & NOTES

Class of 1961

Sandy Jordan Thomas '61 attended Bible college in Toronto, Ontario. She married Martyn Thomas in 1964 and moved to Nova Scotia where he co-pastored in seven different Presbyterian churches. The Thomas' returned to Ontario in a pastoral capacity and subsequently served with the Bible Society for thirty years, working with different churches each week presenting the task of translating, publishing and distributing the Scriptures. Sandy writes, "This past year has been very difficult as we have had to admit Martyn into a nursing home due to the rapid advance of his Parkinson's disease. Just to make life more interesting, I was knocked over by our dog and broke my hip. I am encouraged by the knowledge that God is never surprised!"

Class of 1971

Karen James Wesley '71 writes, "I was widowed thirteen years ago, but God has given me a new start with marriage to a wonderful man in November, 2014. I am currently living in Mountain House, CA and working as a Field Sales Rep for PEI-Genesis. I hope to retire in 2015 to enjoy my new husband and home. I would love to hear from others from the class."

Class of 1985

Chuck Grieb '85 is teaching animation at Cal State Fullerton. Previously, he held a variety of positions, predominately as an animator/storyboard artist for studios including Disney TV Animation and Nickelodeon. In addition, he has created three animated short films which have screened at both national and international festivals. Chuck is also serving on the Arts Advisory Board for DC's new SAIL program. Visit chuckandwendy.com to see some of his work.

James Putt '85 After spending many years in the Middle East and South Asia working for the US Government, James is now applying his knowledge of international affairs in the private sector.

He is currently employed by New York City based hedge fund Ziff Brothers Investments where he advises the firm on geo-political and sovereign risk and security issues.

Class of 1986

John Robinson '86 has enjoyed twenty years in the telecommunications industry and is currently a Supervisor of Video Network Engineering and Operations for Verizon. He and his wife and three boys live in Wilmington, DE and attend Brandywine Valley Baptist Church. John is looking forward to co-leading a missions trip to Chicago this summer.

Class of 1987

Rob Loane '87 and his wife Sarah announce the birth of Rosalind Ruth born on January 23, 2015. Elliott (22 months old) is a proud big brother of Rosie. The Loanes live in Sioux Falls, SD where Rob works for VantagePoint3, a ministry that develops adult spiritual formation processes for churches. Most recently, he coauthored *Deep Mentoring: Guiding Others on Their Leadership Journey* (InterVarsity Press, 2012).

Liesl Wedeven Walsh '87 lives in Florida and continues to pursue a career in photography. She has received numerous awards for her photos of nature and Florida scenery. Her work has been showcased at Brevard College and the Vero Beach Museum of Art and in *Vero Beach* and *Florida Currents* magazines. Visit Liesl's website to view her award winning photos: <http://lieslwalshphotography.zenfolio.com/>

Class of 1992

Andrew Ware '92 After receiving his BS and MS in Mechanical Engineering from Penn State, Andrew moved to York, PA to work as a Senior Hydraulic Engineer for Weir American Hydro. He is also honored to serve as Chairman of the Board for

DiscipleMakers, Inc. DiscipleMakers is a ministry based in State College, PA dedicated to spreading the gospel and making disciples on college campuses. Andrew and his wife Julie have been married for 15 years and have three wonderful children.

Class of 1994

Abby Freeman Krause '94 is the Design & Production Manager at the History Colorado Center in Denver. She manages the museum's production shop, which designs and fabricates exhibits and interactive components. Her talented staff have proto-typed numerous exhibit interactives. Abby writes, "I love the creative freedom I have in my job, the ability to try new things and working with our staff to highlight various objects from the museum's collections."

Class of 1995

Jen Heckman Cripps '95 joined Lutheran Social Ministries of New Jersey in 2007. Since that time she has served as the Controller for housing and community programs, corporate controller, and interim CFO. She recently was promoted to the role of Vice President and Chief Financial Officer. Prior to moving to the not-for-profit sector, Jen was a senior associate at PricewaterhouseCoopers and a manager at Dow Jones & Company. She earned her BS in accounting from Juniata College.

Class of 1996

Ben Hoffman '96 is the co-founder of www.cityHUNT.org, a unique company that employs the use of scavenger hunts to foster team building. After a successful launch in New York City, cityHunt is now operating in over 100 cities nationwide and runs events for many Fortune 500 companies and has been featured in the Wall Street Journal and other leading media outlets.

James Kutnow '96 is the Dean and Director of Graham Expeditionary Middle School and Graham Primary School, two charter schools serving urban communities in Columbus, OH. He and his wife, Erin, have three children: Ana (12), Simon (10), and Sam (6).

Class of 2000

Jill Schwab Landers '00 is a licensed social worker and is currently employed by Pinnacle Health System in the emergency department at Harrisburg Hospital. She earned her Master's in Social Work at Temple University in 2010. Jill is married to Eli, and they have three beautiful little boys: Nathan (6), Kenton (4), and Zachary (1).

Class of 2002

Megan Young McKenna '02

After graduating from the University of Pittsburgh (BA 2006) and from George Washington University (MA 2009), Megan is now teaching social studies and special education in the Arlington, VA public school system.

Andrew Wasuwongse '02 has worked for International Justice Mission for four years and is currently serving as a Program Manager in Southeast Asia. He has also worked for World Vision International and World Vision Myanmar.

Class of 2004

David J. Bonner '04 is continuing to pursue his passion in film and video production through his company, Brevity Production, Inc. He has a growing roster of clients and film credits. His wife, Dr. Angela M. Jablonski received her Ph.D. in Neuroscience from the University of Pennsylvania in Fall 2014.

Jennifer Horton Grandlienard '04

Jennifer and her husband Stuart are pleased to announce the birth of their first child, Knox, on December 24, 2014. Jennifer and Stuart are on staff with Athletes in Action in Xenia, Ohio.

Tim O'Brien '04 Tim is living in eastern Bosnia working with a team of 16 individuals involved in community and economic development. His team's involvement in Bosnia began a few years after the Bosnian War ended in 1995. Largely a humanitarian aid effort at its beginning, the team has more recently begun programs to remain as an integral part of Bosnian post-war development. (ESL, youth/adult recreational, educational, and special needs programs, local business) Tim's desire to pursue work overseas grew during his last years of college while traveling to several foreign countries, reading Scripture, and being confronted by the commands of Christ: *"My command is this: Love each other as I have loved you."* (John 15:12); *"For the Son of Man has come to seek and to save the lost."* (Luke 19:10) This past November, after two years of preparing a twelve acre field, his team planted over 5,000 seedlings to mark the first stage of a ten year raspberry production business, the goal being to provide jobs for individuals in a country with an estimated unemployment rate of 28%. (The World Bank, 2012). "Each member of our team is motivated in our work by the knowledge of what Jesus Christ has accomplished and our personal relationship with Him. It is our hope and joy to share the Gospel throughout all aspects of our team's efforts." (tim.obrien@crossworld.org)

David Struwe '04 is a Captain and Prosecutor in the United States Army Judge Advocate General Corps. He attended Penn State University on an Army ROTC scholarship. After commissioning as a Second Lieutenant, he earned his law degree at Temple University and then returned to active duty in 2011. Currently, David is stationed at Fort Riley, Kansas and was recently selected to become one of 24 US Army special victim prosecutors. He will be responsible for the upper Midwest region, prosecuting complex criminal cases against military members involving victims of sexual assault and domestic violence, as well as crimes against children. From December, 2012 to September, 2013, he was deployed to Kandahar, Afghanistan where he served as an Operational Law Attorney and prosecutor.



Dave Struwe '04



Rob Loane '87 and Family



Abby Freeman Krause '94 Family

Class of 2005

Aaron Mingle '05 Aaron continues to enjoy his work as a pilot and mechanic for a private aviation company. Through his work, he has traveled to many locations worldwide, with Iceland being one of his favorite destinations. His company, Dynamic Aviation, operates one of the world's largest private fleets of turboprop aircrafts and serves a client base of both government and commercial entities. When he is not flying, he does some IT work and computer programming for the company.

Katherine Griffiths Pfeffer '05 Katie and her husband Oliver are pleased to announce the birth of their daughter, Elena Claire, on May 19, 2014.

Class of 2006

Alexandra Evans Eisel '06 Allie is a Registered Nurse at the University of Pennsylvania Perelman Center for Advanced Medicine and previously worked at Cooper University Hospital. She married in 2013 and resides in Philadelphia.

Class of 2008

Matt Haines '08 Matt has been deployed in southern Spain for several months in a crisis response unit for embassies and national assets with the USMC 1st Fleet Antiterrorism Security Team (FAST) Company. He writes, "Thoughts and prayers are much appreciated for the guys and for myself!"

Class of 2009

Sean Dodds '09 Sean and Cammie Wilcox were married on January 24, 2015. DC alums in their wedding party included Chris Dodds '09, Matt Hummel '09, Will Tice '09, and Shannon Dodds '10. Sean works at SEI Investments Company in Oaks, PA and Cammie is a nurse at Children's Hospital of Philadelphia.

Matt Hummel '09 Matt is currently teaching math and social studies at Paxon Hollow Middle School in the Marple Newtown School District. Last year, working in Coatesville at South Brandywine Middle School, Matt and two other Christian faculty members ran a weekly after school Bible study at the school. The study started with just three students attending each meeting and grew consistently. Many of the students in attendance were from at-risk home settings. Matt is hoping for the opportunity to start a similar study at Paxon Hollow.

Class of 2011

Kyle Harper '11 Kyle writes, "I attended Emerson College in Boston to study writing and publishing, but thanks to some pessimistic publishing courses, a hyper-creative environment, and a crush on a cute film student, I found myself working on a film set my sophomore year. Something clicked, and my life quickly transitioned to writing classes during the week with film sets on weekends. This didn't leave a lot of time for sleeping, but I got to make some fun art, have a few adventures, and meet some incredible people along the way". In September, 2013, he co-founded a company called Zandrak—a production house that's bringing a narrative heart to commercial and creative film. After only one year, he had the opportunity to write and produce for groups like HBO and Spotify. Kyle earned his BFA in Writing, Literature and Publishing, and a minor in Women and Gender Studies. He taught a creative writing course for our high school students this past January during J-term.



Katie Pfeffer '05 Family



Kyle Harper '11



Sean Dodds '09 Wedding



Jen Horton Grandlienard '04 New Baby

UPCOMING CLASS EVENTS

The Class of 1965 is planning a 50th reunion celebration to take place this year. Details to come! Contact Jean McCurry at jmccurry.313@gmail.com.

The Class of 1974 plan to celebrate their (2nd) 40th class reunion on April 11, 2015. Contact Yvonne Miller at ymiller22@gmail.com.

The Class of 1975 is planning their 40th Class Reunion for Homecoming Weekend, October 16-17, 2015. Possible plans are dinner with the class and then a dessert including DC graduates of the 70's. Contact Steven Brutsche at steven.brutsche@gmail.com

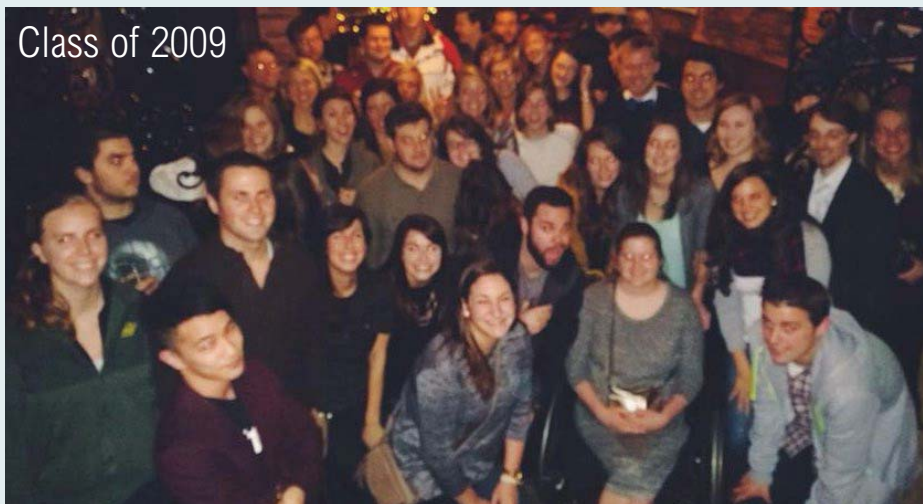
The Class of 2000 is in the planning stages to celebrate their 10th class reunion. Details to come.

JOEL SCHUSTER '96 Appointed New Alumni Board President

DC is pleased to announce that Joel Schuster '96 has been appointed President of the DC Alumni Association. Joel is the lead pastor at Marsh Creek Church in Exton, PA. He and his wife, Sarah Witmer '96, are the parents of three current DC students, Mikayla (6th grade), Kathryn (4th grade) and Emma (2nd grade). Joel attended DC from K-12 and graduated from Gordon College with a B.A. in Biblical and Theological Studies. He continued at Gordon Conwell Theological Seminary earning a M.A. in Religion with a concentration in Next Generation Ministry. As an alumnus and now a school parent, Joel notes that while much has changed at DC over the years, a primary constant is that "the teachers continue to shepherd not only the academic growth of the students, but their spiritual growth as well."

On his role as Alumni Association President, Joel says "I accept this role with a sense of great honor and humility and wonderful anticipation of what is possible. DC has given so much to me and my family over the years and was foundational in the formation of our faith and future. My hope is to engage with those that have been impacted by DC in the past. I would love to hear how God has worked, what He is doing, and how DC has played a role in your lives. I am excited to humbly serve in this capacity knowing that DC is continuing to spread the light of the Gospel and furthering the work of God's kingdom."

Class of 2009



Class of 1989



Andrew Cook, John Wilkens, Adam Sacks, Fran Radano, Allison Franks Crowe, Scott Tyson, Christy Durante Kramer, Holl Creveling Hardin, Christian Rivell, Pam Wilson Wenger, Tom DeVries, Kim O'Bryan

Class of 2004



Back Row: David Walker, Jonathan Coyle, Stuart Mundth, Brian McMahon, Jason Andrews
3rd Row: Kelly Johnson, Sarah (Aguilar) Shipley, Jenn (Horton) Grandlienard, Rachel (Hepkins) Thompson, Tricia (Palmer) Ludwig, Dave Bonner, Mike Militello
2nd Row: Tammy (Deminski) Anthony, Linda (Griffith) Carotenuto, Liz (Wright) Altieri, Drew Karlberg
Front Row: Bethany (McLean) Teti, Sarah (Prettyman) Todd



Middle School Adventure Camp

Revamped for a Perfect Mix of Fun & Service

DC Summer Programs works to support the mission of Delaware County Christian School in every way, seeking to provide our campers, whether they come from within our school or the local community, with the solid foundation of the gospel, enabling them to impact their world through biblical thought and action. With this in mind, we always have it in the forefront of our planning to integrate faith building experiences into our programs wherever possible. This is especially true as we launch a totally revamped Adventure Camp program for students entering grades 6-8.

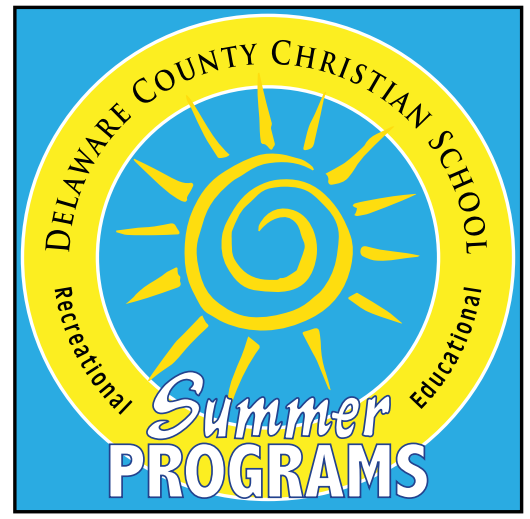
This full day camp is designed to excite and engage campers with the perfect balance of “on camp” time, “off camp” field trips, and service opportunities. There will never be a dull moment! Campers will be immersed in God’s Word each week with more detailed and conversation driven Bible sessions giving them the opportunity to truly grow in their faith with their peers and instructors throughout the week.

Campers will begin and end their weeks with full days at the Devon Campus where they will choose from activities. Tuesday and Thursday excursions will take students “off camp” to a variety of locations and Wednesdays will provide campers with opportunities to serve others through organizations like Cradles to Crayons Donation Center, City Team Ministries, and Greener Partners Farm.

Middle school students looking for an extended service opportunity may opt to enroll in a week-long camp dedicated to partnering with The Philadelphia Project (TPP), a well-known ministry to the DC community that offers free home improvement services to struggling families in Philadelphia. Campers will travel to Philadelphia each day with a DC faculty member to meet up with TPP staff to tackle projects ranging from cleaning and painting to dry wall installation or laying brick. The Philadelphia Project uses this form of ministry as a gateway between the church and the community and has seen many people come to Christ through their efforts. This is a great opportunity for campers to learn the value of hard work and service and to see first-hand the powerful impact of their work in people’s lives. Our past experience with this camp has left students exhausted but also coming home with a great sense of accomplishment—a very impactful experience!

For a full rundown of the many additional options offered through our Discovery Day Camp, Knights Sports Academy and Excel Enrichment Programs, visit www.dccs.org/summer.

-Kevin McIntyre, Director of DC Summer Programs



“On Camp” Activities

- Ropes Course Challenges
- Organized Games
- Archery
- Photography
- Art
- Swimming
- Organized Games
- Much More!



“Off Camp” Activities

- Hershey Park
- Overnight Camping
- Beach Trips
- Go-Cart Outings
- Zip-Lining
- And More!



www.dccs.org/summer

MAKE YOUR GIFT TO THE ANNUAL FUND TODAY

The Annual Fund for DC provides unrestricted monies that bridge the gap between tuition revenue and ongoing operating expenses like salaries, curriculum, campus maintenance, technology and financial aid. The practice of generous giving through The Annual Fund is long-standing, and we continue to marvel at the Lord's faithfulness in meeting our financial needs.

"A generous person will prosper; whoever refreshes others will be refreshed." Proverbs 11:25

WHY SHOULD I MAKE AN ANNUAL GIFT?

DC depends on three sources of revenue for operating expenses: tuition, endowment income, and annual gifts. Your support of The Annual Fund is a vital part of our financial equation and yields a lasting impact in the lives of our students and faculty.

WHO GIVES TO THE ANNUAL FUND?

Gifts to The Annual Fund come from parents, alumni, alumni parents, grandparents, faculty, staff, and friends. Every gift makes a difference and reflects the generosity of our community at all levels.

WHY NOT INCREASE TUITION TO FILL THE GAP?

Annual giving keeps tuition increases to a minimum. The generosity of our donors, including current parents who contribute to The Annual Fund, ensures the availability of a Christ-centered education for a larger number of families.

HOW MUCH SHOULD I CONSIDER GIVING?

We trust that God will multiply the gifts of many, whether a few dollars or several thousand, to meet our school's financial needs. Will you prayerfully consider making Christian education at DC a priority in your giving?

WAYS TO GIVE

Gifts can be made by cash, check or credit card and through the transfer of stocks and securities. You may make a one-time yearly gift or make an automatic monthly gift. Checks can be made out to DCCS and mailed to: Delaware County Christian School, Development Office, 462 Malin Road, Newtown Square, PA 19073.

GIVE A GIFT ONLINE: [DCCS.ORG/GIVE](https://dccc.org/give)

Questions ? Contact:
Kristen Paulson, Director of Development

kpaulson@dccc.org
610.353.6522 x 2208



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