

Fall 2015



ST. PATRICK'S PRESS



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Photo above: The girls JV "A" soccer team captured first place in this fall season's Capital Athletic Conference tournament, as did their counterparts on the boys JV "A" team. For complete fall season results from our Wolfhounds athletics teams, please turn to pages 8 and 9. On the cover: Soon-to-be Grade 8 graduates (from left to right) Jacob M., Hallie F., Katherine S., Guy K., and Grace T. Coverage of the Grade 8 Graduation Ceremony begins on page 17.

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TAKE THE TIME TO REMAIN PART
OF THE LIVES OF YOUR FRIENDS HERE TODAY:
REFLECTIONS ON COMMUNITY



Peter A. Barrett
Head of School

Perhaps you will be struck, as I continue to be, by the dramatically different approaches that our Graduation speakers chose for their remarks to the Grade 8 and Grade 6 Classes of 2015, reported in this fall edition of the *St. Patrick's Press*. At the Grade 8 Graduation, Day School grandparent, alumni parent, and former Trustee Charles Johnson III spoke about community—the vibrancy, connectedness, and power that can result from its presence and the dysfunction and isolation that can prevail in its absence. Twenty-four hours earlier, at the Grade 6 Graduation, parent and former Trustee Leslie Armitage talked about . . . well . . . chocolate.

Photo opposite: *The graduating Grade 6 Class of 2015. To read more coverage of the Grade 6 Graduation Ceremony, please turn to page 28.*

In truth, as you'll see, Leslie had a grander framework in mind, one that captured themes of being active and engaged, deliberate yet adventurous, and determined to create—and then to make—good choices as one moves through life. As I have reflected on our two wonderful Graduation Ceremonies and on the words of the respective speakers, I find myself toggling back and forth between Charlie's rather more ponderous and Leslie's more playful advice for our graduates and recognizing just how appropriate their words are to the experience of young people in this place.

You will also find here news of the comprehensive strategic planning process initiated by the Board of Trustees in September, continuing in a more formal way a conversation that began two years ago, after the successful completion of A Broader Vision, the campaign in support of the first phase of Foxhall Campus development, as the Board turned with renewed vigor to the Day School's long-term future. In November, the Board received an initial report on the discovery phase of the year-long process, which has included a number of focus groups and more than 50 interviews with current parents, alumni, faculty and staff, and other members of the community and with educators and administrators at area schools, education association executives, and other external observers. Among the strengths identified at that time—along with areas for improvement, fresh opportunities, and challenges presented by the wider educational marketplace—were the highest quality Nursery to Grade 8 education with great students and great teachers with room to teach; a strong, inclusive community; a warm, welcoming, and safe environment; and rigorous academics nonetheless open to many kinds of learners . . . all within a strong Episcopal school tradition.

Which brings us, of course, to Anne Muir—who would, no doubt, prefer to wrap these thoughts around Jolly Ranchers rather than chocolates.

As the 2014–2015 school year drew to a close, our thoughts were very much with Anne, who was retiring from the Day School after 43 years of remarkable service, making her the longest-serving member of the St. Patrick's faculty and staff and, quite likely, the individual who has had a greater impact on this place than any other single person. As I remarked at the time Anne received the Jeff Keffer Service Award, also reported here, "The determination Anne has to understand deeply each of her students—to find what works with that student, what would ignite that student's interest, or how to build on already strong interests—is legendary, likewise the respect that she has for each of her students, for each student's aspirations, and her desire to draw that student out so that he or she could become more fully himself or herself. Singly—and in collaboration with all of the many teachers with whom she worked—Anne Muir shaped a school community that, at its best reflected the values that she held—that she holds—most dear."

The common thread here is the power of community—not some nameless, faceless concept but a specific community in which individuals are known, loved, respected, and challenged and that specific individuals with names like Anne Muir and Pat Spector and Cleveland Barnes and Jeff Keffer made a significant part of their life's work to build here at St. Patrick's.

As Charlie Johnson neared the conclusion of his remarks, he observed to the Grade 8 Class of 2015, "Right now, you may have the greatest sense of 'belonging to a community' that you have ever had. You have been uniquely blessed to take the next step toward lives of consequence as parts of other communities." Lives of consequence—what a wonderful ambition for the

young people who animate this place, deeply rooted in their experience of community here! And Leslie Armitage, too, strived to remind her Grade 6 listeners that the active, engaged, deliberate, and sometimes adventurous life that she had in mind for them occurs most effectively in community, through shared experiences with family and friends and a wide variety of social networks, including people who are different from us.

Charlie offered what seems to be a rather simple, yet powerful, first step in maintaining a sense of community as one departs from St. Patrick's and moves toward becoming part of new communities: "Take the time to remain part of the lives of your friends here today." Perhaps that wisdom captures an essential ingredient in the community all of us have tried to build here—the one called out as strong and inclusive, warm and welcoming, characterized by rigorous academics yet open to many kinds of learners—namely, that we encourage everyone here to take the time to be part of each other's lives and to reach for a broader understanding of who that "other" might be and how we might be part of those different lives, thereby enriching our own. In our Statement of Philosophy, we call it the imperative to "understand the world more fully through others," which enables us to enter, enrich, and find mutual benefit within the ever-widening communities that beckon us.

As we seek to move from strength to strength through our ongoing strategic planning initiative, I trust that this notion of community and the connectedness, meaning, and sense of possibility it offers all of us will continue to define us at our core. 🌱



Photo above: Eugene and Blair Giannini (left side), this year's Annual Fund Co-Chairs, pictured here with Head of School Peter A. Barrett and his wife Katherine Epes, were among the 300 attendees at this year's third annual Green & White Night.

THIRD ANNUAL GREEN & WHITE NIGHT KICKS OFF SCHOOL YEAR

In September, more than 300 current parents, alumni, parents of alumni, and faculty and staff gathered for Green & White Night in the Gymnasium and Performance Center. Now in its third year, Green & White Night kicks off the school year in spirited style, allowing all members of the St. Patrick's community to celebrate common connection to, and affection for, the Day School.

This year, the community welcomed Caitlin Kiley, St. Patrick's new Director of the Annual Fund. "As a new member of the St. Patrick's community," she said, "it was wonderful to see everyone come together to celebrate being back at school with one another. St. Patrick's is a special community, as evidenced by this special event! Green & White Night was a wonderful way to introduce this year's fundraising goals to the community and build excitement for the coming school year."

As has become tradition, attendees heard remarks from Head of School Peter A. Barrett and the Chair of the Board of Trustees, Patrick Steel.

In addition, the community welcomed this year's Co-Chairs of the Annual Fund, Blair and Eugene Giannini (Witt 7E), as well as this year's four Co-Chairs of the Auction to Benefit the Financial Aid Program—Ally Banks (Ella 6A, Hutton 4A, and Rowan 2B), Meg Haney (Charlie Ferguson 3A and Teddy Ferguson 1B), Kara Maddux (Hank 4A and Steele 4C), and Annie Magruder (Madison 6C, Kacie 3C, and Charlie 3A).

BOARD INITIATES STRATEGIC PLANNING PROCESS

At its opening meeting in September, the Board of Trustees approved a comprehensive strategic planning effort—the Day School's first since 2008. A regular strategic planning process—in which we have typically engaged every five to 10 years—is a critical part of ensuring the Day School's (indeed, any healthy organization's) ongoing vitality.

St. Patrick's begins this strategic planning process from a position of strength. We can celebrate our many successes in recent years—stable and growing enrollment over years that included significant market dislocations; exceptional student

retention rates; a superb outplacement record; a dramatic increase in our net assets, allowing us to properly maintain our physical plant over time; a doubling of our endowment to nearly \$11 million; and, of course, the opening of our terrific regulation-size athletic field on the Foxhall Campus that is the envy of our peer schools.

Even so, Head of School Peter A. Barrett wrote in September of the challenges that our school—and all schools—will need to address in coming years, namely the "increasingly fluid educational marketplace and the role of independent schools within that marketplace, both locally and nationally; the paired senses of possibility and uncertainty ushered in by rapid technological change with dramatic implications for all human institutions, including schools; and the lingering effects of the 2008 financial crisis." The strategic planning process will seek to provide a roadmap for the Day School's engagement with those challenges, while at the same time capitalizing on the opportunities the future holds.

The research and discovery phase of the strategic planning process, led by the firm Bernuth & Williamson, seeks to engage and learn from a wide cross-section of the St. Patrick's community including parents, alumni, faculty and staff, and other friends. In September and October, Bernuth & Williamson conducted a series of one-on-one interviews with current parents, faculty and staff, and other members of the community, on the one hand, and external educators, association executives, and placement consultants, on the other. In addition, the firm facilitated seven focus groups, including parents, faculty and staff, and the Board's strategic planning group. The final step in the discovery process includes a wide-ranging survey that will be open to all members of the St. Patrick's community. Throughout this phase of work, Bernuth & Williamson will seek to identify the community's priorities for the Day School and, along the way, gain insight into the community's perception of St. Patrick's strengths and areas of potential improvement.

We look forward to sharing the results of this process with you on a regular basis as work proceeds!

GRADE 8 STUDENTS TACKLE YEARLONG CAPSTONE PROJECT

Since its inception more than a decade ago, the Grades 7 and 8 program has embraced an innovative, student-centered approach to teaching and learning. The two-year interdisciplinary humanities curriculum, for example—which culminates in a multiday trip to major sites of the Civil Rights Movement at the end of students' Grade 8 year—has already distinguished St. Patrick's among peer schools.

This year, Grade 8 faculty members introduced a new initiative—the Capstone Project—that will provide students with an opportunity for ongoing, self-guided study. Each student, partnering with a faculty mentor, will spend the year immersed in a topic of his/her choice producing, over the course of the year, a research paper, a design project, and a live presentation.

At St. Patrick's, project-based learning (PBL) has become a pervasive and powerful tool in our efforts to create an even more student-centered learning environment, and opportunities for students to engage in PBL abound in the Upper School. The Capstone Project—an opportunity for students to synthesize the skills they have learned over their years at St. Patrick's—is PBL at its best: Students choose their own meaningful research question, collaborate with others to develop a “product” and, finally, present their work to their classmates and others.

Intended to foster autonomy, creative thinking, writing and research skills, and successful executive functioning habits, students began their Capstone Projects this summer by reading a number of books relevant to a topic of interest to them—such as civil rights, technology, the stock market, comic books, the Space Race, and the Vikings, to name just a few. Each student began an annotated bibliography and, with the assistance of his/her faculty mentor, narrowed his/her topic of choice down to a few more spe-



Photo above: Grade 8 students will each complete a Capstone Project this year, focused on a topic of his/her choice. Aisha T. (foreground) is studying graffiti, asking, “How is graffiti used as a form political activism?” Laila B. (background) is researching the question, “How will technology be used as medicine for people and other living beings in the future?”

cific research questions. One of several faculty mentors, who include a variety of teachers and administrators from across divisions, is assigned to each student. Faculty mentors will meet with students on a weekly basis to monitor progress, offer feedback, and provide support and encouragement.

There are three components to the project—a research paper, a design project, and a live presentation. For the research component of the project, students are using an educational research package called NoodleTools, an “integrated [platform] for note-taking, outlining, citation, document archiving/annotation, and collaborative research and writing.” After completing their research, students will produce a seven- to 10-page research paper that addresses their specific area of inquiry.

After their research paper is completed in November, students will move on to the design portion of the project. Student design projects will vary—they may choose to build something, design an experiment, or document a real-life experience related to the topic of choice. The design portion of the Capstone Project will be finished in February. Finally, students will present their findings to an audience of peers, faculty and staff, and parents in March.

We are excited to see students' projects come to fruition over the course of the school year and believe that as these students move on from St. Patrick's, they will carry forward the skills and confidence to tackle large-scale academic and personal challenges.

RENOVATED SPACE CREATES CHILDREN'S KITCHEN AND LOUNGE

This past summer, the space adjacent to the Indoor Playroom—formerly used exclusively by Extended Day—was renovated to create the Day School's first student-friendly kitchen as well as a lounge area for Grades 7 and 8 students and an enrichment space for Extended Day.

Officially named the “Wolfhounds Den,” the renovation fulfilled a need for children to be able to cook and learn in a safe and fully-functional kitchen. Lower School teachers have already begun using the space for special baking and cooking programs. Teachers also hold a number of after-school baking and cooking classes in the space during the week.

In addition to serving as a kitchen, the Wolfhounds Den provides a lounge area in the early afternoon for Grades 7 and 8 students. It gives these oldest students—who have their math and science classes on the Whitehaven Campus—a distinct place to relax and regroup during their busy day. In addition, Extended Day students in Kindergarten and Grade 1 make the Wolfhounds Den their home base for after-school enrichment. Mr. Amos and Ms. Chelsea, Extended Day instructors, find that the Wolfhounds Den's close proximity to the Indoor Playroom makes the space ideal for after-school enjoyment.

CULTURE AND IDENTITY EXAMINED AT EARLY CHILDHOOD CONFERENCE

On October 23, N1 teacher Samantha Fletcher presented at the annual Mid-Atlantic Episcopal School Association (MAESA) Early Childhood Conference, held this year at Washington Episcopal School. The title of her presentation was *No Children Left Behind: Incorporating Culture and Identity in Educating the Whole Child*.

Samantha discussed culture, identity, and diversity and how to incorporate these themes into everyday teaching and learning with young children. She addressed issues like how to ensure that students from underrepresented backgrounds do not feel left out and the importance of helping students to move from tolerance to acceptance and then to expectation with regard to differences among people. During her presentation, she shared strategies for teachers to prepare for these topics before the school year begins and to address them during the school year, as well as a number of resources that can help facilitate classroom discussions.

Finally, Samantha shared a year-long identity project that she piloted at St. Patrick's last year, in which students drew themselves, added skin color, and later made a collage of their faces us-



Photo above: Lt. Col. Sterling Thomas (second from left) delivered remarks during St. Patrick's annual Veterans Day Chapel. He is pictured here with his wife Dr. Joneis Thomas (second from right), Head of School Peter A. Barrett (left), Day School Chaplain Rev. Katie Solter (right), and his two children.

ing items of interest to them. By the end of the project, students began to see things they had in common with others that go beyond physical attributes.

Samantha recently completed her master's degree in curriculum and instruction at the University of Maryland with a focus on minority, urban, and multicultural education. We congratulate her on her MAESA presentation!

DAY SCHOOL CELEBRATES VETERANS DAY WITH ANNUAL CHAPEL SERVICE

Now an annual tradition at the Day School, this year's Veterans Day Chapel, held on November 11, offered a profound and in-depth look at the meaning of service as we welcomed parent Lt. Col. Sterling Thomas.

Lt. Col. Thomas began his speech by stating, "Service to your country means, for me, helping the United States regain or retain its place in

the world as a human rights leader, a symbol for equal justice under the law, and an example of peaceful political process."

He lifted up the essential character elements involved in the military: Service before self, the willingness to do what is right even when no one is looking, the importance of a moral compass and an inner voice of self-control, and the ethic of excellence in all areas of life.

Lt. Col. Thomas continued, "Many assume that military service is about breaking things and killing people. . . . But no one who has been to war takes lightly the idea of putting men and women in harm's way. . . . We must be so prepared and so well-trained and diplomatic that our foes would rather work around us or befriend us than attack us."

We extend our gratitude to all our parents and community members who serve in our military. Furthermore, we are deeply grateful to Lt. Col. Sterling Thomas for his moving testimony.



Photo above: Students in Kindergarten through Grade 8 gathered in the Nave in early November for the annual All Saints Day Chapel. This year's chapel theme is "Seeking Peace in Ourselves, in Each Other, and in the World." The Rev. Katie Solter, Day School Chaplain, will weave this theme of peace into this year's weekly divisional and occasional all-school chapel services.

DAY SCHOOL CHAPELS EXPLORE THEME OF "SEEKING PEACE"

For the first time, St. Patrick's is introducing a thematic element to weekly division-wide chapels as well as special all-school chapels throughout the year. Chosen by Rev. Katie Solter, Day School Chaplain, this year's chapel theme will be "Seeking Peace in Ourselves, in Each Other, and in the World." In chapel and around the school, we will seek to explore ways in which we can bring peace to the center of our lives.

This year's theme promotes an individual, local, and global look at peace. In the wake of the recent terrorist attacks in France, this appeal to peace remains an urgent one. As a young woman in France said after she opened her apartment to 40 people on the night of the shootings: "Compassion is all we have." Compassion begins by seeking peace in ourselves, in each other, and in the larger world. Jesus reminds us: "Blessed are the peacemakers," and this year's chapel theme seeks to live out this blessing each week in prayer, in scripture from all traditions, in music, and in chapel reflections.

This fall, we have welcomed Hindu dancers from Georgetown University, heard a moving and powerful reflection on service and peacemaking from Lt. Col Sterling Thomas, and will hear many more reflections on the building and sustaining of peace. All members of the St. Patrick's community are invited to chapels, and we hope you will also submit your prayers to prayers@stpatsdc.org. We also invite members of the community to submit their own reflections about creating peace in the community for sharing during these sacred moments.

DAY SCHOOL GETS ITS OWN COAT OF ARMOR

Former Grade 6 teacher Hank Lanphier, who departed St. Patrick's last year to pursue a graduate degree, recently completed a custom-made coat of armor emblazoned with the Day School's logo and mascot (pictured here). The coat of armor was commissioned as part of the Grade 6 Class of 2015's legacy gifts to the Day School.

In addition to being a lover of classical history, Hank is also a blacksmith who spent recent summers perfecting the trade at an historically-accurate 19th-century logging village in Michigan. He spent



an extraordinary 189 hours creating this unique learning tool that will be enjoyed by generations of St. Patrick's students.

The armor design contains elements from the ancient Greek, Roman, and Medieval periods. Students from last year's Grade 6 graduating class selected patterns and colors from a variety of options. Hank writes, "I was deeply honored that the Grade 6 class chose to commission the suit of armor, and its creation was a work of love and gratitude for St. Patrick's."

WOLF HOUND WATCH

Included in this section are results from the fall 2015 soccer and cross country seasons. St. Patrick's competes in the Capital Athletic Conference (CAC), a group of six similarly-sized and -configured schols in the metropolitan area.

Boys Varsity Soccer

Coach: Jeremy Hewes

Regular-Season Record: 6-3, 1st place **CAC Tournament:** 1-1, 3rd place

CAC All-Stars: Colin M., Jesse F., Bora H.

MVP Awards: Jesse F., Conor S., Cyrus G.

Most Improved: Theo S. **Coach's Award:** Colin M.

Season Highlight: Capturing the number-one seed in CAC tournament

Girls Varsity Soccer

Coach: Figadelfo Mendieta-Jara

Regular-Season Record: 7-2, 2nd place **CAC Tournament:** 1-1, 2nd place

CAC All-Stars: Laila B., Emma M., Halle J., Dorothy C.

MVP Awards: Emma M., Laila B. **Most Improved:** Halle J., Dorothy C.

Coach's Awards: Sofia B., Olivia L., and Aisha T.

Season Highlight: 2-1 victory over Norwood during regular season

Boys Junior Varsity "A" Soccer

Coach: Odingas Anyabuikie

Regular-Season Record: 5-2-1, 2nd place **CAC Tournament:** 2-0, 1st place

MVP Awards: Spencer H., Joseph M.

Most Improved: Luke F. **Coach's Award:** Nicholas F.

Season Highlight:
Winning the CAC Championship game 2-0 over Immanuel Christian School

Girls Junior Varsity "A" Soccer

Coach: Joffre Acre

Regular-Season Record: 7-1, 1st place **CAC Tournament:** 2-0, 1st place

MVP Awards: Katrina M., Ella B., Laila K.

Most Improved: Whitney S., Louisa K., Samantha T.

Coach's Awards: Madison M., Bunny C., Sally A.

Season Highlight: Winning the CAC Championship game 1-0 over Langley

Boys Junior Varsity "B" Soccer

Coach: Ian Winstanley

Regular-Season Record: 2-2-2

MVP Award: Tre M. **Most Improved:** Damien K.

Coach's Award: Jackson S.

Season Highlight:
Defeating Norwood 1-0 in the last game of the season





Photo page 8: Grade 8 student Bora H. takes a shot on goal during a varsity soccer game against Westminster in September. **Photo top left:** Grade 7 student Kate G. defends the ball against an attack from a Westminster player during a varsity game in September. **Photo top right:** Grade 6 student Adie S. takes possession of the ball during a JV "A" soccer game against Westminster in September. **Photo bottom left:** Grade 5 student Henry M. goes toe-to-toe with a Waldorf player during a JV "B" game in September. **Photo bottom right:** Grade 5 student Ray S. (left) and Grade 7 student Witt G. compete in a cross country meet at Sandy Spring Friends in November.

Girls Junior Varsity "B" Soccer

Coach: Hossein Rasouli

Regular-Season Record: 0-5-2

MVP Award: Lucy J.

Most Improved: Ava C.

Coach's Award: Elizabeth R.

Season Highlight: 1-1 tie against Norwood

Cross Country

Coaches: Sam Hart and Shelby Smallbone

MVP Award: Courtney Y.

Most Improved: Witt G.

Coach's Award: William W.

Season Highlight: Outstanding performance at the CAC meet

BOARD OF TRUSTEES HONORS DEPARTING MEMBERS, WELCOMES NEW



Among the many volunteers who support the St. Patrick's community and make it so vibrant, we are especially grateful to those who serve on the Day School's governing body, the Board of Trustees. These dedicated individuals, whose important responsibilities include developing and guiding the school's strategic vision and acting as fiduciary stewards, serve three-year terms and work to protect the St. Patrick's legacy for current and future students.

Here, we thank three members of the Board after the conclusion of their terms last school year, and we welcome one new Trustee as she begins her service. Departing Trustees were honored at the annual Board-Vestry Dinner in October, with excerpts of those remarks are included here.

Tim Bitsberger departed from the Board after serving from 2012 through 2015. Board Chair Patrick Steel said of him, "As a longtime parishioner as well as a member of both the Vestry and the Board of Trustees, Tim brought a deep understanding of our mission and our ministries to his Board service. His particular focus on governance issues, including his complete update and revision of the Board bylaws, will be a lasting contribution."

Amy Solomon ended her Board service last year after serving as the Nursery School Faculty Representative from 2012 through 2015. Board Chair Patrick Steel said of her, "Amy's service to the Day School spanned more than 20 years. As parent of daughter Sarah W '03 and an active volunteer, a longtime Nursery School teacher and, for the past four years, a Trustee, Amy's contributions to our community were innumerable, and she touched the lives of countless St. Patrick's families. We will miss her greatly."

Carolyn Mansfield, the departing President of the Parents Association, leaves the Board after her two-year term. In acknowledging Carolyn for her service, Peter first observed how fortunate that he has been—and that St. Patrick's has been—to have had such gifted presidents of the Parents Association over the last two decades. With an eye toward the Parents Association's mission of *Welcoming Families & Building Community*, Peter focused on Carolyn's tireless efforts to fulfill that mission. Among Carolyn's many accomplishments during her two-year term were strengthening the Faculty and Staff Summer Travel and Study Grants Program and continued advocacy for the nascent Education Innovation Grant Program, both examples of the Parents Association's efforts to support the professional development and recognition of our talented faculty and staff.

Nicole Fischer joined the Board at the beginning of this school year in her capacity as President of the Parents Association. Nicole has a distinguished volunteer history at St. Patrick's. Most recently, she has served on the Parents Association Executive Committee as Vice President for Communication and Vice President for Horizons Greater Washington. She was a Co-Chair of the Fall Book Fair in 2009 and 2010 and has served as the Chair of the Children's Art Auction Category and Co-Chair of the Family Fun Day Tennis Can Game. She was a Room Parent for a number of years and has volunteered for Family Fun Day, the Spring Book Fair, Family Bingo Night, Faculty and Staff Appreciation events, and in various capacities for the Auction. She has also worked in the Publishing Center and served as a library volunteer. Nicole is an active member of the Parents Council of Washington as well as Friends of Horizons Greater Washington, where she served as Co-Chair of the 2014 Gala. She spent more than a decade as a microbiologist in the biotech industry, beginning as a laboratory technician and making her way to key account manager. Nicole and her husband Jeff have two children. They live in Washington with their family dog, Lucky.



Photo above, back row, left to right: Sam Hart, Caitlin Kiley, Lydia Helgesen, Fenner Gibson W '03, Shelby Smallbone, Betsy Kipperman. Front row, left to right: Sabrina Crame, Chloe Hensold, Tia Crutchfield, Dianne Neville, Madeline Peck, Victoria Gangotena.

A Warm Welcome to the Faculty & Staff Class of 2015

This school year, St. Patrick's welcomed 12 new full-time faculty and staff members—three of who were already familiar faces at the Day School. Short biographical information on each appears below.

Sabrina Crame joins St. Patrick's as the 2C homeroom teacher, succeeding longtime teacher Jan Nelson in that role. A native of Las Vegas, Sabrina joins the Day School from Los Angeles, where she was a Grade 4 teacher at the Laurence School. Sabrina holds a bachelor's degree in communication from the University of Oklahoma (she is still a Sooners football fan) and a master's degree in teaching from the University of Southern California. She lives in Maryland and is engaged to be married in July of next year.

While not new to the St. Patrick's community, **Tia Crutchfield** is new this year as a full-time faculty member in the Infant-Toddler Center. Tia

spent the previous 10 years as a member of the Extended Day team and as a substitute teacher in Nursery, PK, and Kindergarten. Tia was married in August to her husband Quentin and has four children: Makiya (13), Jordan (10), Michael (8), and Kennedy (3).

Born in Quito, Ecuador, **Victoria Gangotena** joins St. Patrick's as a K2 co-head teacher. Victoria has lived and worked throughout the Americas, including in Miami and Fredericton, New Brunswick, before moving to Washington. In her most recent appointment, she was a Kindergarten teacher at Shelton Academy in Miami. Victoria holds a bachelor's degree from the Universidad San Francisco de Quito and a master's degree in early childhood education from Florida International University.

Fenner Gibson W '03, the second alumni member of our current faculty, took over as the 6B homeroom and Grade 6 social studies teach-

er this year. Most recently, Fenner completed a two-year assistant teaching program at Potomac. After graduating from St. Patrick's Grade 6 in 2003, Fenner went on to St. Albans and then to the College of William & Mary, where he earned his bachelor's degree in religion. He also holds a master's degree in education from the University of Virginia. A native Washingtonian, Fenner's two siblings Lucy and Will graduated from St. Patrick's in 2005 and 2009, respectively.

The Nursery School team welcomed **Sam Hart** as the PK2 assistant this year; he also coached the cross country team this fall. Before coming to St. Patrick's, Sam was a teaching fellow in Grade 2 at Beauvoir for two years. A Washington-area native, Sam grew up in Bethesda and attended Sidwell Friends from PK through Grade 12. He went on to receive his bachelor's degree from Wake Forest University. Sam loves baseball and is an Orioles fan, enjoys cooking, and recently started collecting wacky socks.



Another new member of the Kindergarten team, **Lydia Helgesen**, is a co-head teacher in the K1 classroom with Lauren Marshall. Lydia's most recent appointment before St. Patrick's was as a Kindergarten teacher and grade-level chair at KIPP DC: Grow Academy. She earned her bachelor's degree in interdisciplinary studies from American University and her master's degree in early childhood education from George Mason University and also trained as a reading specialist at the University of Virginia. She lives in Alexandria.

Chloe Hensold joins St. Patrick's as the 5B homeroom and Grade 5 math teacher. Before coming to St. Patrick's, Chloe spent four years teaching at the Park City Day School in Park City, Utah, where her free time allowed her to enjoy mountain life and skiing. She holds a bachelor's degree from Hamilton College, where she studied math and art, and is currently engaged in coursework at Bank Street College, where she is enrolled in the leadership in math education program. She lives in the District.

Caitlin Kiley, one of two new members of the Development Office, joined St. Patrick's in July as the Director of the Annual Fund. Caitlin comes to the Day School with significant fundraising experience, including as the Assistant Director of Alumni and Parent Relations at Phillips Exeter Academy and as the Associate Director of Annual Giving at Washington and Lee University. She studied English at the University of Maine, where she earned her bachelor's degree and graduated

summa cum laude. Caitlin also holds a certificate in fundraising from New York University. She lives in the District with her husband Kevin and their dog, Sophie.

Rounding out a talented Music Department team, **Betsy Kipperman** joined St. Patrick's this year as the Nursery School and Lower School music teacher. Most recently, Betsy was a music teacher at Garrison Forest School in Owings Mills, where she taught preschool through Grade 5. Betsy holds a bachelor's degree in music from James Madison University and a master of fine arts degree from George Mason University. Like her colleague Laura Petersen, Betsy is an accomplished Orff-Schulwerk teacher. She holds an Orff-Schulwerk certification from George Mason and has completed advanced studies in music and dance education at the Orff Institute in Salzburg, Austria. Betsy lives in Friendship Heights and enjoys singing with a number of jazz groups in the area.

Dianne Neville, the second new member of the Development Office, started at the Day School in July as the Development Associate. In her previous posting, Dianne was the membership manager at the National Archives Foundation. Originally from Wisconsin, Dianne earned a bachelor's degree in journalism and Japanese from the University of Wisconsin-Madison. After graduating, she spent a year each in Japan and China, where she was an English teacher. She lives in the District with her husband Jack, whom she married in October.

Madeline Peck is a familiar face at St. Patrick's after her tenure as a long-term substitute in Grade 3 during the 2014-2015 school year. This year, Madeline joined St. Patrick's on a permanent basis as a Grade 2 learning specialist. Prior to her work at the Day School, Madeline taught Grades 1 and 2 at Park Day School in Oakland, California, and Kindergarten through Grade 3 at Pierrepont School in Westport, Connecticut. She holds a bachelor's degree in early childhood education from the College of Charleston and will graduate from Sacred Heart University next year with a master's degree in teaching. Madeline and her husband Doug were married in September. They live with their one-year-old puppy, Berkeley, in the District.

Shelby Smallbone joined St. Patrick's as the new N2 assistant, working alongside Marie Steiner in that classroom. Shelby comes to us from Chicago, where she was a pre-school associate teacher at North Park Elementary School there. She holds a bachelor's degree from Hope College in Holland, Michigan, in elementary education with a language arts specialization. Shelby lives in Bethesda.

In each edition of the Press, we bring you sketches of current Day School faculty and staff. In this issue, we bring you excerpts of the remarks made honoring several faculty and staff at the Chapel Honoring Faculty and Staff on May 15.



Photo: Music teacher Anne Tyler, pictured here in the captain's chair that will reside in her classroom for the 2015-2016 school year.

Love of Teaching Award: Anne Tyler

Upper School Music Teacher

Remarks by Head of School Peter A. Barrett

Seven years ago, a group of parents initiated a conversation with us about ways to honor then-Grade 3 teacher Mark Humphreys' contributions to St. Patrick's. The outcome was that a named fund was created to recognize Mark and thank him for his service to the Day School. This fund, the Love of Teaching Award in Honor of Mark Humphreys, provides a new recipient each year with a stipend to augment his/her individual class's instructional program or personal professional development opportunities during that year.

Each year, we invite nominations of potential honorees for the Love of Teaching Award from members of the faculty and staff for consideration by the Division Heads, who in turn make a recommendation to the Head of School. To recognize the recipient further, an anonymous donor purchased and donated to the Day School a wooden captain's chair with the St. Patrick's logo. The chair is given to the honored educator for the year for use in her/his classroom or office.

Here are the qualities we set forth for nominees for the Love of Teaching Award: A dedication and determination to help each child develop to his/her fullest potential; a clear sense of teaching as a craft at which the nominee always strives to get better; a determination and willingness to find what works for each student; an understanding of the importance of collaboration with colleagues; and, the conviction that the best students s/he has ever taught are those who are currently in his/her class.

We ask faculty and staff who are nominating someone for the Love of Teaching Award to write a brief statement as to how that particular individual displays those qualities.

This year's honoree, said one colleague, "inspires all in the group by creating a framework of discipline and commitment to the goal, which energizes all its members to polish their ultimate performance to a high standard. . . . [She] molds individuals into a cohesive whole, all supporting each other and pulling together. How well this fits our children for future challenges! . . . In a community of dedicated teachers, [she] is an inspiration to us, as she encourages us all to grow, be active, and come together as a community."

This year's honoree, another colleague observed, "epitomizes LOVE of teaching. I looked over at her on the cowbell during Orff, just smiling and laughing and bringing her section along. She does everything! She throws herself into music and makes us all want to jump up out of our seats and feel the rhythm, man! She is devoted, passionate, tireless. . . . and what she has done to the quality and breadth of music here, it's astounding."

Her "love of music and her love of teaching intertwine so much so that it seems one cannot be without the other," said another colleague. "Her enthusiasm for the subject matter and her deep understanding of the students she teaches guide her curriculum as she strives for excellence. . . . [Her] enthusiasm for teaching, her smile, and her laugh are infectious. . . . Above all, her energy and passion inspire. What more could you ask for? She's a master teacher."

"She motivates because she converses," said yet another colleague. "She respects each student, she listens, she responds, she pushes. And, of course, she laughs. . . . Nowhere is [her] complete generosity of spirit more embodied than in her true labor of love each

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Photo, left to right: Abby Keffer W '08, M '10, Anne Muir, Elizabeth Keffer, and Head of School Peter A. Barrett.

Jeff Keffer Service Award: Anne Muir

Upper School Resource Teacher

Remarks by Head of School Peter A. Barrett

There are many factors that make schools—especially great schools like St. Patrick's—seem like complex organizations and, in many ways, they are. But they are also rather simple organizations, thriving on face-to-face interaction and shoulder-to-shoulder collaboration, with the efforts of individuals—students, faculty and staff, parents—directly influencing the health and vitality of the whole.

Today, we remember—and honor—a man who appreciated those many complexities at the same time that he recognized and acted upon the otherwise simple understandings that shape this place. Jeff Keffer was an individual who clearly understood that each of us must work to make human institutions, relationships, and situations better than they were when we arrived. He had a keen sense of the roles each one of us can, and should, play in this effort, as faculty and staff, students, and parents. Rather than expecting those roles to constrain us, though, Jeff seemed to think that a clear, textured understanding of our various roles actually frees us to be our best selves.

How fortunate we were to have Jeff Keffer be one of those parents, an individual for whom service to the ever-widening communities of which he was a part—and to this St. Patrick's community that he loved so much—was essential! Service is an expression of gratitude, optimism, devotion, and determination; it is a way of life.

Beginning three years ago, we have endeavored to remember here, and honor here, a man, a father, a husband, a volunteer, and a friend who revealed his sense of St. Patrick's Episcopal Day School through a depth of involvement, commitment, energy, and achievement—a life of service to this institution—that will be difficult to equal. We

honor, in Jeff Keffer's name, a member of the faculty and staff who has demonstrated that understanding of and commitment to this place, that dedication to the quality of the experience of the young people who animate this place, and that yearning for excellence that shaped Jeff's life in service to St. Patrick's.

This morning, we announce the fourth recipient of the Jeff Keffer Service Award, which includes a \$5,000 stipend supported by the Jeffrey M. Keffer Endowment. This year's recipient has done much to define the St. Patrick's we know today—to have us understand who we are and what we might become. Her particular success in doing so, I believe, results from her absolute belief in two forces—two entities—that make schools the wonderful places they are. One of those forces is the individual child, with all of his or her strengths and needs, passions, quirks, and ways of seeing the world. The other is the school classroom, where a group of those individuals, those young people, gather and spend a year, working together, day in and day out, getting along with each other, laughing with each other, fussing with each other, always moving forward, even when that forward progress is difficult to detect. The classroom is the best setting that humans have devised—the best arena—to promote the kind of curiosity, learning, growth, and change that our species seeks. In the hands of today's recipient, it is a particularly powerful force, indeed.

There is then, of course, yet another force at work—namely, the teacher, who has his or her own passions, quirks, and ways of seeing the world. For decades, Anne Muir has been that teacher—fortunately, here at St. Patrick's for all those many years. The determination Anne has to understand deeply each of her students—to find what works

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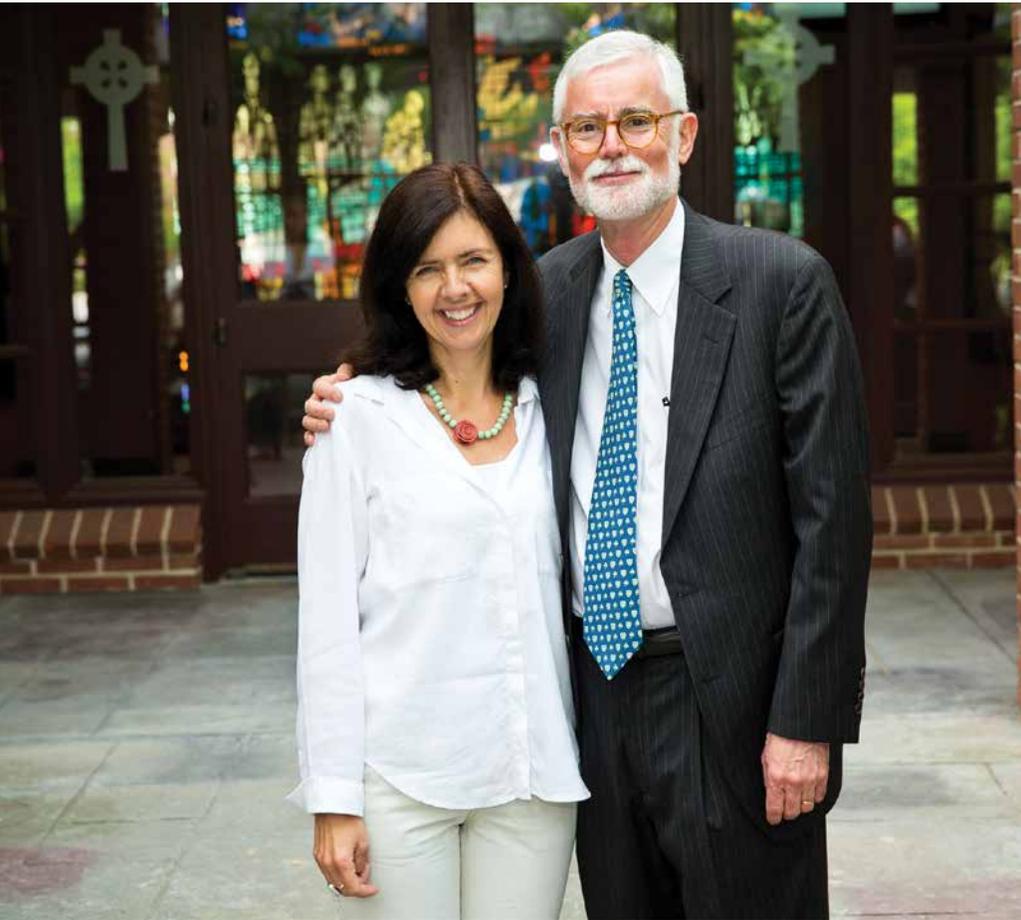


Photo: PK teacher Lisa Merotto with Head of School Peter A. Barrett after last school year's Chapel Honoring Faculty and Staff.

O'Neil-Carew Fellowship: Lisa Merotto

PK Teacher

Remarks by Head of School Peter A. Barrett

The O'Neil-Carew Fellowship for Excellence in Teaching offers St. Patrick's faculty members an opportunity to seek funding for projects they would like to undertake to make a significant contribution to the quality of teaching in general and their own—and colleagues'—teaching here at St. Patrick's.

The 2015–2016 school year is the eighteenth year in which the fellowship has been available, and this year's recipient is the twelfth to be named an O'Neil-Carew Fellow, an award established by the Board of Trustees in honor of two longtime St. Patrick's educators who contributed so much to the life of this place and deeply valued professional development as a means of enriching that life. Recipients have demonstrated in their teaching and their participation in the overall professional life of St. Patrick's a commitment to growing professionally as they improve the curriculum they shape for students.

The 2015–2016 O'Neil-Carew Fellow finds inspiration in the work of artist Georgia O'Keeffe. As she observed in her grant proposal, O'Keeffe's "simplified forms and magnified objects invite detailed examination and encourage the viewer to pause and take time to look. In recent years, exploring the work of Georgia O'Keeffe in an early childhood setting and contrasting the time she spent in the city with her time spent in the Southwestern desert has led to some of the most fascinating and thought-provoking work with the children. The conversations around certain paintings and the children's own drawings have been remarkably rich and insightful."

Just how rich might those conversations with young children be? Here are three of her students' observations about the work of Georgia O'Keeffe included in her grant proposal:

She looked really carefully at things—like she had a magnifying glass.

She liked bones and flowers and she looked really closely at them.

I like the way she really looked at things. I kept looking at these horns and wondering what was inside. I like the lines and the little cracks. I like horns on other animals, too, but I never looked this close at them before.

Maybe the sky is a different blue in the desert.

The O'Neil-Carew Fellowship will enable this year's recipient to study at the Ghost Ranch Education and Retreat Center in New Mexico, where Georgia O'Keeffe lived and worked. She will spend a week studying with Anna Koster, an art professor at Stanford University and a longtime companion of Georgia O'Keeffe. The retreat will include time for the recipient to develop her own painting as well as explore the desert landscape that intrigued O'Keeffe, as well as this year's recipient and her students in PK3.

I am pleased to honor the 2015–2016 O'Neil-Carew Fellow, a seven-year member of the St. Patrick's faculty, whose service to St. Patrick's, to her students, and to her colleagues fully captures the spirit of the O'Neil-Carew Fellowship for Excellence in Teaching: Lisa Merotto. ♻️



Jan Nelson Retirement

Grade 2 Teacher

Remarks by Head of Lower School Jenifer Congdon

Some of Mrs. Nelson's former students love to share a story about the time that Mrs. Nelson went missing like the character in the book *Miss Nelson Is Missing*. To their relief, after a brief stint of having Miss Viola Swamp as a teacher, Mrs. Nelson turned back into herself, and life was able to continue on with students experiencing the true passion and excitement that Jan brings to 2C. It is hard to imagine St. Patrick's without Jan here with us, but that is exactly what we will all have to do as she will retire at the end of this year. Jan has spent the last 23 years making St. Patrick's a better place by supporting students in the Lower School, first as a resource teacher but then devoting so much of her life to teaching in 2C.

Jan is an example to all of us who have chosen teaching of the exceptional colleague and educator we aim to be. We aspire to have her level of collegiality, her level of engagement with the curriculum, her level of creativity, and her level of eagerness to always learn more. Most important, we strive to hold as firmly as Jan does to the belief that every student enters her room a young child who has the ability to grow into a confident student over the course of his or her year with her. She shepherds each of those young children along that path, never failing in her promise of that development.

Jan has a collaborative spirit by nature. She eagerly works with other teachers, expressing genuine interest in what is happening in their classrooms as well as willingly sharing her ideas and suggestions. In my first year as a Grade 3 teacher, Jan took the time to welcome me to St. Patrick's by bringing me a beautiful plant. Although she had no way of knowing that I'm not the best caretaker of plants, her gesture was the perfect signal to me that I had landed in a community of teachers who supported and nurtured each other to be their very best. I am grateful to Jan for continuing to provide a mentoring role as I moved through various positions here. Her grade-level colleagues speak warmly of her dedication to her students and her desire to continually push herself and her team to new heights. They have referred to her as the backbone of their team and admire her willingness to reconsider what has been done in the past, making sure that what is essential to the program is kept while willingly trying out new ideas that hold promise. They love how much she truly cares about each of her students and the passion she brings to making the curriculum come alive for them. They even shared that, if you are lucky, and you time it just right, you can catch Jan singing to her students.

Jan has unparalleled excitement for the content that she teaches. She tirelessly looks for ways to be sure that what she is teaching is highly engaging and exciting for her

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Photo: The Johnson family gathered for a photograph here after the Grade 8 Class of 2015 Graduation Ceremony at which Charles Johnson III, second from right, was the speaker. Appearing with Charlie clockwise from left are his wife and former St. Patrick's teacher Martha Johnson, his granddaughter, his daughter-in-law JB Loveland, his son Charles Johnson IV, and his grandson.

GRADE 8 GRADUATION: COMMUNITY AND BELONGING

Charles Johnson III—grandparent, parent of alumni, and former Trustee—delivered this year's Grade 8 Graduation remarks. Charlie is the former Parliamentarian for the United States House of Representatives, the grandfather of two students, and the father of Charles Johnson IV '79 and Drew Johnson ex. '81.



Photo above: St. Patrick's "Lifers," students who entered St. Patrick's in the Nursery School, are pictured with Head of Nursery School Nancy White (left) and Head of School Peter A. Barrett. **Front row, left to right:** Cara P, Jack K., Katherine S., Mac J., Grace T. **Middle row, left to right:** Emma H., Jacob M., Sara R., Avery K., Benny J. **Back row, left to right:** Hallie F., Grace H., Chloe C., Miranda H., Brittany H. **Not pictured:** Jack T.

You might have the impression that I have been around St. Patrick's for a while. Actually, my wife Martha led us to St. Patrick's in the late 1960's, and she later ran the Church Christian Education program before becoming a teacher of art at the Day School for 13 years. (That still gets me invited to the faculty and staff dinner this coming Friday night.) Our children were in the Nursery School when it was on Foxhall Road at the old church. We were good friends with the late Dr. Harvey Moore, a member of the Vestry that founded the Day School in 1956. His estate included a generous gift toward scholarships at the Day School—one of many examples of parishioner generosity to this school community.

I want to talk about "community." The Church's Mission Statement reads, "Our mission is to proclaim that all people are created in God's image, redeemed through God's son Jesus Christ, and sanctified in the Holy Spirit. We are an inclusive community committed to service based on deep gratitude for God's blessings. We feel especially called to serve children, a commitment expressed through our parish school and programs."

The Day School's Mission Statement provides, "St. Patrick's Episcopal Day School strives to create a diverse learning community of students, teachers, and parents who recognize the infinite value of every participant as a child of God. We are committed to developing character, advancing human understanding, and promoting academic excellence in our students in order to prepare them to live with integrity, compassion, and purpose." How well those mission statements complement each other!

Together with the school's accompanying Statement of Philosophy, I believe these texts serve to remind us all of the "oneness through diversity" of this community. The comparison has been particularly helpful when differences of opinion arise within our community that require mutual good will to resolve.

In this place—especially under one roof—mutual good will begins with the Rector, Head of School, Vestry, and Board of Trustees under a system of governance. Mechanisms and norms of governance have been put in place and, over time, improved upon by those persons. I have known so many of them, Wardens such as Mike Tongour and others and many Trustees over 40 years—good friends. I have known teachers, administrators, and chaplains who have seen the intrinsic nature of every different child of God, an administrator in the Business Office who willingly gave up her parking space to me, and sextons and maintenance crew members (like Cleveland Barnes, whose happiest memories are, to this day, former students who returned to see him).

Let's talk about governance for a moment. I have been associated with the United States Congress for more than 50 years, part of a community to which I became emotionally attached before it became largely dysfunctional and devoid of spontaneity, humor, and commitment to bipartisan legislation and instead influenced by ideological, financial, and media pressures that have forced Representatives apart. Being part of the Washington community, and soon to become students of our government and voters, you will become aware of gridlock and government shutdowns brought about by the pursuit of partisan advantage and a lack of mutual respect, trust, and understanding in a divided system of government.



Photo top left: Avery K. (left) and Sara R. wait for the Graduation Ceremony to begin. **Photo top middle, left to right:** Will H., James S., Charlie C., and Cal W. enjoy the reception after the Graduation Ceremony. **Photo top right:** Jack K. with Head of School Peter A. Barrett (left) and Board Chair Patrick Steel before the Graduation Ceremony. Each graduating Grade 8 student receives a photo with the Head of School and the Board Chair. **Photo bottom left:** Soon-to-be graduates Hallie F. (left), Alex S. (center), and Miranda H. **Photo bottom right:** New graduates (from left to right) Ramsey D., Brittany H., and Brinley R. process out of the Nave after receiving their diplomas.

Those problems cannot be solved overnight and will persist until Representatives and those who elect them realize, among other things, the importance of *time* in their lives. Rather than devote so much time to fundraising, they could do what they have been elected to do—to scrutinize the executive, exchange ideas, and then legislate in the public interest. They could spend more time at the seat of government to develop friendships with or, at the very least, mutual respect for other Members and their families . . . and to do that through interpersonal face-to-face relationships and not merely through electronic communication.

It is not generally known, but two persons—both former Trustees here at St. Patrick’s, April and John Delaney—immediately upon his election [to the U.S. House of Representatives] purchased a house on Capitol Hill where they hold regular social gatherings for members of both parties to develop relationships and hopefully a first level of mutual respect, leading to mutual trust. I know it to be true that their efforts have been inspired in part by the values they believed so important in this community. It is a start toward understanding. The Constitution creates Congress as a community dedicated to governance but leaves it to each of its members and their constituents to rededicate themselves, an accomplishment which, if ever realized, would fit my definition of modern patriotism.

Now let’s talk about you as young persons. In a revealing book, *The Art of Happiness in a Troubled World*, His Holiness the Dalai Lama and Dr. Howard Cutler, in a chapter called “Me Versus We,” document that “our sense of community and civic engagement has dramatically deteriorated over the last 30 years, noting with dismay the marked decline of . . . essentially all the involvements that make a democracy work.”

They go on to suggest that “solitary TV viewing and computer use, ever on the rise, also contribute to social isolation.” The growth of the Internet as a communication tool may play a role as well. While the Internet can keep us connected to friends, family, and neighbors, it may also diminish the need for us to actually see each other to make those closer connections. Researchers point out that while communication through tools such as the Internet or text messaging does create bonds between people, these types of connections create weaker social ties than communications in person. Words are sometimes poor vehicles for expressing and communicating emotions; a great deal of human communication is conveyed through subtle visual cues that can be better perceived in face-to-face encounters.

Whatever the cause, it is clear that the decline in our sense of community and increasing social isolation have far-reaching implications at every



Photo above: A group of Grade 8 students wait eagerly for the Graduation Ceremony to begin. **Back row, left to right:** Benny J., Guy K., Alexander C. **Middle row, left to right:** Cara P., Emma H., Miranda H., Keyon T., Grace H. **Front row, left to right:** Lark W., Avery K., Sara R.

level—personal, communal, societal, and global. With his characteristic insight and wisdom, the Dalai Lama said, “When we talk about the sense of community, basically we are talking about a feeling of connection to others, a feeling of affinity to a wider group beyond oneself, where you feel a sense of belonging.” In his wonderful tribute to Anne Muir recently, Head of School Peter Barrett properly focused on the classroom as the nucleus of your community here. Of course, family was the first community unit which inspired your presence here today, and we honor all parents, relatives, siblings, and friends who made that possible. This Church, which founded and nurtures our community, has been indispensable.

Right now, you may have the greatest sense of “belonging to a community” that you have ever had. You have been uniquely blessed to take the next steps toward lives of consequence as parts of other communities. Some of those whom you encounter from this point may not always be civil or tolerant. It may seem easier to remove yourself from the discourse. Resist that temptation if you can, but through it all, try not to take yourself too seriously. The best politicians I have seen over 50 years were those who could laugh at themselves. Step back from time to time to consider your own development

of civility and humor. There is no foolproof formula. But here is one possible recipe: Begin with the friends and teachers you have here and feel secure in the notion that over the coming years you will work to communicate with those friends, through the exchange of ideas and experiences, and not just electronically. Certain ideas lack intrinsic value, but hear them out. Take the time to remain part of the lives of your friends here today.

I recently heard the famous historian David McCullough speak of people in history who have striven for excellence. He said that “attitudes are not taught, they are caught.” So just as he extolled the virtues of teaching as a profession, he knew there has to be a receptiveness of students. He talked about people who had “dreamt, created, and fulfilled.” My thought is that ambition can be combined with a sense of attachment to others, and with humor, to pave the way. 🍷



Brittany H. “Wake up, it’s time for school,” my mom yells as she runs into my room screaming that we are late. I was having such a great summer, too—that is, until my mom started bringing up stuff about the school year being almost here. What could some old brick building teach me that I did not already know? What if I hate it or I can’t make any friends? What if my teacher is mean and scary and has fangs or claws? My mom says that it is just pre-first day jitters. She finally persuades me to get out of the car. As I open the door I see a tall, thin man with white hair and a white beard. He smiles and says, “Have a good day.” As I hear these words, I think for the first time that maybe I will.

Benny J. I have changed quite a bit over the course of my life. I started out in Nursery as an introverted, quiet kid. I admit I am still a nerd, and I love to build and design projects at home. I will always be a math and science type of guy, but there has been one thing that has changed: my connection to all of you. While I started with a small group of friends, I eventually became friends with all of our grade. Yes, I wish that I was a bit more social earlier in my life, but I have learned to value every single friendship and to get to know everyone as much as possible. It is going to be hard for me to leave because we have had so many good moments together. I will never forget what this community has given to me over the past 12 years.

Ramsey D. When I visited St. Patrick’s, I was not too fond of the school—very small class size and, in my opinion, I was ahead of the curriculum. Some students outside of school warned me about Mrs. Mackie, the meanest teacher at St. Patrick’s. I

loved math and she taught it. When everyone had entered the classroom, she stood up and told us about the “F Candle.” If anyone gets an F, she lights the candle in front of everyone. I got nervous. Later, Mrs. Mackie became my favorite teacher. Even though she was a little harsh, she had character. Looking back, I was nervous because I was shy and St. Patrick’s was new. I am no longer a shy child afraid of a candle. I am a young courageous adult, because I have good friends that remind me that I’m not alone. And so I’m ready for new and unfamiliar experiences.

Jack K.
Nursery is where it begins, the start of my journey,
new faces all around
Two years down, nine more to go,
eager to start the third
K3 iguanas best class I’ll ever know
First grade is where we really started to learn
The BFG and *Moomintroll* all fantastic books
I wondered, “Is second grade really
as fun as it looks?”
And it was, Native American culture
and Chinese New Year
I was so ready for third grade
And learning new things that would fill my mind
Upper School had begun
and the time to be serious and mature has come
In fourth we started with Lewis and Clark,
Fantastic Five, and español
To Mesopotamia, *The Phantom Tollbooth*,
and surviving Mrs. Mackie’s in fifth
Greek mythology came next
along with majestic birds of America
to the American Revolution, the Civil War,

and our first time doing science fair projects
And lastly, Grade 8
From ice skating and the Newseum
to our amazing Civil Rights trip
we became closer than ever as a family
St. Pat’s has been great and has given me
so many memories that I will never forget

Brinley R. I was so excited to join St. Patrick’s in Grade 3 because we ate Frosted Flakes during my tour. Since that day, we have *never* had Frosted Flakes. In Grade 5 at Wilderness Adventure, what I thought would be a nice morning shower turned out to be a wild goose chase for my shorts that I dropped on the walk over. Then Grade 6 came along and we had our trip to Echo Hill, at which I thought I would become one with the wilderness—but it turns out stink bugs and daddy long legs are not my type. Finally, we were in Grade 7. I was excited to have so much freedom, but it turns out that the dress code is hard to escape in any grade. Now we are graduating. I thought I would be so excited for summer, but I really do not want this to ever end.

Emma H. My dad clutched my sides. My five-year-old heart was pounding. We stared down the slide, full of hope and excitement. Just half way down, we heard a voice shout, “Hold her tight! There’s something wrong with the slide!” The next thing I knew we were in the car on the way to the hospital. Feeling utterly helpless, I wondered how I was going to get through my school days with my right leg in a full cast. Then, my classmates handed me a card and started signing my cast and making me laugh. I knew that they would care for me the rest of my time at St. Patrick’s. We will take care of



Photos opposite page: New graduates take their ceremonial photos with Head of School Peter A. Barrett and Board Chair Patrick Steel. From left to right: Chloe C., Alexander C., John P. **Photo above left:** New graduates (left to right) John P., Will H., Christian D., and James S. enjoy the reception after the Graduation Ceremony. **Photo above right:** Hallie F. (left) and Brinley R. prepare to process into the Nave.

each other even in high school. We will be there for emotional support. I have loved my experiences at St. Patrick's, and I have realized here that I have true friends for life.

Christian D. When I came to St. Patrick's in Grade 3, I was terrible at math and was not good at reading. I struggled through Grades 3 and 4, and I always needed extra help. In the end, the extra help paid off. The library started to become a regular stop for me. I started reading a book a week, which was a big improvement. I started reading in my spare time at home. In math, I improved much faster than I did in reading. St. Patrick's has really helped with me succeed in my academics with the help of its supportive teachers, small classes, outside support, patience, and understanding. If you were to tell me back in Grade 4 that I would be good at math and like reading, I would never have believed you. Thank you, St. Patrick's!

Grace T. My journey began in the Outback. Why were we in Australia? I was only in Kindergarten in Mrs. Lamoreaux's class. It was all sunshine through Lower School, where I performed my first script as Goldilocks, presented the life of Grace Kelly, and dunked Mr. Spector on Family Fun Day. Then came Upper School. It had been easy wandering through green fields of innocent childhood, but now I saw clouds overhead, warning me that the storm was near. I eventually made it through storms and unexpected bumps in the road with the

help of all my friends. If one of us was in trouble, we would comfort each other. The MacArthur Campus made all those bonds even closer. My journey throughout the years at St. Patrick's has made me who I am—no longer shy and nervous, a better and more responsible person. I will never forget all the moments our grade has shared over the years.

Jacob M. When I was younger, I remember asking my mom if St. Patrick's would build a college so I would not have to leave after high school. While we don't have a high school yet, I know one day we will get there. Now I am a big, athletic, smart, and confident kid who has many friends and will continue to make ones wherever I go. But none will know me better than the ones I have made here because we are a family connected, not by blood, but by the friendships and memories that we have made here. I would like to thank everyone part of the St. Patrick's community for making my 11 years here the best they could be. As Maya Angelou once said, "People may forget what you said, and may forget what you did, but people will never forget how you made them feel." I will never forget how great you guys made me feel.

Miranda H. I started school as a quiet little girl who developed into a strong, independent, opinionated student. I credit this to friends, teachers, and all the people I have come to know at St. Patrick's. I will remember flying to "Mexico" in K2, building a teepee in Grade 2, and playing Brain-

Quest in 5A. I will remember the sad memories, like when our class chick died in Kindergarten and we had a chicken funeral and everyone cried but me because I didn't understand what was happening. I will also remember all of our field trips. Our last field trip to Atlanta is a time that I could never forget. I cherish the time I have spent with everyone, especially the last two years when we all became so close. As I get older, I realize that each person I have met has taught me something new and has allowed me to experience and discover new things.

Hallie F. When I first started at St. Pat's, I was very independent and relied mainly on my imaginary friends for comfort, but imaginary friends do not run and get help if you get hurt. St. Patrick's transformed me from a shy, reserved, and independent kid, into an individual who enjoys interacting with people. I know that whatever I do, my friends and teachers always have my back. I can't believe that I am going to be separated from my friends next year. I am going to miss the family that I have joined here. I will miss walking through the doors in the morning and being greeted with warm smiles. As I move on to high school, a piece of me will be broken. But another piece will carry something else I learned—to respect every individual and to accept everyone for who they are.

Will H. I have changed during my time at St. Patrick's. In Grade 4, I never got my homework in on time. Now I always complete it by the deadline. To my classmates, I have changed from being a new and unfamiliar member of the community to being a well-known and, I hope, positive member. Back in Grade 4, I used to enjoy playing outside during recess, but now I play in the library and I am considered one of the head members and founders of the Library Committee. I never used to think about the future because it seemed so distant. Now, I think about the future all the time, as I will be moving into a new community and atmosphere in high school next year. St. Patrick's has helped me prepare for this and that is why I have become a better person overall.

Guy K. When I arrived at St. Patrick's, I was scared. I did not see a familiar face in the room. Someone came up and asked me if I wanted to play Legos. His name was Jacob, and he became my best friend. On the first day of Grade 1, I did not see Jacob. This is where I met Jack, who is still one of my best friends. In Grade 4, we did not have half days and we had a dress code. On the first day of Grade 5, everything seemed bigger. I was excited because I could finally play basketball and lacrosse. Grade 6 flew by and, all of a sudden, it was the first day of Grade 7 then, finally, Grade 8. After years of first days, this was the first day that would be my last first day. Now, I am excited for a new first day—my first day of high school.

Chloe C.

I remember my first day
I was so small and energetic running
around all over the place.
First grade was fun but second was even better
Even though I was young I was still a trend setter
I loved fourth grade because it was easy access
to the lunch room
It came in handy if there was soup for lunch
and you forgot a spoon
Math was my favorite subject that year.
Mrs. Mackie was the only reason I was afraid
to come to school in fifth grade
I remember in sixth grade Miranda
was assigned to sit next to me
In seventh grade I got some Jeremy Scotts,
my first pair
This wasn't just an ordinary shoe with a Nike
swoosh on the side,
it was something better BEARS!
As I walked down the hall all the little ones would
stop, look, and stare
Our last year of waking up before sunrise
Blasting our music during the early morning drives
You are my best friend and I could never replace
you with another
My eighth grade year, the end draws near
I shed a tear, as it becomes clear
How much I loved it here

Second-grader **Avery K.** spent her October days worrying about Halloween. What to wear? One day, as she was thinking about one of her favorite

things in life (candy, of course), she knew what she was going to be: A bag of jelly beans. She set to work making this crazy idea come to life. She looked out into the sea of Marvel characters and cats and bumblebees and felt like an alien. Would they laugh at her? People began to smile and compliment her outfit as she walked outside to start the parade. She was greeted with grins. She knew this is where she wanted to be, where she could be her creative and wacky self. Where she could be the only bag of jelly beans, the odd one out, and all of the people in this place still would accept and love her just the same.

Charlie C. When I got to St. Patrick's in first grade, I remember how nervous I was. I remember seeing the smiles of teachers and hearing children who knew each other for years talking and laughing together. I was afraid I would not fit in with a group or have any friends. But after a short time, I realized how wrong I was. Not only were the students kind and friendly, but the teachers were as well. I will always remember by first grade teachers Mrs. Allen and Mrs. Smith and how loving they were, always keeping children in high spirits, while being great teachers at the same time.

Grace H. In Nursery School, I was a shy three-year-old. I remember painting flowers, building wood sculptures, and collecting caterpillars. I remember being the elephant in the Kindergarten Circus. Around Grade 3, the memories become much clearer. My favorite class in Grade 4 was re-



Photo opposite left: Old friends—from left to right, Cal W., Jack T., Sara R., and Charlie C.—before the Grade 8 Graduation Ceremony. **Photo opposite right:** From left to right, Cara P., Miranda H., and Brittany H. enjoy their last moments as Grade 8 students.

ligion. In Grade 5, I asked too many questions and wore tacky neon clothes. In Grade 6, I was still shy and was separated from my friends. This helped me realize who my true friends were, and it was hard being away from them. It was sad to leave some good friends behind for Grade 7, but those of us who stayed became much closer. The Grade 8 trip to Atlanta helped us bond. Now it's Graduation and all of us are parting ways. I have changed from my shy three-year-old self into an outgoing and confident one. I consider you all more brothers and sisters than classmates.

James S. When I came to St. Patrick's in Grade 4, I didn't know anyone, and I dreaded making new friends. By the time I went on the Costa Rica trip in Grade 6, St. Patrick's was awesome. In Costa Rica, we tagged turtles, met new people, and saw things like the rainforest and volcanoes. In Grade 7, on the trip to Gettysburg, we went to battlefields and ate lots of ice cream. In Grade 8, we went on the Atlanta trip and visited various Civil Rights sites. Even though I recognized the seriousness of the trip, I had a lot of fun with my friends. Every year, each class is doing something that will expand its boundaries. I expanded my boundaries first by coming here and then by meeting new people, working hard in the classroom, going on amazing trips. Now, I will expand my boundaries once again by going to boarding school.

John P. If it had not been for Will Herrington, Christian DeLorenzo, and myself, there would be no Library Committee. On the surface, it may seem like an exclusive society founded by a group of students who talk in the library, but in actuality it is a close group of friends who like to spend time debating world and school decisions. Once, a group of rowdy students left the library a mess, and it was closed for a week. We tried our hardest to lobby for an opening of the library but the "firm hand of justice" denied our efforts. The most important thing that the Library Committee has helped me with is debating topics in an organized forum.

Cara P. St. Patrick's is a place where it's okay to make mistakes. It's also a place where you feel safe to change and experiment with the different sides of who you are and who you want to be. I was quiet one year, loud the next. I started out as someone who was afraid if her mom was in another room, to someone who could take an overnight trip to Alabama and Atlanta. When people say, "I couldn't be who I am today without you," I question whether that's completely true. I mean, I would probably still be five-foot-three, a very picky eater, and would most likely continue to enjoy binge-watching Netflix, but would I be honest, responsible, kind, and respectful? These questions are questions that can never be answered. If I could answer them, then I wouldn't have had my experience at St. Patrick's. And that would have been the biggest mistake of them all.

Mac J. Anyone who knows me knows that I love soccer. One of the clubs I support is called Borussia Dortmund, which plays in the German league. Their motto is "*du wirst niemals alleine gehen*," or "you will never walk alone." These words also express my time here, illustrating the sense of companionship, of family, of one-for-all and all-for-one that I feel every day. We are the generation of change, and that change can stem from friendship, which starts in places like this—places of learning, fun, and joy. At our new schools and in life, there will always be the new kid, the social outcast, the kid who doesn't quite fit in. They shouldn't have to walk alone, just as I never have here. My love for this incredible place, and the people within it, will never cease.

When **Alex C.** came to St. Patrick's, he was a short, chubby English boy. But after seven years of hard work, we are sad to announce that we are losing a prodigy. The soccer team will miss him the most, and the number 23 shall be retired. In the classroom, he will be remembered for his class, smarts, and skill. All of Alex's achievements are due to St. Patrick's being a welcoming community. This school has allowed Alex to express who he really is and excel in all classes. And where would Alex be

without his friends? With these friends he was able to go through good times as well as hard and tough times. Now Alex can share what he learned from his friends (teachers included) at his new school, and he thanks you for this amazing friendship and making him into a more positive person.

Cal W. Two things have taken up a large part of my life so far: sailing and squash. Sadly, both of these are usually solitary activities. But for all of you who were concerned about my social well-being, I do have friends. And that is because of St. Patrick's. I have gone from being a reasonably solitary and shy person, to being surrounded by friends here at St. Patrick's. Although I haven't been here as long as some, I arrived at an early age. Many years ago, I began St. Patrick's as a slightly mischievous—okay, maybe a little more than slightly—three-year-old in the Nursery. I was very shy and not very inclined to journey out of my comfort zone. Now, I am comfortable in social situations and have an incredible group of friends. St. Patrick's has changed me and made me the person I am now and, for that, I am incredibly grateful.

Keyon T. On the first day of Grade 5, I was nervous. I did not know anybody. I was in 5B, Mr. Passmore's homeroom. I thought, "I love to read! This class will be a breeze." I was wrong. It was more work than I have ever been dealt. As the new kid, I wanted to make a good impression and have a good reputation as a student and a person. I was afraid to fail. In Grade 6, I bombed a test. I studied, but I had not spent enough time really learning it. Afterwards, I went to Mr. Lanphier, who gave me some new techniques that would help me. Now, as I depart St. Patrick's, I am not afraid of first days or new experiences. I am not afraid to fail. I know that failure can help me multiply my successes by learning more about my habits and how they can benefit me.

Sara R. Wide-eyed, short-haired, and big-smiled, my young self had quite a passion for making friends and wasn't shy about it either. I would try to be friends with anyone, no matter how old, quiet, or uninterested they were. My first four years at St.

Patrick's flew by, just like the birds we tried to catch in first grade. In Grade 3, I came back from the hospital with a stitched chin, and my class ran to greet me at the door of the Lunch Room. After seemingly endless group hugs, hard goodbyes, and tears, I graduated Grade 6. By Grade 7, I really transformed from that awkward child in search of another friend to a girl who realized all the great friends she had already. My journey through eighth grade went faster than I thought it would. I am so lucky to have so many memories to take with me to high school.

Katherine S. I can't name a specific time that I came into my own, or when I "found myself," but I can say that St. Patrick's has unceasingly taught and encouraged me to be myself and to love myself. It has also always taught me that I can be anything. No one will admit it, but I'm fairly sure the reason I repeated PK was because I could not successfully draw a rectangle. But St. Patrick's taught me to keep trying and rewarded me for my "good effort!" Now, I have a studio art display and one of my art pieces finally made the calendar! This persistence has made me who I am today and has affected the decisions I'll make throughout my life. I may not know what I'm going to be, but I know what type of person I am and how the Creed will continue to affect my daily life.

Alex S. When I look at my grade, I see one; one confident family who always sticks together through thick and the thin; one unit that can do anything when they are together; one unit who together use each other's talents to make the other people better. What does this one unit have and look like? We are a unit of intelligence like when Mac won the Geography Bee. We are a unit of sport like when Guy changed his position at halftime to help us win. We are a unit of comedy like when Ramsey lightened the mood with his hilarious jokes. We are a unit of justice like when our grade fought against

racism together at the Edmund Pettus Bridge. We are a team, sticking together through thick and thin, through tough times and good times. For our whole lives we will always remember our days at St. Patrick's. And in this way, we will always be one.

Lark W. I felt the warm breath of the little girl I was carrying in my arms and listened to her high-pitched singing in broken English as I walked to the back doors of the orphanage. This was the first and only time we would visit this orphanage during our school trip to Costa Rica and Nicaragua. As I said goodbye, a voice no smaller or louder than that of a mouse said, "Un regalo," and tiny copper hands found their way into mine and placed a small blue bracelet into them. The bracelet was so small it resembled a tiny string you wrap around your pinky finger to remind yourself to do the dishes or water the plants. But what was this small, blue bracelet, like a string on your pinky, supposed to remind me of? The bracelet reminds me to be grateful for St. Patrick's. To be grateful that I have a BFG as my head principal. As a soon-to-be St. Patrick's alumna, it is my job to voice the message of a chapel sermon and to bring the Light of St. Patrick's to the world. St. Patrick's has built me with just the right amount of determination, confidence, and empathy to do so.

Jack T.
It's Graduation Night
I walk down the common room, remembering
I glance over at the wall and I see something...
Plaques with small golden bars
Golden bars with names
I see my name
I see the ones I looked up to
I see older siblings
fifty-six names I recognize, thirty-two, twelve, six,
two, one, zero
Who were they? I ask myself

I'm alone
The answer comes from my head
Friends, Students, Athletes, Artists, Children of God
But who were they?
these names
who remembers them from years past?
Where did they end up?
Do they have kids of their own?
Will their memory fade to dust year after year at
this ever-changing place?
No one answers
then the big question hits me all at once
Who will remember me?
How am I significant amongst a sea of
other golden-plated names?
Will I be forgotten?
I feel as small as the Nursery School boy,
in the common room that suddenly seems massive
Was 12 years enough to build a legacy?
I realize I'm late
The ceremony is about to start
But I take the time to ask myself
one final time
How will I be remembered?
And as the darkness creeps around me
I start to run
I will not be lost to oblivion
my footsteps echo down the silent hallway
faster, faster, faster
I begin to see the light
I hear my awaiting classmates and family
And somehow I know that here
my legacy is more than a name etched on a small
golden bar.

CONGRATULATIONS, GRADE 8 CLASS OF 2015



Front row from left to right: The Grade 8 Class of 2015. **Listing below:** Each school listed represents the next-step school for one of this year's Grade 8 graduates.

- | | | | |
|---|----------------------------------|--|----------------------------------|
| <i>Georgetown Day School</i> | <i>Holton-Arms School</i> | <i>Landon School</i> | <i>Mercersburg Academy (Pa.)</i> |
| <i>Our Lady of Good Counsel</i> | <i>Potomac School</i> | <i>Georgetown Preparatory School</i> | <i>Landon School</i> |
| <i>St. Stephen's & St. Agnes School</i> | <i>Sidwell Friends School</i> | <i>Landon School</i> | <i>Bullis School</i> |
| <i>Georgetown Day School</i> | <i>Holton-Arms School</i> | <i>Connelly School of the Holy Child</i> | <i>St. Albans School</i> |
| <i>Yorktown High School</i> | <i>St. Albans School</i> | <i>Bullis School</i> | <i>St. Paul's School (N.H.)</i> |
| <i>Field School</i> | <i>Georgetown Day School</i> | <i>National Cathedral School</i> | <i>Groton School (Mass.)</i> |
| <i>Phillips Exeter Academy (N.H.)</i> | <i>National Cathedral School</i> | <i>Maret School</i> | |
| | <i>Episcopal High School</i> | <i>Episcopal High School</i> | |



Photo: Leslie Armitage, front row, second from left, was this year's Grade 6 Graduation speaker. She is pictured here with her husband, Clark, her mother Carolyn Lipton, and her children.

GRADE 6 GRADUATION: SWEET DAY

This year's Grade 6 Graduation speaker was Leslie Armitage. Leslie is the founder of Relativity Capital; a former member of the Carlyle Group; a founding member of The Leadership Foundry, an organization that provides training and other support to prepare women to serve on corporate boards in the D.C. area; and a former Day School Trustee who served as Board Treasurer and Chair of the Finance Committee.

Good evening, everyone, and congratulations to our stellar St. Patrick's Grade 6 Class of 2015! When Peter Barrett asked me to give some remarks this evening, I thought back on various experiences from our family's time at St. Patrick's to try to land on a central theme.

I recalled an experience several years ago when Carly was in Mrs. Nelson's Grade 2 class. Clark and I were in a Parent-Teacher Conference with Jan, who was eager to share a wonderful story with us about Carly. Apparently, Carly had said—or, rather, declared—something within earshot of Mrs. Nelson that had quickly gone a bit viral among the teaching staff. Carly said, "Every girl needs a *little bit* of chocolate *every day!*" Wise words, that's for sure. Even at age seven, Carly was able to demonstrate both a well-developed sweet tooth and a well-developed sense of self-control.

So the recollection of that wonderful story of a younger Carly, coupled with the star performances of the Grade 6 graduates in the recent production of "Willy Wonka and the Chocolate Factory," convinced me to land on the theme of chocolate. Hopefully, Clark was correct when I told him of this idea and he responded, "They will eat it up!"

Now, I admit that framing graduation remarks around chocolate is not an original idea. Mr. Forrest Gump's wonderful but overused quote, "Life is like a box of chocolates—you never know what you're going to get," could be a fitting theme for graduations and, I'm certain, it has been used for graduation remarks many times before.

However, I have a different take on this quote. In fact, I have always had the opinion that while Mr. Gump was on to something—wouldn't it be nice if life really was like a box of chocolates—the second half of his quote—you *never know what you're going to get*—might not always be quite right.

Now, if it is not bad enough that I have already used this forum to share a story about only one of the graduates, who happens to be my daughter, I will now go even further by subjecting you all to *yet another* family story. This time it is even worse, because the story is about *me* as a child. But I hope that, after hearing this story, you will share my view that while Mr. Gump is a true savant, he might just have missed a thing or two about chocolates.

I grew up in a house with two children, myself and my older brother. We were lucky to have the occasional box of chocolates arrive in our house. When this happened, my brother and I both delighted in opening it up right away to enjoy the lovely chocolaty aroma that emerged from the box.

But in the fine art of taking down a box of chocolates, my brother and I enlisted very different strategies. I, perhaps sharing with Carly certain characteristics of moderation, was very careful in selecting pieces. I knew there

were pieces I really liked and others I really did not like. I would focus on avoiding anything that was white chocolate. (White chocolate, in my opinion, doesn't deserve to be called "chocolate" anyway.) I also focused on avoiding anything with "nougat" in it (whatever that is) and really avoided the terribly hard caramel ones that hurt the jaw to chew. If I happened to bite into a piece that I didn't like, I would be saddened that I had "wasted that bite" and would be even more cautious with my next selection.

To aide me in my rigorous chocolate-selection process, I often relied on a very useful tool. There was usually a guide—a "chocolate guide"—that was either inserted in the box or printed inside the box lid. This guide would be a map of the contents with drawings of each piece in the location where the corresponding piece chocolate could be found in the box and a general description of the contents of each piece.

My brother, again, had a very different strategy for tackling the boxes of chocolate. His strategy was more about speed and quantity. He would dig right into each box, popping one piece after another into his mouth without any sense of concern over picking the "wrong" pieces.

I marveled at his lack of caution in making his choices but, over time, I came to realize that in his view there were no "good" or "bad" chocolate candy choices. Each piece was either "good" or "very good." After all, the candy resided in popular boxes of chocolates purchased by millions every year. How could any choice from these boxes ever truly be "bad"?

One fateful day, a box of chocolates arrived in our house that was faulty. My brother and I opened the box, and I immediately went about the task of retrieving the chocolate guide to assist me, but there was no guide. Apparently, this box must have been assembled not by *competent* chocolate factory workers such as the Oompa Loompas in Mr. Wonka's factory, but by other less-capable workers—perhaps more like Lucy Arnez and Ethel Mertz.

So, as my brother pursued his typical strategy of consuming piece after piece and enjoying each one, I just gazed at the open box trying to figure out what to do. How would I pick the pieces I liked? How would I avoid the annoying super-hard caramel ones that hurt your jaw?

But then, I had a sudden "chocolate epiphany" of sorts. A shining moment of discovery allowed me to glean something very important about chocolates, and I had discovered a life skill that has served me well ever since. I realized that the future Mr. Gump would not be right. Maybe life *is* like a box of chocolates, but it does not have to be true that you never know what you're going to get. Instead, one can use prior chocolate experiences to make an educated guess about just how sweet a particular selection is going to be.



Photo left: Soon-to-be graduates Laila W. (left), Genevieve J. (center) and Abigail F. (right) await their cue to line up for the procession into the Nave. **Photo top right:** Grade 6 girls gather together before the Graduation Ceremony. Back row, from left to right: Elise S., Gigi R., Hannah W., Kate B., Austin R., Dorothy C. Front row, left to right: Katherine M., Sofie F., Campbell M., Tia P. **Photo bottom right, from left to right:** Anderson G., George B., Benjamin P., Alex S., Thomas L., Luca A., Cyrus G., Bayley B., Jackson M.

To demonstrate this, I have pulled together a very short quiz for all of you to take part in.

For those of you who struggled with this exercise and want some guidelines: Rounded decorative pieces tend to have softer centers like fruits, crèmes, or truffles. Square or rectangular pieces tend to have harder centers as their contents (like the super-hard caramel that hurts your jaw) are laid out in slabs and cut into squares or rectangles before being covered with chocolate. Ones with bumpy textures that are wrapped tend to have nut or coconut centers.

So, while Mr. Gump was mostly right, he failed to realize that with life experience—or with ample chocolate experience—you can, even without a “chocolate guide,” make informed new choices based on prior experiences. And while sometimes you will not be able to determine *exactly* what outcome a particular choice might bring you, learning from prior experiences can assist you in forecasting what each choice is *likely* to bring you.

So now, I conclude with a “nod” to Mr. Letterman as he heads into his recent retirement and hangs up his famous Top 10 lists. In the interest of time, and in the interest of trying to remain modestly interesting, I have abbreviated this to be a Top 6 List.

Top Life Lessons As They Apply to Boxes of Chocolates

6—*In Chocolate:* Don’t save the box. Enjoy the look of the box with its wrappings and decoration, but OPEN it and EAT it. *In Life:* Live life. Jump in and make choices. Do things.

5—*In Chocolate:* Share at least some, if not most, of the box with friends, co-workers, and family. *In Life:* Have shared experiences with family and friends. Develop and cultivate a wide variety of social networks.

4—*In Chocolate:* Use your prior experience with chocolate to know which pieces you like and which ones you do not like. *In Life:* Know what choices are good for you and work for you. Know what you are good at and enjoy. Once you have found things that work for you, stick with them.

3—*In Chocolate:* Allowing for Number 4 above, even if you have a very particular chocolate taste, every now and then, try a new flavor. You might find your tastes change over time and your views of good chocolates broadens. *In Life:* While mostly choosing to stick with classes of educational, career, and relationship choices that work for you makes sense, don’t be afraid to try something new, learn a new skill from time to time, live somewhere else, encounter different kinds of people.

2—*In Chocolate:* Chocolate is tasty, so pieces will be consumed. You need to make sure you can keep buying good boxes of chocolate. *In Life:* Put yourself in a position where you can have good options to choose from. Invest in areas that will allow you to keep having a broad variety of good choices in your education, careers, and social life.

1—*In Chocolate:* Don’t lick your fingers!

In Life: Please, don’t lick your fingers! 🍷

CONGRATULATIONS, GRADE 6 CLASS OF 2015

<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>Potomac School</i>
<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>Sidwell Friends School</i>	<i>St. Patrick's</i>
<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>St. Patrick's</i>
<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>St. Patrick's</i>
<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>Holton-Arms School</i>	<i>Holton-Arms School</i>
<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>St. Patrick's</i>
<i>Holton-Arms School</i>	<i>St. Albans School</i>	<i>St. Patrick's</i>	<i>Holton-Arms School</i>
<i>St. Patrick's</i>	<i>St. Albans School</i>	<i>National Cathedral School</i>	<i>St. Patrick's</i>
<i>St. Patrick's</i>	<i>Maret School</i>	<i>St. Patrick's</i>	<i>St. Patrick's</i>
<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>Potomac School</i>	<i>St. Patrick's</i>
<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>St. Patrick's</i>
<i>St. Patrick's</i>	<i>St. Albans School</i>	<i>Potomac School</i>	<i>St. Albans School</i>
<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>National Cathedral School</i>
	<i>Maret School</i>	<i>St. Patrick's</i>	

Each school listed here represents the next-step school for one of this year's Grade 6 graduates.

Alumni Class Notes

1998

Helen Snodgrass is in her sixth year of teaching and has moved to a new role this year as the science director for her school district, YES Prep Public Schools in Houston. Her husband is in his second year of residency for urology and enjoying no longer being an intern!

1999

Colleen Murphy moved to Spain in September to get her Teaching English as a Foreign Language (TEFL) certification through TEFL International in Barcelona. She received her certification in the beginning of October. She recently moved to Akcay, Turkey, on the Aegean Sea, and is teaching English to Kindergarten students in a private school in the nearby city of Edremit.

2002

Stephanie Hoover W '02 is a publicist at Harper Collins in New York. She lives in Brooklyn.

2003

Elise Sidamon-Estroff W '03 is now living in Washington, D.C. and works at Chemonics International.

2005

Julien Blarel W '05 graduated *cum laude* from the California Polytechnic State University with a degree in mechanical engineering in June. During his senior year there, he was lead engineer for the CalPoly Solar Project, which just finished in third place at the Department of Energy's SolarHouse Decathlon. He now lives in Berkeley, California, and works as an engineer for SunPower Systems, pursuing his passion for sustainable energies development. **Lauren Hoover W '05** graduated from the University of San Diego this spring with



Julian Blarel W '05 (left) graduated from California Polytechnic State University in June. He is pictured here with his brother Tristan W '07.

a bachelor's degree in business administration and is living in San Francisco. She is an account executive at Yelp. **Grey Korhonen W '05, M '07** graduated from Northwestern University this summer.

2007

May Keffer W '07 is in her third year at the University of Virginia and is studying this semester in Barcelona. Many of her weekend trips around Europe have brought her together with St. Patrick's classmates, including **Audrey Hughes W '07, Emma Scott W '07, and Liam Murphy W '07, M '09.** **Joseph Morgan W '07, M '09** is in his junior year at Bard College, where he is majoring in Latin American studies. His current goal is to be an author, perhaps writing in Spanish. He has had two exciting internships abroad, in Mexico and Costa Rica, where he lived and studied with Spanish speakers. **Tristan Blarel W '07** graduated from St. Albans in 2014 and is now a sophomore at the University of Miami, where he studies software engineering in the aerospace engineering department. He still finds time for his hobbies—from video editing and photography to extreme skiing! This summer, he could be found heli-skiing

in New Zealand! **Ana-Sofia Monck ex. W '07** is studying economics at Cambridge University.

2008

Abby Keffer W '08, M '10 is in her second year at the University of Virginia and plays club lacrosse there.

2009

Shannon Morgan W '09, M '11 is a freshman at New York University. She is in the sports management program there and, at present, intends to major in sports law. She is hoping to be chosen as a volunteer for the upcoming Olympics in Brazil. Additionally, Shannon is hoping to be a walk-on with NYU's track team. **Aidan Maher W '09** recently received the Denison Alumni Award for academic achievement, leadership, and personal merit. He was recruited to Denison from St. Albans to play lacrosse. **Chloe Reid W '09, M '11** had the biggest win of her show-jumping career in October, besting a field of top riders to capture first place in the Grand Prix of Riesenbeck in Germany. **Riley Lewis ex. W '09** is a freshman at Vanderbilt University after graduating from Whitman High School in Bethesda this past spring. **Will Gibson W '09** was recruited to play baseball at Gettysburg College, where he is currently a freshman. **Morgan Maves W '09, M '11** is a freshman at Lafayette College and competes on their track and field team. **Andrew Sager W '09** is taking a gap year and is in New Zealand this fall as part of a three-month National Outdoor Leadership School (NOLS) wilderness program. He has accepted admission to the Carnegie Mellon School of Computer Science for the fall of 2016. **Savannah Sinclair Daniel W '09** is a Dean's Scholar at New York University's Tisch School of the Arts, where she is majoring in drama and television and film production. **Julian Qureshi W '09, M '11**, who is taking a gap year, recently completed a cooking course just outside of London and is currently participating in an internship at an electric



Top photo: Chloe Reid W '09, M '11 captured first place in the Grand Prix of Riesenbeck show-jumping competition in Germany in October. Bottom photo: The Hoover-Hackney family, from left to right: Lynn Hackney, Stephanie Hoover W '02, Kimberly Hoover, and Lauren Hoover W '05.

bicycle maker in Dublin. **Lee Detmer W '09** is a freshman at Wake Forest University, having graduated this past June from St. Albans. Lee is a member of the Wake Forest men's golf team, following the passion of his life. **Carolina Monck ex. W '09** started at Cambridge University in October, where she is studying natural sciences. **Grace Belk Broughton ex. M '11** is a freshman at the University of North Carolina Chapel Hill. **Ray**

Close ex. W '09 is a freshman at the University of Oregon. **Grace Mills ex. W '09** is a freshman at Smith College. **Elizabeth Yockel ex. W '09** is a freshman at Villanova University.

2011

Julian D. W '11 is a junior at Shattuck-St. Mary's School in Faribault, Minnesota, following his passion for ice hockey. **Griffin K. W '11** began his sophomore year at Choate Rosemary Hall this fall and is enjoying school and playing on the soccer team. **Isabel S. M '13**, a junior at Foxcroft, in November became the first student to capture the school's "Athlete of the Week" award two times. She earned the award the first time in September for her outstanding singles tennis match against Highland School. Most recently, she earned the award for her standout play that helped Foxcroft capture the Delaney Athletic Conference Tennis Championship.

2013

Grace T. W '13, M '15 is enjoying her freshman year at Bullis. She is playing on the JV soccer team there.

2016

Anna B. ex. W '16 is settling happily into her new life on the Upper West Side of New York. Although Anna misses seeing her D.C. friends daily, she loves her new school, St. Hilda's & St. Hugh's near Columbia University.

IN MEMORIAM

We remember **Stephen Muir '81**, son of retired longtime teacher Anne Muir and husband Cassin, and brother of Elizabeth Muir '80 and Bradley Muir '86, who died on September 4. He is survived by his wife Suzie and their four young children, Mimi, Sam, Jack, and Eve.

COLLEGE-BOUND GRADUATES

WE CONGRATULATE OUR GRADE 6 CLASS OF 2009
AND GRADE 8 CLASS OF 2011

River Albo

James Madison University

Alexa Arrowood

Miami University of Ohio

Alexandra Bass

Syracuse University

Victoria Bush

University of Chicago

Buckley Carlson

University of Virginia

Sydney Chapman

University of Maryland

Ahmani Clark

Loyola University New Orleans

Isabelle Craner

Gap Year

Charles Cross

College of Charleston

Madeleine Cross

Sewanee-University of the South

Sinclair Daniel

New York University

Henry DeCamp

Connecticut College

Lee Detmer

Wake Forest University

John Evans

University of Pennsylvania

Will Gibson

Gettysburg College

Devan Graham

Gap Year

Amelia Hannes

Southern Methodist University

Maris Hughes

Tulane University

Christopher Isaacson

Skidmore College

Olivia Jubin

Columbia University

Joan Kinnaird

Gap Year

Olivia Korhonen

Northwestern University

Hannah Loughlin

Columbia University

Jacob Ludwig

Haverford College

Aidan Maher

Denison University

James Matthews

Vanderbilt University

Morgan Maves

Lafayette College

Emma Mazzuchi

Dartmouth College

Memuna McShane

Savannah College of Art and Design

Shannon Morgan

New York University

Carlin Pappas

University of Southern California

Liam Pincus

University of Arizona

Zachary Popkin

Dickinson College

Hundley Poulson

Princeton University

Julian Qureshi

Gap Year

Chloe Reid

University of Miami-Florida

Andrew Sager

Gap Year

Peyton Schwartz

University of Virginia

Reid Shafran

University of Colorado Boulder

Charles Shorb

Colorado College

Annie Smith

Trinity College

Parker Smith

Davidson College

Spencer Swensrud

Pomona College

Jordan Torres

Drexel University

Simone Unger

Sewanee: The University of the South

Katie Van Duyne

Wellesley University

Denver Williams

Williams College

(Anne Tyler, continued from page 13)

year, the Grade 8 musical. Always attuned to the individual strengths and interests of each new class, she chooses or creates from scratch a musical performance that gives each student the opportunity to shine at just the wattage and incandescence he or she would prefer, as she responds with excitement and deference to the suggestions of every cast member. And somehow, during weeks of rehearsals and power outages that test every fibre of patience, she just keeps loving them. To carry the metaphor too far, on the night of the performance, she is a human generator, as the magnitude of her energy and affection for the actors infuses their performances.”

This year’s honoree has demonstrated her love of teaching well beyond the general music class and her work as a Grade 8 advisor, including student vocal and instrumental groups, faculty and staff vocal and instrumental groups, music theatre productions—the Grade 8 performance of *Once on This Island* is this evening—and our Haiti Partnership work. I am honored to present the Love of Teaching Award for the 2015–2016 school year to an 18-year member of the St. Patrick’s faculty, Grades 7 and 8 music teacher and music team leader Anne Tyler. 🍀

(Anne Muir, continued from page 14)

with that student, what would ignite that student’s interest, or how to build on already strong interests—is legendary, likewise the respect that she has for each of her students, for each student’s aspirations, and her desire to draw that student out so that he or she could become more fully himself or herself. Singly—and in collaboration with all of the many teachers with whom she worked—Anne Muir shaped a school community that, at its best, reflected the values that she held—that she holds—most dear. Sure, Anne loves history and literature and writing, but most of all she loves children—active, growing, and changing, as we say here at St. Patrick’s—and she loves helping them form their hearts and minds in ways that would last a lifetime.

Along the way, Anne Muir was busy living her own life, something that brought its own challenges. But that became one more lesson for her students—indeed, for all of us—as we marveled at this woman living her life with vitality and determination and courage.

So there was this other community of which Anne was a part, as well. Just this year, she chaired the 34th annual Daffodils and Diamonds Luncheon for the National Foundation for Cancer Research. You probably won’t be surprised to know that this year’s luncheon was the

highest-grossing event in 34 years, with more than 300 attendees. A spokesperson credited this year’s success to the incredibly warm feeling of the event, all of which she attributed to the work of Anne Muir. The proceeds from the event are enough to fund two complete projects in the areas of breast and ovarian cancer research.

This morning, we honor Jeff Keffer by honoring his friend, Anne Muir, as the recipient of the Jeff Keffer Service Award as we mark her retirement from St. Patrick’s after 43 years. Throughout her remarkable career here, having served this place longer than any other individual and likely having had a greater impact on it than any other individual, Anne has demonstrated the power of the educator as a creator, a builder, and a sustainer of community. How fortunate St. Patrick’s has been that it is our community that she has built and served and sustained so long and so well!

Thank you, Anne. 🍀

(Jan Nelson, continued from page 16)

students while holding those students to high standards. Jan put her previous theater experience to work designing plays with Anne Tyler. She took the book *The Enormous Egg* and created a literature study that integrated fiction and nonfiction texts and highlighted landmarks of Washington, DC. She travelled to Alaska, spending time with American Indians, learning elements of art, music, and dress to bring back to the Grade 2 American Indian study. She even travelled halfway around the world to China to help enhance the Grade 2 study of China, bringing back personal experiences as well as artifacts, helping ensure that the study was accurate and had great depth.

All of this makes Jan an amazing teacher, but what makes Jan the most exceptional of educators is her work with her students. Jan values each and every student in her classroom, and they know it. When asked what they love about Mrs. Nelson, one of her current students reported, “She helped me a lot this year—with writing mostly!” Another stated, “Mrs. Nelson always makes sure you understand.”

Jan is a masterful teacher who allows each student to be the child that he or she is while simultaneously creating an environment to enable that child to stretch and grow. She is an indelible presence in the life of her Grade 2 students. Some of her former 2C students, who are now Grade 3 students, said of Mrs. Nelson, “She’s one of the best teachers I’ve ever had. She’s open-hearted and really kind.” Another, “Mrs. Nelson was fun because she

always made us laugh, and she loves animals—especially cats!” And, a third: “She is a very kind teacher. She knows a lot about American Indians and when we were doing a project she had some of her friends come in to put up a tipi for us. Oh, and she loves cats!”

Jan is one of those teachers whom students hold in their hearts well beyond their year in her classroom. They remember the way in which she made learning come alive for them, recalling studies, shared books, hands-on projects. They know she has the utmost respect for each of them and that she values what each one of them brings to their learning. When asked to reflect on their time in 2C, current Grades 7 and 8 students had this to say:

“She really liked the Mr. Putter and Tabby books. She used to do funny voices for all the characters and she LOVED the cat!”

“While we were reading *The Enormous Egg*, she made a dinosaur egg out of clay. She would change it a little bit every night so that when we came into class in the morning it looked like it was developing. I loved that.”

“Mrs. Nelson was really sweet and understanding and I remember a lot of laughter in her class.”

“I really liked Mrs. Nelson—she was one of my favorite teachers. She let me and two of my friends put on the ‘Jake Show.’ And I will always remember the time she went ‘missing.’”

Jan, just as your former students missed you when “Mrs. Nelson Was Missing,” we will certainly miss you next year, but your impact on all of us—your students, your colleagues, and this institution—will last forever! So that you have a piece of St. Patrick’s to take with you, we have a few gifts we would like to give you. First, we have a glass piece created by the faculty and staff that contains a scene of your Chincoteague home and its surrounding marsh landscape.

We have also given your students, current and former, an opportunity to reflect on their time with you. We are collecting those reflections and will bind them in this book so that you can always be reminded of the impact that you have had on your many students. Finally, we want to give you two new Adirondack chairs, in green, of course, for your Chincoteague home so that we can help support the relaxation you so deserve after your incredible years of love and service to St. Patrick’s! 🍀

Welcome to the St. Patrick's Family!



Austin James Cook
Science teacher **Will Cook**
and wife **Cara** welcomed their first child
on September 21.



John Alexander Casey Fassbach
Parents **Carolyn Casey** and **Scott**
Fassbach and older sister welcomed the
new addition to their family on August 18.



Annabel Emily Charlotte Frost
Parents **Nina Frost '92** and **Simon Frost**
and big sister welcomed the new addition to
their family on September 24.



Rosalie "Rose" Mae Grennan
Parents **Mae** and **Ande Grennan** and
siblings welcomed baby **Rose**
on September 4.



Nicholas "Bo" Bogert Hayman
Parents **Kimberly** and **Nicholas Hay-**
man '90 and siblings welcomed baby
Bo on July 11.

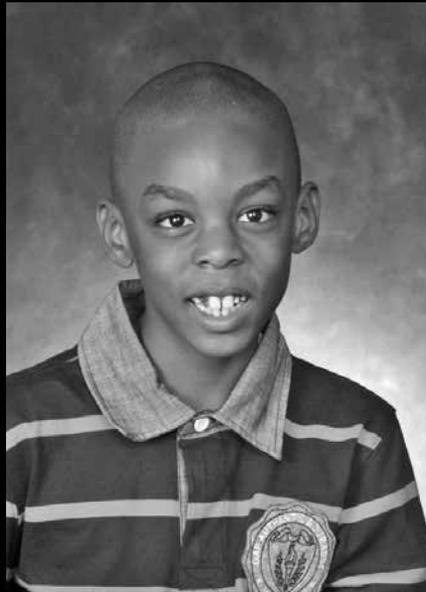


Eliana Dawn Markowitz
Art teacher **Elizabeth Markowitz** and
husband **Neil** welcomed their first child on
August 4.



Thomas Huxley Schaefer
Joan (MacDonald) Schaefer '98 and
Clayton Schaefer '96 welcomed their first
child on October 20.

Your Legacy Gift Helps Them Achieve Their Dreams



Leave a legacy ...
Join the **Moore Society** today.

The Moore Society is the Day School's legacy giving organization, recognizing those individuals who have provided for St. Patrick's in their estate plans.

To learn more about how you can include St. Patrick's in your estate planning, please visit our website at www.stpatsdc.org/plannedgiving or contact Elizabeth Owens, Director of Development, at 202.342.7007 or OwensE@stpatsdc.org.

Planned gifts—including Bequests, Charitable Gift Annuities, Charitable Lead Trusts or Charitable Remainder Trusts, Life Insurance, and Donor-Advised Funds—all ensure your legacy in perpetuity and can be made with ease.



4700 Whitehaven Parkway, NW
Washington, DC 20007
www.stpatsdc.org

Our Mission

St. Patrick's Episcopal Day School strives to create a diverse learning community of students, teachers, and parents who recognize the infinite value of every participant as a child of God. We are committed to developing character, advancing human understanding, and promoting academic excellence in our students in order to prepare them to live with integrity, compassion, and purpose.

SAVE THE DATE

Holiday Concert

Thursday, December 10, 7:00 pm

Home for the Holidays

Grade 8 Classes of 2013, 2014, and 2015

Thursday, December 17, 4:00 pm

Christmas Pageant

Nursery/PK/Kindergarten/Grade 8

Friday, December 18, 9:30 am

Christmas Pageant

Grades 1-7

Friday, December 18, 11:00 am

Christmas Holiday - NO SCHOOL

Monday, December 21 - Friday, January 1, 2016

Epiphany Chapel for Kindergarten - Grade 8

Wednesday, January 6, 8:30 am



St. Patrick's is on Facebook!
www.facebook.com/StPatsDC