



Winter 2014

ST. PATRICK'S PRESS

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Photo above: A selection from the recent annual Haitian Art Show at St. Patrick's. Now in its 24th year, the sale of the original Haitian art benefits St. Patrick's work in our partner community, St. Etienne. Aside from its value as a fundraiser, the show also provides students with an opportunity to engage in another aspect of Haitian culture, as many classes visit the exhibit; some even work to create Haitian-style art—a complex style characterized by the use of bright colors and often-abstracted human forms—of their own. **On the cover:** A St. Etienne student at work. Photo by Jenifer Congdon, Head of Lower School.

ST. PATRICK'S PRESS

WINTER 2014

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STATEMENT OF NON-DISCRIMINATION: In accordance with applicable laws and in the interest of being an effective, equitable, just, and inclusive community, St. Patrick's Episcopal Day School does not discriminate on the basis of race, color, national origin, religion, creed, gender, sexual orientation, family status, economic status, age, or physical disability in the administration of its admission policies, financial aid programs, educational policies and programs, or other School-sponsored programs and activities, or in the hiring and terms of employment of faculty and staff. As an Episcopal parish day school, St. Patrick's gives special consideration in the admission process to active members of St. Patrick's Episcopal Church.

Photo: Music teacher Laura Petersen shares photographs with students at the St. Etienne school. Photo by Head of Lower School Jenifer Congdon.



Understanding Our World More Fully Through Others

Peter A. Barrett
Head of School

I was fascinated, as I read early drafts of this edition of the *St. Patrick's Press*, by references to two different, longtime Day School faculty members having found their "calling" or "life's work" on trips to Haiti that went out from St. Patrick's Episcopal Church and Day School. Marcy Ference, for example, has been teaching St. Patrick's children for 34 years now—in the gymnasium and on the field in her role as a physical education teacher, on stage as dancers and performers in her role as choreographer for decades of musicals, even in our tiny kitchen as an instructor in afternoon baking classes—and yet, she is described here as discovering her "life's work" in Haiti in the early years of the Haiti Partnership Program. And Lower School colleague Mary Beth James, now in her 27th year at St. Patrick's and recently returned from her third trip to Haiti, has spoken of finding her "calling" there.

In preparing this edition, we also reached out to an old (meaning *longtime*) friend of mine—and, for that matter, of St. Patrick's—the Rev. Roger Bowen, one of the most gifted educators with whom I have had the good fortune of working during our days together at St. Albans School. Roger, who has had a distinguished career as an Episcopal school chaplain, division head, and head of school, speaks of his own participation on a St. Patrick's trip to Haiti in the mid-1980s: *That was the beginning for me. I was hooked, from "bon jou." My soul was scrubbed. Life would not be the same ever again.* Indeed, Roger has received the John D. Verdery Award, one of the National Association of Episcopal Schools' highest honors, in large part for the work he has taken on since his retirement as a school leader to link Episcopal schools with schools in Haiti.

The Church and Day School have been involved in Haiti for close to 35 years. During my early years at St. Patrick's in the mid-1990s, work groups—including parishioners, faculty and staff, and oftentimes young people, among them Day School alumni—regularly made the journey to our partner community of St. Etienne. In the years since, civil strife and the devastating effects of natural forces reduced those trips to a trickle. While we have continued to support the people of St. Etienne in a variety of ways, the face-to-face presence on which such relationships thrive dwindled during the past decade—and, in the case of our young people, disappeared.

About 15 months or so ago, driven by engines such as Marcy's continued efforts on behalf of our friends in St. Etienne, the Church's ongoing commitment to the Haiti Partnership Program, and Chaplain Janet Zimmerman's participation in Roger's workshop at the most recent NAES Biennial, the Day School reaffirmed our determination to be active participants in this important work. Since last April, on three separate trips (most recently in February), 15 Day School faculty and administrators have traveled to St. Etienne, some of them more than once. They teach Upper School, Lower School, and Nursery School students. They teach music and art, science and religion. They work in our Admission Office, our library, and our resource rooms. And they all returned changed from their experiences in Haiti.

This edition of the *St. Patrick's Press* endeavors to capture those experiences. In every instance, these are individuals who have chosen to spend their profes-

sional lives with young people—professional lives that, in some cases, have extended over decades and been characterized by a level of dedication and commitment to a single institution that, we are told, will become increasingly rare. Just how is it, exactly, that these educators have come to experience in Haiti some kind of life-altering moment, one that promises to shape all that they do from that moment forward? How did they become, in Roger's words, hooked . . . their souls scrubbed . . . their lives never the same again?

We hope that this edition will begin to offer some answers to that particular question. However, even if we are successful in that effort—and I think that we are, at least for starters—we will still face an array of challenging questions. Among them:

► How can those of us who live in the world's wealthiest and most powerful country enter into a true relationship with those who live in one of the poorest, so that what results is a *doing with* rather than a *doing for*?

► Recognizing that the enterprise that brings all of us together here is the intellectual, academic, moral-spiritual, and social-emotional development of our children, how can St. Patrick's Haiti Partnership Program promote that kind of growth and enable our young people to understand what it means to stand in relationship with the people of St. Etienne, or with others, near and far, who find themselves in like circumstances?

► How can the faculty and administrators who have traveled recently to Haiti, and those who will follow them to that village on the mountain, bring their experiences back to the Day School in ways that can be meaningful to our educational program, broadly stated, to the young people for whom we strive to create powerful settings for teaching and learning, and to colleagues and members of the wider community who have not yet made that journey? And when might the conditions be right for us to be traveling to Haiti with those young people—perhaps with our oldest students or recent alumni—who will have grown up in the knowledge of our friends in St. Etienne and with a determination to become engaged with them face-to-face and shoulder-to-shoulder?



Photos: The Rev. Roger Bowen, above, has worked in Haiti since the early 1980's and traveled with groups from St. Patrick's in our partnership's early days. Read more about his experiences in Haiti on page 18.

When I think about the Day School faculty and administrators who have traveled to Haiti, it seems to me that they have already found their calling—their life's work, if you will—in working with young people like those who call St. Patrick's their school-home, and they pursue that work with determination, creativity, and skill that have shaped the Day School in powerful ways.

That their time in Haiti has suggested for them, or called them to, new ways of being in relationship with others, including their colleagues and the young people with whom they are fortunate to spend their days, must ultimately enhance their ability to enable those young people, in the words of our Statement of Philosophy, *to extend their fascination with the world, to gain confidence about their roles in the world, and to understand the world more fully through others.*

I am grateful to all of the people of St. Patrick's who have nourished our relationship with the people of St. Etienne over the years and to the members of our faculty and administration who have responded enthusiastically to this new chapter in that relationship, one that we hope will have real impact on the work that we do together here. 🌱

DECISIVE BOARD ACTION ADVANCES EXPANSION PLANNING

At its February meeting, the Board of Trustees approved a resolution establishing that the next phase of the development of the Foxhall Campus will be construction of a 120-student, Grades 7 and 8 middle school that will accommodate all of our rising Grade 7 students as well as an additional number of new students.

That same resolution, which received preliminary approval at the Board's January retreat, reaffirms the creation of a St. Patrick's high school as the institution's long-term goal, even as it focuses planning efforts on a relocated and expanded middle school first.

One of the most important tasks now before the Board is establishing a timeline for this next phase of Foxhall Campus development. While the Board's hope is that the new facility will be completed within the next five years, Trustees plan to explore several options available under the campus plan approved by District of Columbia zoning authorities before setting a projected opening date. Of course, the pace of fundraising and design work, permitting and other bureaucratic considerations, and even weather will all be factors in our progress toward that goal.

In the coming weeks and months, St. Patrick's will convene the Project Management Committee III (PMC III) to develop action plans around architecture, engineering, and construction; financial modelling; and communication. And a group of administrators and faculty will begin exploring ways that expanded facilities will enhance the successful middle school program already in place.

We are deeply grateful to the many individuals and families who have made our growth thus far possible, among them the Friends of St. Patrick's, successive Boards of Trustees, the leaders of and contributors to A Broader Vision, and members



Photo, clockwise from bottom left: Grade 6 students Maddie R., Emma M., Helen W., and Carolina O. supported the Afghan Connection, an organization that builds schools in Afghanistan, at this year's Gifts for Good.

of PMC I and PMC II. We look forward to communicating these exciting plans with you as they develop!

LARGEST GIFTS FOR GOOD TO DATE DRAWS HUNDREDS

In early December, St. Patrick's hosted the seventh annual Gifts for Good alternative gift fair. The event has grown tremendously in those few short years—so much so that this year, for the first time, it was held in the Gymnasium and Performance Center. Students, faculty and staff, and parents worked together to offer token gifts in exchange for donations to organizations or causes that are important to them. With more than three dozen organizations represented, the hundreds of attendees had an opportunity to truly make their “presents” felt during the holiday season.

Following this *Press* edition's theme of being part of something larger than one's self, students chose to support organizations whose work is local, national, and international in scope—including, of course, the Haiti Partnership Program. Other benefiting organizations focused on hunger and children's welfare, ecological conservation and animal protection, and human rights and poverty alleviation abroad.

We are grateful to the nearly 70 students, members of the St. Patrick's Community Service clubs, who contributed to the planning of this event, as well as to the parent volunteers and corporate donors who made it possible.

PA SUMMER GRANT FEATURE: ANNE YOCKEL

By Anne Yockel, Grade 1 Resource Teacher

Last summer, my family and I took a journey, which included an 1,800-mile road trip in our family car. That journey, supported by a Parents Association Summer Grant, gave us a deeper understanding of our country's history and new insight into the years of segregation we endured as a nation. The idea for the ambitious road trip began years ago, as I wondered how our family could travel to Fairhope, Alabama, to visit my brother and make the traveling more meaningful than a 14.5-hour car ride.

I knew St. Patrick's Grade 8 students studied the history of the Civil Rights Movement, which culminates in a trip to various southern destinations in the spring. I asked Ann Adams, then the Grade 8 humanities teacher, if there was anything our family could do to enrich the study. She was eager to have the trip experienced through the eyes of my then-rising Grade 8 daughter, Mary Rose,

whose input could help Ann tailor the course preparation and trip goals even more effectively to the hearts and minds of middle school students. Having had my summer grant application approved by the Parents Association, we could prepare for our journey.

As we traveled through Georgia and Alabama, we visited significant Civil Rights Movement landmarks like the Martin Luther King Jr. National Historic Site, the Civil Rights Institute, the Edmund Pettus Bridge, and the Rosa Parks Museum. We gained new knowledge about past injustice and grew to appreciate what a phenomenal experience this trip was for St. Patrick's Grade 8 students. Our days were filled with museum-scouring, video-watching, and following along in the footsteps of various marchers and protesters. Each evening, over dinner, our family would recount favorite parts of the day and make suggestions as to how the Grade 8 students could tour a certain museum or tackle a big concept that we had encountered. Mary Rose jotted down all the ideas in a notebook, ensuring that our thoughts would be safely delivered to Ann Adams.

Though the trip is over now, and has been for some time, we still find ourselves recalling our incredible journey. When we hear about peaceful protests or people who make a difference in the world, we remember Martin Luther King Jr., Rosa Parks, and the martyrs of the Civil Rights Movement and hope the world continues to move forward in bringing fairness, justice, and equality to all.

ALVIN AILEY AMERICAN DANCE THEATER VISITS ST. PATRICK'S AS PART OF GRADE 2 STUDY

Grade 2 students recently completed a unit exploring the work of the Pinkney family of children's authors and illustrators, whose patriarch, Jerry Pinkney, is the author and illustrator of more than 100 children's books.



Top photo: Grade 1 resource teacher Anne Yockel, second from right, and her daughters Courtney 5A (left), Mary Rose 8A (second from left), and Libby ex. W '09 (right) visited the Dexter Avenue Baptist Church in Montgomery as part of Anne's Parents Association Summer Grant. Dr. Martin Luther King Jr. served as pastor of the church from 1954 to 1960 and organized a number of important Civil Rights Movement initiatives from his office there, including the Montgomery Bus Boycott.

Bottom photo: Artists from the Alvin Ailey Dance Theater Company visited St. Patrick's twice this spring. During their first visit, they led Grade 2 students in a portion of the company's signature performance piece, "Revelations," above. The next day, the group returned to present their work to the entire Lower School.

HORIZONS SATURDAY PROGRAM

They read the book *Alvin Ailey*, which profiled the late iconic dancer and choreographer, whose dance company still performs around the world—and, as luck would have it, was performing at the Kennedy Center around that same time. This year, Lower School students had a series of unique opportunities to experience the Alvin Ailey American Dance Theater (AAADT), including a visit by three artists from the company who visited Grade 2 classrooms, spending an hour with students and teaching them a portion of the company's most famous work, "Revelations." The next day, those students went to the Kennedy Center to see the artists they had met performing on stage the same dance students had practiced the day before. And, to top it off, the artists returned later in the week for a Lower School assembly, during which they shared Alvin Ailey music and movement with students in Kindergarten through Grade 3.

The Alvin Ailey American Dance Theater (sometimes referred to as "Alvin Ailey") was established in 1958 and, by 1962, was so successful as to be selected as part of John F. Kennedy's "President's Special International Program for Cultural Presentations." Since then, according to its website, AAADT has performed for an estimated 25 million people at theaters in 48 states and 71 countries on six continents.

HORIZONS ADDS ADMINISTRATOR AND PARENTS ASSOCIATION VICE PRESIDENT

We are pleased to announce the appointment of Grade 1 teacher and veteran Horizons faculty member Annie Miller as the new Horizons Assistant Site Director. Annie, who will be entering her fourth summer with Horizons, brings her experience as Saturday Program Co-Coordinator and her expertise in curriculum development and classroom teaching to this administrative position. Annie will work with Site Director and Grade 3 teacher Rachel



The Horizons Saturday program has been a resounding success this year. Designed as a way to maintain a connection between Horizons students and St. Patrick's, the Saturday program invites students from our DCPS partner school, Bancroft Elementary, to enjoy a half-day of academic programming six times during the school year. Each session includes literacy and math activities as well as physical education and recreational time. Our Horizons Site Director and Assistant Site Director, Rachel Levin (3A) and Annie Miller (1B), plan each Saturday's programming, and activities are facilitated by St. Patrick's faculty, alumni, and community volunteers. Volunteers at the February session included faculty members Rachel Levin (3A), Annie Miller (1B), Katherine Orlando (Resource), Danielle Wade (2A), and Elizabeth Markowitz (Art) and alumni Libby Y. ex. W '09, Catherine P. W '11, M '13, Shannon M. W '09, M '11, Isabel F. W '10, M '12 and Anna Blair P. W '11, M '13.

Levin to help run our growing program, which will welcome 90 students from rising Grade 1 to rising Grade 6 this summer.

As Horizons has become a more integral part of the fabric of Day School life, the Parents Association recently voted to create a new position, Vice President for Horizons, on its Executive Committee, effective in the 2014–2015 school year. The new Vice President will lead the effort to enhance the St. Patrick's community's knowledge of, enthusiasm for, and engagement in the Horizons program.

Horizons Greater Washington, part of a national network of independent schools and other educational institutions working closely with nearby public schools, is a summer-

based intervention that helps economically disadvantaged students continue learning at a time when they might otherwise experience a decline in their academic development. St. Patrick's partners with Bancroft Elementary School in Mount Pleasant and with fellow independent schools Maret and Norwood in the Washington-area public-private program.

For more information about Horizons or if you would like to get involved, please visit www.horizonsgreaterwashington.org or contact current Horizons Council Co-Chair Noreen Paul (ncpaul8800@hotmail.com) or Horizons at St. Patrick's Site Director Rachel Levin (levinr@stpatstdc.org).



Photo left: Grade 8 student John S. was one of the top scorers in the playoff game against Congressional, pictured here. The Wolfhounds trounced the Colts 46-20, advancing to the Capital Athletic Conference (CAC) semifinals. **Photo right:** Grade 7 student Brittany H. looks for an open teammate during a regular-season game against Norwood.

Boys Varsity Basketball

<i>Coach: Damien Williams, Assistant Director of Athletics</i>
Regular-Season Record: 7-6-1, 4th place CAC Tournament: 2-1, 3rd place
MVP: Keyon T., John S. MVP Defense: Jack K., Drew P.
Coach's Award: Bryce B. Most Improved: Alexander C.
CAC All-Stars: John S., Keyon T.
Season Highlight: Foul shots with seconds left to win 3rd-place banner

Girls Varsity Basketball

<i>Coach: Shaunita Middleton</i>
Regular-Season Record: 3-8, 6th place CAC Tournament: 0-1
MVP: Clare W. MVP Defense: Perrin B.
Coach's Award: Sophie D. Most Improved: Nora K.
CAC All-Stars: Clare W., Perrin B.
Season Highlight: Improved standing to 6th place in the CAC; two All-Stars selected

Boys Junior Varsity Basketball

<i>Coach: Ben Hoover, Grade 4</i>
Regular-Season Record: 10-4, 2nd place CAC Tournament: 2-1, 2nd place
MVP: Dennis P., Stone W. Most Improved: Liam W.
Coach's Award: Dylan T., Christian H.
Season Highlight: Second straight runner-up tournament performance; 22-6 over the last two seasons

Girls Junior Varsity Basketball

<i>Coach: Tyrek Baldwin</i>
Regular-Season Record: 4-5, 6th place CAC Tournament: 0-1
MVP: Halle J. MVP Defense: Laila B., Riley O.
Coach's Award: Lauren H., Emma M. Most Improved: Sara J.
Season Highlight: Strong effort against Norwood despite loss in first-round tournament game

In each edition of the Press, we bring you sketches of current Day School faculty and staff. We are proud to share the stories of the many accomplished people who make St. Patrick's the outstanding institution it is.



Danielle Wade

Grade 2 Teacher

Grade 2 teacher Danielle Wade was inspired to teach by her high school German teacher, though she says she really began down the path when she started teaching her younger brother to read *Clifford the Big Red Dog* books.

She has been in the field for about six years—one year as a foreign teaching assistant at a middle school in Germany, two years as a teaching assistant at Greenwich Academy in Connecticut, and now in her third year at St. Patrick's. Danielle holds a bachelor's degree from the University of Pennsylvania in Germanic languages and literature and a master's degree from Manhattanville College in elementary education.

Danielle brings with her to the classroom a teaching philosophy strongly influenced by St. Thomas Aquinas, who stresses the dynamism of the relationship between knower and knowledge. Through this outlook, says Danielle, education "is seen as a process by which one slowly and gradually gains greater wisdom of and connection to his world via sensory discovery and instruction. The student grows to love

learning intrinsically, seeking only guidance from the teacher. [Aquinas] famously states that the teacher must be like a physician. 'Both employ their art to restore the individual's normal functions rather than to provide a substitute for the intrinsic operations of his natural powers. The physician uses medicine and surgery only to enable the patient's organic system to recover health under its own active power. Similarly, the teacher uses his knowledge and verbal skill only to help the student to see truth with his own mind.' Many teachers play the role of animal trainer, allowing the students little opportunity to develop self-discipline and passion. Teachers as physicians trust the student to maintain personal responsibility for his learning."

While her most recent professional development focus has been on the social-emotional aspects of the classroom—she recently completed the second level of Responsive Classroom training—she is also keenly focused on bringing diversity and multiculturalism to the classroom. "Multicultural education is important for all students and all teachers, minority or not," she says on her blog. "Students must be provided with opportunities in all lessons to see 'windows and mirrors.' Information

(See WADE page 43)



Elizabeth Allen

Grade 1 Teacher

My first school experience was in a double garage with the doors taken off. I was five. Fortunately it's hot in Malaysia, where my father ran a rubber estate and his family had lived for five generations. The new movie, *The Railway Men*, is part of his life.

I remember two things about my introduction to school life. One, eating my packed snack of Carr's water biscuits, with butter and marmite, on the veranda of the main building. (My friend Anne, now a solicitor in Edinburgh, told me recently how she envied me this, as she had banana sandwiches and would have preferred my food!) And two, never ever "tell" on anyone as it gets you into trouble. Going behind the garage was forbidden on account of the possibility of snakes and so, when someone did just that and I told, I was astonished when I got told off. Astonished! I'm not sure I learned much in the garage but, as a teacher, I learned to feed children snacks whenever they need it and to listen to both sides of a story, as things aren't always as they might appear. By telling, I was trying to save someone's life!

When the school—now with a student body of about 10 children, ages 6 to 18—moved to the room above The Club at Port Dickson, I guess I was in a one-room classroom. Mrs. Hardcastle had curriculum challenges, I now realize. I was the youngest in the school and became a reluctant reader as the book room, a table with books laid out on it, had sizable holes in the wooden floor and I knew changing a book brought

the real possibility of falling through it. We were constantly told not to bounce or run because of this danger. This is probably why I try to make reading engaging and fun, and certainly have books in accessible places with as few "holes in the floor" as possible, thus making reading an enjoyable, interactive, and safe activity for children. I thus like scaffolding (literally in the case of the bookroom floor) for the books put in front of children, and my goal is to create an atmosphere and community of reader and writers.

At a boarding school in England, still the youngest in the school, I learned some impressive if rather useless life skills. Wiggling one's ears can impress people, but dropping air into your stomach and burping is not encouraged in polite school communities. Overall, the experience in this school probably made me empathetic and a canny detective. If you told the truth about the delicate nightly question of whether you had been to the bathroom, the consequence was being made to drink a ghastly-tasting concoction. So truth is great, but I kind of understand when children fudge the corners of a story a bit, and I usually know when it's happening!

I did get an education. I did learn to read and write. I learned that being "abandoned" at a boarding school (it only lasted four terms) taught me to be alert to possibilities and somewhat creative. Porridge was a horror every breakfast, but you need a strat-

(See ALLEN page 43)



The Haiti Partnership Project: At Work in the Wider World

For 35 years, St. Patrick's has partnered with the people of St. Etienne de Buteau and the church and school there. Now in its fourth decade, the relationship continues to call on us to challenge our preconceived notions of the poorest nation in the Western Hemisphere.

Give to everyone who begs from you; and if anyone takes away your goods, do not ask for them again. Do to others as you would have them do to you. If you love those who love you, what credit is that to you? For even sinners love those who love them. If you do good to those who do good to you, what credit is that to you? For even sinners do the same. If you lend to those from whom you hope to receive, what credit is that to you? Even sinners lend to sinners, to receive as much again. But love your enemies, do good, and lend, expecting nothing in return. Your reward will be great, and you will be children of the Most High.

(NRSV, Luke 6.30-35b)

The Haiti Partnership: Essential to St. Patrick's

The Rev. Dr. Kurt Gerhard
Rector

The partnership with St. Etienne is an essential part of St. Patrick's and has been since 1979. Occasionally, I hear from some people who believe that we should take care of the social concerns that exist in and around Washington, D.C. instead of caring for people far from here in places like Haiti. It is definitely true that there are many issues within a short walk from our location on Whitehaven Parkway that demand our prayers and action to bring justice to our neighbors wounded by homelessness, hunger, poverty, and violence. St. Patrick's is engaged in several partnerships that address these very real concerns. At the same time, I believe there are three foundational reasons that our partnership in Haiti is integral to the life of this parish: Responding to God's mission, treating human shortsightedness, and instilling hopeful compassion in times of crisis.

Responding to God's Mission

St. Patrick's is a Christian community in the Episcopal tradition. As Christians, we are called to engage God's mission, which is grounded in the Bible. Jesus often preached about the responsibility of all people to serve the world and particularly about the rich sharing their abundance with the poor. I am going to share two examples that illustrate why the St. Patrick's partnership in Haiti is integral to engaging God's mission.

The Parable of the Rich Fool (Luke 12.13-21)

Jesus often used parables to teach ethics, and many of them addressed the temptation of money and other possessions. The Parable of the Rich Fool begins with a rich man wondering what he was going to do with his great abundance. He had stored it, but his storehouse was full. He decided that he should tear down his barns and build larger ones to replace them. Doing this, he believed, would allow him to "relax, eat, drink, be merry." God responded, "You fool! This very night your life is being demanded of you. And the things you have prepared, whose will they be?"

If you visit Haiti, you will realize even before leaving the airport that we come from a place that is extravagantly wealthy. At St. Etienne, our partner parish, the disparity is even more obvious. Many people live on a couple of dollars a day, with no electricity or running water, and with few or no skills or natural resources to support an economy. Jesus summarizes the parable

by saying that true significance is not found in collecting abundant riches, but in being "rich towards God."

We take from this parable and others like it that to live into God's mission requires us to consider letting go of our abundance for the well-being of others. In many ways, this is most evident in our work with St. Etienne in Haiti.

Gratitude Leads to Duty in Paul

The second biblical example is the more abstract, underlying reason for the Apostle Paul's call to serve as a minister. Some may claim that they do charity for a future reward. Paul, on the other hand, does it in thanksgiving for what he has already received. He called this gift grace, the resulting feeling is gratitude, and the resulting response is a duty or offering (Rom. 15.15). He described this concept in his letters to early Christians in communities that he founded.

I appeal to you therefore, brothers and sisters, by the mercies of God, to present your bodies as a living sacrifice, holy and acceptable to God, which is your spiritual worship. Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God—what is good and acceptable and perfect (Rom. 12.1-2).

Our many blessings, including our faith and our freedom, put us in a position similar to Paul. The spiritual challenge is to translate the grace we have received into feelings of gratitude for God and our neighbors. The appropriate, faithful response to gratitude is to pass that forward in service to the world just as Paul offered himself to the communities he served.

The goal of St. Patrick's is to live into God's mission. The Bible is clear about what such a life entails. Each of us is called to live on the edge in gratitude for our many blessings and to focus our action to bring justice to those on the margins of our society, especially the poor.

Treating Human Shortsightedness

Jesus told the scribes and Pharisees, "Let anyone among you who is without

sin be the first to throw a stone" (John 8.7). When we read this passage, we are brought up short, but does it really change the inner voice that continues to speak platitudes about our superiority over the plight of others? Jesus told a parable about a Pharisee and a tax collector who both went to the Temple to pray. The Pharisee prayed in thanksgiving for not being like the tax collector, and the tax collector asked for mercy. Jesus concluded the parable by saying that all those who exalt themselves will be humbled, but all who humble themselves will be exalted (Luke 18.9-14).

Many times charity feels like being a superhero in the lives of those in need. We rush in with well-intentioned relief dollars to bandage a situation that needs a surgical effort. We take these actions without really engaging the people or knowing the root problems. A long-term partnership, like the one that St. Patrick's has with St. Etienne in Haiti, builds a bridge of relationship that transcends the short-term charity and replaces it with understanding, love, and mutual respect. It becomes more like being together on a long journey.

In my mind, long-term partnership and the subsequent relationships treat our natural shortsightedness with a dose of the real world. Being in relationship forces us to realize the real cost of dealing with deep problems. Dr. Paul Farmer notes in Tracy Kidder's *Mountains Beyond Mountains* that the problems that exist in places like Haiti cannot be fixed without "personal sacrifice, remorse, and even pity." Experiencing these emotions allows us to touch a part of our soul that connects us with the great cloud of witnesses that make up God's universal family. In doing so, we broaden our vision of the world and see more clearly how interconnected we are as children of God. As Jesus said, "All who humble themselves will be exalted." (Luke 18.14)

Instilling Hopeful Compassion in Times of Crisis

The Japanese character for crisis is a combination of the characters for danger and opportunity. Crisis is therefore not the end of opportunity but in real-

ity only its beginning, the point where danger and opportunity meet, where the future is in the balance and where events can go either way."

—David Jacobus Bosch,
Transforming Mission: Paradigm Shifts in Theology of Mission

Haiti is in crisis. This crisis is not new. It predates the January 2010 earthquake. It stretches back to the early 1800's and the dissolution of the colonial age. Haiti was once a great economic force but, for over 100 years, it has been one of the poorest countries in the world.

People of faith rely on the power of hope. One of the spiritual challenges is to face unbelievable odds with the courage, determination, and hope to make the world a better place. That reserve of hope is not innate; it must be experienced and practiced. Malcolm Gladwell writes in *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants*, "Courage is not something that you already have that makes you brave when the tough times start. Courage is what you earn when you've been through the tough times and you discover they aren't so tough after all."



For visitors to Haiti, it is logical and even natural to give up hope. The infrastructure sits in ruins, food is scarce, the water is dirty, the trash is overwhelming, and the government and the educational system are broken. Yet, as terrible as the circumstances, hope exists in the Haitian people.

Partnering with St. Etienne is an experience of hope that will transform our own perspectives and touch our souls. According to Bosch, willingly entering crisis to change the trajectory toward opportunity is what the true church is all about. If we sit on the outside expecting things to change, we are shirking our duty. If we join the challenge and lose heart, we have fallen prey to hopelessness. If we engage our partners in relationship and learn

Photo opposite: The Rev. Dr. Kurt Gerhard, Rector, and students from St. Etienne show off the bracelets made by St. Patrick's students. **Photo below:** The St. Etienne school building.



from them the possibility of hope, then we will instill hope in ourselves that will buoy our interactions with the wider world for the rest of our lives.

Conclusion

The 35-year partnership with St. Etienne in Haiti is essential to the life of St. Patrick's. It connects us with God's mission, it widens our view of the great needs that exist in the world, and it instills hope in the way we meet all challenges.

St. Patrick's feels especially called to serve children. Serving children is manifested in a variety of ways across this parish, but all of them involve adults who are willing to use their gifts and talents to be courageous examples of what it means to be faithful people. Gloria Ladson-Billings writes in her article "Differing Concepts of Citizenship: Schools and Communities as Sites of Civic Development" that young people need these "signposts" to emulate as they mature into globally-aware citizens. Teachers, administrators, parishioners, clergy, and parents working in our Haiti Partnership Program encourage our young people to make a difference in the world.

Haiti is on a long journey with overwhelming odds. The relationships between American and Haitian churches have changed over the years. In some partnerships, the Americans drive the decision-making process, though that has never been the case in St. Patrick's partnership with St. Etienne. Now, according to Janel Kragt Bakker in *Sister Churches: American Congregations and Their Partners Abroad*, partner parishes in places like Haiti are seeking "solidarity and equipment for ministry" and "trainers, technical assistance providers, and resource suppliers." Our call is to walk alongside our partners, actively listen to their dreams, and be God's hands in the world.

Please consider investing yourself in the life of this important ministry and supporting the priorities set by the leaders of St. Etienne. Each gift is an opportunity for the Haitian people to move forward on the path to justice and peace. And for that, we give thanks. 🙏



35 Years on the Mountain

1980's

- Enlarged one-room school
- Hired second teacher
- Collected school supplies
- Renovated and enlarged school again
- Purchased property for larger school
- Provided funds and architectural work for new school building
- Created plans for additional facilities
- Constructed cistern at church

1990's

- Built retaining wall for church
- Ongoing school construction
- Rebuilt church
- Replaced two roofs
- Created tree nursery
- Reforestation



2000's

- Capped spring for water
- Sponsored students
- Built latrines at two schools
- Funded music program
- Nutrition/lunch program
- Cow-raising program
- Teacher training

2010's

- Teacher salary increase
- Donated school supplies, computers
- Provided medical supplies for health agents
- Provided student uniforms
- Earthquake damage repair
- Emergency relief work

Future

- Continue to support teacher salaries
- Reinstitute lunch program
- Provide student uniforms
- Reinstate trips that include St. Patrick's students

Deranje nou, Seye, le nou nan labondans sa nou
bleye-ou ki sous Lavi non.

Souke-nou Gran-mèt, pou nou
ka pran risk paske nou konnen
Lè tanpèt ou la,

Lè nou pa we, zetwal ou klere nou
Nou mande ou ban nou plus espwa
pou nou vanse ak fòs, kourag, espwa, ak renmen
Nou priye nan non Kapitèn nou an, Jezi Kri. Amèn.

Disturb us, Lord, when we are too well-pleased with ourselves, when our dreams have come true because we have dreamed too little; when we arrived safely because we sailed too close to the shore. Disturb us, Lord, when with the abundance of the things we possess we have lost our thirst for the water of life. Stir us, Lord, to dare more boldly, to venture on wider seas where storms will show your mastery, where losing sight of land, we shall find the stars. We ask you to push back the horizons of our hopes and to push us into the future in strength and courage and hope, but mostly in love. We pray in the name of our captain, who is Jesus Christ. Amen.

Prologue

The Rev. Roger Bowen

Former Trustee

The Rev. Roger Bowen, former St. Patrick's School Trustee (1987-1991), Chaplain at St. Albans School, and Head of School in California and Texas, has been a friend of Haiti for 32 years. He is the most recent recipient of the National Association of Episcopal Schools' John D. Verdery Award for his work in Haiti.

Shortly after a first trip to Haiti in 1982, I joined St. Patrick's parishioner Bill Wilson and a Haiti mission group from your good church and school. That was the beginning for me. I was hooked, from "bon jou." My soul was scrubbed. Life would not be the same ever again.

I remember one young boy in an Episcopal school—yours, perhaps—who taught me this during an overnight campout: He had gathered some colorful yarn, and he took two sticks and wound the yarn round and round, wove it around the two sticks, all together, expanding the pattern outwards. He called it a "God's Eye" and said, "This is like us, like we're all connected together, different colors, all one." He hung the God's Eye in his school locker. Then he said, "I wish we didn't spend so much time thinking about how we are not like each other." A fourth grader! Out of the mouths of babes! We are all connected. We are one.

As you, St. Patrick's reader, already know—the Episcopal Diocese of Haiti is the largest diocese in the Episcopal Church. It includes 250 schools, serving 80,000 students. As you must know at some level, schools and churches in Haiti are tragically poor when it comes to basic human needs. Each of the Haitian priests has huge responsibilities. It is not unusual for a priest to have 16 churches, and 12 of those would be schools on weekdays. Founding and supporting schools has become the heart of the Episcopal Church's mission in Haiti. In a country where 60% of the people are unable to read, literacy is a step toward self-determination. And so, schools, for the children.


You probably also know that nearly 50 Haitian Episcopal priests and an army of lay leaders work tirelessly in the festering towns and dirt-poor countryside to establish and maintain schools. They travel by Jeep or motorcycle, or often by horse or foot, negotiating treacherous mountain trails and fording rivers to reach the thatched huts that serve as churches and schools. Many of them have hand-carved benches, coconut branch walls, and rusty, corrugated tin roofs. Most of the cinder-block schools in and around Port-au-Prince, the capital, came down on that awful January 12, 2010. Between 40 and 50 students per classroom is typical. The average teacher's salary in a rural school is around \$75 per month. Many rural families cannot pay the \$25 to \$75 fee per child per year—fees that are essential to keep teachers paid and schools open.

Episcopal schools in Haiti provide quality education to children of all faiths and remain an anchor of stability and progress in the communities they serve. Many schools were damaged and destroyed during the January 2010 earthquake and remain in need of rebuilding. Others have needs for, among other things, teacher salaries, student tuition, building improvements and expansions, basic supplies, and food programs.

The only hope for survival for these schools, especially during their early years, is for them to establish partnerships with schools and churches like St. Patrick's, or to receive gifts. Adopting a Haitian Episcopal school is meant to be a long-term relationship, one that is primarily spiritual—praying and remembering each other—and then acting on where that might lead the relationship. Establishing one of these partnerships is what Bill Wilson and others in your "early days" initiated.

Now, since the earthquake, more than 60 Episcopal schools in the United States have come forward and established partnerships with Episcopal schools in Haiti through the Partnership Program of the Episcopal Diocese of Haiti. The need for the mission and work of Episcopal schools in Haiti, and for supportive partnerships with Episcopal schools and organizations here in the United States, remains important and critical to the long-term rebuilding of Haiti as a whole.

But we are looking for more help. Due to a number of factors—like last year's Hurricane Sandy that washed away crops, other organizations' decisions to drop their support of Episcopal schools in Haiti, the growing number of little Episcopal schools in Haiti's rural areas, the memory of the earthquake's destruction fading globally—we are receiving more and more cries for help for their schools from Haitian Episcopal priests. We imagine we could easily establish between 20 and 30 new partnerships with schools in Haiti that are barely making it without any outside assistance.

And so, Stir us, Lord, to dare more boldly, to venture on wider seas where storms will show your mastery, where losing sight of land, we shall find the stars. Help us to remember the little boy who called it a "God's Eye" and said, "This is like us, like we're all connected together, different colors, all one." 

"Adopting a Haitian Episcopal school is meant to be a long-term relationship, one that is primarily spiritual—praying and remembering each other—and then acting on where that might lead . . ."



Photo: A St. Etienne student stands at the doorway to one of the classrooms.

Haiti is a complicated place, a place full of historical and political and societal contradictions. It is not a place that lends itself to a tidy narrative storyline—or any one storyline at all. One might write about wealth and poverty, hope and desperation, resilience and faith, colonialism and charity, corruption and politics, natural beauty and environmental degradation, ruin and joy, among a host of other adjectives. Each exists next to the other, simultaneously and continuously. It is a place that at once shocks and stimulates the senses and, without fail, profoundly changes the people who visit.

Neither does the story of St. Patrick’s 35-year partnership with St. Etienne, our sister church and school in the mountains southwest of Port-au-Prince, lend itself to a single storyline. But if there *were* one single story, it might be one of the ongoing relationships among people—about the sum of individual relationships over time, and about the introspection those relationships demand when they are laid over miles of land and sea, and perhaps separated by even greater distances in terms of lifestyle. For there are many places we can reach from Washington, D.C. on a three-hour plane ride, but perhaps none so starkly different as Haiti.

With thanks to the following faculty and staff who contributed to this publication through consultation, writing, or photography: Judy Barr, Davina Chu, Jenifer Congdon, Will Cook, Marcy Ference, Xiomara Hall, Ben Hoover, Mary Beth James, Jared Passmore, Rebecca Patterson, Laura Petersen, and Janet Zimmerman. We also thank in advance the most recent Haiti travelers, whose trip occurred after the publication deadline, but who will certainly contribute to future efforts: ReAnna Laney, Marie Steiner, Erica Thompson, and Anne Tyler.

One of those relationships—perhaps the most significant in terms of duration and depth—is the one between longtime physical education teacher and Haiti Program Co-Coordinator Marcy Ference and the people of St. Etienne. Over the decades, she has introduced countless members of the St. Patrick’s community to Haiti and to the people of St. Etienne who, in turn, have developed their own relationships. When, for the first time, she visited the place that would become the site of her life’s work outside St. Patrick’s—which, as it happened, was also her first time out of the country—she cried for days. Overwhelmed with guilt and anger, she thought, “Why does God do this to anyone?” But when she returned home, the only thing she knew for sure was that she would be back.

It was 1979, just a couple of years before Marcy’s first trip, when members of the St. Patrick’s community first took “discovery trips” to Haiti to visit the Holy Trinity Cathedral School. During one of these trips, the group was invited to a wedding in the community of St. Etienne. They fell in love with the rural setting and the small church and school in the community, and the partnership was born.

Since that beginning, the relationship between St. Etienne and St. Patrick’s has grown and changed. It has transcended generations. The St. Patrick’s community has supported the enlargement of St. Etienne’s school facilities—including the construction of school buildings, cisterns, and latrines—and funded teacher salaries, uniforms, and a lunch program. Members of the St. Patrick’s community have contributed hundreds of thousands of dollars, perhaps more, to improve the lives of their friends in St. Etienne. So certainly, the story of the St. Patrick’s–St. Etienne partnership is partially about the transmittal of money or material goods—but to look at the relationship through only that lens would be to do a disservice to our partners and to ourselves. Like the place itself, the relationship is more complex.

Ultimately, we recognize that the relationship, the friendship, the partnership, is valuable for its own sake. In doing so, we remember the beneficiaries of our work here at St. Patrick’s—our students. As an Episcopal school, we recognize that our mission requires of us a dedication to service, to something larger than ourselves. To achieve that goal of pushing out into the wider world, our students engage in a variety of service-oriented activities—at the local, national, and international levels. Our work in St. Etienne is, ultimately, a reflection of our

dedication to connect ourselves and our students to the outside in substantial and meaningful ways.

Here, we explore some of the ways we connect with St. Etienne, through the eyes and hearts and words of the faculty and administrators who have been fortunate enough to travel there, some as recently as last month. As you will read, the partnership itself is in the midst of a renaissance, one that will ultimately bring St. Patrick’s students to Haiti again—dozens of St. Patrick’s graduates have traveled to Haiti over the years on various trips as recently as 2003—though there have been plenty of virtual connections between current students at both schools already.

While we cannot hope to capture fully the depth and breadth of a 35-year relationship in this *Press*, we do believe that what follows in these pages will give you a better sense of the great value of this special place and its people.

Forward Movement: Future Growth for the Haiti Partnership

Until 2003, trips to St. Etienne by groups composed of parishioners, faculty and staff, parents, and St. Patrick’s alumni were commonplace. Two current faculty members, Grade 6 teacher Julia Smith and physical education teacher Vicky Brunt, traveled during that time. These week-or-more-long trips, led by former longtime Day School Chaplain Stephen Davenport and supported by Marcy, allowed the St. Patrick’s community to experience Haiti and its people firsthand. (Marcy took over the trips after Rev. Davenport’s departure in 1992.) In 2004, as the political situation in Haiti became increasingly unstable, these trips were scaled back and, for several years, adult members of the parish community, along with Marcy, were the only St. Patrick’s visitors to St. Etienne. After the devastating earthquake of 2010, the need for immediate disaster relief superseded any plans for expanding the size or scope of visiting groups.

By 2013, however, the Day School had reaffirmed its commitment to sending faculty and staff and, eventually, students to Haiti. Since then, 15 faculty members have made that trip. The most recent such journey, late last month, included 10 representatives of the Church and Day School. These visits—along



"Haiti has become my life's work."
-Marcy Ference

with reciprocal visits, mostly from St. Etienne's priests—have, over the years, formed a cornerstone of the relationship.

The Haiti Partnership Program team has identified two sets of goals for the St. Etienne-St. Patrick's partnership. The first is to continue to develop the rich relationship between the communities, particularly in the way that we bring the partnership to life for our students. The second is to continue to listen to, and learn from, members of the St. Etienne community to help identify the ways that we can help them achieve their short- and long-term development goals, including the alleviation of poverty and the education and well-being of their schoolchildren.

In her role as Day School Chaplain, the Rev. Dr. Janet Zimmerman has a unique view of the intersection of efforts of the Church, Day School, faculty and staff, and students. Regarding the continued development of that rich relationship between our two communities, Janet writes, "We hope to develop diverse ways to offer information about Haiti—its history, climate, land forms, art, music, and literature—so our community becomes not just a strong supporter of Haiti, but intimately connected to this island and its people.

"Our ultimate goal is to create ways to involve our students both at home and, eventually, in Haiti, so that they have the unique opportunity to learn about a people and their culture. We wish our students to discover how the people of St. Etienne are different from us, how they are like us, and how, in learning about each other, we can both become more knowledgeable about and engaged with the world. We hope to be able to take St. Patrick's students with us to St. Etienne to learn alongside the children there. We want to enable our students to experience service that involves listening and learning about ourselves and others, so that the lives of people in both communities are enriched.

"We are working to prepare both St. Patrick's and St. Etienne students to live in a world that is interconnected. We want to help them learn about places and cultures that are distinct, yet recognize that many people in the world share dreams similar to their own. We want to encourage them to use their education, energy, and creativity to use resources wisely; develop ways to increase universal access to food, safe water, and good education; and work to promote a world where peace and justice is the norm."

We see the second goal of the partnership—to improve, where we can, the lives of our partners—as equally important. As a school, it seems only natural that we work to improve the school-lives of St. Etienne's children. Efforts underway include work to provide a living wage for the teachers at St. Etienne's school so that they can provide each child with a quality education, to supply daily lunches for children and teachers at the school, to supply resources to locally source school uniforms so every child can attend school with dignity, and to identify a way to provide safe drinking water near the school and church, including the installation of a purification system for the recently-repaired cistern.

Of this work, Janet writes, "In the past, many organizations' work in developing countries involved bringing hammer and nails, clothing, medical supplies, and people from the United States to build, or paint, or give away items seen as 'needed' by the people in the receiving country." Our partnership with St. Etienne has never been exclusively so. While we have engaged in these "hands-on" activities over the years, and will continue to do so—we know that "what we must also do is listen and learn from the people in whose country we are guests. So in visiting Haiti, we go to listen and learn. We begin to know about the people and their culture, their history, and their hopes for the future. We learn about their creativity, the way they live and work and play. We see them not as impoverished people, but as tenacious and resourceful people who are resilient and supportive of each other. They live simply, yet with great richness. So because we go to Haiti to listen and learn, we are discovering that our partners have much to teach us and much we can gain from living among them, even for a short while."

The Nature of the Relationship

"Adopting a Haitian Episcopal school is meant to be a long-term relationship, one that is primarily spiritual—praying and remembering each other—and then acting on where that might lead the relationship."

—Roger Bowen

Some observers might characterize the relationship between any American community and any Haitian community as inherently imbalanced. Certainly, the transfer of material goods is generally oriented toward, not from, Haiti. For many years, St. Patrick's has sent money, clothes, shoes, school supplies, and



Haiti gained its independence from France in 1804, becoming the first independent Caribbean nation.

The country of 9 million people is the size of Maryland, located 700 miles southeast of Miami.

It is the poorest country in the Western Hemisphere—most people are subsistence farmers.

But what Haitians lack in material things, they make up for with their faith and hopes, spirit, and generosity.

The Episcopal Diocese of Haiti is the largest in the world with 87,000 members and 100 congregations.

St. Etienne, our partner since 1979, was one of the first rural mission churches in Haiti.

other material goods to St. Etienne. And it is true that we do not receive many material goods from that community. But to take that observation as evidence of a one-directional relationship would be to ignore the substantial value of the relationship itself. A relationship—the way in which things and people and places are connected—is never based on the transfer of material goods but rather on the transfer of hopes, ideas, and friendship.

Understanding that the relationship between St. Patrick's and St. Etienne is not measured in the "sameness" of what travels between us but by the value we place on what we can provide to each other requires, for many, a significant shift in perspective. The opportunity to travel to Haiti, which 15 faculty and staff have been able to do in the last year or so, provides those people and, by extension, the students they teach, an opportunity to bring the outside world closer, to go beyond the impulse to quantify and compare.

Xiomara Hall, Director of Admission and Financial Aid, who traveled to Haiti in 2013, writes of the impact this shift in perspective had on her. "Haiti is an immediately immersing experience. From the moment the Port-au-Prince landscape came into view through the airplane window, everything was different. To me, that is exactly what made the experience so wholly transformative and humbling. My first impressions kept the same thought running on a loop in my head, 'Everything is so . . . different'

"But it didn't take very long for me to make the humbling realization—as eager luggage porters encircled our group, customs agents eyed us inquiringly, and young children quietly and intently watched us exit the airport—that / was what was different.

"The people could not have been more gracious, curious, and welcoming. When smiles are large and warm, five days is more than enough time to feel a connection and reveal commonalities. There is beauty and hope and love and pride at the core of Haiti. And while so very much is needed to help rebuild, from that core so very much is possible."

So, in reflecting upon this change in perspective, recent travelers suggest that perhaps it is we, not the Haitians, who receive the lion's share of the generosity. Our Haitian partners share everything they have—most notably, perhaps,

their simple housing and their delicious food—but also their *joie de vivre*, their music, and their friendship. Science teacher Will Cook reflects:

" . . . It's not long before Haitian hospitality draws you close and makes you feel oddly at home, relaxed, no longer a stranger but a long-lost relative returning home. The chairs come out; you have a seat in the shade.

Come have a seat! Have you eaten?

Have some coffee. A Coke?

"Refusal is almost an insult. Such openness and warmth from complete strangers make you forget where you are and some of the harsher realities Haiti faces. On a recent weekend, my fiancée and I hosted our parents at our home in D.C.—not for any special occasion but just to gather, to be together; an opportunity for our families to build a stronger bond.

Come in and sit down! Are you hungry?

Would you like anything to drink?

"Our lives are different in the U.S. To say so is stating the obvious, but less apparent are the needs that we share. The need to be connected, supported, loved, and appreciated by the people in our lives.

"After my first visit to Haiti in the spring of 2013, I began to understand the importance of our relationship with the St. Etienne community. That while we raise money and collect all kinds of items to help boost that community, it is not a one-way road—that we have something to learn from them when it comes to being a part of a community."

After countless trips to the island, Marcy Ference has become the godmother of the St. Patrick's Haiti Partnership Program, guiding the next generation and sharing her wealth of knowledge. If you asked her, she would say that the most memorable experiences she has had in Haiti have been those when she was accepted as a true member of the community, a member of the family—not a visitor. She recounted to Will a story about the nature of community and family in Haiti.

Photos, clockwise from right: Music teacher Laura Petersen and St. Etienne's music teacher, Mr. Bijou, lead students in song and dance during a recent visit.

St. Patrick's faculty and staff members tour the community. Housing—particularly after the 2010 earthquake—is typically constructed of corrugated metal, wood, and perhaps a cinder-block foundation.

Grade 2 resource teacher Rebecca Patterson shares photos and videos of students from St. Patrick's to a rapt audience of St. Etienne students of all ages.

The mountainous—and often treacherous—road that passes through St. Etienne is alive with vendors transporting their goods, travelers and, of course, tap-taps, the colorful trucks that serve as public transportation.

Students at St. Etienne are required to wear school uniforms, which often strain families' finances and can, in fact, prevent students from attending school at all. Students in the Grades 7 and 8 Community Service Club are working to alleviate this problem (page 32).



"Ubuntu expresses the important truth that our dignity is inexorably tied to our relationship with one another."

-Mary Beth James



Photo: Grade 3 teacher Mary Beth James, along with teachers from St. Etienne, explain to students there the gifts from Day School students—a “friendship chain” and a set of schoolhouse cutouts with photographs of St. Patrick’s students.

“She and a group were traveling by bus when a young woman in their party became desperately ill. In need of a place to be still, clean up, and rest. Marcy instructed the driver to stop along the road. Marcy and the sick woman went to the nearest house and knocked on the door. They were travelers, in need of a refuge. A place to stop. Water. Rest. They were not treated as strangers, though. Of course, the man who answered the door didn’t know them, but he invited them in. He poured cool water over the woman’s head to cool her down.

“Back at home,” says Will, “there are lessons to prepare for, morning carpool duty. The dog needs to be walked. I should answer that email, go to the grocery store, so little time for anything else. Would I open my door to a stranger who knocked and was sick? Would I take care of them like the man on the dusty Haitian road? I’m afraid of my answer to that question. A relationship is a two-way street, and I’m beginning to understand what I’m learning from our relationship with St. Etienne: In Haiti, you take care of your neighbors, your family, and the people at your door in a moment of need. You do what you can, because tomorrow it might be too late.”

Responsibility for Each Other

The relationships we have developed over the years give us a sense of responsibility—to our Haitian friends, to share our experiences with our students, and to help where we can. Our desire and, indeed, our ability to learn about and to know each other leads to the natural building of these relationships, the sum of which are at the heart of any successful partnership. The relationships give us a sense of mutual responsibility. As Roger writes, we must act on where that might lead us.

Of course, as a school, our primary responsibility lies in conveying the value of the relationship to our students—to enable them to move confidently and successfully out into the wider world. Doing so not only helps us to achieve

our own strategic goal of teaching our young people to become global citizens, but also provides us with a real-life way to make service real for them and to connect them to something larger than themselves.

The adult participants in the Haiti Partnership Program engage students in a variety of ways—through direct connection to Haitian students; through curriculum initiatives that highlight Haiti’s challenges and opportunities, especially as they relate to our lives here in the United States; and through fundraising. More often than not, it is a combination of the three that brings the partnership to life for St. Patrick’s students.

“In Haiti, you take care of your neighbors, your family, and the people at your door in a moment of need. You do what you can, because tomorrow it might be too late.”

Direct Connections

Teacher Mary Beth James has traveled to Haiti three times, once many years ago and twice during more recent trips. Since returning from her second trip in 2013, she has written and spoken about how she believes she has found her calling in life. Since then, she has worked tirelessly with other teachers and with her students to bring a lunch program back to St. Etienne. School lunch is, for most of St. Etienne’s students, perhaps the only—or, certainly, the most nutritious—meal they receive in a day. The program, once functional, was destroyed after the 2010 earthquake. The work that she and her students have done—through small individual fundraisers organized by students, crafts sold at Gifts for Good, and other efforts—has brought the lunch program back to St. Etienne on a three-day-per-week basis.

She writes, “As a teacher, it is my responsibility to give my students a wider lens through which to see the world. Not only am I responsible for encouraging my students to look beyond themselves, I have an obligation to call them to action. *Ubuntu* is a South African idea which means that one can’t exist in isolation, that there is interconnectedness to all human beings. *Ubuntu* expresses the important truth that our dignity is inexorably tied to our relationship with one another. It is this philosophy that I have tried to bring into my classroom through my teaching.

"We know that part of being a good friend is helping each other when we need it."

-Jenifer Congdon

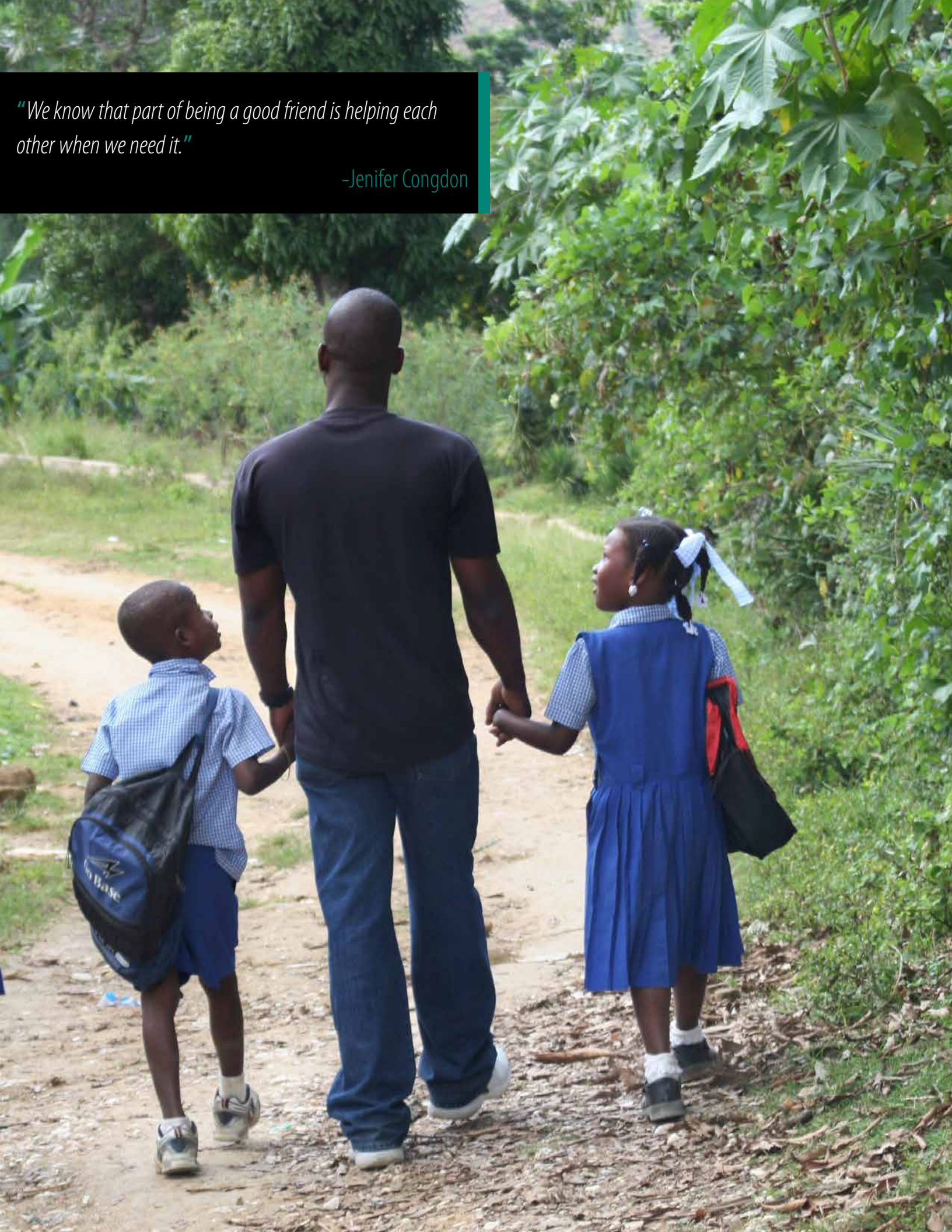


Photo: Carlos, from St. Etienne, is graduating from college this year at 36 years old. He went to school with support from Marcy Ference.

"Our partnership with St. Etienne is one call my students have heard and to which they have responded. When my students heard that the children had not received a school lunch since the earthquake four years ago, it became a call to action. They brainstormed, planned, and worked after school to create necklaces and key chains to sell at Gifts for Good, St. Patrick's annual alternative holiday gift fair. Their entrepreneurial spirit allowed them to create items to sell, a logo, and the slogan *Help Haiti & Look Good Doing It*.

"My students seem to instinctively pick up on the idea that we have a responsibility to others. It is with their pure hearts that they want to make things right and equal in the world. Third graders have a great deal to say about fairness. I have watched my students grow as compassionate people who care deeply about the world and are eager for a chance to help others. As my students view the world through a new lens I, in turn, view them differently. Dealing with real-life problems where I, as the teacher, do not have all the answers changes my role from the one who holds the knowledge to one where we share a common experience and search for understanding and action together."

Through her work, Mary Beth exemplifies the value of the Haiti partnership—providing an outlet for students' inherent desire to give, to be empowered, to help others. By engaging them in this work, she creates opportunity for honest dialogue about difficult topics . . . and creates tangible moments that connect them to the world.

On that point of connection, teachers who have traveled to Haiti are always on the lookout for tangible ways to connect students in the two schools. Grade 3 students created paper schoolhouses with pictures of St. Patrick's students on them and also made bracelets for the students at St. Etienne. Our students were equally thrilled to see their Haitian counterparts wearing them in pictures that returned from a recent visit. And with Grade 2 Resource teacher Rebecca Patterson's help, those students collected shoes and money for school uniforms. We highlight these personal connections in a variety of places, such as Chapels, both to inspire and maintain students' interest. Through the conversations that result, we are able to discuss complicated ideas and examine the complexities of our relationship with Haiti in age-appropriate ways.

Head of Lower School Jenifer Congdon recounted parts of her experience during a recent Chapel. "While we toured, we gave each of the students and the teachers a rainbow loom bracelet. I know many of you, especially in Grade 3, helped to make these rainbow loom bracelets for our friends. We told all of the students that these were a sign of our friendship, and they were excited to wear them. In fact, we saw children wearing them over the weekend while we visited."

She continued, "We saw the classrooms where St. Etienne students go to school, and we met with the teachers, who told us what it was like to teach up on this mountain. The music teacher, Mr. Bijou, was so excited to meet [St. Patrick's music teacher] Mrs. Petersen. He and his band played music for us, and we showed them the video of all of you singing 'This Little Light of Mine.' Mr. Bijou and Mrs. Petersen taught all of the children at St. Etienne a song, 'Ram, Sam, Sam,' which is full of made-up words so they didn't have to know English and we didn't have to know Creole—the language that they speak in Haiti—to all sing together. Mr. Bijou gave Mrs. Petersen a book filled with Creole songs. We will record the songs we learn and share them with our friends when some teachers go back." (Since, Laura has taught students several Creole songs for Chapel and is preparing the Young Singers to perform a set of Haitian folk songs at the Spring Concert.)

Chapels also address the needs of the St. Etienne community in age-appropriate ways. Jen went on to say, "We had a lot of fun getting to know some of the students and teachers at St. Etienne, but while we were there, they also asked us for our help. We know that part of being a good friend is helping each other when we need it. We told the adults at St. Etienne about what you all are doing to help our friends. First graders collected underwear and socks last year for our friends in St. Etienne, helping them have the clothes they needed to wear so they could go to school. Third graders made key chains and ornaments to sell at Gifts for Good to help pay for students at St. Etienne to have lunch during the school day. Because of money that last year's third graders raised, students at St. Etienne have lunch three times a week. With the money that you raised this year, we are hoping they can have lunch every day. And Grade 2 made beautiful jewelry out of glass that you also sold at Gifts for Good to help families pay tuition, the money that is used to pay for school. This helps our friends at St. Etienne be able to continue going to school and learning."

Haiti in the Curriculum

There are, of course, opportunities to bring Haiti into the academic curriculum in a more formal way. And as more faculty and staff are afforded the opportunity to travel there, we expect those opportunities to grow. One of the most interesting co-curricular units underway is a study by the Grades 7 and 8 Community Service Club, under the leadership of MacArthur Campus Office Manager and health teacher Judy Barr, that will support the creation of school uniforms for St. Etienne students and, at the same time, trace the provenance of the uniforms all the way back to their humble beginnings as cotton plants.

The Grade 8 health curriculum focuses on global citizenship and the United Nations Millennium Goals, which include achieving universal primary and secondary education. Building on these themes, Community Service Club students recognized an opportunity for advocacy and support after learning that all Haitian students are required to wear a school uniform. For students at St. Etienne, the uniform was more than just a piece of clothing; it is a symbol that represents pride in one's self and school and helps provide a sense of belonging. Unfortunately, the cost of the uniforms prevents some students from attending school at all.

In keeping with sustainable development practices, St. Patrick's will provide financing to source the school uniforms locally in Haiti in order to aid in the creation of a stronger local economy (as opposed to simply purchasing the uniforms in the United States and shipping them to Haiti, providing for the immediate need but, in fact, only creating wealth in America).

As part of the project, Community Service Club members will study each step in the uniform production process—the farm, the fabric mills, the retail store, the local tailor who will cut the uniforms, and the transport methods used between each. They will share their findings with the school by marking locations and relevant information on a map that will be displayed on bulletin boards in the Whitehaven Campus Lunch Room. Through Marcy, students were able to question the local seamstresses who have been retained to create the uniforms.

By exploring the number of people who are positively affected by this local sourcing effort, we provide students with a tangible and relatable sense of the impact of their work. Students learn about the value of local sourcing and become more aware of the interconnected nature of the world and the people in it—a prime example of global citizenship education in action.

Haiti Fundraising Efforts

Fundraising is the manifestation of the Haiti Partnership Program that is most visible to the outside world. In conjunction with the curriculum work described above and the tangible and virtual connections teachers are able to make in their classrooms and around the school building, fundraising provides an opportunity for students and parents—families, really—to feel more personally connected to St. Etienne. At the same time, these fundraising efforts—even modest ones, like the lemonade stands that Grade 3 students organized last summer—can have a substantial impact on the well-being and quality of life of the St. Etienne community.

Contributions to the Haiti Partnership Program have been on a largely *ad hoc* basis, rather than permanently earmarked in the budget. Marilyn Nowalk, Senior Warden and Haiti Partnership Program Co-Coordinator, has worked over the past several years to refine and systematize the financial relationship between St. Patrick's and St. Etienne.

She writes, "Since 2009, I have been traveling to St. Etienne several times each year, co-leading groups, building relationships, and listening. But I have also been working with leaders there to develop budgets, strategic plans, and operational metrics. With this data, I can better educate the people of Washington, D.C. and beyond about how much money is needed and how it will be (and has been) spent. Because the Haiti Partnership Program has no paid administrative staff, every dollar donated goes directly to programs but is closely tracked by volunteers."

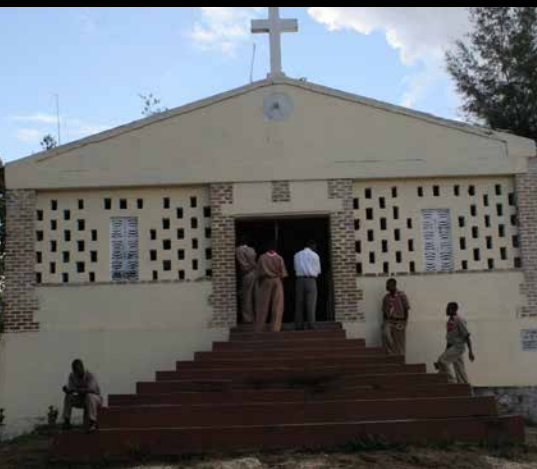
Financial support for the partnership comes from a variety of places. Marilyn continues, "While we have, over the years, established some hallmark sources of revenue (including the Haitian Art Show, an annual appeal, and a portion of the proceeds from the Church Rummage Sale), there is constantly more demand than supply. Without a regular and reliable source of funding, it is

JANUARY 12, 2010

On January 12, 2010, a 7.0-magnitude earthquake struck Haiti, with an epicenter near the city of Léogâne, just west of the capital, Port-au-Prince. The death toll from the disaster was estimated between 100,000 and 160,000, though the devastation was so great that an accurate number will likely never be known. Casualties occurred throughout the country, including in St. Etienne.

Both the church and school of St. Etienne were damaged in the earthquake—the former beyond all repair—along with dozens of houses in the community. For months after the earthquake, St. Etienne residents slept in makeshift tents or shacks outside, afraid that aftershocks would destroy what was left of their homes.

Photos, clockwise from right: St. Etienne Church, after the earthquake; the ruins of the Catholic cathedral in Port-au-Prince; the Cathedral pre-earthquake; St. Etienne Church pre-earthquake.





SCHOOL IN HAITI

Photos, clockwise from left: A member of the community comes by to sell treats and snacks during recess each day. St. Etienne serves students from PK through Grade 9. Uniforms vary based on age—the oldest students wear brown uniforms, younger students wear shorts and blue shirts, and the youngest students wear checkered outfits. There are six total classrooms at the school, as well as temporary spaces constructed after the earthquake. The area behind the Kindergarten sign in this picture will eventually become the permanent cafeteria.

Grade 4 teacher Davina Chu shares bracelets made by Grade 2.

A view of the temporary classrooms at the Christ Redempteur School, the other elementary school in the community of St. Etienne.

Grade 4 teacher Ben Hoover (center) and Grade 5 teacher Jared Passmore play soccer with children on the mountain.

Director of Admission and Financial Aid Xiomara Hall (right) with one of the teachers at St. Etienne.



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impossible to make spending commitments to our Haitian partners (at least with confidence we will live into our promises). For the past several years, our primary focus has been on teacher salaries. Without well-paid teachers in the classrooms, professionals who are sure they will be paid each month, nothing else matters. This is always our first priority. This year, with the help of some directed gifts, we added some other projects—a re-invigorated lunch program, books, and uniforms.”

In coming years, participants in the Haiti Partnership Program hope to establish a more broad and reliable stream of support in order to provide the community of St. Etienne with the ability to plan strategically for the future with assurances that their day-to-day needs—like teacher salaries, for example—will be met.

The largest annual fundraising effort in which students can participate directly is the Hoops for Haiti basketball tournament which, in its inaugural year of 2013, raised \$2,475 for St. Etienne. More than 130 students in Nursery School, Lower School, and Upper School participated in the event—either as players or as spectators—and its high profile brought a much-needed sense of urgency to our shared work in Haiti.

Grade 4 teacher Ben Hoover, one of the organizers of the Hoops for Haiti event, writes of the genesis of the event: “After enjoying our last meal in Haiti, our group began reflecting on all that we had seen. Our passion was abundant and our hearts were heavy. We wanted to come back with ideas and plans for action once we hit U.S. soil. Ideas started flowing. I proposed a 3-on-3 basketball tournament as a way to bring the community together in an enjoyable and energetic way to show our support. With the help of my fellow Haiti travelers, we began to brainstorm and troubleshoot. Within just a few weeks, the event was in place and funded, and interest around the school was buzzing.

“I was standing in the middle of the gymnasium during the event with a microphone in my hand, goosebumps covering my skin, fighting my emotions, as I explained to all of the participants how much was raised and what the money meant for the students of St. Etienne. I did my best to relay my gratitude to the participants and volunteers as the faces of the children we met flashed through my mind. Hoops for Haiti was special for me because it was the start of a tradition at St. Patrick’s. It successfully raised money for St. Etienne’s food


program and changed the daily life of the students we met there. Knowing that it has made its way onto the annual calendar and that it was the result of our group’s collaborative efforts gives me hope for a stronger partnership, and for the people of St. Etienne who so desperately need us. We were planning for an immediate impact, but what we created was so much more.”

This year, in order to satisfy the need Marilyn identifies for the consistent source of funding, St. Patrick’s will conduct an even broader fundraising effort, aimed at Day School parents, in combination with the Hoops for Haiti event. “I am often struck by the generosity of the St. Patrick’s family—by members of both the Church and Day School communities,” said Marilyn. “But again, there is more work to do. There are large projects awaiting funding. We cannot contemplate starting such projects until we have confidence in our ability to complete them. I hope every St. Patrick’s family will consider making Haiti a regular part of their philanthropic life.”

Conclusion

Through these connections, these relationships, we grow in mutual respect for each other’s way of life. We recognize that there is more to a relationship than simply a mechanical act of giving. We recognize the profound importance of relationships such as the one between St. Patrick’s and St. Etienne which, over more than three decades, has remained strong.

Like all friendships, this one will continue to grow and change over time. It is our hope that soon our own students will be able to experience the beauty and joy of Haiti firsthand. Their visits will certainly touch the lives of the Haitians we visit, but it will undoubtedly continue to touch our lives in a special way . . . just like it has for Marcy and others who consider bringing our two communities together an important part of their life’s work.

We hope that this edition of the *Press* has brought this partnership to life in a way that shorter publications cannot. And we hope that it has inspired you to become involved in the Haiti Partnership Program yourself. Your help is absolutely crucial to maintaining the strength of this relationship across time and distance. For more information, please contact Marcy Ference at ferencem@stpsdc.org or Marilyn Nowalk at Marilyn@intelbydesign.com. 



THE PEOPLE OF ST. ETIENNE

Photos, clockwise from left: Members of the family with whom Marcy stayed during her first extended visit to Haiti, circa 1987. Members of the St. Etienne community still walk more than a mile for fresh water.

Two boys from the St. Etienne community, 2013.

In 2013, Marcy attended the wedding of a young couple from St. Etienne. These girls were also attendees.

This picture, circa 1987, shows Gedi, the second-oldest child of the family with whom Marcy frequently stays in Haiti. Gedi recently graduated from vocational school in Léogâne. She plans to live in St. Etienne but has a job in Léogâne.

A preschool student in St. Etienne.



Alumni Class Notes

1975

Devin Reese and her family are settled in the D.C. area, where both she and her husband grew up. She works at the Smithsonian's National Museum of Natural History, using her background as a biologist (Ph.D. in freshwater turtle ecology) to create scientifically sound exhibit and web content. For the past year, she contributed to an interactive teen space called "Qrius" that opened on December 12. See www.qrius.si.edu for more information.



Photo: Jeremy Edwards '82 and his wife Amy Nakamoto welcomed baby Owen recently.

1982

Jeremy Edwards reports that he and his wife, Amy Nakamoto, recently added a third boy to their crew. Baby Owen joins Austin and Marcus, all under five years old! The boys very much enjoy visiting "Aunt Jenny," Jennifer Edwards '83, who lives in downtown Boston and serves as a medical interpreter at Massachusetts General Hospital. Jeremy runs the nonprofit Sports Challenge Leadership Academy, of which his St. Patrick's Grade 5 teacher and mentor, Eric Sivertsen, recently joined the Board.

1985

Danielle Goodman Dooley hosted a brunch for some fellow St. Patrick's alumnae over the Christmas holiday. **Olivia Radin** and her son Christopher were in town from New York, and **Kelly**



Photo: A number of St. Patrick's alumnae from the mid-1980's gathered over the Christmas holiday. Clockwise from top left: Danielle Goodman Dooley '85, Adelaide Shafer Barrett ex. '85, Katherine Shafer Coleman ex. '86, Olivia Radin '85, Kathleen Koltes Crawford ex. '88, Renee Esfandiary Crupi ex. '85, and Kelly Koltes '85.

Koltes was visiting from London. Joining them were D.C.-area alums **Adelaide Shafer Barrett ex. '85**, **Katherine Shafer Coleman ex. '86**, **Kathleen Koltes Crawford ex. '88** (with her daughter Eleanor) and **Renee Esfandiary Crupi ex. '85**.

1988

Katie Langhammer McQuaid recently relocated to D.C. with her husband Nick and two children, Clara (4) and Jack (2). After 15 years in Manhattan, they are now enjoying life in Woodley Park! Katie is still managing Time Warner's corporate social responsibility work but doing so from the company's D.C. office. She looks forward to reconnecting with St. Pat's friends in the area!

1990

This past fall, **Frank Snodgrass ex. '90** got engaged to Aaron Machado, his boyfriend of nearly five years. While they have not set a date yet, they are very excited.

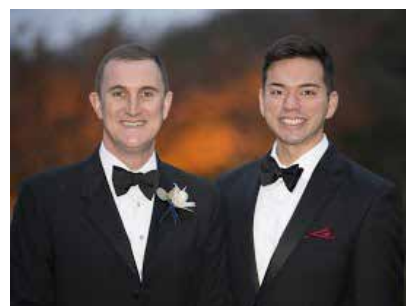


Photo: Frank Snodgrass ex. '90 (left) became engaged to his longtime boyfriend Aaron Machado.

1995

Annie Snodgrass Dennett got married to Zachary Dennett at the Chevy Chase Club on November 16, 2013. There were many St. Patrick's alums in attendance, including **Helen Snodgrass '98**, **Bob Darneille ex. '98**, **Andrew Darneille**, **Virginia Snodgrass '92**, **Frank Snodgrass ex. '90**, **Chris Cramer ex. '90**, **David Shepard '90**, and **Margaret (Muffy) Shepard '91**. Annie lives in New York and works at One Kings Lane, an online retailer in the home decor space, managing merchandise planning.

Photo top right: The Smith family of alumni gathered recently for a Capitals game: Parker Smith W '09, M '11 (right), Rhett Smith '98 (second from right), and Nani Smith ex. '97 (second from left) and her husband Dave. **Photo center right:** Helen Snodgrass '98 (fourth from left) married Spencer Craven in Maine this summer. **Photo bottom left:** Justin Lott '94 married Elizabeth Alina on April 27. (Photo only.) **Photo bottom right:** Infant-Toddler Center staff member Joan MacDonald Schaefer '98 married Clayton Schaefer ex. '96 on August 3. (Photo only.)

1996

Trevor Lott got engaged to Brittany Merrill on December 22, 2013. Brittany is a buyer at Saks Fifth Avenue for online jewelry and accessories. Trevor is currently employed at Prospect Capital, a private equity firm in New York City.



1997

Nani Smith ex. '97 and her husband Dave are living the dream in sunny San Diego. They own a food truck named "God Save the Cuisine." A new dessert truck is in their future. **Margaret McClintic** is working in admissions for an online school for children called K12 International Academy. She has been working in the Shanghai, China office for about a year and loves helping expatriate and Chinese children enroll in a fully-accredited school. She also loves living in China; Margaret has spent nearly three years living in different parts of China, including Shanghai, Beijing, and Kunming.



1998

Rhett Smith is living and working in Raleigh, NC. **Helen Snodgrass** married Spencer Craven in June in Maine, with lots of family and friends and a few other St. Patrick's alumni there for the celebration. Helen is currently teaching AP Biology and is a Dean of Instruction at YES Prep North Forest in Houston, where she has been teaching for four years. Her husband Spencer is finishing medical school and currently interviewing for residency programs across the country.





Photo: Sam Wilkins W '01 married Ashley Miller in a formal military ceremony after his return from a nine-month deployment in Afghanistan.



Photo: Maddie Ross W '03 met the Dalai Lama during Tulane University's commencement ceremonies last May.

1999

Nick Phelps continues to grow From the Farmer DC (www.fromthefarmerdc.com), his farm-to-consumer delivery business. The company has five employees, has expanded its customer base more than 300% over the past 12 months, and has invested more than \$150,000 into our local farm communities. New this year, From the Farmer delivers to sets of employees at offices throughout the District, Virginia, and Maryland. If you're interested in learning more contact Nick at nick@fromthefarmerdc.com. **Clair Kettler** will receive her master's in business administration from the University of Pennsylvania's Wharton School in May. She is engaged to be married to Stephen McGovern of Sunnyvale, California on June 14 in Annapolis. Clair will be returning to work at Deloitte consulting after her honeymoon.

Sofia Jagannathan ex. '99 recently began as a digital strategist at Anne Lewis Strategies, helping clients craft their email and overall on-line strategy. After graduating from Swarthmore College, **Andrew Muroyama** worked at the Ludwig Institute for Cancer Research in San Diego for two years. He is currently a Ph.D. student in cell biology at Duke University and recipient of a National Science Foundation Graduate Research

Fellowship. He recently became engaged to Jazz Dickinson.

2000

Amy Johnson has moved to San Francisco and is still working at J.P. Morgan's private bank.

2001

Kate Fletcher W '01 will graduate from Georgetown Law in May, sit for the the New York Bar in July, and go to work for Skadden Arps in the fall. In July, **Sam Wilkins W '01** returned from a nine-month deployment in Afghanistan. He married Ashley Miller on August 31, 2013, at a formal military ceremony in Clarksville, Tennessee. After a honeymoon in St. Lucia, they returned to Fort Campbell, Kentucky, where Sam and Ashley are both stationed.

2002

Rob Stewart W '02 is moving to France to attend graduate school. **Abby Roberts W '02, M '04** is working on the political team at GMMB, a communications and advertising firm in Washington, D.C. She is learning how to build connective communications campaigns and is gearing up

for the 2014 election cycle, which is sure to be a barnburner! Before GMMB, Abby spent the last several months of the previous election cycle as a field organizer, first for Cory Booker and then on an initiative to elect Democratic state legislators. **Maggie Roberts W '02** earned her bachelor's degree in forestry from the University of Montana. In September, she finished her fifth season working for the U.S. Forest Service. For the last two fire seasons, she has been employed as a wildland firefighter as part of the "Pleasant Valley Interagency Hotshots," an elite crew of firefighters who are assigned to fires across the country. Her crew is stationed outside of Phoenix. She lives in Flagstaff, Arizona. **Alex Muroyama W '02, M '04** is a Ph.D. student in mechanical engineering at Georgia Tech, where the focus of his research is solar thermochemistry. He is a recipient of a National Science Foundation Graduate Research Fellowship.

2003

Patrick Green W '03 recently performed in the Ballet Quad Cities (BQC) production of Dracula, a performance based on the original 1897 book by Bram Stoker. Patrick danced two roles: Renfield, the asylum patient in the opening scene, and Lord



Photo: Colin Ross W '06, center with sunglasses, competed as part of Columbia University's crew team at the Henley Royal Regatta in England. He spent the rest of the summer backpacking Europe.

Holmwood, fiancé of Dracula's first victim, Lucy. Dracula is Patrick's second ballet performance with the company. Since he started with BQC in September, he has been training and rehearsing with talented dancers and choreographers and has been given great performance opportunities. The performances have received rave reviews from both *River Cities Reader* and the *Cedar Rapids Gazette*. **Maddie Ross W '03** met the Dalai Lama before she carried the University banner at Tulane's commencement ceremonies in May of last year. She earned a bachelor's degree in public health and has since returned to Washington to begin medical school at Georgetown University. **Harper Leahy ex. W '03** graduated from Columbia University last May and is working in New York City as an analyst at Mitsubishi UFJ Securities (USA), Inc.

2004

Jake Starke W '04 is a senior at Bates College in Lewiston, Maine, majoring in economics and minoring in math. He spent last summer interning at the investment firm of Beck Bode Wealth Management in Massachusetts. **Danielle Curtis-Williams W '04, M '06** is graduating this spring from Radford University with a degree in communication with a public relations concentration and a minor in business administration.

2005

George Wojcik W '05, M '07, a physics major at Tufts, received a prestigious fellowship to work this summer in Switzerland at the CERN laboratory, the world's largest particle physics laboratory. Only 10 students a year receive this award. He will be working with the Large Hadron Collider, the one that made news last year with apparent proof of the existence of the Higgs-Boson "God particle" last year.

2006

Colin Ross W '06 traveled to Europe for the first time last summer to row for Columbia University in the Henley Royal Regatta in England. After the regatta, he explored the continent backpacking with a teammate and his sister **Maddie Ross W '03**. Colin was named one of five Columbia College Core Scholars last spring for his photographic essay, "The Death of Camilla," from Virgil's *Aeneid*. When not rowing, reading, or taking photographs, Colin tries to fit in some sleep and an internship at the Metropolitan Museum of Art. **Marissa Baly W '06** is having a fantastic year as a sophomore in Pepperdine University's international program. This fall, Marissa worked on her political science major at Pepperdine's D.C. campus while interning



Photo: Madison White (left), Elizabeth Macrides (center), and Nora Becker, all W '08, M '10, are seniors at Madeira.

at the American Enterprise Institute. In October, Marissa traveled to Abu Dhabi and Dubai in the United Arab Emirates with her class. This spring semester, she is studying at Pepperdine's Heidelberg, Germany, campus where she is taking classes for her applied math minor. She looks forward to visiting Barcelona, Spain, in February with the program. She visited friends Kira Reinke W '06 at St. Olaf College in November and went to a Beyoncé concert with Lily Statzer W '06 in December. She hopes to keep seeing fellow alums, especially if any are in Europe this spring!

2007

Peter Giraudo W '07 is playing varsity squash at Columbia University. **Liam Murphy W '07, M '09** just finished his first semester at Colby College and is taking advantage of the nearby ski slopes nearby during the cold Maine winter. He and fellow St. Pat's alum **May Keffer W '07** had a chance to reminisce about their time at St. Patrick's when she visited Colby this winter.

2008

Susan S.-E. W '08 will be going to Dartmouth in the fall. **Madison W. W '08, M '10, Elizabeth M. W '08, M '10, and Nora B. W '08, M '10** are seniors at Madeira. Nora will be attending Cornell University in the fall. Madison will be attending Brown University, where she will join the



Photo: Maddie A. W '11, M '13, was the Sugar Plum Fairy in Ballet Petite's production of *The Nutcracker* this past Christmas.

women's lacrosse team. Madison is interning with the Peace Corps and served as co-captain of the varsity soccer team this fall and will serve as co-captain of the varsity lacrosse in the spring.

2009

Parker S. W '09, M '11 is a junior at Landon. He recently visited St. Patrick's to sing with the Bearitones, a Landon *a capella* group. **Madeleine (Maddie) C. W '09** will travel to Oxford University this summer as a National Cathedral School Koch Fellow, where she will study politics and emerging global economies. She is an acolyte for the Washington National Cathedral and sings in the NCS *a capella* group "Sarsaparilla" as well as the combined NCS-St. Albans Chorale and Madrigal groups. Her twin brother, **Charles C. W '09, M '11** is having a great year at Salisbury School (CT) and is enjoying good snow as a member of the varsity ski team. His full course load gives him a little extra time to help out as an admissions tour guide, and he looks forward to managing varsity lacrosse in the spring. Both Maddie and Charles enjoyed a recent family SCUBA diving trip to Honduras, where Maddie was certified as an open-water diver and Charles received his advanced

open-water diver certification.

2010

Katherine B. W '10, M '12 earned a full scholarship to live on campus at Cornell University this summer and earn college credit. She will be there for six weeks. She continues to excel in ice hockey and hopes to play for the U.S. Women's Ice Hockey team in the Olympics in the future. Katherine currently attends Collegiate Academy Public Charter School. **Robert S. W '10** is a sophomore at St. Stephen's & St. Agnes. He continues to play the upright bass in the Honors Orchestra and Jazz Band. He has been lifting weights this fall and winter in anticipation of the upcoming baseball season. The Saints baseball team will travel to Cocoa Beach, Florida during spring break to prepare for the season. He continues to do well in school, making the dean's list this fall but notes that the school work is getting increasingly difficult as the year progresses. He got his driver's license in December and is saving in hopes of buying a car. Robert hopes to work full-time this summer at the St. Stephen's & St. Agnes summer camp program. **Carson P. W '10, M '12** and **Nora C. W '10, M '12** are sophomores at Madeira. Both were elected as co-heads

of community service for their respective classes. So far, they have coordinated and planned collections for American troops and the homeless. They believe the value they place on community service was instilled in them at St. Patrick's.

2011

Maddie A. W '11, M '13, who now attends Holton-Arms, was the Sugar Plum Fairy in Ballet Petite's production of *The Nutcracker*. **Eloise W. W '11** enjoys attending the National Cathedral School. She played on the junior varsity soccer team in the fall and hopes to be on the crew team this spring. She has continued playing travel soccer and ice hockey. She loves being in school with her St. Pat's friends **Grace D. W '11** and **Margaret T. W '11**.

2013

Lennon L. M '13 has settled into Potomac and recently completed a successful junior varsity football season. He is learning Chinese and will be traveling to the south of France with the chorus this year. He misses his friends at St. Patrick's but still sees **Jay Y. W '11, M '13** and **Cal H. W '11, M '13** daily. **Alexandra W. ex. W '13**, currently at student at Annunciation Catholic School, has had a busy year singing with the Children's Chorus of Washington (CCW), one of the finest children's choral ensembles in the country. She had several engagements with CCW and the Washington Chorus at the Kennedy Center when they sang Felix Mendelssohn's *Elijah* and Benjamin Britten's *War Requiem*. She enjoyed *An Enchanted Christmas* when CCW sang with the Choral Arts Society of Washington. Alexandra began 2014 by receiving President Obama's Volunteer Service Award for undertaking more than 50 hours of community service in 2013.



Photo: Sofia G. ex. W '18 moved to Lima last summer. She is enjoying her new school.

2018

Sofia G. ex. W '18 writes: "In July 2013, my family and I moved to Lima, Perú. We packed our home and our car, said goodbye to our dear friends and favorite places, and embarked on a plane to a new life. I immediately started school in August at the F.D. Roosevelt American School of Lima. I am enjoying second grade and making new friends from all around the globe. My classes are taught in English, and they follow the American curriculum, but I also have Spanish classes every day. I am happy to report that I am already reading and writing in Spanish, so Señora Cabezas will be very proud! I miss St. Patrick's very much, especially my friends, but I am enjoying the opportunity to immerse in a new culture, to taste new foods, to make new friends and to explore this beautiful country with my family. I look forward to sharing this wonderful experience with all of you when I return to Washington and St. Patrick's in a couple of years."

Class of 2013 Holiday Reunion

Several St. Patrick's alumni from the Grade 8 Class of 2013 gathered on December 19 for a "Home for the Holidays" Reunion at the Day School. Alums snacked on pizza and caught up with fellow classmates and former teachers including Mr. Barrett, Mr. Specter, MacArthur Campus faculty, and Judy Barr, the beloved MacArthur Campus Office Manager and school nurse, who organized the reunion for the students. It was a great turn-out and a tradition that St. Patrick's hopes to continue in years to come.



Danielle Wade Faculty Spotlight

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gained from the media is not sufficient, and hardly accurate or culturally sensitive enough, to build the global awareness our current students will require. Teachers must bring ongoing critical pedagogy to all subjects, maintaining an awareness of their own biases, and teach students to do the same."

You can read more about how Danielle brings her classroom to life, and guides her students in cultivating an intrinsic love of learning on her blog. In her free time, Danielle enjoys reading, translating, going to the movies and theater, and crocheting.

Elizabeth Allen Faculty Spotlight

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egy! Ask for a little, squish it around the bowl, and be a helpful cleaner-upper, and then you don't have to eat much! Being friendly enough to belong and able to sort out whom to trust and whom to avoid are helpful skills. As a teacher, watching, listening carefully, and trying to create an emotionally safe environment where children can dare to voice opinions and ideas, be enthusiastic or quiet, within a clear culture of do's and don'ts is something I strive for. Boarding school taught me the delights of stories, both personal and those read aloud in the evening, being allowed to draw or play quietly while the story unfolded. This is a lesson I should allow more into the classroom. You actually can do two things at once sometimes.

I was a lonely child, because my brothers were away at school and the baby was no good to play with yet, so I set up schools and imaginary friends. A poor speller to this day—it always looks right to me!—the attendance sheet at my imaginary school was full of the names I could spell. Sally Tree was one of the pupils.

Coming from a family with marvelous teachers and heads of schools, cousins and aunts and uncles, I perversely decided to be a nurse. Coming off night duty in my first year as a student nurse in a big London hospital, I passed a school. And that was that. I'd made a mistake. I said it aloud as I stood on the sidewalk. Talk about an "Ah Ha" moment! I got into teacher training college and it fitted like a glove.

It is such a comfy feeling belonging to the world of education. Such fascinating questions as How DO children learn best? Learning and thinking about this take more time than I have. It is such a joy to work in schools, so intellectually and creatively satisfying, and still to be learning and enjoying 35 years later, honing skills and changing approaches and thinking. And such a pleasure to talk with all the colleagues who have taught me much!

Oh, and thanks to all the inspirational teachers in my past. Miss Garrod, who taught Shakespeare with such skill and love; and I'm sorry, Mrs. Hall, but did needlework have to be so terrifying? It could have gone better. And thanks to my son, who was the last in the class at finishing his alphabet book about the letter B. He put me straight when I bustled into his life to "just get it done." He said, "There's no point Mum, they just give you another one." Talk about the indisputable wisdom of small children! He was right. So no extra work for those who finish the requirement. When you're done, it's time to play!



Photo: Elizabeth Allen, as a child of 4 years old in Malaysia.

Welcome to the St. Patrick's Family!



Hunter Michael Burnquist

Parents **Annie and Eric Burnquist** and big brothers Grady K1 and Brooks N1 welcomed Hunter on November 2, 2013.



Lily Ann Coleman

Grades 7 and 8 Program Director Tim Coleman, former St. Patrick's teacher Annabel Coleman, and brother Finn welcomed Lily Ann on December 6, 2013.



Elizabeth Strickland Echols

Parents **Abby and Matt Echols** and big brothers Henry K2 and Whit N1 welcomed Elizabeth on December 26, 2013.



Lauren Elizabeth Lessard

Amanda Rucci Lessard '91 and husband Joe Lessard welcomed daughter Lauren on May 28, 2013.



Sterling Jamison Murphy

Sean Murphy '96 and wife Tara welcomed their first child on November 25, 2013.



Savannah Miller Silva

Parents **Julie and Rob Silva** and siblings Sydney 2A and Tripp PK3 welcomed Savannah on January 7, 2014.



Ezra Goodlander Stair

Grade 8 humanities teacher Morgan Stair and wife Elana welcomed Ezra on November 14, 2013.

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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.

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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

Recitation Contest

Monday, March 17, 1:00 pm

Middle School Choral Festival

Tuesday, March 18, 7:00 pm

Spring Break - NO SCHOOL

Monday, March 24 through Friday, March 28

Church Rummage Sale

Saturday, April 12, 8:00 am – 2:00 pm

Good Friday - NO SCHOOL

Friday, April 18

Hoops for Haiti

Friday, April 25, 5:00 – 8:00 pm



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