



Summer 2011

ST. PATRICK'S PRESS

Publication for the Alumni, Parents, and Friends of St. Patrick's Episcopal Day School

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A view from the center of the field, Foxhall Campus
July 19, 2011
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Photo: Members of St. Patrick's leadership, led by the Rt. Rev. John B. Chane, Bishop of Washington, broke ground for the new Foxhall Campus on Sunday, June 5. Construction of the Day School's first regulation-size athletic field is currently underway. See page 5 for more details.

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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.



Graduating Grade 6 flagbearers prepare to lead the class procession into the Nave where they will receive their diplomas.

Tugging at the String

Educators reflect upon the accomplishment, responsibility, and trepidation that come with new chapters

Peter A. Barrett
Head of School

On the penultimate day of the 2010–2011 school year, one of our graduation speakers told of a helium balloon that tugs, “like a live thing,” at the string in a little girl’s hand. Warned by her father to secure the balloon, the girl nonetheless loses it to a gust of wind and responds first in awe, then with obvious distress, pleading with her father to bring it back, then with fear and almost panic. “She became hysterical—and I could tell *she knew*. I would have done anything to protect her from that first true recognition of loss and my powerlessness to prevent it.” There is inevitably that shared moment of recognition—this one recounted on the evening that child and her

classmates celebrated the conclusion of their elementary school years together—when the child realizes that her father can’t set everything right and the father sees that realization in the child’s eyes.

Thankfully, our children are themselves much like that balloon and become ever more so over time—truly live things, tugging at the strings we attach to them, strings that provide closeness, safety, and security. Properly deployed, those strings do not merely confine but provide the ability to bob and tug, however tentatively, however warily, without soaring off into the unknown.

Our Grade 8 students are no doubt confident they have cut those strings and are able to range freely across their ever-expanding worlds. They chafe at reminders of those strings . . . having to ask for a ride to a friend's house, being given a time to be home, needing to work their plans around a younger sibling's soccer practice, being reminded of a missing homework assignment . . . but they know that growing freedom awaits, even beckons. And we know that, too.

So it is that the wistfulness of our Grade 6 graduation speaker gives way to the confident sending forth of our Grade 8 graduation speaker. Perhaps the difference rests in the reality that one address was offered by a father and the other by a grandfather. More likely, though, the two short years that separate our Grade 8 and Grade 6 students bring with them more than two years' worth of growth, of expectations, and of aspirations.

Both of our graduation speakers, whose remarks appear in this edition of the *St. Patrick's Press*, have devoted their lives to the education of young people. The Rev. George E. Andrews II, who spoke at grandson Buckley's Grade 8 graduation, served as Headmaster of St. George's School in Newport, Rhode Island, and Saint Andrew's School in Boca Raton, Florida. His distinguished career as an educator also included time as a chaplain, dean of students, teacher of religion and history, and teaching fellow at St. Paul's School (NH), University Liggett School (MI), and Phillips Academy (MA). A former President of the Governing Board of the National Association of Episcopal Schools, Mr. Andrews was honored in 2004 with the Ruth Jenkins Award, one of the two highest honors bestowed in recognition and celebration of the outstanding service of individuals to Episcopal schools and the Association.

Grade 6 speaker Peter A. Sturtevant Jr., father of Reeves W '11, M '13, spent 18 years in independent schools, including ten years as an English teacher, soccer and baseball coach, college counselor, and later Head of Upper School at Maret before becoming Head of the Gunston School on Maryland's Eastern Shore. Mr. Sturtevant led Gunston through its transition from a small boarding school for girls to a coeducational college preparatory day school serving the region. Since 2000, Mr. Sturtevant has been the Director of the School Counseling Group, where he provides educational consulting services and has worked with hundreds of adolescents and young adults and their families, many with special needs, through the challenges of school and college placement as well as residential and wilderness therapeutic programs.

The last few weeks of any school year, culminating for graduating students in their commencements, are an emotional time. There is excitement, to be sure, about the approach of the summer months, and maybe a certain measure of exhaustion, but also a real sense of accomplishment as our students look forward to finishing up one grade level and moving on to the next. While that particular kind of satisfaction may elude our younger children—or maybe all of them in those last few busy days and weeks—I hope that they have occasional glimpses of it as they look back on the year and can then recognize it even more fully with some distance.

Our graduations draw particular attention to the accomplishments of students who are completing their elementary school years here, many of whom will spend their middle school years on our MacArthur Campus, and those whose days at St. Patrick's are coming to an end. For our Grade 8 graduates, Mr. Andrews drew on the Parable of the Talents to remind them that “through the love, dedication, and commitment for you from your family, friends, and teachers, your special talents and positive personal qualities were identified, nurtured, developed, and flourished here on this holy ground” and urged them to remember “what can be accomplished and contributed when you share your talents and work together, support and encourage one another, and care for one another and those around you.”

Contributing to the emotional nature of a year's end are the various leave-takings that occur—for our graduating students, of course, but also for members of the faculty and staff who are retiring, relocating for new opportunities in their professional lives, or reorienting their lives around young families. This edition of the *Press* recognizes retiring faculty members Marie-Louise Davidson and Betty Langhammer, with a combined service to St. Patrick's in the Lower School and the library, respectively, of almost 30 years, and departing Day School Chaplain Marjorie Ann Gerbracht-Stagnaro, who has become priest-in-charge at Grace Episcopal Church in Manchester, NH, after 13 years with us.


Those busy and emotional last few weeks of the school year give way to summer months around here of a decidedly different rhythm, shape, and texture. Even as Summer at St. Patrick's, our wonderful day camp program, and our continuing work with Horizons Greater Washington, which allows us to welcome students from Mount Pleasant's Bancroft Elementary School for six weeks of learning and fun, bring the energy and sounds of young people to our classrooms, hallways, and playgrounds, St. Patrick's is nonetheless a quieter place.

In addition to the bustle of children, there are less melodious but otherwise welcome summer sounds. I refer to the array of construction projects these months enable us to undertake, this year including work on all three campuses—Whitehaven, MacArthur, and Foxhall.

The most significant project, one that brings with it particular excitement, involves the first phase of the development of the Foxhall Campus, featuring our first regulation-size athletic field and related infrastructure on that site. According to the current schedule, the field will be available for play by Wolfhound lacrosse teams and physical education classes in the spring 2012 season. Also on the athletic front, we refinished the gymnasium floor, updated the Day School logo at the center of the court, and installed padding beneath the full-court baskets, one set of which proclaims the facility the “Home of the Wolfhounds.”

Meanwhile, we completed the renovation of the Upper School Common Room and the adjacent School Office. By reorienting two Grade 5 classrooms there, we have been able to add an additional classroom for the teaching of Spanish. Teachers Clara Cabezas and Anabel Coleman have heretofore taught students in their homerooms, a practice that will continue for younger students. However, students in Grades 5 and 6, as well as those in earlier grades when possible, will now study Spanish in a space dedicated to language learning.

The work on the MacArthur Campus is decidedly on the smaller side but exciting in the flexibility that we gain from that project. Simply stated, we have created a doorway between the art studio and the back room of the library, but the accessibility of the additional space, along with new flooring in that location, will enable Kyu-Jin Lee to give her art students a good bit more elbow room for their creative endeavors. In addition, that room will still be available for tutorial and small-group work when not in use by art classes.

Whether large or small, each of these projects represents our efforts to provide the best teaching and learning environments for our students and their teachers. It is our hope that all of our students will find safety and security within those instructional settings, not as ends in themselves but so that those students can develop the confidence to bob and to tug, to take appropriate risks, and to discover new things about themselves, others, and the world around them. As this edition of the *Press* puts a wrap on the 2010-2011 school year (with the Annual Report still to come in the fall edition), we look forward to beginning our work anew for the 2011-2012 year. 

a broader vision

The Campaign for St. Patrick's Episcopal Day School

While students and parents are away for the summer, construction of the Day School's first regulation-size athletic field is continuing at full speed. Having laid much of the underground infrastructure on the site—water, drainage, and sanitary lines—our construction team has begun to build the retaining walls that will support the new field and the permanent entrance to the property. Construction is expected to be complete in time for the 2012 spring sports season.

The leadership of A Broader Vision, the campaign that is financing construction on the Foxhall Campus, is proud to report that the Day School has exceeded \$7.2 million toward our \$8-million goal. So far, close to 60% of current Day School families have contributed to the campaign. Our Broader Community, a committee comprised of grandparents, alumni, and parents of alumni, has already begun cultivating these constituencies in anticipation of inviting their support early next school year.

For frequent updates on the progress of construction on the Foxhall Campus, visit the campaign website at www.stpatsdc-abroadervision.org. Please contact Carrie Ahlborn, Assistant Head of School for Development, at ahlbornc@stpatsdc.org or 202.342.3454 for more information about the campaign, to contribute, or to get involved.



Photo: The foundation and outlines of the first vertical retaining wall constructed on the Foxhall site. This is a view from the northeast side of the future athletic field; this retaining wall will eventually support the entrance road onto the Foxhall Campus that will lie just north of the field. For more photos and construction updates, please visit A Broader Vision online at www.stpatsdc-abroadervision.org.

St. Patrick's Welcomes Bancroft Elementary Students for Horizons



A Horizons Assistant Teacher (HAT) reads with a Horizons student.

"I love Horizons! I'm so happy we're back," screamed one of the rising Grade 3 students as the school bus rounded the corner onto Whitehaven Parkway on the first day of Horizons this summer. Horizons Greater Washington, and the national network of which it is a part, is a summer-based intervention that helps low-income students continue learning at a time when they might otherwise experience a decline in their academic development. St. Patrick's was equally excited to welcome back 42 rising Grades 1, 2, and 3 students from Bancroft Elementary School in Mount Pleasant for our second summer as a Horizons host site. St. Patrick's joined Maret School, the Washington area's first and longtime host site, to create Horizons Greater Washington in the summer of 2009. Norwood School joined Horizons Greater Washington last summer.

This summer, students have received exceptional instruction from current and former St. Patrick's teachers Maisie Branson (Upper School learning strategies), Laura Petersen (music), Annie Miller (Grade 1), Samantha Fletcher (Nursery), and Sara Beshawred (former Kindergarten teacher). With help from this talented teaching staff, as well as



Teacher Sara Beshawred explains a reading response assignment to her class of Horizons students.

the incredible alumni who are working as Horizons Assistant Teachers (HAT's), these Horizons students have demonstrated significant growth in their reading levels and in their writing and math skills. Grade 4 teacher Jenifer Congdon is the site director for St. Patrick's Horizons program.

In addition to their academic growth, Horizons students also improved their skills in the pool, attending lessons taught daily by swim instructors from Summer at St. Patrick's. They also ventured out on weekly field trips to destinations such as local restaurants Figs and Salt & Pepper, the local fire station and Safeway, Glen Echo, Calvea, and the Smithsonian National Air and Space Museum.

By all accounts, the second summer hosting a Horizons Greater Washington site has been a huge success. We look forward to continuing to work with our Horizons students across the school year and next summer!

Students Compete in 31st Annual Recitation Contest

Continuing a St. Patrick's Day tradition that spans more than three decades, students in Grades 4 through 8 competed in the 31st annual Michael C. Leuthe Recitation Contest. Eighteen finalists presented their pieces—memorized poems, speeches, and even excerpts from novels—before a rapt audience of students, parents, and teachers.

This year's first-place recited "The Unicorn" by E.V. Rieu. A Grade 4 and Grade 6 student tied for third place, and second place tie was declared between a Grade 5 student and a Grade 6 student. Special thanks to our panel of judges, Dan Bourque (father of Jamieson '89 and Catherine '99), Anthony van Eyck (current parent) and Caroline Willis (mother of William Vetter '86 and Trevor Vento '95) and congratulations to all our contestants!

Photo from left to right, top row: Judges Caroline Willis, Dan Bourque, Anthony Van Eyck.



Wolfhound Watch: Day School Athletes End Spring Season on High Note for Lacrosse, Track and Field Teams

Highlighted by exceptional records from the boys varsity and junior varsity lacrosse teams, the Wolfhounds finished the spring season with a strong showing. The boys varsity team ended the season with a record of 3 wins and 1 loss, with St. Patrick's outscoring their opponents by a whopping 54-16 over the course of those games. A Grade 8 student was awarded the Wolfhound Award as the most valuable player for his 18 points (11 goals and 7 assists).

The boys junior varsity team dominated their opponents, with a record of 6 wins and 1 loss. They also outscored their opponents by a large margin—45 to 14—over the course of the season. A Grade 6 student captured the Wolfhound Award for his 10 goals and 12 assists this season.

Inclement weather was the culprit for the girls junior varsity team's limited number of games, but the team nonetheless showed remarkable improvement over the course of the season and will indeed be a force to be reckoned with next spring.

According to their coaches, the girls varsity lacrosse team's record of 1 win and 5 losses did not reflect the strength, heart, and continued improvement of their players. Several Grade 8 students showcased their skills on a regular basis.

Likewise, the track team's disappointing finish (sixth out of seven teams) in the final conference meet did not reflect their consistent performance across the season. Many of our students placed well in various events.



Photo top left: A Grade 6 student searches for a hole in Washington Episcopal's defense during a junior varsity lacrosse matchup. **Top right:** A Grade 5 student (foreground) takes the ball downfield in pursuit of a goal against Norwood. **Bottom left:** A Grade 7 student is out in front of the pack during a track meet at Bullis. **Bottom right:** A Grade 6 student prepares to pass the ball to a teammate downfield.

Upper School Students Impress with End-of-Year Performances



Photo left: Two Grade 5 students demonstrate their dancing skills during the Grades 5 and 6 Spring Musical.



Photo right: MacArthur Campus students brought *Godspell Junior* to life with colorful costumes, a dramatic set, and plenty of group numbers, pictured here.

Once again highlighting the exceptional artistic skills of St. Patrick's students, Grades 5 and 6 students delivered a spectacular performance of *Don't Say No to the USO!* in May. And, in one of the most emotional performances in recent memory, Grades 7 and 8 students delighted audiences with their rendition of *Godspell Junior* at their Performing and Studio Arts Night. As in past years, many students also put their studio art portfolios on display. This year's theme was *Color Talks: Red, Blue, Yellow, Black, White*.

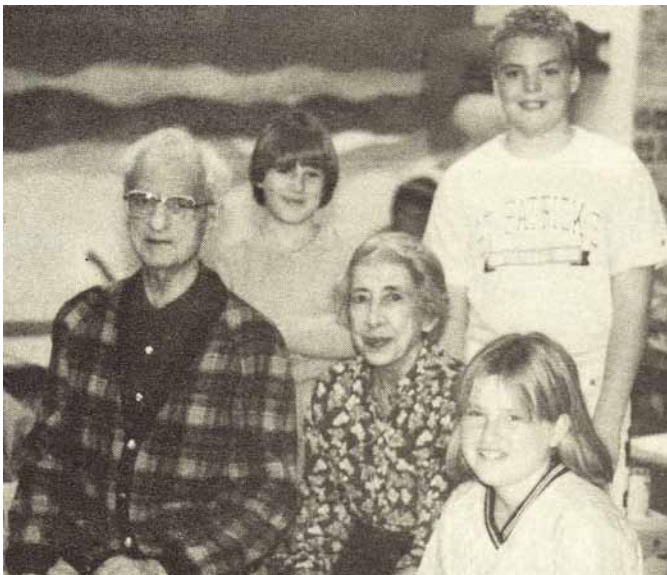
Featuring a terrific lineup of songs, the Grades 5 and 6 Spring Musical was set in

a U.S.O. Club in Brooklyn in 1942. Even as service members enjoy the club, they know war isn't far away. The Grades 7 and 8 musical *Godspell Junior*, a version of *Godspell* arranged for middle school students, is described as a unique reflection on the life of Jesus, and our MacArthur Campus students brought the script to life in a memorable way.

Congratulations to all our performers, musicians, and artists on wonderful end-of-year displays! For more photos, please turn to the Yearbook Addendum in this issue.

St. Patrick's Receives Bequest in Support of Financial Aid Program

Longtime Day School Friends Dr. Harvey Moore and Mrs. Sarah Moore Arranged Gift 18 Years Ago



Dr. Harvey Moore and Mrs. Sarah Moore arranged their generous bequest to the Day School in 1993. At that time, their relationship with St. Patrick's had already spanned 40 years. This photo of Dr. and Mrs. Moore was published in the Press in the Fall 1993 issue.

St. Patrick's has received a \$300,000 bequest from the Estate of Sarah M. Moore. This remarkable gift has been added to the Harvey C. and Sarah M. Moore Endowment, which was established in 1993 as a permanent endowment at the Day School to provide financial aid to students.

The Moores' relationship with St. Patrick's began in the early 1950's when they became members of the parish. Dr. Moore, once a junior high and high school teacher, was organizing the fledgling Department of Anthropology at American University. He put powerful talents to work for 19 years on the Day School Board as well on the Church Vestry. Harvey and Sarah Moore devoted themselves to educational institutions throughout Washington, D.C. and, over the years, shaped the lives of hundreds of St. Patrick's children. As Dr. Moore once said, "To make an intelligent society work, introduce a little bit of economics, history, and quite a bit of values in elementary school."

As part of our mission of equity and diversity, St. Patrick's is determined to provide the opportunity for students from various economic circumstances to attend the Day School. The Harvey C. and Sarah M. Moore Endowed Scholarship supports our long-term plan to ensure that we are able to accomplish that goal well into the future and, for the Moores' generosity and vision, we are deeply grateful.

Board Welcomes Four New Trustees

Thanks to Departing Members for Years of Service



Melanie Gilbert is an attorney who serves as the Chief of the Security and Facilities Policy staff at the Administrative Office of the U.S. Courts. She is also the incoming President of the Parents Association. She has served on the Executive Committee of the Parents Association since 2008; last year she was the Vice President for Room Parents, and the prior two years the Vice President for Faculty and Staff Appreciation. She was responsible for the expansion of the faculty and staff appreciation events from 3 to 8 throughout the year. In addition to being a Grade 6 Room Parent last year, she was a Room Parent from 2006 to 2008.

Melanie has served on the Board of Trustees Strategic Planning Committee on Recruiting and Retaining Exceptional Faculty and Staff; worked in various roles for the Auction to Benefit Financial Aid; and been a volunteer for the Fall and Spring Book fairs, Family Fun Day, class field trips, and Grate Patrol.

She lives in Arlington with her husband Alan and two children Margaret (rising Grade 4) and Ethan '11.



Burton Gray has been the chairman of Whatif Productions, LLC, a software company that creates serious games for the defense and intelligence industries, since 2008, after spending time as a board member and adviser. In 1995, Burton founded Bright Gray Productions, LLC, a music-focused multimedia production company comprised of the independent record label DCide and its affiliated music publishing companies, Unpredictable Attack (BMI) and Bright Gray Publishing (ASCAP). DCide artists include TRUSTcompany (RIAA certified Gold) and Cherrywine (Grammy Award winner Ishmael Butler). DCide was sold in 2007.

Burton received bachelor's degrees in economics and English in 1995 from George Mason University, where he was a member of the 1994 National Champion Debate Team. He has been actively involved with St. Patrick's Annual Fund, the Planning and Development Committee of the Board of Trustees, the Planned Giving Committee, and the Campaign Kickoff and Groundbreaking Ceremony Planning committees for A Broader Vision, among other efforts. He is a member of the Board of Directors of the Washington Home and Community Hospices, elected in January 2010 after serving on its Investment Committee since 2007.

Burton, his wife Yardly, and two daughters live in the District.

Elizabeth (Glinski) Markowitz has been a faculty member at St. Patrick's for the past five years. For the first four years, she taught both Lower School science and art. Now she teaches art full-time in the Lower School and Upper School. This unusual combination of teaching duties has allowed her to utilize her dual degree in biology and studio arts from Lake Forest College in Illinois. She was recently married to her husband Neil, who also grew up in Massachusetts. During the summer, Elizabeth enjoys teaching use of the pottery wheel to middle school students. She is looking forward to the opportunity to serve on the Board of Trustees and to gain new perspectives on the work that goes into building our community.



Brook M. Selassie is a managing director of the Corporate Executive Board, a global management advisory firm headquartered in Arlington, Virginia. He has responsibility for the Corporate Strategy Board, the strategy advisory division of the company. Brook's previous experience includes monopoly and corporate competition analysis, as well as advisory and consulting work in corporate strategy formulation, planning, and execution. Brook also has broad experience representing global financial services companies in investment banking transactions, including debt and equity underwriting, mergers, acquisitions, and divestitures. More recently, he has focused his work on corporate growth strategies in emerging markets, including scenario planning and vision-setting, disruptive business models, and creating local value in emerging economies.

Brook earned a masters of business administration in strategy and finance from the University of Chicago Booth Graduate School of Business and a bachelor's degree in economics, *magna cum laude*, from the University of Colorado. At St. Patrick's, Brook has been an active volunteer, serving on the Audit Committee and the Board's Admission and Financial Aid Committee, and the 2010-2011 Annual Fund calling team.

Brook lives in Arlington with his wife Yodit and two children.

A Special Note of Thanks to Departing Trustees

Departing Grade 3 teacher and Lower School faculty representative **Jenny Hoshaw**, outgoing Parents Association President **Manar Morales**, and longtime Trustee **Bill O'Neill** have all completed their service on the Board of Trustees. We extend our deepest gratitude for their leadership and many contributions to Day School life.

Photo: Marie-Louise Davidson, left, is pictured here with fellow resource teacher Erica Thompson.

Years of Igniting Imaginations

Teacher Marie-Louise Davidson Retires After 15 Years at Day School

Peter A. Barrett

Head of School

Excerpts from remarks

at Chapel Honoring Faculty and Staff

Northwestern University master of arts in teaching program and a teaching colleague at the Walt Disney Magnet School in Chicago.

It's not that I'm bitter, or anything, that GDS hired Marie-Louise Davidson instead of me, it's not even that I remember that we both applied for the same position and that she got it, but I thought maybe that would be a good place to begin my remarks upon Marie-Louise's retirement from St. Patrick's after 15 years of gifted service. Marie-Louise went off to GDS, I went off to a similar school in Baltimore, and my wife Katherine and I remained fast friends with Marie-Louise and her husband Simon throughout the next three decades, along the way adding amazing daughters . . . five between our two families, the most fortunate among them, Laura Davidson, a 2000 graduate of St. Patrick's. Marie-Louise and I would also go on to share two more schools . . . St. Albans during the 1980's and, since 1996 and fortunately for all of us, St. Patrick's.

Marking Marie-Louise's departure from St. Patrick's, then, offers an important reminder that even as we say goodbye at year's end to exceptional teachers and colleagues, we also say goodbye to friends. Katherine and I have been honored to call the Davidsons our friends for so many years, and I have been honored to call Marie-Louise a St. Patrick's teacher, one of the best we have ever had, for so many years.

Marie-Louise first joined St. Patrick's as a Grade 5 teacher, then moved to Kindergarten for a dozen years, and has spent the last two years as a Grade 2 resource teacher. As impressive a tenure at St. Patrick's as her 15 years might be, they represent just half of what has been a remarkable career.

In 1978, Georgetown Day School was looking for a Grade 6 teacher. I applied for that position, but I didn't get it. Instead, GDS hired Marie-Louise Davidson to teach Grade 6, oddly enough a classmate of mine in the

"When I think of Marie-Louise," wrote a colleague, "I think about someone who has been able to enter that magical world of five- and six-year-olds and create a world or environment in her classroom that has a wonderful sense of play at its core. She could cajole a reluctant child to try anything! Leprechauns? They came at night and upended the classroom to the thrill of the students. Teddy Bears picnic? They were equally naughty and wreaked havoc in the classroom—in the morning, the children and teachers waited until the classrooms could be unlocked (the teachers couldn't find their keys) to find that the teddy bears had had a wild and fantastic party! The children played along, running to each classroom to see just how much of a 'mess' the teddy bears made. Then, of course, they joined in helping to set everything right in the classroom."

That colleague continued, "Marie-Louise's ability to engage children by igniting their imaginations and fueling their innate curiosity about the world around them is always present. Owl pellets? Let's order some and dissect them. Gak? Let's make that gooey stuff and discover what it can do. Australian animals? Nocturnal animals? Life cycles? Let's learn all the fantastic facts we can about these amazing creatures. President Obama, Garrett Morgan, Elijah McCoy, Martin Luther King Jr. and their wonderful accomplishments were studied and celebrated in age-appropriate ways."

All along the way, even with that sense of playfulness, Marie-Louise has conveyed a seriousness of purpose for learning that was equally engaging. Not only is her classroom print-rich, it is always content-rich. She truly "immerses" her students in reading and writing in meaningful ways. Marie-Louise is a consummate professional who has put to effective use her deep commitment to children and to the craft of teaching, her exceptional creativity, and her textured understanding of the reading process.

It is with profound respect for her as a professional, deep, deep gratitude for her many contributions to St. Patrick's during the last decade and a half as a teacher, and abiding love and affection for her as a friend that I say goodbye to Marie-Louise Davidson as she prepares to leave St. Patrick's. 🌱



The Story of a Special Friend

Betty Langhammer Retires

Loveland Z. Clark

Controller

Excerpts from remarks at Chapel Honoring Faculty and Staff

To you, Mrs. Langhammer is a librarian, a teacher, and a podcast developer. To me, she is a friend, a fellow mother, a listener, and an adviser. We have been colleagues, coworkers, and friends for almost 14 years.

Although Mrs. Langhammer and I have been longtime friends, it wasn't always that way. Do you know the expression that you can't judge a book by its cover? That means you may see a book with an uninteresting cover that does not attract you, does not make you want to read it, but you *do* read it—maybe because your teacher is making you. Then when you finish it, you realize that it was a really good story and doesn't have anything to do with the cover. That was how it was with Mrs. Langhammer. When I first met her, I never imagined we would be such good friends.

When I think of Mrs. Langhammer, two books come to mind—*The Story About Ping* and *Puss in Boots*—for two very different, even opposite reasons. Mrs. Langhammer

loves *The Story About Ping*. It's an old story, even older than Mrs. Langhammer or me. It may not be your first choice to read because the cover is worn-looking and the colors are faded. But I know she has read it to most of you. And it has become a favorite story in our library.

For those of you who are not familiar with the story, it is about a little duck named Ping who lives with his extended family on a river in China. Every day, he plays in the river and returns to his family in the evening. One day, Ping is too busy playing, and he misses the call for him to come home so he spends the night alone on the riverbank. The next day, he goes out to play in the river and is caught by a little boy. The boy brings him home to his family, and the boy's father is thrilled to have a duck to eat for dinner. The little boy is sad because he does not want his dad to cook his new friend. So the little boy manages to creep up in the afternoon, find Ping, and release him back to the river where Ping manages to find his way back to his own family. It's a story of friendship and kindness and will always remind me of Mrs. Langhammer. Just like Ping, Mrs. Langhammer has been a true friend to me—someone whom I can count on.

Mrs. Langhammer and I have a daily routine, one that is very important to me. Perhaps you have seen the two of us walking down the halls or through the Upper School Common Room on the way to the library. Each morning, Mrs. Langhammer stops by my office to pick me up. She shows up at just about the same time every morning. We go to kitchen for our morning drinks. We discuss our family, work, vacation, our fears, our dreams. We ask each other for advice, and we give each other advice. This is the start to my day. It is a routine we have enjoyed for many years now and one I will miss next year.

There is another book that brings Mrs. Langhammer to my mind for very different reasons—*Puss in Boots*. This is a story of which Mrs. Langhammer is not particularly fond. *Puss in Boots* is an old fairy tale. The main character, Puss, is a cat—a bad kitty. He is loud and boastful, and he uses trickery, deceit, and lies to get what he wants and to raise his master from being a simple common man to a man of royalty.

While we can appreciate Puss's creativity, ingenuity, and smarts for reaching his goals, we must recognize that his methods are not pure and good. It is for this reason Mrs. Langhammer does not particularly like the story or character of Puss. Unlike Puss, Mrs. Langhammer does not trick us or tell fibs, nor is she loud or boastful.

Several weeks ago, on one of our morning walk and talks, she told me she was nervous about today's chapel and having all the attention on her this morning. She told me that she would look for me in the back of chapel and would know that I would be behind her supporting her all the way today. Well, Mrs. Langhammer, don't look back, look forward, because I am up here supporting you all the way.

You are a special friend to me and to all of us here at St. Patrick's, and we are going to miss you. 🍀

Teacher, Storyteller, Friend

Students' Tributes to "Mrs. G-S"

The Rev. Dr. Marjorie Ann Gerbracht-Stagnaro joined the St. Patrick's family in 1998. In the ensuing 13 years, she has touched hundreds of lives as Day School Chaplain, religion teacher, and sponsor of the Puppet Guild and Chapel Guild. Marjorie has been called to serve as priest-in-charge at Grace Episcopal Church in Manchester, New Hampshire. We celebrated Marjorie (Mrs. G-S, to students) at the Chapel Honoring Faculty and Staff with reflections by Grade 8 students. Excerpts of those reflections are included here.

First, she is one of the most creative people I have ever met. Whether figuring out a way for students to puppet to "You Are Mine" in chapel or working to include a sing-a-long in a sermon, Mrs. G-S's creativity was always on display during chapel. In class, she was such a creative teacher. I remember one project in Grade 4, when Mrs. G-S taught us Creation through food. We put food—items such as Peeps, animal crackers, Cheetos, and Lucky Charms—in large plastic bags, each representing a day of creation. I learned a lot about the Christian creation story through that project. I also learned it was a bad idea to eat the entire contents of the bag in one night . . .

Mrs. G-S is a terrific minister. She gives fantastic sermons and leads interesting chapel services. Every time I walk out of chapel, I walk out with a new rule to live by. Being in Grade 8 requires a lot of work with the outplacement process. When I was looking for a school, one of the qualities that I paid most attention to was the vestry or chapel program. Thanks to Mrs. G-S, chapel has been such an important part of my education at St. Patrick's. My next school has a lot to live up to. Mrs. G-S has been an important role model for me, and she has been an adult on whom I can depend. You will be missed!

-Student, W '09, M '11

I feel lucky to have had a relationship with Mrs. G-S for my entire life. When you have a relationship with someone for that long, you build memory upon memory with them and, as you are sharing each precious moment, their personality and understanding of the world rub off on you. Mrs. G-S is not only a chaplain, but a teacher and a friend. You can talk to her when you're having a bad day or just need a shoulder to cry on. She always has the perfect thing to say. If there is something on your mind, she is there for you and supports you. She has gotten me through rough times in my life and given me the courage to face the monsters under the bed and to reach for the stars. All I can do is thank her for being such an extraordinary friend to me for the past 13 years, practically my entire life. The most outstanding thing about Mrs. G-S is that she is not just a friend to me, but to so many students at St. Patrick's.

-Student, W '09, M '11

Part of the reason Mrs. G-S's chapels are so much fun is that she is so good about wrapping lessons about God and life into compelling stories. She usually starts by telling a story about herself—often a funny story—before revealing a hidden moral, a lesson about community, or some guidance about what God wants us to do on this earth. Mrs. G-S ended one memorable sermon by quoting Gandhi who once said, "You may never know what results come from your action, but if you do nothing, there will be no result." In this sermon, Mrs. G-S taught us that we are here to care for one another, whether a friend, a stranger, or even an enemy. She went on to say that we are also here to repeatedly model compassion, loving kindness, and strength to all those we meet along the way. Everything we do matters, and we never know when being a shepherd to another will transform a life. We give thanks to the Lord for allowing the Rev. G-S to shepherd us through the years.

-Student, W '09, M '11





Martha Estroff Receives Love of Teaching Award in Honor of Mark Humphreys

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

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

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

About this year's recipient, one colleague wrote, "[She] has a connection to students and families that is evident throughout the day as children run to [her classroom] to share their latest discoveries. She always makes time to share this excitement with them, asking

questions, giving her observations, and helping [children] with the next step—looking up a specimen in a guide book, giving students a container to bring living things back to the classroom, or offering to help them return their discoveries back outside. She always gives students a time to be heard and connect with her." As another put it, "While she would never characterize herself as such, [she] glows with a patient wisdom that is so rare in the fast-paced world that we live in today. It is this patient wisdom that nurtures and fosters curiosity and confidence in her young . . . students as they embark along paths of inquiry in the classroom. Upon a student's discovery, no matter how big or small, [her] excitement provides a springboard for continued discovery."

These writers—who alternately describe the recipient as colleague, mentor, and friend—speak of her as an individual who "takes the time to reflect on every lesson she teaches, asking herself if she has met her goals and what she should do in the future to be more successful" and who "also has an uncanny ability to read and know what a student or class needs at a particular moment in time. Whether it's that one word of encouragement, a little extra bit of carpet to fidget on, or a stern look to reset a student's focus, she is able to do all of these things and, it seems, sometimes all at once." "Every day," one writes, "[she] creates a world that fills the classroom, the trail, or the corner of the playground that she and her students happen to be in. In this world, every discovery is essential, and every question is significant. . . . Every student [she] comes in contact with is made to feel as though they have value and something unique to add."

That individual, the recipient of the Love of Teaching Award for the 2010–2011 school year is our early childhood science teacher, Martha Estroff. 

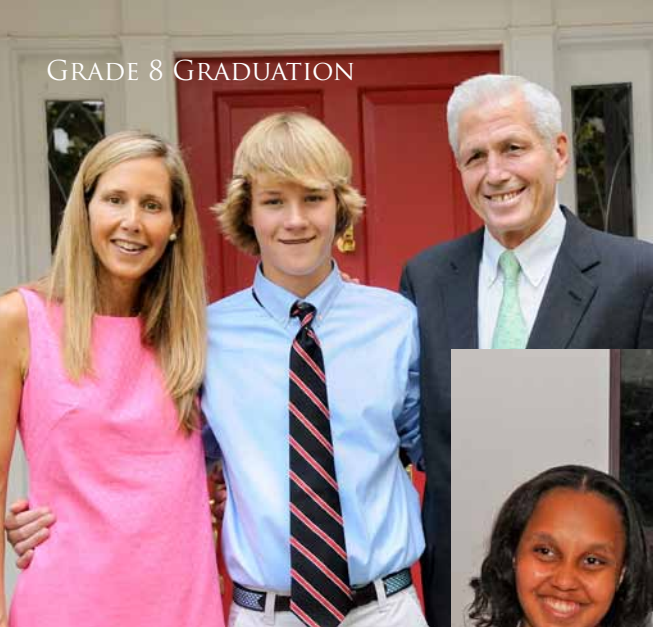
Head of School Peter A. Barrett presented Martha with this award during the Chapel Honoring Faculty and Staff in May. The preceding were excerpts of his remarks.



Photo: Grade 8 students pause for a moment before the graduation ceremony.

Sharing Talents, the Light of St. Patrick's

The Rev. George Andrews II—grandfather of two St. Patrick's graduates and two current students—delivered this year's remarks upon the graduation of St. Patrick's ninth Grade 8 class. A towering figure in the world of Episcopal schools, Mr. Andrews served as Headmaster of St. George's School in Newport, Rhode Island, and St. Andrew's School in Boca Raton, Florida, as capstones on an already-distinguished career as an educator. He and his wife, Lillian, are the parents of three girls, including Day School Trustee Susie Carlson.



Top left: The Rev. George Andrews II (right), the Grade 8 Graduation speaker, pauses for a photo with his daughter Susie Carlson and graduating grandson.



Middle photo: Longtime friends and classmates enjoy their last night together as St. Patrick's students.



Bottom right: These students are beaming after graduating into the ranks of St. Patrick's alumni.

Good evening! I want to first express my very special appreciation to you, Head of School Peter Barrett, for your gracious invitation to be with you for this sacred ceremony and celebration—the Grade 8 Graduation of the St. Patrick's Episcopal Day School Class of 2011!

I also want to express to *you*, the Class of 2011, what an honor and privilege it is for me to be with you and your beloved parents, grandparents, teachers, and friends to celebrate your graduation.

I want to begin by sharing a personal observation and reflection about St. Patrick's and this Grade 8 graduating class. I believe the single most important quality in a school is its *mission*—its purpose, its reason for being. And this mission should drive the excellence in education the school strives to provide.

I have the very highest regard and respect for the mission of your school: "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."

The most wonderful thing for me is that based upon everything I have read, heard, and experienced about the Class of 2011, they have come to embody and reflect the school's mission and are now fully prepared to go forth

to live lives of integrity, compassion, and purpose. The students of St. Patrick's are blessed to be part of a school community with such an inspiring and purposeful mission—to provide excellence in education for each child in mind, body, and spirit!

Before turning our attention to the Class of 2011, I want to invite us to pause and reflect for a moment on how blessed we are to be here together this evening, in this sacred space, on this holy ground. What makes this holy ground?

One of my favorite Biblical stories is the story of Moses and the Burning Bush found in Hebrew Scripture in the Book of Exodus 3:1-6. When the Lord saw that Moses had gone over to look (at the bush that was on fire but not burning up!), God called to him from the burning bush, "Moses! Moses!" And Moses said, "Here I am." "Do not come any closer," God said. "Take off your sandals, for the place where you are standing is holy ground."

What made that place where Moses was standing holy ground? It is holy ground because that is where God spoke to Moses and called forth from him his special gifts, talents, and leadership qualities. And Moses responded and became the leader God called him to be!

What makes this place, St. Patrick's, holy ground? It is holy ground because this is the place where the special gifts, talents, and personal qualities of each member of the Class of 2011 have been called forth by God—identified, nurtured, and developed. On this holy ground, each student has grown and flourished through the teaching, support, encouragement and, most important, the care and love of the teachers, coaches, advisors, parents, grandparents, and friends.

Yes, we are on holy ground this evening as we celebrate and give thanks to God for the Class of 2011, as individuals and as a class.

I invite us now to turn our attention to these 32 children of God. (I love the School Creed which affirms that *"We believe that all people are created in the image of God and so we are called the children of God."*) I so wish we had the time to have each member of the class stand and be recognized. Instead, I want to ask each one of you to focus on one or two members of the class you especially cherish and love, and think for a moment about three things:

First, think for a moment about his or her special talents and personal qualities you most admire. Second, think for a moment about how those talents have been nurtured and developed here at St. Patrick's. Think about those individuals—teachers, coaches, advisors—who have supported and encouraged the development of those special talents and personal qualities. That includes each

one of you! Third, please take a moment to think about what positive accomplishments and contributions he or she has made through the sharing of his or her talents and personal qualities. I hope you will share your thoughts and feelings with those individuals.

Class of 2011, tonight we not only give thanks to God and celebrate your individual talents and qualities which have blessed St. Patrick's, we also thank God and celebrate the most significant and meaningful contributions you have made as a class to the quality of life at St. Patrick's.

Your actions, your behavior, the manner in which you have conducted your lives have enabled the words of your School Creed to come to life and take on real meaning and purpose: *"We believe that HONESTY, RESPONSIBILITY, KINDNESS, AND RESPECT are essential to caring for ourselves, other people, and the world around us."* We happily thank God and you for affirming and showing forth in your life together the virtues and values so beautifully expressed in your School Creed.

In preparing what I wanted to share this evening I asked some of those who know the class very well—their teachers—to put some of their thoughts and feelings about the class and their contributions in writing.

I want to read three of the statements I received, for they are a powerful testimony and tribute to the legacy of the Class of 2011.

First, from Ms. Lee, the Grades 7 and 8 art teacher:

I will remember the Class of 2011 as the bubbliest, most cheerful bunch, and an incredibly artistic group—excelling in both visual and musical arts. They demonstrated a

great sense of humor, good nature, and a genuine love for creation. The Class of 2011 has always brought lots of energy (yes, occasionally a bit too much of it, I confess), bright laughter, and extraordinary creative achievements to St. Patrick's.

Sometimes, this class broke out into song and dance in the middle of art class, which was often not quite appropriate but irresistibly adorable! I will definitely miss the laughter, incredible artistic gifts, and the joy of learning and growing together that the Class of 2011 has shared with me!

Second, from Mrs. Tyler, the MacArthur Campus music teacher, who began by sharing the following lyrics, which are from the last song in *Godspell* before Jesus is put to the test:

When your hope is all but shattered,
when your faith is all but killed,
you can give up bitter and battered,
or you can slowly start to build
We can build a beautiful city,
yes we can, yes we can,
we can build a beautiful city
not a city of angels
but we can build a city of man

Mrs. Tyler then went on to share the following thoughts:

I think this song sums up the power and depth of this Grade 8 class. Every musical theater student bought into this song. I cannot remember another time during my work with musical theater students that the enthusiasm and joy of being on stage together overcame all obstacles.

Certainly these kids are just that—adolescent kids with

Photo: Students say goodbye to school nurse, teacher, and MacArthur Campus "house mom" Judy Barr (center).





Left photo: Students prepare for their final class photo.



Right photo: These two students prepare to lead the procession of graduating students into the Nave.

their quirks and needs and awkwardness. But the depth of emotion they share, the passion they have for what they do, the love that is evident between them, their striving for excellence—these are qualities that cannot be taught. Each child has to discover these things alone and bring his or her knowledge to the group to share. And when they do that, anything is possible—like the miracle that occurred making Godspell the best it could possibly be!

The third and final statement was written by Mrs. Adams, Grade 8 humanities teacher:

The most notable characteristic that sets this class apart is its ability to look unflinchingly at the errors in the American past and be critical of them while holding on to pride in America itself. While I try to support both as I teach, the parents deserve the credit for that difficult balance—open-mindedness and strong convictions.

The class earnestly tries to discover its own flaws. They genuinely want to become better people. I have seen many genuinely distraught to discover that their behavior resulted in unintended hurt feelings.

They also reflect the progress in our society in understanding that difference enriches rather than threatens. We have a diverse lot of personalities and none are ostracized but rather valued for their individuality. It is not perfect, of course, but I have rarely seen a class, again, balance so well between maintaining close friendships with a certain number of classmates while valuing the gifts in all their classmates.

Class of 2011 . . . we thank God and you for showing forth in your life together at St. Patrick's that you do "believe that Honesty, Responsibility, Kindness and Respect are essential to caring for ourselves, other people and the world around us."

Earlier today, I met with the Class of 2011 to give them each a small gift—a silver dollar—to congratulate them and tell them how much it meant to me to be with them for their graduation ceremony. I shared with them why I gave them a silver dollar, which was because of another of my favorite Biblical stories: The Parable of the Talents from the Gospel according to St. Matthew.

I shared with them that the term *talent* was used for a unit of *coins* in the parable. And that our present-day use of *talent* to mean *ability* comes from this parable. So, the silver dollar symbolizes, represents, their special talents—their special gifts, abilities, and positive personal qualities.

The message Jesus teaches his disciples in the Parable of the Talents is to use their God-given talents (whether that is five talents or two talents) in the service of God, for when they use what God has given them, God gives them more. As Jesus promises in the Parable of the Talents: "For everyone who has will be given more, and he will have an abundance." Our talents, whatever they may be, are to be shared. For in doing so, they will flourish and grow!

My friends, I have three special hopes and prayers for you: First, my hope and prayer for each one of you is that your silver dollar will always be a reminder to you that through

the love, dedication, and commitment for you from your family, friends, and teachers, your special talents and positive personal qualities were identified, nurtured, developed, and flourished here on this holy ground.

Second, my hope and prayer for each one of you is that your silver dollar will always be a reminder of what can be accomplished and contributed when you share your talents and work together, support and encourage one another, and care for one another and those around you.

And third, my hope and prayer is that your silver dollar will always be a reminder that you are created in the image of God. You are the children of God, God's beloved, and God is calling you now to go forth from your beloved St. Patrick's School to share your talents and live lives that show forth honesty, responsibility, kindness, respect, integrity, compassion, and purpose.

For then you will continue to know and experience wholeness (self-worth, self-respect and self-esteem) and fullness of life and you will continue to make a significant, meaningful, and positive difference on other people and the world around you.

And so, my friends, may God's goodness and love guide, lead, and bless you tonight and always, and may the light that is St. Patrick's—which you have so abundantly received and shared on this holy ground—be a light for all to see! ☀️

GRADE 8 CLASS OF 2011



Our graduates go on to attend a variety of exceptional secondary schools. A listing of these schools appears below. Each school corresponds to one of this year's Grade 8 graduates.

St. Andrews School

Deerfield Academy (Mass.)

St. Andrew's School

Episcopal High School (Va.)

Connelly School of the Holy Child

Maret School

Sidwell Friends School

Taft School (Conn.)

St. James School (Md.)

Potomac School

Madeira School

Field School

Maret School

National Cathedral School

Holton Arms School

Landon School

St. George's School (R.I.)

Holton Arms School

Field School

Field School

Field School

Georgetown Visitation

Maret School

Field School

National Cathedral School

Maret School

St. Andrew's School

Maret School

Salisbury School (Conn.)

St. Stephen's & St. Agnes School

Maret School

Loomis Chaffee School (Conn.)



Peter Sturtevant,

father of a graduating student,
delivered this year's Grade 6

Graduation remarks. After 18 years in
independent schools, Peter became the

Director of the School Counseling Group in 2000. There,

he provides educational consulting services and has worked with hundreds

of adolescents and young adults and their families. Peter has also served as the

Head of Upper School at Maret and Head of School at the Gunston School on Maryland's Eastern Shore.

Reflections on a Gift of Watermelon Pickle



Opposite page: The Sturtevant family after Peter delivered his remarks at the Grade 6 graduation ceremony. **This page, left:** Two students arrive for the Graduation ceremony. **This page, right:** Friends pause for a moment to savor their last day as classmates.

On Tuesday night, in this same esteemed space in front of this same august assembly, Mr. Spector delivered a well-considered address in response to recent claims that the value of a liberal education is no longer justifiable. I was sitting in the back corner (where, for some strange reason, Mr. Barrett placed my table), goofing around with Reeves, Eloise, and Natalie, giving James the big thumb's up and generally being distracting and distractible. I was being a good sixth grader. (Reeves, of course, was essentially horrified.)

Mr. Spector made a great speech. I know it was great because I was dozing through most of it. I was tired, I hadn't slept much due to work-related travel, and I had been worrying about *my own speech*, the one I am giving right now (*you can see why, of course . . .*). When Mr. Spector finished, there lingered a swelling applause, greater than a polite clapping, rising to the crescendo of a question. I thought, "*It must have been worth really paying attention to . . . ?*" So, like any half-attentive kid dozing through class who needs suddenly to rally some plausible answer as the teacher moves to call on you, I focused my mind as best I could and gathered the words and themes I *had* heard. The final lines of Robert Frost's "Hyla Brook," the final lines of the speech, sounded in my

ears, over and over: "We love the things we love for what they are . . . we love the thing we love for what they are . . ." So much for only reading the back cover, huh?

In our home, we have a small, framed photograph from a graduation ceremony, taken near the end of our tenure at Gunston, a school on Maryland's Eastern Shore where we lived and worked and raised our family for eight years while I served as head of school. It's of me, the proud master of ceremonies—a lot younger, leaning into a microphone, dispensing maybe a little wisdom and perhaps some humor—under a hot, sinking graduation tent on the banks of the Corsica River. Unbeknownst to me then, but captured by the lens, a little elfin creature wearing a pink dress and a bow has worked her way behind the podium where I am speaking. She's obviously at ease with such proceedings, and she's also obviously undaunted by the pomp and circumstance, much less my evident status! My focus, however, seems only to be on my words and on the audience. The little one's trying to figure out how to tug on my trouser bottoms and get my attention. It's not lost on me how curiously wonderful and ironic it is that I find myself addressing Reeves and her special St. Patrick's community tonight . . . my hair's a little frosted at the temples, and Reeves a

little less eager now to get my attention—more unassuming, more aware of irony itself—but we're still here together on the same stage. Life's funny that way—the turns and returns . . .

As most of you know, Amy and I have triplets. Sons. They'll be 22 in August. In a large sense, they grew up in the country. They loved playing in the woods on the sprawling school campus down by the river. When they were about Reeves's age, they were suddenly taken to the city. Reeves, however, has grown up in D.C. for most of her life. Two of our boys just graduated college within the last few weeks. (I've heard a lot of speeches!) They are sitting here tonight, made a special trip to celebrate an important if not quintessential milestone in their sister's life. I'd like you to embarrass Peter and Edward, if you wouldn't mind, with a little bit of applause! (Wow, time flies . . .)

When Reeves was really little, she got a balloon, one of those ubiquitous magical helium balloons that come with every birthday. To me, these were something to be too tightly tied to already scuffed antique chairs—they'd shrink over a couple of days, then sag and fall, and eventually be eaten by our Bassett hound, Se-



Graduating students enjoy each other's company after the Grade 6 graduation ceremony.

dona, to be discovered months later littering the lawn, like splashes of color—a Bassett Pollack of sorts!? The strings would stay tied to the chairs to be cut off by scissors only months later, scraping more finish off the chairs. The ritual of buying a bunch of helium balloons and taking them home in the car safely without losing one is archetypal—tying them all together in one unfathomable knot; having one get popped by a curious overzealous kid who then bursts into tears; having one or all of them fly out the sunroof before you know it. The magic autonomy of a helium balloon is a pretty cool and irresistible thing.

One day, Reeves had somehow gotten hold of a balloon, and she simply wouldn't let it go. We had stepped away from the confines of the car, and she still held on to her string. The balloon was full and floating and tugged like a live thing in her hand. I said, prophetically, perhaps with some hint of omniscience, "*Reeves, hold on, or the balloon will fly away!*" At that very moment, of course, a gust appeared, and the balloon jetted upwards, dizzily, taken from her grip. Reeves looked up, at first in awe, then at me in obvious distress and pleaded for me to *bring it back*. The balloon zig-zagged upwards, grew smaller and smaller almost instantly, and then disap-

peared. As I looked at Reeves's face, I saw fear, almost panic. She became hysterical—and I could tell *she knew*. I would have done anything to protect her from that first true recognition of loss and my powerlessness to prevent it . . .

Perhaps because it is spring and the days are lingering and ripe for play, I'm carrying around in my mind an image of the children who live behind us as they emerge each evening like birds in a clock. These kids are young, just starting in school, and in their presence it is clear to me that Reeves has become suddenly so much older. Chores and dinners are done and it's precious time to romp in the yard, kick balls, chase dogs or fireflies, climb the fence that separates us to spy into our home or, as they tire, fall into sibling dust-ups with swelling operatic screams, explosions of crying and then, finally, the slamming of doors. Each night as the light falls, their voices inside their home become muzzled by the night. We hear their tired parents' exhortations for bed, and they trail off one by one like shadows disappearing, lights ticking on in bedrooms, house rising and glowing, and then just as suddenly the lights, one by one, tick off until only the night sounds remain: Late birds whose midnight voices never cease to amaze, tree frogs,

cicadas . . . the house becomes indistinct, almost breathing. Summer is here! (*It seemed just like yesterday; I had almost forgotten what it felt like . . . here we are, suddenly, again.*)

Yes, it does, and it *did* happen so fast. As a parent, I am not alone in sometimes feeling like I'm riding one of those cantering horses on the outer edges of a spinning carousel; the music rarely stops, and we whirl crazily around, dizzy, punch drunk, sometimes smiling and waving, reaching out, even touching, sometimes hanging on for dear life, weakening as the noise and the colors flash by. Increasingly, we're simply that guy who takes the tickets and then stands leaning against the center pole, observing, taking it all in, straw in mouth. He's seen it all before, this kaleidoscope of movement and colors, the patterns always there but never exactly the same. (*The kids' role is to ride!*)

Looking at those amazing photographs the other night was so transfixing. The change from cute little babies to lacrosse, soccer, and hockey studs, chic-looking boys and girls with special poses. Knowing eyes, make up, muscles. "Flow. . ." One cannot help but feel the world turning before our eyes. Looking at the pictures as they



Grade 6 students gathered with their families and friends in the Great Hall after the graduation ceremony.

wound through the evening, I couldn't resist sensing and feeling the parents' presence there, too, somehow: Fingers all over the images, pulling out their cherished shots of the not-so-distant but fast-disappearing past, the not-so-distant looming future! Their presence there but surely dwindling.

There's a work written by John Tobias that kids from each of Ms. Smith's language arts class periods chose earlier this spring to use as their teaching poem. I hope the kids remember it and like it because I am going to end my remarks by reading it now—it says so much about what's going on for all of us as we celebrate this loving community and the special passage of this graduating class of sixth graders who embody everything we love. This is the spring-fast-becoming-summer of our innocence as we just begin to intimate fall.

Reflections on a Gift of Watermelon Pickle Received from a Friend Called Felicity

During that summer
When unicorns were still possible;
When the purpose of knees
Was to be skinned;
When shiny horse chestnuts

(Hollowed out
Fitted with straws
Crammed with tobacco
Stolen from butts
In family ashtrays)
Were puffed in green lizard silence
While straddling thick branches
Far above and away
From the softening effects
Of civilization;

During that summer—
Which may never have been at all;
But which has become more real
Than the one that was—
Watermelons ruled.

Thick imperial slices
Melting frigidly on sun-parched tongues
Dribbling from chins;
Leaving the best part,
The black bullet seeds,
To be spit out in rapid fire
Against the wall
Against the wind
Against each other;

And when the ammunition was spent,
There was always another bite:
It was a summer of limitless bites,
Of hungers quickly felt

And quickly forgotten
With the next careless gorging.

The bites are fewer now.
Each one is savored lingeringly,
Swallowed reluctantly.

But in a jar put up by Felicity,
The summer which maybe never was
Has been captured and preserved.
And when we unscrew the lid
And slice off a piece
And let it linger on our tongue:
Unicorns become possible again.



GRADE 6 CLASS OF 2011



Many of our Grade 6 graduates go on to St. Patrick's Grades 7 and 8 program on the MacArthur Campus, while others go on to attend a variety of exceptional secondary schools. A listing of these schools appears below. Each listing corresponds to one of this year's Grade 6 graduates.

<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>St. Albans School</i>	<i>St. Patrick's</i>	<i>National Cathedral School</i>
<i>Landon School</i>	<i>St. Patrick's</i>	<i>Riverdale Country Day (NYC)</i>	<i>St. Albans School</i>	<i>St. Patrick's</i>
<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>Westland Middle School (Md.)</i>	<i>Potomac School</i>	<i>St. Patrick's</i>
<i>Concord Middle School (Mass.)</i>	<i>Landon School</i>	<i>St. Patrick's</i>	<i>Landon School</i>	<i>St. Patrick's</i>
<i>St. Patrick's</i>	<i>St. Albans School</i>	<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>National Cathedral School</i>
<i>Landon School</i>	<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>Potomac School</i>	<i>St. Albans School</i>
<i>National Cathedral School</i>	<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>St. Patrick's</i>
<i>St. Albans School</i>	<i>St. Patrick's</i>	<i>Landon School</i>	<i>St. Albans School</i>	
<i>St. Patrick's</i>	<i>St. Patrick's</i>	<i>St. Albans School</i>	<i>St. Albans School</i>	
<i>St. Patrick's</i>	<i>Sidwell Friends School</i>	<i>St. Patrick's</i>	<i>St. Patrick's</i>	

ALUMNI CLASS NOTES



Alumni Profile: TechChange President Nick Martin '94

Nick Martin '94 is on the front lines of developing new ways for our world to address social change. As the founder of two innovative and award-winning digital media and conflict-transformation programs, Nick has built a name for himself as a technological visionary, international peace-builder, and social entrepreneur.

In 2006, Nick graduated from the Peace Education masters program at the University of PEACE and joined the U.S. Association for the University of Peace (UPEACE/US), a 501(c)(3) non-profit organization that promotes and advances higher education for peace. As Executive Director at UPEACE/US, Nick founded DCPEACE, a program that works to design and implement peace education and conflict-prevention programs in the D.C. Public School system. He also designed PeaceRooms, a virtual platform that allows students to connect with partner schools from different countries for a year-long collaboration that focuses on core concepts of identity, intercultural sensitivity, and conflict resolution.

Combining his love for education and humanitarian work with his expertise in technology and development, Nick went on to become the co-founder of TechChange, an

organization that trains leaders to leverage emerging technologies for sustainable social change. Through innovative and interactive courses, TechChange delivers to people all over the world the critical skills that are necessary to address our greatest social problems and natural disasters.

In 2009, Nick was selected as a Global Fellow by the International Youth Foundation and as a Washington, D.C. Humanities Council Scholar for his leadership in launching the programs and his track record as a young social entrepreneur. He is also an adjunct faculty member at American University, George Mason University, George Washington University, and the United Nations University for Peace (UPEACE).

The Press was able to speak with Nick about TechChange and how he became the innovative visionary we know today.

What inspired you to start TechChange?

I decided to start TechChange because I felt that the pace of technology was moving so quickly; there was a clear

need to provide more effective training and education to make sure that people addressing some of the biggest challenges of our time (diseases, conflicts, disasters, etc.) had the tools and skills they needed to keep pace with this rapidly evolving landscape.

I should note that I was not always a "tech nerd." I was a literature and education major at Swarthmore College, and even at St. Patrick's my favorite class was Mrs. Muir's language arts! Technology was always more of a hobby, but now I've been able to combine my love for education with technology.

What are your specific responsibilities at TechChange?

I chart the overall strategic vision for the organization, manage projects, and provide instructional design for course content. I love teaching courses the most and am an adjunct faculty member at American, George Washington, and George Mason universities. We have a great team of computer programmers, graphic designers, educators, and social entrepreneurs on staff.



Nick Martin '94 is pictured here (center, holding plaque) with members of the TechChange team.

What is the most challenging part of your position as president?

Having to balance our social mission with activities that will generate revenue and allow us to be financially sustainable is a challenge. As a young organization, it is also easy to lose focus and try and do too much. Therefore, keeping our team focused on our core activities remains critical.

What advice would you have for other people looking to make a difference in social change?

There are a lot of fantastic organizations worth getting involved with, and "Idealist.org" is a great website to find those organizations. Younger generations growing up with technology have a major role to play in bringing new skills and tools to these organizations. Even if you don't think you are tech-savvy, chances are you know a

lot more than you think!

Why do you think TechChange is so valuable?

Our real value as an organization is in helping to transform the online learning space. Right now we are working on some exciting models for delivery that make online learning more engaging and participatory, including using video game mechanics and providing content on cell phones and smart phones. I also think that being able to deliver critical skills in things like how to transform conflicts, fight diseases, monitor elections, distribute food, and respond to disasters to people all over the world who can't travel for high-quality education is incredibly valuable.

Nick Martin can be reached at nick@techchange.org, and you can learn more about his organization by visiting www.techchange.org. 

Alumna Orchestrates Celebrity Photo Shoot

Alexandra Ashbrook '78, senior program director at the Food Resource and Action Center, teamed with Second Harvest Heartland, the U.S. Department of Agriculture, and Maryland resident and Minnesota Vikings player **Visanthe Shiancoe** in May to shoot a public service announcement at St. Patrick's.

During the school year, approximately 300,000 Minnesota children receive free or reduced-price meals through the National School Lunch and School Breakfast programs. However, during the summer months, only about 20% of these students continue to receive nutritious meals. To fill the nutritional gap for these children, Second Harvest Heartland has teamed up with the Minnesota Vikings, Target, and ConAgra to help facilitate the Summer Food Service Program there and help bring more meals to more children this summer.

Photo: Assistant Head of School for Academic Affairs/Head of Upper School Dan Spector, Alexandra Ashbrook '78, Visanthe Shiancoe, Grade 3 resource teacher Erica Thompson (back row left to right), and several Grade 3 students joined in the photo shoot.



Day School Alumni Travel to Costa Rica and Panama

A new cohort of St. Patrick's students traveled to Costa Rica and Panama in June as part of an eco-tourism trip the Day School has organized for the past six years. Highlights of this year's trip included work on a sea turtle repopulation project in Panama where students had the opportunity to release hundreds of newly-hatched leatherback turtles, days exploring the active Arenal volcano on foot and by canopy zipline, home stays with Costa Rican families and a visit to a Costa Rican school, and days on the Pacific coast swimming and observing the spectacular wildlife including crocodiles and the endangered scarlet macaw.

The 2012 Costa Rica trip will be open to students in Grades 6, 7, and 8 during the 2011-2012 school year and, as currently planned, will include days discovering southern Nicaragua. St. Patrick's travels with EcoTeach, a U.S.-based company specializing in trips for younger travelers. For more details about itinerary, cost, and registration, please contact trip leaders Marcy Ference at ferencem@stpatsdc.org or Chris O'Shea at osheac@stpatsdc.org.



2011 Summer at St. Patrick's Alumni Staff



Many alumni returned to be counselors for the Summer at St. Patrick's program, some of whom are pictured above.



Alumni Devote Summer to Horizons Program

With the growth of the Horizons program at St. Patrick's this summer (see page 6), several alumni served as Horizons Assistant Teachers (HAT's). These alumni worked with students from Bancroft Elementary School in Mount Pleasant, who spent six weeks at the Day School.

Thanks to all those who have contributed Class Notes to this issue of the *St. Patrick's Press*. We enjoy hearing from our alumni and hope that you enjoy hearing about each other. Please continue to let us know what is happening in your lives and participate in alumni program activities when you can. To submit a Class Note, please contact Katherine Lea, Director of Alumni and Parent Programs, at 202.342.7004 or LeaK@stpatsdc.org.

COLLEGE-BOUND GRADUATES

WE CONGRATULATE OUR GRADE 6 CLASS OF 2005, GRADE 8 CLASS OF 2007

Victor Balcer

*University of California at San Diego,
Revelle College*

Katherine Green

Wake Forest University

Ned Mandel

Trinity College

Dillon Rupp

Bucknell University

Curtis Behre

Marlboro College (2012)

Laura Haft

Washington University St. Louis

Grace Marra

Pennsylvania State University

Constantine Sidamon-Eristoff

Colorado College (2012)

Meredith Bentsen

Kenyon College

Ty'Shon Hargrove

Clark Atlanta University

Eric Matthews

*North Carolina Agriculture and
Technical State University*

Christopher Smith

University of Michigan

Julien Blarel

*California Polytechnic
State University San Luis Obispo*

Lauren Hoover

University of San Diego

Hunter Matthews

Washington University St. Louis

Alexander Steinwald

Northwestern University

Carter Bradley

Princeton University

Elizabeth Hunt

University of Virginia

Will Mellon

Skidmore College

Luke Taylor

Fordham University

Caroline Burt

Gap Year Program

Alexandra Kappaz

Johns Hopkins University

Chloe Menderson

*Chicago College of Performing Arts,
Roosevelt University*

Constantine Valanos

College of Charleston

Summer Delaney

Northwestern University

Peter Kasper

Southern Methodist University

Tiffany Minor

Old Dominion University

Courtney Warren

Virginia Union University

Caroline Flax

Cornell University

Hadi Khalil

University of Maryland

Bridget Mudd

University of Virginia

Edmund Wellington

Miami University of Ohio

Sarah Forman

Boston University

Nina Khoury

Oberlin College

Isabelle Parenti

University of Wisconsin, Madison

Preston West

Cornell University

Lucy Gibson

Georgetown University

Lawrence Kirk

Lewis and Clark University

Alexandra Pena

University of Mississippi

Sarah Whelihan

Washington and Lee University

Sarah Gimont

University of St. Andrew's (UK)

Grey Korhonen

Northwestern University

Sergio Pineda

Haverford College

George Wojcik

Tufts University

John Grandy

Franklin and Marshall College

Jack Livingston

Sewanee: The University of the South

William Raul

Washington and Lee University

Kindergarten Circus



Grades 5 and 6 Musical: *Don't Say No to the U.S.O!*



Grade 7 in Gettysburg Grade 8 Civil Rights Trip



Grades 7 and 8 Studio & Performing Arts Night *"Color Talks: Red, Blue, Yellow, Black, White" and "Godspell Junior"*



Save the Date!



FUN



Family Fun Day

Saturday, October 1



St. Patrick's
EPISCOPAL DAY SCHOOL

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

Our Mission

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

SAVE THE DATE

First Day of 2011-2012 School Year

Tuesday, September 6

Kindergarten - Grade 8 Opening Chapel and Parents Reception

Friday, September 9, 8:30 am

Nursery Opening Chapel and Parents Reception

Thursday, September 22, 9:15 am

Parents of Alumni Reunion Luncheon

Friday, September 30, 1:00 pm

Family Fun Day

Saturday, October 1, 11:00 am – 3:00 pm

Class of 1981 30th Reunion



Saturday, October 1, 2011

Join classmates and their families for Family Fun Day on Saturday, then enjoy a dinner for adults that evening. Contact Willy Hoffman (willy@howard-hoffman.com), Corinne Hauser Tardio (CHTardio@aol.com), or Brooke Stroud Carnot (brooke@carnot.us) for more information.



St. Patrick's is on Facebook!
Please follow us.

ATTENTION, PARENTS OF ALUMNI

If your son or daughter has received this issue of *The Press* and is no longer living at this address, please forward it to him or her and send updated contact information to Katherine Lea, Director of Alumni and Parent Programs, at LeaK@stpatsdc.org.