

SPIRITUS ✦ COLUMNS

THE MAGAZINE OF THE ST. PAUL'S SCHOOLS

“WE’RE ALL IN THIS
TOGETHER”



WINTER 2022

Dear St. Paul's Community, *Community. Connection. Opportunity.*

In my first six months at The St. Paul's Schools, I have had the pleasure of speaking with hundreds of students, faculty, staff, parents, and graduates about their experience at St. Paul's, and those are the three words I hear consistently. These three concepts are the bedrock of our schools and reflect our past, present, and future potential.

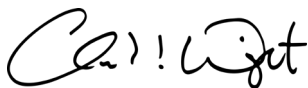
It is easy to say the words, but to feel, hear, and watch them fully lived each day is magical. In this issue, you will read about One St. Paul's Day (p. 6), the first time our campus was able to come together in one place, at one time. During this all-schools ceremony, we celebrated a new year and the installation of two outstanding heads of school, Dr. Edward Trusty and Dr. Bryan Powell, with remarks from our third head of school, Ereni Gleason Malfa '89. On the day of the event, you could feel it in the misty air: We are one. We are three schools, each with its own special attributes, yet we are one community that sees the power and potential in the opportunities and connections we make as we go forward.

One thing the pandemic has taught us is that the three concepts at the top of this letter are more important than ever. We have gained a new appreciation for the support and connection we feel as part of this school community and for the opportunities we enjoy on our campus and beyond. In the cover story, "We're All in This Together" (p. 10) (hat tip to *Disney's High School Musical*), you will read firsthand accounts from faculty, staff, and students about how the pandemic has brought us closer and showed us how resilient and creative we can be, together, in the face of adversity.

Thank you to our students, my colleagues, and the wider St. Paul's community for teaching and showing me who we are and what we stand for. I am excited for our bright future together. In that spirit, I am proud to present the first combined issue of *Spiritus* and *Columns*. Although we have not yet settled on a name for our new, joint publication, a shared platform allows us to showcase the exciting work that is happening across our schools.

Happy reading, and please come find me the next time you are on campus.

Sincerely,



Clark E. Wight
President



ON THE COVER: The cast of "Disney's High School Musical," the joint upper school production, performs on the Ward Center stage, Fall 2021.

ABOVE: President Clark Wight with St. Paul's students.

SPIRITUS - COLUMNS – Winter 2022

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2021 Graduate Earns UNC Morehead-Cain Scholarship



Olu Kopano '21 earned the prestigious Morehead-Cain Scholarship, which covers all expenses for four years of undergraduate study at UNC-Chapel Hill as well as a gap-year experience to study and serve abroad. Olu, who majors in business and studies Japanese and Spanish, was one of 70 new Morehead-Cain Scholars selected from thousands of applicants across the globe.

After graduating from St. Paul's School for Boys this June, Olu traveled to Cuba where he lived with a host family, studied Spanish, and served in the community. He then traveled to Japan for a few months, followed by Spain. Olu finished his extraordinary overseas experience by touring

Europe with fellow Morehead-Cain scholars.

Olu began at St. Paul's School for Boys in the fifth grade and garnered many accomplishments over eight years. In addition to playing varsity baseball, he was Honor Council president, a member of the Concert Chorale, a senior officer for the Black Awareness Club, a founding member of the upper school student leadership inclusivity club, and a member of the Japanese National Honor Society. He traveled to Japan on a three-month exchange and volunteered with Bridges.

"At St. Paul's, there are so many opportunities for students," Olu says. "During my time here, my teachers encouraged me to step out of my comfort zone and try so many new things. I wasn't sure I wanted to do a three-month exchange in another country, but I am so glad that I did. Without that experience, I would not be where I am today."

Helping Parents During the Pandemic

During the 2020-21 school year, the school partnered with experts to provide virtual programming for families. One well-attended event was



an evening with Dr. Lisa Damour in which she shared tips for parenting during the pandemic. Dr. Damour is a psychologist, bestselling author, monthly *New York Times* columnist, and regular contributor to CBS News.

During her virtual presentation, Dr. Damour explained the principles of stress and anxiety in teens and described how these feelings have been exacerbated by the pandemic. She provided helpful strategies for supporting students during a challenging year while still holding them to high expectations.



Lower School Students Stay Focused on Helping Others

The lower school is partnering with the Baltimore Hunger Project this school year to reduce childhood hunger by donating food and packing snack bags for children identified as food insecure. This school year students have packed hundreds of non-perishable meals for children. In keeping with the school's Episcopal values, the lower school consistently reinforces the importance of service and good citizenship through classroom lessons, projects, and activities. Over the holiday season, students assembled shoeboxes full of clothes, school supplies, toys, and personal items to support Operation Christmas Child, which sends presents to children in need.

IgNIGHT St. Paul's Event Exceeds Fundraising Goal



The St. Paul's community came together virtually in the spring of 2021 for the first-ever, campus-wide fundraiser—igNIGHT St. Paul's. The event featured a silent auction and a wildly entertaining video produced by Jordan Eberlein '04.

More than 1,000 supporters helped raise \$291,423 through sponsorships, auction items, and fund-a-need donations. The Dorrance family and The St. Paul's Schools Board of Trustees each generously offered matching gifts, inspiring others to show their support.

Despite the challenges of a pandemic year, the community not only surpassed the fundraising goal but demonstrated the spirit and connection that are the essence of our schools. Proceeds from the event support tuition assistance, faculty development, and student programs.



Real-World Experiences Return for SPSSG Students

After a year and a half of virtual and hybrid learning, SPSSG resumed career exploration opportunities, such as local industry visits, professional roundtables, and Sophomore Shadow Day, for upper school students this year. “Whether we’re taking students off campus or welcoming professionals into our classrooms to share their career paths, these experiences give students the opportunity to explore how their passions and academic interests translate in the ‘real world,’” says Whitney Price, director of strategic initiatives.

During the fall semester, upper school students had the opportunity to explore three different industries with site visits to Century Engineering, Peake Physical Therapy, and digital marketing agency Jellyfish. Students with an interest in law enjoyed a roundtable discussion with two attorneys from Baltimore County’s Maryland Office of the Public Defender, while those interested in medicine asked questions of Dr. Elisabeth Carr, a pulmonary and

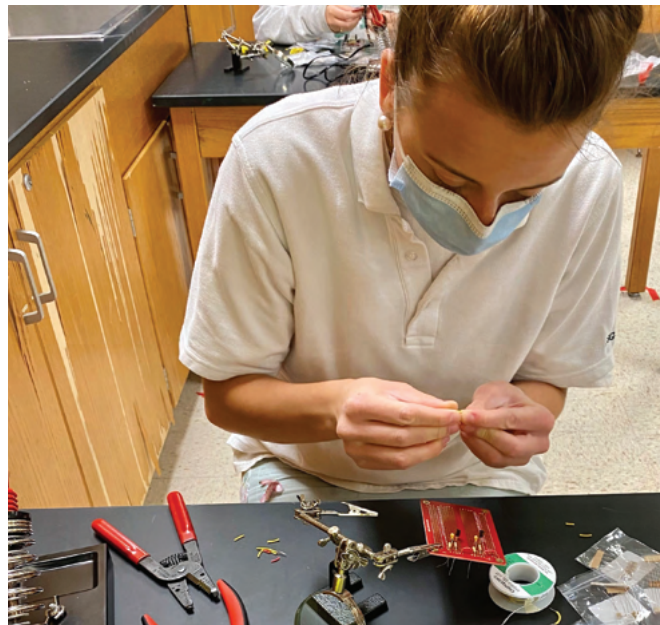
critical care physician and the program director for the Internal Medicine Residency at GBMC. Most recently, SPSSG sophomores completed Sophomore Shadow Day, during which each student gained firsthand experience shadowing a professional in the field of her choice. Companies that hosted SPSSG students include Winsome Interior Design, David Ross Orthodontics, the Institute of Marine and Environmental Technology, and Everyman Theater. In May, the class of 2022 will complete Senior Projects, two-week internships that build upon the seniors’ previous shadow day experiences.

TOP: Valerie Mooney '24 completed her Sophomore Shadow Day at David Ross Orthodontics in January 2022.

BOTTOM: Upper school students on an industry visit at Peake Physical Therapy



SPSSG Science Electives Inspire Hands-On Learning



Cate Alokones '22 completes her final project for electrical engineering.

As St. Paul’s School for Girls continues its focus on STEAM—science, technology, engineering, arts, and mathematics—the expansion of science electives for upper school students allows greater opportunity for practical, hands-on learning. In addition to new courses like investigative science and anatomy and physiology, a semester-long electrical engineering elective encourages students to “pry open devices to see their guts and fry a few components along the way,” says teacher David Chipkin.

Diving into the fundamentals of electricity and circuitry, students have the freedom to inject their individual creativity into their work.

“For our final project, we each created a piece of art that used an oscillating circuit which is a flashing light,” shares Cate Alokones '22, who took the elective last spring. “Combining my love for the ocean with this project, I painted a wood board, tapped in nails to make the shape of a wave, and strung LED lights connected to the circuit I made.”

Though the course spans only one semester, its impact extends beyond the final grade. “After the elective, I felt much more confident in a typically male-dominated field,” says Hadley Darrell '22. “Electrical engineering even pushed me to take AP Computer Science this year.”

“After the elective, I felt much more confident in a typically male-dominated field. Electrical engineering even pushed me to take AP Computer Science this year.” – HADLEY DARRELL '22

St. Paul's Says Farewell to Six Long-Serving Faculty

At the close of the 2020-21 school year, The St. Paul's Schools honored six retirees who collectively gave more than 150 years of service to the schools. During three special assemblies across campus, students and faculty shared memories and stories about each retiree amid laughter and tears.

St. Paul's School for Girls bid farewell to two beloved World Languages faculty, Spanish teacher **Aggie Diver** and French teacher **Christine Soudry**, with a special assembly in April.

"Madame Soudry is a consummate professional who is generous in spirit," shared Upper School Head Christy Ferrens. "She is larger than life in her classroom, moving about, engaging with students, and utilizing a variety of techniques as well as technology to engage her students in learning Francophone language and culture."

Celebrating Señora Diver's 31 years at SPSG, Middle School Head Montanna Wilson shared, "There are over 1,500 SPSG graduates, as well as countless faculty and staff, whose lives are richer because of you. 'Thank you' does not seem like enough."

At a St. Paul's School for Boys assembly, Olu Kopano '21 expressed his gratitude to **Brenda Moses-Allen**, saying, "You will truly be missed by the entire St. Paul's community."

I don't think it's a stretch to call you one of the most liked people at St. Paul's."

Math teacher Shaun Kilduff praised colleague **Anileen Gray**: "She embodies excellence at the highest level through her integrity, purpose, and commitment to her craft. She speaks to students honestly about their efforts but with the utmost kindness."

Noah Chizmar '21 referred to **Robin Webster** as "the heart and soul of the school" and "the glue that holds it all together." He added, "You know each and every student's name. You are the person a lost freshman can come to. You are a guiding light to the students."

Howard Schindler was honored at a surprise assembly where students, faculty, and staff praised his work over 45 years at St. Paul's. "He's a wonderful educator and an even better friend," said Mitch Whiteley, upper school history teacher. "He's been terrific to work for and with."

"He's a master teacher and incredible leader," said Alec Shipley '89, upper school history teacher. "We will miss his presence on campus."

At the conclusion of the assembly, students, faculty, and staff offered a fitting dedication to Mr. Schindler: a capstone on the wall outside of the chapel.



TOP: Aggie Diver and Christine Soudry; MIDDLE: Brenda Moses-Allen, Anileen Grey, and Robin Webster; BOTTOM: Howard Schindler

Preschool Embraces Outdoor Learning



"It's all about following the kids," says Executive Director Isabel Nussbaumer about the preschool's approach to outdoor learning. Nussbaumer and her early childhood team have been taking their lead from the children's natural curiosity as they incorporate more nature-based lessons into the curriculum. "I remember one year there was runoff in one of our outdoor spaces and the kids found a board to put across it," she says. That small observation turned into

what is now a bridge over a small creek in the outdoor classroom.

Complete with a garden plot, two mud kitchens, gravel pit, tree stumps, and more, the preschool outdoor classroom is a place of exploration and wonder. Teachers use the space for lessons year-round and for the youngest children, bring the lessons indoors.

The preschool staff also added a greenspace playground to provide additional space for exploration. "Especially during the pandemic, with so much screen time, we work to get the kids outside as much as possible," Nussbaumer says. "They love exploring the world around them and embracing the outdoors."

Pat Walsh to Lead SP Middle School



Pat Walsh, a veteran teacher, coach, and administrator who has made his career at St. Paul's School for Boys, will take the helm of the middle school effective July 1, 2022. Walsh has served as a teacher-coach at St. Paul's for the past 17 years. In addition to his various faculty roles, which have included teaching history and

chairing the department, he has served as dean of students and assistant head of middle school. He was head coach of the varsity baseball team from 2009 to 2017. In an announcement to the community, Head of School Edward M. Trusty Jr. described Pat as "the embodiment of the teacher-coach mentor."

Walsh earned his undergraduate degree from Trinity College and his master's degree from Johns Hopkins University. In 2010, he was the recipient of the Freeman Award for Teaching Excellence. In 2021, he was awarded the Kent W. "Skip" Darrell '61 Chair for Excellence in Teaching and Coaching. This award honors a teacher who upholds the St. Paul's tradition of working with students in and outside of the classroom.



Getting to Know President **Clark Wight**

By Erin Verch '24

Mr. Wight is the President of The St. Paul's Schools and arrived on campus in August 2021. I had the privilege to speak with him recently and ask him some questions so that the St. Paul's community can get to know him better. We, the St. Paul's community, are excited for what he will do with our newly blended family of schools!

Q: You lived in Australia for 14 years. What is something about Maryland that you missed?

A: I missed my family, because I grew up in Baltimore, and my friends who I went to lower school and high school with. I also missed the four seasons. In Australia, it is summer for 10 months of the year.

Q: What is something you miss about Australia now that you are back in Maryland?

A: I miss going for a swim every morning. Even in the winter, I would go down to the beach with our dog, go for a swim, and do a meditation.

Q: If you had to pick one St. Paul's tradition, which is your favorite so far?

A: There are many! I might have a new favorite with the ring ceremony [in which the junior girls receive their rings and learn who their senior buddy is]. I also loved seeing the bell being rung when Boys' Latin got beat by our sports teams, as well as the middle schoolers' reactions. I love the feeling of Chapels/Prayers in the morning and people giving their senior speeches.

That tradition is pretty special, and the pride that people have in the school is great.

Q: If you were a St. Paul's student, which teams or clubs would you join?

A: I am really interested in the beekeeping club. I grew up playing football and lacrosse, so I still love them. I also love the solitude of the chapel and singing. The fact that there is a culture of singing here is very powerful.

Q: What does a typical day look like for you?

A: Sadly, my brain works best between 4 and 6 a.m. I get up really early, and I try to exercise before I come to work so that by 7 a.m., I can be outside waving and saying hi. I can't stand being late, so I try to be early for everything. I probably walk the campus at least three times a day. I go to people's offices and meet with them. I have met with a lot of alums. No day is typical, though I do try to get home before 7 p.m. so I can see my daughter and my family. And I try not to take work home with me.

Q: What is your favorite part of your job and being in this community?

A: Definitely meeting people because that is my favorite part of what I do. The other bit is the excitement around what we can become as a unified school. I also enjoy working with these amazing people—they call themselves “the BEE team”—which is all the heads of school [Bryan Powell, Ereni Malfa, and Ed Trusty].

Q: What are your goals this year?

A: My primary goal is making sure that we are unified as one campus. Another one is making sure that everyone knows where we are going, and that, to me, is vision and values. Then there are big bits around having a curriculum that is consistent across the whole campus so that we understand what great teaching and learning look like across St. Paul's.

Q: What do you think is going to happen in the next few years as the schools unify further?

A: You and your fellow students know the best answer to that, because when I talk to students about what unification means, they always talk about opportunities. Opportunities for collaboration, for all-school events, and to do classes they hadn't thought they could do.

It's also about connections and community. The fact that the newspaper is cross-campus now or that beekeeping is across campus—these mean more opportunities and more connections with more people.

We are almost this modern blended family. Like siblings in a family, each school can still have its strong identity, but we have to think as a family.



Inaugural ‘One St. Paul’s Day’ Brings Community Together

“We are one, and we are many. Our incredible opportunity and challenge is, ‘What can we create together?’” said President Clark Wight as he addressed students, faculty, staff, and special guests who gathered on the St. Paul’s hill overlooking the valley on a misty day in October.







A historic occasion, the first-ever One St. Paul's Day brought the campus community together to enjoy remarks from students and school leaders, music from the St. Paul's jazz band, the dedication of the St. Paul's School for Boys Upper School, and even a student-led dance party.

Elise Bulter '83, chair of the Board of Trustees, provided a welcome address thanking parents, alumni, educators, and school leaders for the important role they each play in the life of the schools. She also thanked the students. "Each one of you is unique and represents a star in The St. Paul's Schools constellation," she said. "You are the future, and each one of you will make a positive impact in the world and in the lives of others."

Investitures

A highlight of this joyful event was the formal installation of Dr. Bryan Powell as head of St. Paul's Pre and Lower School and Dr. Edward M. Trusty Jr. as head of St. Paul's School for Boys.

Ereni Gleason Malfa '89, head of St. Paul's School for Girls, delivered the keynote remarks about her fellow heads of school. "While this might seem like a routine transition of leadership, it actually marks a historic moment," she began. "We are three separate schools that are forever linked." Malfa spoke of the relationship the three heads have developed during this transformative time. "When you combine our strengths, we become something much greater than any one of us alone."

She described her two co-leaders as active listeners and collaborators. "When I think of Dr. Powell, I think of the expression 'still waters run deep,'" she said. "I can't tell you how many times I have been sitting in a meeting with him as he quietly nods and takes in the conversation. He bides his time, noting all the ideas that are floating around, and when the moment is right, he puts all of our thoughts together in a beautiful, almost lyrical way. Perhaps it is the musician in him."

"Each one of you is unique and represents a star in The St. Paul's Schools constellation."

Students presented Dr. Powell with art and other gifts emblematic of his love of music and read a passage from one of his favorite books, *The Hobbit*. They spoke about Dr. Powell's ability to lead the Pre and Lower School in a "most excellent adventure."

"We at The St. Paul's Schools have embarked upon a journey of unification," said Dr. Powell. "May it change us and make us better but also magnify the things that make us great."

Malfa described Trusty as, "well-rounded and multi-faceted...a fitting leader for SP, where students are just as at home at choir practice as basketball practice." You could say he is the quintessential St. Paul's gentleman, she added.

Students presented Dr. Trusty with an SP jersey with the number 34—his old football number—and spoke of his steady presence around campus. "You can see him in weekly Chapel or morning assembly," shared Charles Konkolics '22. "You can see him during lunch interacting with students or on the balcony of the upper school addressing the community. He is always present around campus, mingling with students and radiating positive energy."

Dr. Trusty reflected on his Baltimore roots, his journey as an educator (which took him to Texas and back), and his gratitude for all who supported him along the way and for the warm welcome he has had from the St. Paul's community. "Being here at St. Paul's feels right. Our mission as a school, the



partnership I have with amazing educators like Dr. Powell, Mrs. Malfa, Mr. Wight, our division heads, these incredible teachers who serve as coaches, mentors, and cheerleaders, and these amazing students is what has endeared me to this place. The mission, our Episcopal identity, and these amazing people will remain my guides in the time ahead.”

Building Dedication

As part of the ceremony, St. Paul’s formally dedicated the new boys’ upper school building. This spacious, state-of-the-art facility was made possible by generous donors to the We Are St. Paul’s Campaign and enabled a safe, socially distanced return to campus during the pandemic. The building includes a central atrium, three student commons, an expanded learning services center, and modern labs for engineering, biology, chemistry, and physics. Classrooms and faculty offices are grouped by academic discipline to further enhance collaboration.

Students from each division presented gifts to go in a time capsule that will be placed in the vestibule of the building. “This time capsule is one way that we are able to celebrate the many employees, students,

trustees, and generous donors who persevered to ensure that you and future generations of students were to have such an incredible space in which to learn and grow,” said Trusty.

- On behalf of the SPSG middle school, Alexis G ’26 presented a 2021-22 middle school themed shirt and Gator mask.
- On behalf of the SPSG upper school, Skylar M. ’22 presented a scroll with the girls’ school mission statement and a replica of the SPSG ring – items which were produced in the girls’ school Makerspace.
- On behalf of the SP middle school, Matthew B. ’26 presented a ping pong paddle, spike ball, and SP hoodie.
- On behalf of the SP upper school, Theodore R. ’23 presented a tie, Ravens pennant, and can of Old Bay seasoning.
- On behalf of the St. Paul’s Pre and Lower School, Nyah J. ’35 and Adrian W. ’30 presented a yearbook, a onesie, a copy of the pre and lower school mission statement, and a St. Paul’s tumbler filled with sparkles, symbolizing the curiosity, creativity, and faith that we hope to nurture during each student’s time at St. Paul’s.

‘We Are Family’

To conclude his remarks, Mr. Wight said that to move forward in unification, the St. Paul’s community must be open to change and receptive to inspiration. Referencing the spark in the unified school logo, he said, “Let the spark of intuition, creativity, awe, and wonder speak through you and speak through us. The spark lies within all of us. Sometimes the spark can move you when you least expect it.”

At that moment, inspiration did indeed strike. A few students rushed the podium, cued the music, and led the audience in a flash-mob-style dance along to the irresistibly catchy tune “We Are Family.” It was a fun and fitting way to end the morning.

LEFT PAGE: On Tuesday, Oct. 12, The St. Paul’s Schools community gathered for One St. Paul’s Day.; St. Paul’s Pre and Lower School Head Bryan Powell addressed the crowd following his investiture.; **RIGHT PAGE:** President Clark Wight addressed the students, faculty, staff, and some special guests saying, “We are one, and we are many. Our incredible opportunity and challenge is what can we create together.”; Students presented Dr. Edward M. Trusty Jr. with an SP jersey with the number 34— his old football number following his investiture.; Students from every division took part in the celebration.; At the conclusion of the event, a flash mob broke out, leading the crowd to dance.; St. Paul’s School for Girls Head Ereni Gleason Malfa ’89 spoke about both Dr. Powell and Dr. Trusty describing them as “dear friends, colleagues, and partners.”

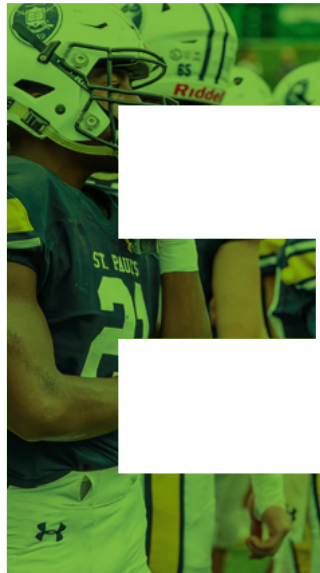
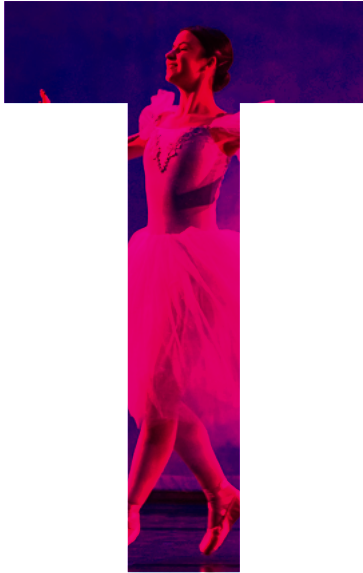
WE'RE ALL IN THIS



OBSERVATIONS ON TEACHING AND LEARNING DURING A PANDEMIC

When the novel coronavirus shut down campus in the spring of 2020, students, faculty, and staff braced for a brief period of disruption. As distance learning stretched to the end of the year and then into September, it became clear that adaptability would become a way of life for schools.

Over the last two years, faculty and staff have worked to foster connections and test new educational approaches while still maintaining a degree of normalcy. Students, likewise, have been flexible and have gained new skills and perspectives. Through community members' own words, we share stories of how individuals adapted and what they discovered.



KATHERINE PERSONS '23

St. Paul's School for Girls Student

As Covid-19 began to sweep through our community, I was apprehensive about the journey that was to come. However, the experience made me realize how grateful I am for the St. Paul's community and the support available from both my fellow students and teachers.

It was a great help to be a part of the theatre program during the pandemic. It allowed me to focus on something I enjoyed and gave me an important sense of normalcy. I am so appreciative of our innovative arts department for their creativity and determination despite the many obstacles put in their way by Covid. St. Paul's epitomizes the phrase "the show must go on!"





*“We can still laugh and have fun with each other on this journey.”
- JASON STINE*

JASON STINE

St. Paul’s School for Boys Upper School Science Teacher



If nothing else, the pandemic has given me perspective as to what is most important, both personally and professionally. While relationships have always been at the heart of my teaching, my focus became finding ways to be intentional in cultivating those relationships

during a time when personal connection was limited. I have been blessed at St. Paul’s to have students who, even in trying times, are willing to give you their trust and put in the hard work to be successful. The saving grace to it all was that, even through a computer screen with Microsoft Teams, we can still laugh and have fun with each other on this journey.

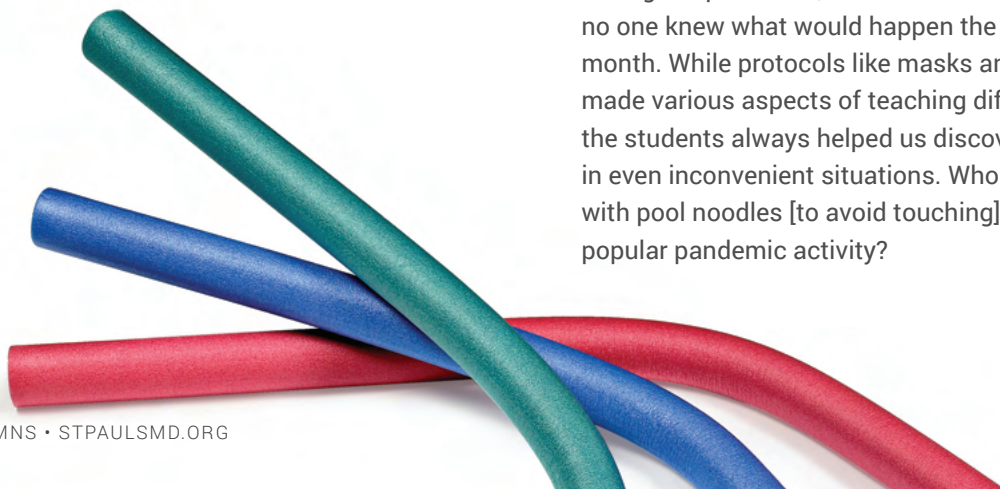
KARA HORST

St. Paul’s Pre and Lower School Director of Curriculum and Instruction



Our students were placed in small homeroom cohorts that became their school “family.” The students relied on their teachers and classmates to be the calm in this new world of unknowns. They literally spent every second of every school day together. Our small class sizes prior to the pandemic became even smaller, which enabled our teachers to really know their students and our students to really know one another.

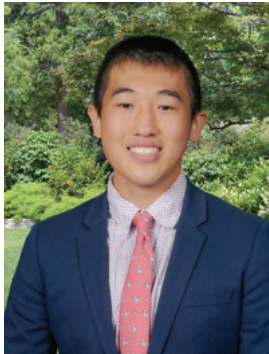
During the pandemic, teachers had to navigate life when no one knew what would happen the next day, week, or month. While protocols like masks and social distancing made various aspects of teaching difficult, I found that the students always helped us discover the bright spots in even inconvenient situations. Who knew playing tag with pool noodles [to avoid touching] would be such a popular pandemic activity?



“In my HL Math Class, we were studying for the AP exam and our class and teacher came in on the weekends to study together.” – HAO CUI '22

HAO CUI '22

St. Paul's School for Boys Student



Through the pandemic, the faculty tried to incorporate more breaks and give a feeling of normalcy. They understood the pandemic was a struggle for everyone. My favorite memory was during a snow day, we still had virtual learning, so the teacher decided to let us out early with an extra point to those who posted a photo of themselves playing in the snow.

Students, in general, had to become more independent learners with less guidance. There was simply less teaching time. We had to work harder and rely on our resources better to succeed. In my HL Math Class, we were studying for the AP exam and our class and teacher came in on the weekends to study together. Working together was one of the best resources during a time like this.



ISLA DESANTIS/ JABARI ARRINGTON

Isla DeSantis and Jabari Arrington were members of Lucy Lynch's class during the 2020–2021 school year.

ISLA: The year was hard because we didn't get to play with or be with other classes or grades. We did get to know our class really well because we spent so much time together. Mrs. Lynch made things fun with different games. Other teachers did too.

JABARI: We each got an iPad, which helped with distance learning. We learned a lot about new apps and how to use them to create things and do our work.

ISABEL COULTER NUSSBAUMER '90

Executive Director of Preschool and Assistant Head of Pre and Lower School

The pandemic required a lot of reading and learning about Covid-19 and what new protocols would need to be in place for us to reopen safely. Being the first division to reopen for in-person learning in June 2020 was a challenge. From rethinking our classrooms to facilitating a drop-off for our youngest children without parents entering the building, the team was dedicated to keeping things calm for children. Restrictions made it harder for the parents and teachers to get to know each other. One thing we learned was how much our parents trust us. As the new school year started, many of our parents had never been inside our building and continued to drop their infants and young children off to us every day.



KATIE KEDDELL

St. Paul's School for Girls Middle School Theatre Teacher



In theatre class, we embraced the digital sphere we found ourselves in and created movies that were written, directed, and performed by students. On in-person days, we used our beautiful campus as locations, and on virtual days, a green screen on Teams to create anything from space adventure movies to stories about family cultures. I think students walked away with some key lessons in storytelling and how to present and create clear digital content.

We were able to perform two middle school shows last year. The first was a Zoom musical and the second was an adaptation of *The Odyssey*, which we performed outdoors at our nature pavilion. Students learned to be thankful for our beautiful campus and all the opportunities our school provided. In a year where Broadway was shut down, we kept making theatre, even if it looked very different than we ever imagined.



“In a year where Broadway was shut down, we kept making theatre, even if it looked very different than we ever imagined.”

— KATIE KEDDELL



HALEY BROWN MAHONSKI '99

Director of Constituent Engagement and Alumnae Relations and St. Paul's School for Girls Cross Country Coach

As a coach, when our season began last year, it was fantastic to have the opportunity to work out together again. Because we had no competitions scheduled, our focus needed to be different. Instead of preparing for meets, we spent time discussing strategy, developing skills, and focusing on team building. We used a hybrid model, doing timed workouts in person and meeting virtually to practice yoga or to check in before a long run. The fall season taught us the importance of flexibility and camaraderie in a way that no other season could.



The fall season taught us the importance of flexibility and camaraderie in a way that no other season could.

— HALEY BROWN MAHONSKI '99

One of the greatest skills our Advancement Team strengthened during the pandemic was our ability to think creatively. One role of our team is to build connections in our community. From Gator Day and Donor Appreciation events to reunion weekend and alumni events, we had to reimagine how to share our Gator and Crusader pride and create meaningful virtual opportunities for our community to see each other.

STEVEN SETTEMBRINO

Middle School History Teacher and St. Paul's School for Boys Varsity Lacrosse Coach



Throughout most of the season, the boys had to sacrifice group gatherings, team bonding experiences, team dinners—all of which contribute significantly to the experience of being part of a team. There were many lessons that came out of last season, but the biggest lesson that stuck with us as a program is not to take anything for granted. I feel for our 2020 team. They had two games before everything shut down. The players on the 2021 team understood the importance of living in the moment and not taking anything for granted while playing the sport they love





Kylla Denise Williams SPSG '71

Headmaster as

EXAMINING

OUR HISTORY

By Charley Mitchell '73, Director of Alumni Engagement

At two commencement ceremonies in June 2021, we marked the 50th anniversary of the graduation of the first Black students from our schools: **Elwood “Woody” Hall ’71** and **Benjamin Wilson ’71** and **Kylla Denise Williams ’71**. Ben and Woody enrolled as freshmen in 1967; Kylla entered in 1968 as a sophomore. Unfortunately, St. Paul’s lost contact with Ben and Woody for decades and only recently learned that Ben passed away in 2018. Kylla, who died in 2013, was honored with the Distinguished Alumna Award at SPSG’s graduation ceremony. Her son, Zaccai Williams ’08, accepted the award on his mother’s behalf.

Headmaster as no in regard to race

At The St. Paul's Schools, we continue to undertake a variety of initiatives related to diversity, equity, and inclusion (DEI)—illuminating parts of our past that have been obscured to ensure we make a better future. One such project is the effort to trace and more deeply understand the history of the racial integration of our schools. To explore that period in our past, we rely on minutes of board meetings, correspondence of school leaders, and contemporaneous newspaper accounts.

The idea of racially integrating St. Paul's School (known today as St. Paul's School for Boys) and St. Paul's School for Girls began percolating in the wake of the Supreme Court's 1954 decision on *Brown v. Board of Education*. Debate at the board level, at both schools, focused on the prospect of changing the language regarding admission in the schools' catalogues to specify that applicants would be considered "without regard to race or national origin."

Other independent schools and the Episcopal Diocese of Maryland were also

confronting this issue. An October 1963 memo to the trustees of the boys' school from The Rev. Halsey Cook, Rector of St. Paul's Parish (and thus president of the board), clarified that the Diocese supported racial integration. The Diocese had resolved in February 1961 that affiliated schools "declare publicly that their organizations accept fully qualified applicants for admission... without regard to race or national origin."

According to Rev. Cook's memo, St. Paul's had not acted immediately on the Diocesan resolution because the Finance Committee of the board had recommended a delay. As stated in the memo, the school was "engaged in a Capital Fund Campaign and the raising of the Admissions Policy issue might seriously confuse" plans for fundraising.

On October 14, 1963, the Board of Trustees of the boys' school resolved that the admissions language in the school catalog "should be interpreted by the Headmaster as not discriminatory in regard to race, creed or color." The vote was 11–10 in

favor of the resolution. One of the nays was Thomas F. Cadwalader, who at the time was also chair of the board of St. Paul's School for Girls.

St. Paul's School for Girls took similar action the following spring, when on March 19, 1964, its board of trustees resolved that its admission policy would not consider race or national origin. The president of the board was none other than the aforementioned Thomas Cadwalader. His son, Thomas F. Cadwalader Jr., was secretary of the board. Both men resigned in protest over this policy. Cadwalader Jr. wrote a letter to "Parents, Faculty, and Friends" of the school, explaining his action:

I oppose 'integration' of races because I believe that it can only lead to miscegenation. I believe that a mixed race will be a terrible result for our descendants...while what is decided at St. Paul's School is a matter of little importance to the future of the world, I can only do my bit.

Charley Mitchell '73 and SPSPG senior Andrea Weyhing conduct research in the library of the Maryland Center for History and Culture on historical associations between The St. Paul's Schools and the institution of slavery.



discriminatory, creed or color



KYLLA'S EXPERIENCE REQUIRED THE PERSEVERANCE AND DILIGENCE OF A PERSON BEYOND HER YEARS, AND SHE

ENDURED THOSE EXPERIENCES NOT KNOWING THE IMPACT IT WOULD HAVE ON THE GENERATIONS TO FOLLOW.

EBONY HARLEY '05

This quote from his letter appeared in the *Baltimore Sun* in March 1964. There is no evidence that Cadwalader Sr. resigned from the Board of Trustees of the boys' school, despite his passionate (and public) opposition to the girls' school policy and his complaints to Rev. Cook about procedural errors related to the boys' school board vote.

School leaders at the time took the opposite stand in the hopes of attracting more students of color. John T. Ordeman insisted that the boys' school pursue true racial integration as a condition of his accepting the position as headmaster at the start of the 1966 school year. In June 1968, Headmistress Mary Frances Wagley of the girls' school lamented in her year-end report the transfer of a student to another school, citing "the absence of Negro students as a deciding factor" in the student's decision. In September, she reported to the board the enrollment of two Black students. One of those students was Kylla Williams.

On June 11, 2021, Ebony Harley '05, president of the Alumnae Association,

posthumously honored Kylla during the graduation ceremony for the SPSG class of 2021. In her remarks, Ebony acknowledged what it must have felt like to attend the school during such an emotionally charged time, when many did not welcome Kylla's presence.

"As a student in this institution in the 1960s, I am certain that Kylla's experience required the perseverance and diligence of a person beyond her years, and she endured those experiences not knowing the impact it would have on the generations to follow," said Ebony.

"It is not lost on me and should not be lost on us, that Kylla's matriculation through the upper school set the foundation that led to more Black students being admitted to and graduating from SPSG, and that each student who has passed through this graduation garden since 1971 is better because of her time here."

Understanding our past will help us forge our future in a complicated world. Other historical DEI work at The St. Paul's Schools includes ongoing research into the association between slavery

and our campus and founders as well as connections between the institution and Old St. Paul's Church.

Schools around the country have begun confronting their historical associations with slavery as a way of coming to terms with the past and relating the full account of all those who were present and how they contributed. At St. Paul's, members of the Campus Research Committee, including upper school students, are educating themselves on the links between the campus and slavery so that they may help educate others in our community.

"Some people ask, 'What is the point of all this digging?'" says St. Paul's President Clark Wight. "But it's clear to me. The more historically aware we are, adults and students, the more we will strive for a better world."

LEFT: A yearbook photo of Kylla Denise Williams '71; **RIGHT:** Clockwise from left, Ereni Gleason Malfa '89, Zaccai Williams '08, Paulette Williams, Ebony Harley '05, and Viona Williams.



Training the Brain

for Better Focus, Memory, and Planning

Lower school faculty introduce innovative new coursework to enhance executive function

For the pre-kindergartners in Jacqueline Brannan's class, barefoot walks around the playground and woods have become a much-anticipated activity. "They just light up when their shoes come off!" she says. As they tiptoe over crunchy leaves, tread softly to avoid acorns, and sink their toes into soft wet grass, their faces light up in smiles as they exclaim, "This tickles!" and "Oooh, this feels funny!"

The activity is more than just a fun excursion into the outdoors. It is based on the latest brain science showing that 16 minutes of barefoot time each day improves working memory—our ability to recall and process information—which ultimately leads to better cognitive performance. "Or, as I explain to my little students, walking barefoot is a 'brain exercise,'" says Brannan. "By tickling our feet, we are waking up our brain, making it more alert and aware of all that is around us."



Brannan is one of many teachers at St. Paul's Pre and Lower School (SPPL) who have embraced a division-wide curricular initiative this year aimed at helping students better develop their "executive function" skills that are so crucial to learning — from planning and time management to self-control and sustained attention. The curriculum is being developed and led by Susan Faint, SPPL director of learning services, and Deb Heacock, lower school counselor.

With funding from a summer grant, the duo set out last summer to develop an executive function (EF) curriculum to better support children with learning support plans. "In the process of our research, it quickly became apparent that every student in the Pre and Lower School would benefit from developing their executive function skills," says Faint.

"So, we began work to provide teachers with resources they would need to help make EF skill-building an integral part of the everyday curriculum, through movement, music, and rhythm," says Heacock, who points to current research showing that strengthening executive functioning skills also helps children to better regulate emotions and to maintain positive social relationships.

Key to the EF curricular initiative is equipping students of all ages with knowledge about the different parts of their brains and how those parts work, so that they can tap into their brain as a "superpower."

Early in the fall semester, for instance, students learned that the prefrontal cortex is our "wise owl," the part of the brain responsible for learning and concentration, which enables us to assess facts and make reasoned decisions. By contrast, the amygdala, which is near the brain's base, is our "guard dog," the part of the brain that looks out for danger (real or perceived)

Key to the EF curricular initiative is equipping students of all ages with knowledge about the different parts of their brains and how those parts work, so that they can tap into their brain as a "superpower."



and impacts our emotional responses. The amygdala can fuel our curiosity — but can also lead to impulsive actions and make it difficult to focus.

The children in Lucy Lynch's second grade class were so excited to learn about their "superpower" that they ended up creating and labeling models of the brain, using pipe cleaners, cotton balls, and aluminum foil to represent neurons and more. "They loved it!" she says.

Lynch, who daily wears her "wise owl" necklace (and who dressed as an owl for Halloween) has infused EF learning strategies throughout her classroom. In addition to the large owl that hangs as a reminder from the ceiling, there is a comfy chair with a canopy overhead where students can voluntarily sit to calm themselves. When the "barking dog" of their amygdala is making them stressed or emotionally upset, they can sit and gaze at a lava lamp or hug some stuffed bears, she says. As part of the classroom job list, there

is the role of timekeeper — a student who operates a timer and reminds classmates, for instance, that they have 10 more minutes to complete an assignment.

"This is a helpful visual reminder to help kids with their task initiation," she explains. And when energy levels run too high, she leads her students in breathing exercises to help them slow down.

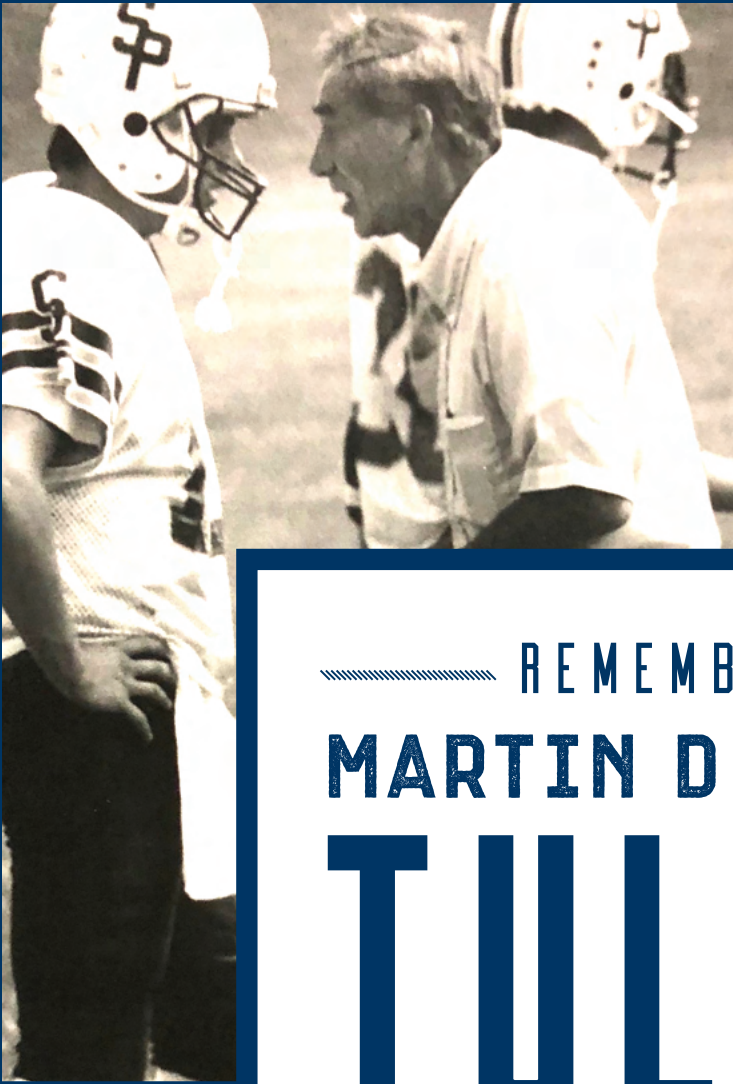
Teachers throughout the lower school have found these strategies to be helpful for learning, say Faint and Heacock, particularly in transition times, such as after Morning Meeting and before moving into a lesson where they will need to concentrate.

"One activity they really love is 'Blast Off Rocket Ship,'" says Faint. "We ask them to close their eyes and visualize a rocket about to blast off. Then we count down, 5-4-3-2-1 and stomp hard on the ground to represent blast off. This 'wakes up' their brain and gives students the self-awareness to understand: This is a time I need to focus."

Adds Heacock, "It is very empowering for students to learn that they can be in control of their brains and the actions they take and the choices they make."

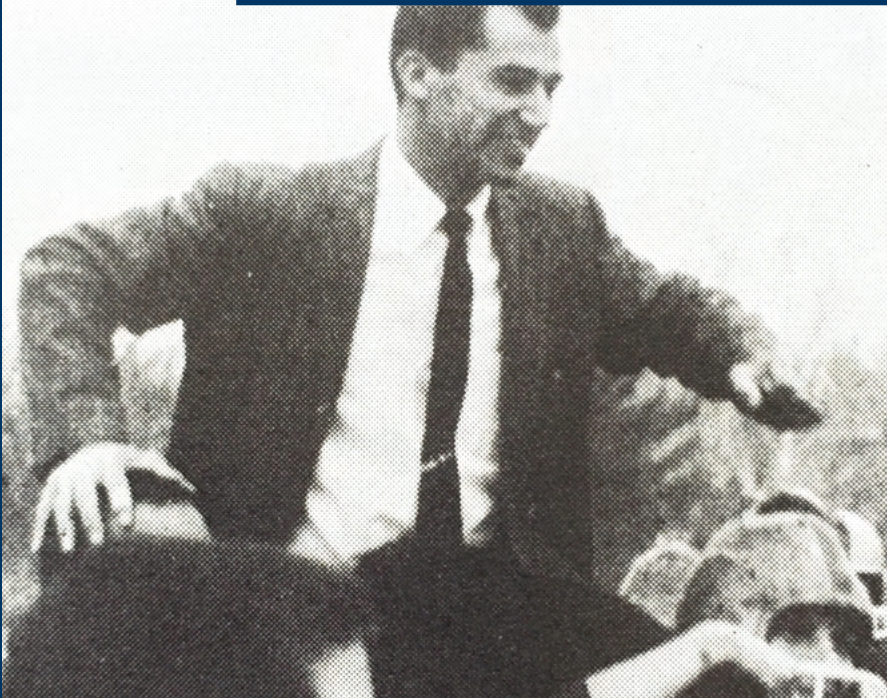
Whether students are learning grammar rules through rhythmic chanting or math facts while tossing a ball back and forth, or reading aloud from books like *Fix It with Focus*, the EF skills they learn are having an impact, say Faint and Heacock.

Lynch recalls one afternoon, when a student accidentally banged her head in the bathroom and her classmate laughed, inappropriately. "I pulled her aside afterward and asked: What happened there? She reflected for a moment, and said regretfully, 'I think my guard dog was barking too much and that's why I laughed.' That self-awareness and connection to what we'd learned really made me happy," says Lynch.



REMEMBERING
MARTIN D. "MITCH"
TULLAI

By Charley Mitchell '73, Director of Alumni Engagement





As many readers know, Mr. Martin “Mitch” Tullai passed away in October. As a former student and player of his, I am pleased to share this remembrance of him.

Mr. Tullai trained as a paratrooper in the Army’s 11th Airborne Division. After graduating from Western Maryland College (now McDaniel), he arrived at SP in 1953, the year after our school moved to Brooklandville from Mt. Washington. He quickly became an engaging teacher who excited students about history and the stories that helped us understand why the past is so vital to the present.

Mr. Tullai became a respected scholar of Abraham Lincoln, publishing articles and giving speeches about the 16th president. He dressed and spoke as Lincoln for legions of students, and even appeared by invitation at social occasions.

In the afternoons, he was Coach Tullai, the Crusaders’ head football coach and a model of the teacher-coach that we so value today. We focused on the little things: how to block and tackle and run pass routes properly. Many a player ran at full speed down the hill so as not to be late for practice.

Coach Tullai had a remarkable 209 wins and 10 championships during his 41 years as head football coach. Two of his teams were undefeated; others had one loss. Fittingly, we were co-champions in 1993, his last year as head coach. We weren’t always better than the other teams, but we had him, and they didn’t.

One day Coach Tullai came into the locker room before a big game and asked if we were nervous. We looked at each other, afraid to admit it or deny it. Eventually someone confessed to being nervous. Coach Tullai said, “Of course you’re nervous. That’s because you want to do well. So go do it.” He gave that same pep talk to the football team again in 2019 when he returned to campus for the dedication of Tullai Field.

Many alumni considered Mr. Tullai a surrogate father when they were students. He was someone who taught valuable lessons, both on the field and off. One reason for his wide-ranging influence is that he genuinely embodied the ideas express in our school mission statement: Seek Truth, Knowledge and Excellence. Live by Faith, Compassion and Integrity.

“He was truly a man for all seasons,” wrote Kirk Unruh ’66. “An inspiring teacher, coach, and mentor who over the course of seven decades personified the values of St. Paul’s.”

At the start of the Boys’ Latin football game last month, we held a moment of silence in memory of Mr. Tullai, on the field that bears his name.

Charley Mitchell played on the 1971 and 1972 Tri-County Championship teams coached by Mr. Tullai and assistant coach Chuck O’Connell ’61.

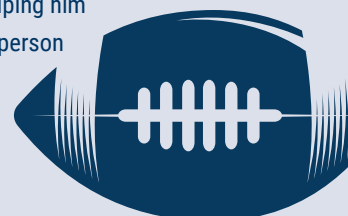
“He was truly a man for all seasons, An inspiring teacher, coach, and mentor who over the course of seven decades personified the values of St. Paul’s.” -KIRK UNRUH ’66

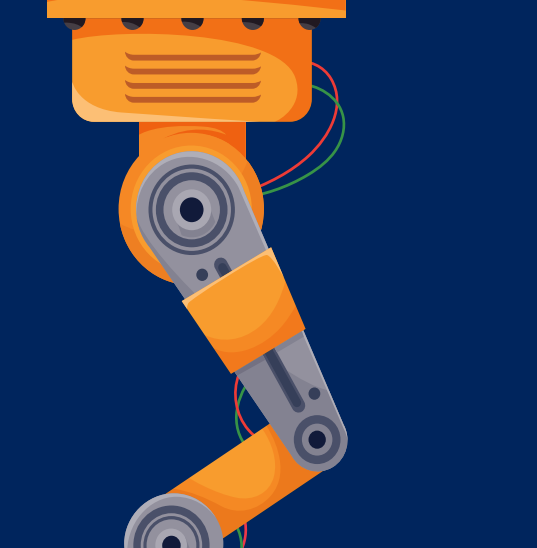
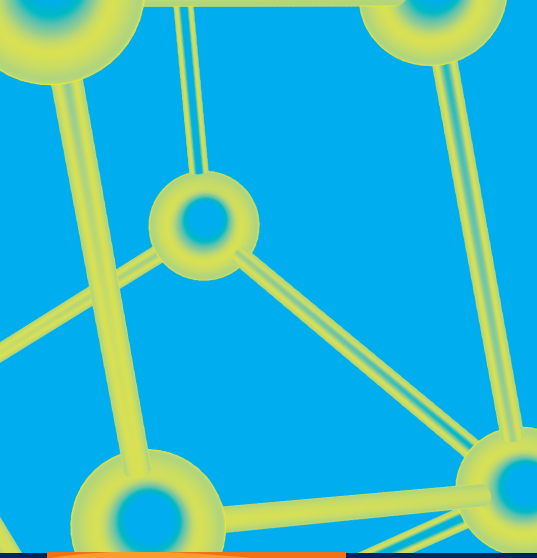
TEACHER-COACH MODEL

Today the teacher-coach legacy—exemplified by Mitch Tullai over his four-decade career—lives on in Brooklandville. During every season and at every level, from middle school intramurals to nationally ranked varsity teams, faculty spend hours after school imparting lessons and helping boys reach their full potential. More than half of full-time faculty at St. Paul’s School for Boys are also coaches, and the commitment to the teacher-coach model infuses everything from hiring to scheduling.

Through the teacher-coach model, student-athletes are known on many levels and form strong bonds with the adult mentors in their lives. A student might be learning quadratic equations from a teacher in the morning who then helps him improve his shooting form in the evening. As they work together toward a shared goal, they build an even deeper connection. Our teacher-coaches stand by the boys as they mature to young adulthood, through celebrations, teachable moments, and everything in between.

“It is so meaningful for our kids to have these adults who get to know and care for them in different settings as they build these multi-faceted relationships that can span years,” says Trey Whitty ’99, athletic director and a former head lacrosse coach and history teacher at the boys’ school. “Speak to nearly any St. Paul’s graduate and he will tell you about that one teacher-coach who made a huge impact in helping him become the person he is today.”





WHY I TEACH

For Shannon Cheston, working with students in the MakerSpace is a dream come true

Shannon Cheston grew to love working with her hands by spending time with her father in his woodshop growing up. It's a quality that has helped her thrive as the Innovations Integrator at St. Paul's School for Girls, where she teaches STEM and oversees the MakerSpace. "I like taking things apart," she says. "I'm a true tinkerer."

Since joining the school last fall, Cheston teaches middle school STEM seminars as well as upper school electives like Web Design and Design Thinking. Primarily, though, she partners with faculty across departments and grade levels to integrate STEM into their coursework by bringing their classes into the MakerSpace for hands-on learning with high-tech tools.

I love empowering the girls to come in and use the equipment,” Cheston says, recalling a day when she was helping a student use the circular saw and the student remarked that it felt great. “You’re using this big tool. You’re creating something.”

Cheston set an ambitious goal to touch every department and grade level in her first year—a goal she met in her first semester. She worked with Spanish 4 students to design, 3-D print, and paint *alebrijes*—brightly colored mythical animals depicted in traditional Mexican folk art. Algebra students programmed robots to move along a linear plane. During a unit on the human cell, fifth grade science students used a laser cutter to model the nucleus, ribosomes, and golgi bodies.

Integrating MakerSpace tools into coursework allows students to apply material in new ways, taking them beyond the traditional textbook. “It just makes things click differently,” Cheston says. “Many students learn better kinesthetically.”

While Cheston didn’t know she wanted to be an educator from a young age, she’s always been a natural creator. She first used a computer during her senior year of high school and took to it immediately, teaching herself the programming language BASIC. After careers in hospitality and airlines, she realized she was destined to be a teacher.

“In every job, I always ended up in a training role. My friends were like, ‘You are a teacher,’” says Cheston, who holds master’s degrees in education from Goucher College and Johns Hopkins University. “I like breaking down concepts. I love being with students and seeing those ‘aha’ moments.”

Under Cheston’s guidance, students feel empowered to take chances and try new things in the MakerSpace.



I LOVE EMPOWERING THE GIRLS TO COME IN AND USE THE EQUIPMENT. YOU’RE USING THIS BIG TOOL. YOU’RE CREATING SOMETHING.

“I feel that anything is possible when I am working with Ms. Cheston,” says Chloe Murray ’22, who took Design Thinking in fall 2021 and spends free time in the MakerSpace. “She has never said no to a student when they bring up a crazy idea.”

Murray’s first project in the MakerSpace was creating labels for the St. Paul’s Preschool toy bins with the Cricut, a computer-controlled cutting machine. She’s also completed projects with the 3-D printer and the Glowforge, a laser cutter and engraver.

“My creative mindset has flourished, and I have brought that into other classes and to my job,” Murray says.

For Cheston, it’s important that the MakerSpace is student-driven. That philosophy and the inclusive atmosphere inspired senior Jenna Gavin ’22 to launch BuildBox, a club where girls of all ages can use the MakerSpace for their own projects outside of class. When she learned there was no official club in the MakerSpace, she decided to launch her own under Cheston’s mentorship.

Working in the space, Gavin has rediscovered a passion for design. “My hope for my future, wherever I end up, is to create things that make me and others happy, whether that is making gifts or

creating physical solutions to longstanding problems.”

It’s one of Cheston’s main goals—helping students make the connection from STEM to the world around them. “Getting them to see that these skills will transfer, that excites me,” she says. “Girls are so underrepresented in this field.”

Cheston is working with faculty across grade levels on a multidisciplinary project that will showcase women in STEM during Women’s History Month in March. Students in middle school will develop and 3-D print monuments about women in STEM. Then students in the upper school will take photos of the monuments to digitally “install” them around campus. Lower school students will use an augmented reality technology and iPads to view the digital exhibits around campus and learn about the women.

Thanks to support from Head of School Ereni Gleason Malfa ’89, Cheston looks forward to many more opportunities for students to create and collaborate. “I appreciate working for somebody who really values innovation and all things STEM,” Cheston says. “She sees the importance of it, and that excites me.”



“Four of the most important words in leadership are **‘What do you think?’** Listening and asking for input are key to making sound decisions.”

Getting to Know Boys’ Upper School Head **Pat Mulloy**

Last summer we welcomed Pat Mulloy to campus as upper school division head for St. Paul’s School for Boys. For nearly two decades, Mr. Mulloy has dedicated himself to the care and development of young people, serving as a school administrator, history teacher, and coach. He joined St. Paul’s from Trinity Preparatory School in Winter Park, Florida. He and his wife, Mandy, and their two sons relocated to Baltimore and are enjoying being part of the St. Paul’s community.

Q: Tell us about your career as an educator.

A: It all began for me at a program very similar to Bridges. As a high school student, I was able to teach *A Raisin the Sun* and *A Midsummer Night’s Dream* in addition to coaching tennis and basketball to dozens of sixth graders during our summer break. I saw the impact that I was able to make each and every day with the students in my life. From that point on, I knew my career was always going to be connected to the relationships that are built in the classroom. After college, I returned to my alma mater in Kentucky, taking over for

my beloved history teacher and coaching golf and baseball. More recently, my family took a wonderful seven-year adventure in Central Florida, where I was able to grow as a school administrator and be a part of a school with Episcopal traditions.

Q: What excites you most about your role and working in education?

A: Every day is an opportunity to make someone’s day better by challenging, supporting, and listening to them.

Q: What drew you to St. Paul’s?

A: It is all about the mission. An Episcopal tradition that is coupled with integrity and compassion is exactly the approach that guides me as an educator, friend, and father

Q: What are you most proud of during your career?

A: The connections that I forged as a teacher and coach. It is special that former students and players have evolved into great friends. One special group of former students and food aficionados have a lively group text chronicling our favorite restaurants and food trucks, even if hundreds of miles separate us.

Q: What’s the best advice you’ve ever gotten from another educator?

A: Four of the most important words in leadership are “What do you think?” Listening and asking for input are key to making sound decisions.

Q: Interests and hobbies

A: Basketball with one son, watching classic 80s and Hitchcock movies with my other son, and reading books.

Q: Favorite book

A: *The Art of Fielding* by Chad Harbach

Q: One thing that would surprise us about you

A: I have a lot of titanium hardware in my right tibia. Because of a congenital leg issue, I have enough metal to set off every airport security scanner.



Join us **April 9, 2022** for the second annual **igNIGHT St. Paul's** event!



Join us for the second annual **igNIGHT St. Paul's** fundraising event to support our dedicated faculty!

We are thrilled to announce that the main event will happen in person this year, with a variety of other ways to participate. The Ward Center for the Arts and hillside will transform into an elegant venue. Don't miss mingling with friends while bidding on all the amazing packages.

(Attendees must be 21 or older.) Can't make the event? No problem!

Show your support by registering for the virtual program.

Together, we will raise \$250,000 to benefit our exceptional faculty who nurture, guide, and challenge St. Paul's students every day.

IGNIGHT
St. Paul's

www.stpaulsmd.org/igNIGHT



Budding Fund Managers

With the launch of the Student Investment Board, students are getting hands-on experience — and gaining valuable knowledge — by investing in the stock market.

Savannah Shafer '22 and Lauren Shafer '24 have long been fascinated by finance — an interest nurtured over the years by their grandfather, who enjoyed a long career as a stockbroker before his retirement.

“He taught us about the importance of investing,” says Savannah. “And he explained how different aspects of investing worked,” adds Lauren.

So, when the sisters started in the upper school at St. Paul’s School for Girls, both were eager to participate in Investing 101, a set of entry-level workshops — led by financial planner Barb Black '10 — that introduce students to the stock market.

“Barb weaves real-time market news into conversations as she teaches students the difference between investment sectors, small cap and large cap indexes, stocks and bonds, and more,” notes Whitney Price, SPSG’s director of strategic initiatives. The program was launched a few years ago, Price explains, “on the premise that whether you plan to manage your own money or not, you need to know what questions to ask and feel empowered to make decisions.”

Average
17.88%



This year, the Shafer sisters jumped at the opportunity to become more hands-on with investing through the launch of the Student Investment Board at SPSG. Students on the board are researching stock sectors and individual companies and will ultimately invest real money in the market — \$10,000 this first year.

“These students will essentially be fund managers, creating a living, breathing portfolio that students will be managing over many years,” says faculty advisor Jesse Anderson, an upper school math teacher. “While there are a number of colleges that offer this type of opportunity,” he says, “there are few high schools that do.”

During the fall semester, the student board members researched 11 different stock sectors and eventually voted to focus on six: financial, consumer staples, health care, information technology, communications, and energy. During the winter and spring, students will research individual stocks, present recommendations to their fellow board members, and ultimately vote on five to six individual stocks to invest in. The group, which meets at lunchtime, is open to students in grades 10 through 12. Ninth graders will apply to join the board as sophomores, to ensure a smooth transition as seniors move off the board at graduation, Anderson explains.

Savannah Shafer serves as president of the 12-member board and Lauren as vice president. The sisters say this has led to some spirited dinnertime conversations.

“And our grandfather loves hearing about what we’re doing!” says Savannah.

In addition to participating in the Investing 101 workshops, Savannah spent her Sophomore Shadow Day at investment management firm T. Rowe Price, shadowing an SPSG parent who works in the fixed income field. Then last summer she completed a fellowship with a cohort of other high school girls at Brown Advisory, an investment and strategic advisory firm in Baltimore.

“Since finance tends to be a male-dominated field, it was really valuable to work alongside girls who had a similar mindset and to meet and hear from women in the field,” says Savannah.

That’s exactly what Price and other leaders are aiming for in creating such opportunities in experiential learning. Introducing students to women in traditionally male-dominated fields allows for “authentic conversations about career paths and the joys and challenges of working in such an industry,” Price says. “Those conversations can demystify certain fields, build confidence, and allow students to start building a network.”

Price credits alumnae, parents, and friends of the school as being “the backbone” of SPSG’s career exploration program. “When they open their office to our students, they are pulling back the curtain and helping students learn about what is possible,” she says. “It’s one thing to read about a career online or to talk to someone about their job in passing. It is quite another to get to see it up close for a few hours.”

Looking ahead for the Student Investment Board, Anderson says the goal is to evolve into a truly student-led initiative, with senior leaders in the group sharing their knowledge and wisdom with younger members. He expects the group members to add two to three new stocks each year to their portfolio. “And our long-term hope,” he says, “is to grow the program to include more opportunities for experiential learning — such as summer internships with investment firms and experiences on Wall Street.”

Support for Financial Literacy

At St. Paul’s School for Girls, the financial literacy curriculum is spiraled, “meaning that students will interact with personal finance in different ways over the years and by the time they graduate, they will have a sound understanding of what questions to ask and what things to consider as they become more independent and begin to manage their own financial future,” explains Whitney Price, director of strategic initiatives.

The curriculum, and the latest launch of the Student Investment Board, was made possible through the generosity of W. James Price IV ’42, a past Trustee, Trustee Emeritus, and longtime supporter of The St. Paul’s Schools, who enjoyed a successful career in investment banking. He died in 2018.

“Dad always commented that there were not as many women in the field of finance, and on Wall Street, as he would have liked — and this was back in the 1980s,” says son Jonathan Price, a partner with Brown Advisory, whose five children all attended The St. Paul’s Schools.

“I think the program the school has embarked upon, and will continue building on, will go a long way toward helping young women understand and become interested in matters of finance at a young age,” Jon Price says. “Even if they don’t choose to pursue it as a field, they’ll have the knowledge they need to make wise decisions.”

If you are interested in learning more or contributing to the endowed fund for financial literacy, please contact Kimberly Stevenson Parks ’86 at kparks@stpaulsmd.org.

Putting with the Pros at Pebble Beach



IN SEPTEMBER, TWO ST. PAUL'S STUDENTS had the opportunity to compete on the world-famous Pebble Beach golf course in California alongside some of the biggest names in the sport. **Colin Vineberg '23** and **Sydnee Gaines '23** were among 81 youth players chosen to compete in the PURE Insurance Championship, which was televised nationally on the Golf Channel. Colin, a St. Paul's junior who has participated in more than 100 tournaments since he started golfing at age 5, took home the first-place prize.

Sydnee and Colin were selected to compete by First Tee, a non-profit youth development organization. First Tee is focused on building character through golf and spreading the sport to more people. After submitting essays and tournament scores, Colin and Sydnee were chosen for the tournament based on their golf ability, their academic achievements, and their embodiment of the organization's core values, which include sportsmanship, perseverance, and integrity.

For the event, each youth player was paired with a PGA golfer who competed alongside them, mentoring them along the way. Vineberg was matched with six-time national champion Rocco Mediate, while Sydnee was paired with Tom Lehman, winner of the 1996 Open Championship. (In one of the week's more memorable moments for the teens, the "pairings party" featured a concert by the rapper Macklemore.) In addition to practicing with Colin and Sydnee and advising them on technique, the pros helped the young players stay calm and focused in a high-pressure environment where they were surrounded by cameras and onlookers.



"Sydnee and I have known each other for nine years now, and to have a person there that I knew made it more comfortable. We watched each other and cheered each other on."

Getting to play Pebble Beach under the tutelage of a golfing great like Mediate was "a once-in-a-lifetime experience," says Colin. And getting to be there with his friend and classmate made the experience even more meaningful. "Sydnee and I have known each other for nine years now, and to have a person there that I knew made it more comfortable. We watched each other and cheered each other on."

It was an experience the two will never forget. Now they are looking ahead to the spring golf season at St. Paul's and hoping to apply some of what they learned. Both the boys' and girls' teams won their conferences last year, and Vineberg says, "We're hoping to repeat."

TOP: Colin Vineberg '23 with six-time national champion Rocco Mediate;
BOTTOM: Sydnee Gaines '23



BUILDING A CULTURE OF SUCCESS

How resilience and hard work helped the Gators clinch the 2021 IAAM lacrosse title

At the beginning of their senior season, St. Paul's School for Girls varsity lacrosse players and best friends Christina Gagnon '21 and Paris Colgain '21 made a pact.

"We looked at each other and said we're not leaving here without the IAAM championship," recalls Christina, now a freshman midfielder at the University of Southern California. So when the Gators came back from a 7-7 tie early in the second half of the Interscholastic Athletic Association of Maryland A Conference final to clinch a 17-8 win over McDonogh, it felt like destiny.

"Our confidence as a team made that moment so special," Christina says of bringing home SPSG's first lacrosse championship since 2006. "I have rewatched the video of us running in and hugging each other over and over. All of our hard work paid off."

For the 17 senior players in the class of 2021, the moment was the ultimate comeback story. After a near-win in the 2019 finals, when the Gators took McDonogh to double overtime before ultimately losing 5-4, the team missed the opportunity to compete in 2020 due to the coronavirus.

Despite the lost season, the Gators kept up their morale—and their training. "They didn't stop," recalls Athletic Director Erin Howland. "That speaks a lot to the resilience and perseverance of the athletes on the team." The result: a 15-1 season and a No. 1 position in the Nike/USA Lacrosse High School Ranking.

For Christina, who was named the Nike/USA Lacrosse National and Mid-Atlantic Girls' Player of the Year, the win meant even more because she shared it with her mom, Gators lacrosse head coach Mary Gagnon P '21. "It was so, so special to win together my senior year," says Christina, whose mom has been her coach since she joined the M&D Lacrosse Club team just before middle

school. "I wouldn't be the player I am without her. She pushed me in ways other coaches couldn't have."

The seeds for the championship title were planted five years prior in 2016, when Mary joined SPSG as the lacrosse head coach alongside assistant coach Melissa Diepold.

"We just work really well together," says Mary, who played Division I lacrosse at Loyola, while Diepold played at University of Maryland. "She focuses a little more defensively, I'm a little bit more offensive-minded. And we're both very competitive. But it's our culture that makes us the best."

What defines the team culture? "Family first," Mary says. "No role is bigger than the other. We share the ball. It's not about who scores the goals."

The team understands that every role is vital and valued, from the practice player on the bench to the lead scorer. "I think all the girls realize that we worked so hard for that championship, and everybody played a part in it," Mary says.

The second-string players even came up with unique cheers to sing each time a teammate scored a goal. "That just hyped the whole team up," says Christina, whose cheer was a play on the Village People song "Y.M.C.A." with the chant T-I-N-A.

Bringing home the championship title spread Gator pride throughout the St. Paul's community. "It's such a crowning achievement," Howland says. "They were so grateful to be out playing, and then to be able to have the season that we had and to top it off with that very dominant win, it was so special."

It's not a feeling they plan on giving up anytime soon. "We plan on staying up there on the top," says Mary. "Once you get there, you don't want to give it up."

ATHLETICS

Five St. Paul's Teams Earn Championship Titles

The top-ranked St. Paul's School for Girls varsity lacrosse team (see page 31) was in good company last year as four other St. Paul's teams brought home championship titles in 2021. In May, the St. Paul's School for Boys varsity golf team, led by co-captains TJ Burkom '21 and Jackson Guy '21, won the MIAA A Conference championship at Hayfields Country Club, defeating Archbishop Spalding 16-5. The team title was the 10th MIAA crown for the Crusaders, who won three straight from 2016 through 2018. The SPSG varsity golf team also earned a championship victory, winning the IAAM B Conference title at Fox Hollow Golf Club. Fagan Doyle '22 and Sydnee Gaines '23 tied for first in the conference, with Doyle shooting the lowest 9-hole score for both

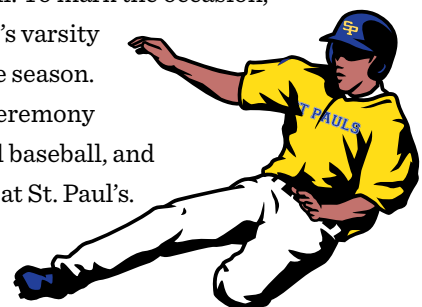
the A and B conferences. Two weeks later, SPSG varsity badminton secured the IAAM A Conference championship with a 5-2 victory over Bryn Mawr. The team was led by Dekira Oula '21, who did not drop a match all season, as well as co-captains and doubles teammates Eliza Boyce '21 and Kaylin Smith '21. In November, All-Conference student-athletes Kendall Lally '22, Sarah Mudd '24, Megan Frank '24, and Marissa Ey '23 led SPSG varsity field hockey to a 3-1 victory over top-seeded Mercy in the IAAM B Conference championship.

CLOCKWISE FROM LEFT, the SP varsity golf team, SPSG varsity golf team, SPSG varsity field hockey team, and the SPSG varsity badminton team.



St. Paul's Celebrates 40 Years of Baseball

In the spring of 2021, St. Paul's School for Boys celebrated 40 years of varsity baseball. To mark the occasion, Dr. William "Bill" G. Durden, a former teacher and the coach who started the St. Paul's varsity baseball program in 1981, threw out the first pitch during the final varsity game of the season. Dr. Durden is presently President Emeritus of Dickinson College. The anniversary ceremony celebrated conference championships, alumni who have gone on to play professional baseball, and hundreds of students who have had the opportunity to realize their "field of dreams" at St. Paul's.



St. Paul's Duo Earns Golf Honors

In the summer of 2021, St. Paul's School for Boys earned a double honor when Rick Collins was named Varsity Sports Network Golf Coach of the Decade and Lou Baker '19 was named Varsity Sports Network Golfer of the Decade. A coach for more than 40 years, Collins led the varsity golf team to several MIAA A Conference championships, always teaching the boys that the team comes before the individual.

Baker '19, who currently plays for the University of Richmond Spiders, says that Collins knows how to prepare his players for rigorous competition and is an exemplary role model on and off the course. During his sophomore year, Baker was named Atlantic 10 Golfer of the Year and made the Atlantic 10's All-Academic Team, becoming the first player in program history to win a conference player of the year award and all-academic honors.



Lou Baker '19

Samantha Murray '09 Returns as Assistant Athletic Director

Over a decade after graduating from SPSG, Samantha Murray '09 returned this past summer as assistant athletic director for the girls' school. During her time as a student, Murray excelled on the basketball court, earning SPSG its first basketball title as part of the 2009 IAAM B Conference championship team. She played collegiately for Stevenson University—where Murray earned both her bachelor's and master's degrees in business—and ranks in the top 10 in career three-pointers made and free-throw percentage.

Prior to her role at SPSG, Murray served her other alma mater as Stevenson's assistant athletics communications director working with 27 different sports. However, it was former SPSG Athletic Director (AD) Jim "Strom" Stromberg who inspired Murray's return to high school sports. "He shaped me as a person and an athlete," says Murray. "I am eager to learn everything that goes into being a great AD, so I am trying to soak up everything I am learning from [current Athletic Director] Erin Howland. I want to help continue to grow the athletics program at SPSG and make it one of the most competitive and successful in the IAAM." In addition to her role as assistant AD, Murray is back on the court as assistant coach for varsity basketball, alongside her former teammate—and current head coach—Janelle Fleet '11.

St. Paul's Alumni Playing Collegiately

A record 17 members of the St. Paul's School for Girls class of 2021 made athletic commitments to Division I, Division II, and Division III collegiate programs. Thirteen members of the St. Paul's School for Boys class of 2021 signed to become NCAA student-athletes.

St. Paul's School for Girls

Field Hockey

Rachel Katzenberg
Mt. Holyoke College

Lacrosse

Katherine Bilello
University of Detroit Mercy
Catherine Caples
Washington and Lee College
Esprit Cha
Highpoint University
Paris Colgain
Johns Hopkins University

Annabel Frey
Florida Institute of Technology

Christina Gagnon
University of Southern California

Josephine Hahn
University of Florida

Caitlin McElwee
James Madison University

Angelina Pino
Lehigh University

Isabel Reh
Lafayette College

Kiley Russel
Temple University

Jordyn Schwartz
Randolph Macon College

Madison Skidmore
Marquette University

Olivia Stewart
Amherst College

Leah Warehime
Georgetown University

Softball

Dylan Delaney
Ithaca University

St. Paul's School for Boys

Basketball

Luke Trotta
Ursinus College

Football

Kylen Austin
Liberty University
Scott Smith
Towson University
Jack Keenan
Alvernia University

Golf

Jackson Guy
Dickinson College

Davis Wille
Roanoke College

TJ Burkom
University of Richmond

Lacrosse

Noah Chizmar
University of Virginia

Jake Moore
Dickinson College

Soccer

Lawrence Aydlott
Lafayette College

Griffin Polinsky
Northeastern University

Squash

Aidan Ray
Dickinson College

Wrestling

Marshall Hammond
Roanoke College



ARTS

Preparing Our Artists for a Digital World

It's not every day that students get to design their own course. However, two new arts classes at St. Paul's—Digital Arts 1 and 2—were directly inspired by the wants and needs of our student body. Taught by Katie Keddell and Jacqueline Wheeler, the classes are part of a new four-year track designed to help students at St. Paul's School for Boys and St. Paul's School for Girls become competent 21st-century artists who are well versed in digital photography, graphic design, and filmmaking.

As a part of the curriculum, freshmen and sophomores learn the tools of digital art and the building blocks of graphic design. Students develop foundational skills such as editing and file management as well as a working knowledge of programs such as Brightspace, Adobe Premiere, and Professional Adobe Suite, including Photoshop and Lightroom. Once these artists have mastered the basics, they pursue projects such as junior films and the senior capstone. Ultimately, students will graduate with a digital portfolio

that can be used when applying to university art programs or pursuing a career.

In addition to teaching key technical skills, these classes focus on equipping students with the entrepreneurial skills required to be a successful working artist. As a professional artist with firsthand knowledge of the industry, Jacqueline Wheeler has made a point to infuse real-world experiences in the classroom. In this program, students learn important business lessons, including customer service. "Every artist has to be a businessperson in the world today," says Wheeler. Ultimately, this coursework cultivates both the technical and the entrepreneurial skills required to be a successful working artist in an ever-changing world.

The schools have seen an immense amount of student interest in the new digital arts courses, and the experience has lived up to the buzz. "Ms. Wheeler's class is quite the adventure," says Matthew G. '24. "Every day I show up I know I'm going to have fun doing something new and creative."

St. Paul's Welcomes New Choir Director



St. Paul's School for Boys welcomed Jack Rifkin this year as the new choir director and upper school music teacher. Rifkin joined St. Paul's from Edgewood High School in Harford County, where he served as choir director for four years. During his tenure at Edgewood, Rifkin oversaw three school choirs and two extracurricular choirs and held the position of music department chair for two years. He also served as a piano instructor.

Rifkin graduated from the University of Delaware in 2015 with a degree in Choral Music Education. As a student at the University Delaware, he was involved in several music-related extracurricular

activities. In addition to traveling internationally with the University of Delaware Chorale, Rifkin founded the University's Men's Chorus and directed an all-male cappella group, The Ychromes.

Rifkin then went on to earn a Master of Music in Choral Conducting at Michigan State University. While at Michigan State, he was the assistant conductor of the Men's Glee Club as well as the graduate assistant for the undergraduate choir, State Singers.

Rifkin has performed multiple times at New York City's Carnegie Hall and currently performs with the Baltimore Choral Arts Society.

"I have been influenced by many extraordinary music educators throughout my life and am beyond grateful for the opportunity to share my love of music with the students in the St. Paul's community."





Expanding the Arts Across Campus

As St. Paul's arts programming continues to grow and innovate, so too must the campus facilities. This past fall, St. Paul's debuted a new, 1,200 square foot dance studio, as well as new classroom space, in the Price building on the north side of campus.

Formerly used as temporary classroom space during the boys' upper school renovation and the pandemic, the Price building has provided a larger, more modern space for dancers in both the curricular program and The Dance Conservatory to learn leaps and other important techniques. The studio also provides rehearsal space for middle school theater, while the additional classroom space has allowed for the growth of the digital arts program. Next fall, Price will also welcome a new filmmaking and video production course.

"The Price building is a beautiful example of space reutilization," notes John Hendricks, dean of the arts. "I am immensely grateful and excited to work for school leaders who made the very conscious decision to grow and invest in our arts programs during the past two years, rather than shrink them, as did many schools across the country."

ONE COMMUNITY, ONE PURPOSE, ONE ST. PAUL'S.

In the fall, we debuted the new, campus-wide annual fund, the One St. Paul's Fund, with enthusiastic support from our community. Like its predecessors, the Gator Fund and the St. Paul's Fund, the One St. Paul's Fund supports a range of mission-based priorities, including tuition assistance, faculty enrichment, arts, athletics, health and wellness, and travel.

Donors to the One St. Paul's Fund already have made a tremendous impact, supporting opportunities such as the second-grade adventure to the Oregon Ridge Nature Center, girls' middle school retreats to Echo Hill, and boys' upper school Kinsolving trips. One Fund gifts provided costumes, props, and stage equipment for the joint musical production of *Disney's High School Musical*, equipment for boys' and girls' athletics, and a day of professional development for faculty and staff about how to create safe, supportive learning environments for all students.

As its name implies, the One St. Paul's Fund unites the campus community around our shared mission and values, while also celebrating the beloved traditions of each school. In October, Gator Day at the girls' school raised a record-breaking \$403,807 in just 24 hours. In December, the Pre and Lower School kicked off a new tradition with Spark Days, which exceeded the donor goal and unlocked a \$25,000 challenge gift from a lower school family. And later this spring, boys' school parents, faculty, and alumni will face off against our rivals, Boys' Latin, to see who can rally the most donors in the 8th annual Laker-Crusader Challenge.

We are grateful to the donors who support St. Paul's mission to inspire and empower young people to learn, grow, and make positive changes in the world.

To learn more or make a gift to the One St. Paul's Fund, visit stpaulsmd.org/ONE or contact Alden Reith, director of the One St. Paul's Fund, at areith@stpaulsmd.org.



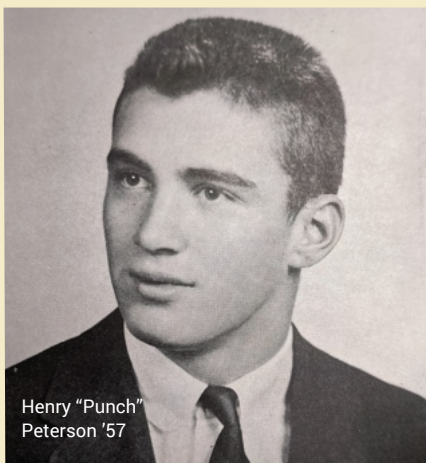
A Perpetual Legacy

Giving to The St. Paul's Schools' endowment is one of the most powerful ways to establish a legacy with perpetual impact. The endowment is a critical piece of the schools' operating budget, providing a stable source of income to support students, faculty, and programs. During the 2021–22 school year, the schools have received more than \$1 million in contributions to the endowment to benefit scholarship, professional development, travel opportunities, and more. Two of the most significant contributions to the endowment this year came from donors who had thoughtfully included St. Paul's in their estate plans.

Mary Frances Wagley served as SPSG's second head of school from 1966 to 1978 and remained connected with the school through the Wagley Scholar Program and as an Honorary Board member. Following her passing in Nov. 2020, SPSG was notified that Mrs. Wagley had included a bequest in her will to benefit the Wagley Scholar endowment, a program that was established in her honor by the Board of Trustees to attract academically talented upper school students. Mrs. Wagley's remarkable bequest has increased the Wagley Scholars endowment by 15% and ensures that SPSG is able to offer four fully funded Wagley Scholars each year. Her support and guidance has changed the lives of many SPSG alumnae, including Nancy N. Younan, M.D. '88, who shared,



Mary Frances Wagley



Henry "Punch"
Peterson '57

"The Wagley Scholarship gave me the opportunity to attend SPSG, which opened up my world and really shaped the rest of my education and my career." St. Paul's is proud to celebrate Mrs. Wagley's passion for girls' education and honor her impact on students and faculty.

More than a decade before he died in Aug. '21, Henry "Punch" Peterson '57 established a charitable gift annuity to benefit the Kent W. "Skip" Darrell Distinguished Teacher-Coach Chair. As a former Trustee, Distinguished Alumnus, and inaugural inductee of the boys' Athletic Hall of Fame, Punch was committed to promoting the ideals of the teacher-coach model that are fundamental to the St. Paul's experience.

Endowed chairs like the Darrell Chair are St. Paul's highest faculty honor, providing partial support for the chair-holder's salary and an annual discretionary budget to support professional growth and enrichment. Pat Walsh, assistant boys' middle school head, shared the following when he was named the Darrell Chair: "I look forward to using funds from this endowed chair to help coaches examine how we can better serve our diverse set of student-athletes, and possibly even start the first steps in improving the locker room and office spaces for our coaches."

Mrs. Wagley and Mr. Peterson are members of the Ivy and Brooklandwood Societies respectively, which recognize and honor donors who make legacy planned gifts to The St. Paul's Schools. These gifts, including bequests, trusts, and gifts of tangible property, often benefit the endowment and are a powerful opportunity for donors to achieve their philanthropic and financial goals while investing in the caring relationships and limitless opportunities that define St. Paul's.

To learn more about the Brooklandwood Society or Ivy Society, or endowments like the Wagley Scholars or Darrell Distinguished Teacher-Coach Chair, contact Jillian Pinkard, senior director of advancement, at jpinkard@stpaulsmd.org.

"The Wagley Scholarship gave me the opportunity to attend SPSG, which opened up my world and really shaped the rest of my education and my career." – NANCY N. YOUNAN, M.D. '88,

Joining Forces to “igNIGHT” St. Paul’s



LEFT TO RIGHT: Candis Carr, Josh Scheinker '95, Marian Yanega '92

This spring, supporters of The St. Paul’s Schools will come together for igNIGHT, an evening of connection and celebration to raise \$250,000 to benefit faculty.

Among them will be Candis Carr, Josh Scheinker '92, and Marian Yanega '95, co-chairs of the igNIGHT planning committee. The annual fundraiser to support the One St. Paul’s Fund will feature food, entertainment, an auction, and chance for community members to reconnect after two years of mostly virtual events.

Josh Scheinker '92 P'27, a St. Paul’s School for Boys alumnus, board member, and current parent, had a hand in shaping the inaugural igNIGHT program last year—and the annual Brooklandwood Bash before that.

Scheinker got involved as a first-year parent when, at a basketball game, Howard Schindler—Scheinker’s former teacher who was then an upper school administrator—asked him for feedback on the boys’ school’s bull roast fundraiser. Before long, Josh was recruited to join the alumni board and plan the event. “We rebranded it as the Brooklandwood Bash, threw a great party, and it stuck,” Scheinker recalls.

He brings the same talent for throwing a can’t-miss event to igNIGHT. Combining the Swamp Soiree and Brooklandwood Bash as igNIGHT reflects the unification of the St. Paul’s Schools, Scheinker explains. It’s a chance for supporters of the three schools to come together. “The focus is we’re really one,” he says. “This event signifies that unification.”

As igNIGHT co-chair, Scheinker gives back to a school that has shaped his family for multiple generations.

WELCOMING NEW TRUSTEES

We were pleased to welcome five new members to The St. Paul’s Schools Board of Trustees for the 2021–2022 school year. These trustees will lend their vision and expertise to help formulate a strategic roadmap for the unified schools while guiding the work of the interim president.



Alice Burton

Alice and her husband, Mark Puente, have two daughters at St. Paul’s: Kate '25 and Claire '27. As founder and president of Burton Policy Consulting, Alice has more than 20 years of healthcare policy

experience. She previously worked for the Robert Wood Johnson Foundation and Maryland Department of Health and is a graduate of the Johns Hopkins Bloomberg School of Public Health, University of Maryland, and Friends School. She volunteers her time as a former board member of Advocates for Children and Youth, a member of our STEAM Steering Committee, and a class coordinator.



Chris Dorrance

Chris Dorrance, parent to two St. Paul’s graduates (Sam '98 and Anne '01), worked in independent schools for 50 years, including 16 years as a teacher and administrator here in the boys’ school.

As headmaster of Spartanburg Day School from 2001 to 2012, he oversaw a \$20 million campaign and helped the school earn recognition for its global vision and fine arts programs. Chris is a graduate of Amherst College (BA), Reed College (Master of Arts in Teaching), and Phillips Exeter Academy. In addition to serving as a St. Paul’s trustee, he sits on the board of Converse University.

IGNIGHT

St. Paul's

“St. Paul’s has given a lot to my children. I want to give back and thank them in one shape or form, and this is my way of doing so.”

CANDIS CARR P’29, P’31

“My advisor when I was in the sixth grade in 1986 is my son’s advisor this year,” Scheinker says, pointing to the sense of family created by the faculty and staff. “This is St. Paul’s. You form great relationships with your teachers and coaches, and that’s something you just don’t lose.”

Now, his children experience the same feeling. “When you become a parent and you see your kids go to your school, you want to be as involved as you can,” he says. “It makes me very happy to be so involved and be a part of the school again.”

For Marian Yanega ’95, P’23, P’24, getting involved as a St. Paul’s parent runs in the family.

“My mom was the form mother at St. Paul’s when I attended,” says Yanega, whose brothers also attended the school. “She set the precedent.”

Co-chairing igNIGHT is a chance to give back to a school that has given so much to her family. Yanega’s daughter, Lely, received the Lannie Semans Smallwood ’66 Alumnae Scholarship.

“We feel very lucky that our kids can go to the school, so we try to give of our time,” Yanega says. “It’s really special to get to know the teachers, see the kids in their element.”

Returning to St. Paul’s as a parent, Yanega found that while some things have changed, the feeling of family has remained constant. “The new buildings, the diversity of faculty is wonderful,” she says. “But sitting at my daughter’s dance recital, we were thinking of how some things haven’t changed. Faculty who were there when I was there were sitting behind us. It’s great that my kids will feel the same support and love I did when I went there 30 years ago.”

In the year-and-a-half that Candis Carr P’29, P’31 has been a St. Paul’s parent, she has jumped headfirst into giving back. Serving as a parent advisor in the lower

school and girls’ school, Carr is passionate about giving her children the best possible educational opportunities. It’s a value instilled in her by her grandparents, and one she hopes to pass down to future generations.

Although Carr runs a busy real estate business, she prioritizes getting involved in her children’s school. “It’s important because St. Paul’s has given a lot to my children,” Carr says. “I want to give back and thank them in one shape or form, and this is my way of doing so.”

Seeing the opportunities and experiences her children have had, she wants donors to know the difference their donation makes for the entire school community. This year’s focus on faculty professional development will give back to those who have given so much of themselves to students over the past two years of the Covid-19 pandemic.

“It’s important for all the sponsors and donors to know how important their contributions are to our children’s education,” Carr says.



Christina Scheidt Mudd '88

Christina is a 1988 graduate of St. Paul’s School for Girls and a parent to two St.

Paul’s alumni: Peter ’18 and Abby ’20. As a Principal of Exeter Associates Inc., she has more than 25 years of experience in energy efficiency, renewable energy policy, climate change policy, and utility regulation. She previously was an assistant director and policy analyst at the Maryland Energy Administration. Christina and her spouse, Timothy Mudd, are Leadership Donor Chairs for the FY ’21 Gator Fund and served on the SPSG class of 2020 senior gift committee.



Julie Reh

Julie and her husband, Dr. Douglas Reh, are parents to two current St. Paul’s students (Elayna ’24 and

Samuel ’26) and an alumna (Isabel ’21). An expert in operational excellence, Julie is the director of continuous improvement at Johns Hopkins University and previously held a similar role at Massachusetts Eye and Ear Infirmary at Harvard Medical School. A graduate of the University of Maryland, she holds an MBA from the Simon School of Business at University of Rochester. Julie has been a middle school tennis coach, class coordinator, and member of the STEAM campaign steering committee.



Dee Anna E. Sobczak

Dee Anna is the mother of two St. Paul’s alumni: Daniel ’20 and David ’19. A

graduate of Towson University, she is the COO of ThinkBig Networks, which helps underserved regions in Maryland and the Delmarva Peninsula acquire broadband internet. She is a past president of the SP Parents Association and former member of the We Are St. Paul’s campaign steering committee. Beyond St. Paul’s, she has volunteered as a trustee and treasurer at Greenspring Montessori School and a member of the Board of Directors for the College Savings Plans of Maryland.



COMMENCE



ST PAUL'S
SCHOOL FOR BOYS



MENT 2021

On June 12, the class of 2021 gathered on Hamilton Lawn for a commencement ceremony that would close out the boys' time on campus and a year like no other in the history of the school. As the first class to spend their entire senior year in a pandemic, this group had weathered the ups and downs, the modified traditions and the stints of distance learning, and come through it closer and more bonded than ever before.

Olu Kopano '21, who was nominated by his classmates to deliver the senior speech, emphasized the theme of resilience and the importance of relationships in his remarks. "This year specifically, we have all taken on some tumultuous times, but together we have been able to help each other through it," he said. "We chose our class motto to be 'As One.' We are truly a family, and we will always be one no matter where we are in the world. Though seating was limited, with some guests watching via livestream, the commencement ceremony looked and felt relatively normal. Carrying on the beloved traditions of SP, the boys gathered in the chapel for the unveiling of the plaque that bears their names and then processed to Hamilton Lawn. During the ceremony, then-Upper School Head Howard Schindler read a gradebook comment about each graduate, some dating back as far as their time in the lower school.

Head of School Edward M. Trusty Jr., in his address to the class, referenced the book *Your Hidden Superpower*. "There is an unbeatable superpower inside every one of us that is far greater than talent or tenacity. It supersedes strength and intelligence. It crushes selfishness, negativity, and doubt. It will bring you to 100 percent authenticity, develop unflinching integrity, and help you build trust with anyone." That superpower, he said, is kindness. "We have high expectations that you not only will change the world in business, arts, technology, law, medicine, athletics,

and anything you wish to pursue," he said, but that they would also make the world better through service, care, and concern for others.

Trusty also recognized the class of 1971 upon their 50th reunion. A noteworthy feature of the class is that it included the first students of color ever to graduate from the school: Ellwood "Woody" Hall and Benjamin Wilson. (To read more about the integration of SP and SPSPG, see the article by Alumni Director Charley Mitchell '73 on page 16 of this issue.)

During his address, Kopano encouraged his classmates to build on their experiences at St. Paul's to make their dreams a reality. "We can take the guide that we gained from our time at St. Paul's to help us. Think back on the victories, think back to the heartbreaks, and think back to what you've learned, and always know that St. Paul's will be a part of your identity—forever."

Noah Thomas Chizmar '21 received the Kinsolving-Hamilton Award for embodying the ideals in the school prayer. The Arthur B. Kinsolving Fellowship Award for best representing St. Paul's School for Boys went to **Kopano**. The Alumni Medal recognizing the student or students with the highest GPA in the class over four years of upper school was awarded to **Aryan Anand '21**. **Davis Wille '21** earned the inaugural Howard Schindler Award for having the most impactful senior speech.



Starting from top row, left to right: Graduates gather in the chapel prior to commencement for a private ceremony and the unveiling of the plaque with their names; The class of 2021 graduated during a ceremony on Hamilton Lawn on June 12, 2021; Davis Wille was given the inaugural Howard Schindler Award for having the most impactful senior speech; Student-selected speaker Olu Kopano spoke to his class about the relationships they shared and encouraged them to make their dreams a reality; Noah Chizmar received the Kinsolving-Hamilton Award for embodying the ideals in the school prayer; Graduates exited Hamilton lawn following the ceremony; Graduates and their families listen to various speakers throughout the service honoring their class.



GRADUAT

2025

CLASS OF
2026

UPPER SCHOOL
SP



ION 2021

On June 11, the class of 2021 celebrated their graduation on a rainy morning in St. Paul's School for Boys' Pollock Gym. While the location was unusual—Pollock Gym provided sufficient space to maintain pandemic safety precautions while indoors—the energy and excitement of the graduating class was infectious. Though their final year at SPSG was unlike any other, the class of 2021 navigated the changes and challenges of the pandemic with patience, positivity, and resilience.

During her remarks, Head of School Ereni Gleason Malfa '89 shared, "You are such a bonded class, and I know the challenges of the last year have helped your joyful sisterhood to grow even closer." Malfa encouraged the 69 seniors to embrace growth and stretch themselves, seek connection, and act with integrity as they take these next steps into adulthood. "As you leave the familiar surroundings of St. Paul's School for Girls," she said, "please know that this community that feels like home will always be here for you."

Voted by the senior class to speak at the ceremony, SPIRITUS Scholars Coordinator Paige North shared her own words of wisdom for the class. "Go to the far-flung places in the world, in your minds, and in your hearts and build communities as unique and as loving as that which you have created here," she said. "Create and build unity."

Danielle Greenstein '21, nominated by her classmates to deliver the graduation speech, reflected on the journey and special memories like Camp Louise, Classgiving, and Ring Day. "I am truly so proud and lucky to have seen this class grow as people," she shared. "We all have been able to laugh together, cry together, and be there for each other. Through all the challenges presented these past few years, we have received the gift of perspective and realized that life throws you curve balls. It's how you react that determines who you are."

Three members of the class of 2021 were honored with special awards.

The Trustee Prize is awarded annually by the Board of Trustees to the graduating senior who has maintained the highest academic average during her upper school years and who shows promise of continued high achievement during her college years. Recipient **Eliza Boyce '21** was recognized by Upper School Head Christy Ferrens as "insightful, highly inquisitive, and a creative and dynamic learner."

The Leadership Award was presented to SGA President **Angelina Pino '21**, who "demonstrated what it means to bring fellowship and heart to the role of leader," shared Ferrens. "An avid Gator, she pours her enviable energies into many aspects of life at SPSG, with an unmatched work ethic and with a true love for our community."

Eliza Sollers '21 received The Levering Prize as the student who has given her gifts and talents most freely and effectively to the school community, and who has made it a better place for having been there. "She has been a remarkable member of this community since she started 13 years ago," said Ferrens. "Her love for this school is evident in all she does as she continuously seeks to take action that will better the community around her."



Starting from top row, left to right: Alumna Jill Crooks Karpovich '91 and daughter Marta '25 celebrated the graduation of Wyeth Karpovich; Parents Association Co-President Missy Salihi Smith '92 presented daughter Kaylin Smith with her diploma; Upper School Head Christy Ferrens presented Eliza Sollers with The Levering Prize for her lasting impact on the SPSG community; Graduates gather for photos before the Class of 2021 Graduation ceremony; Niya Robinson receives her diploma in the Pollock Gymnasium; Danielle Greenstein spoke on behalf of her class about the bonds of sisterhood they shared throughout upper school; Bra'el Taylor is cheered by her classmates as she receives her diploma.



St. Paul's Lower School Fourth Grade Closing

St. Paul's Lower School honored the class of 2029 and celebrated a significant rite of passage during a closing ceremony on June 10, 2021. Faculty and families gathered in Pollock Gym to commemorate the fourth grade's successful completion of lower school and their upcoming transition to middle school. Head of School Bryan Powell thanked parents for their perseverance, support, and faith, and he praised faculty for their ability to pivot and adjust during a year impacted by the coronavirus pandemic. He wished the class of 2029 the best as they continue to "discover their powers" in middle school and beyond.

St. Paul's School for Girls Middle School Closing

St. Paul's School for Girls concluded the 2020–2021 academic year with an Eighth Grade Closing Ceremony to honor and celebrate the class of 2025. Held in the Harper Graduation Garden on June 8, the ceremony featured speeches from Middle School Head Montanna Wilson and Class President **Janelle Glascoe '25**, who spoke of the joy, spirit, and hard work modeled by the entire class despite the challenges caused by the pandemic. Students received certificates from Head of School Ereni Gleason Malfa '89 for their completion of middle school, and incoming Student Government Association President **Skylar Moore '22** offered words of wisdom and encouragement for their transition to the upper school. "You are a class of creativity, of ambition, and of spirit," she shared, "and you will thrive."



St. Paul's School for Boys Middle School Closing

St. Paul's School for Boys celebrated the accomplishments of the class of 2025 and their completion of middle school during the closing ceremony on June 9. Head of Middle School Chris Cox addressed the boys and their guests about how resilient the class was, how much they had changed over their middle school years, and how they are part of something bigger than themselves. **Colin Prior '25**, who was nominated to speak on behalf of the class, described what the middle school has meant to him, telling his classmates and teachers, "You are all my family, and this place is my home." Rick Brocato, chosen by the students as the faculty speaker, gave students advice for the next phase of life, reminding them not just to check to-do items off a list but to experience life and be fully present.





1 Dr. Bryan Powell, head of school at St. Paul's Pre and Lower School, reads to kindergarten students in Brooklandwood during the holiday season. **2** Students admire 3-D printed cars that were designed and created in the middle school STEM lab. **3** An upper school student discusses robotics with upper school science teacher Doug Janssen in the St. Paul's School for Boys STEM lab. **4** An upper school student meets one-on-one in the Oriel with Caroline Dengler, director of learning services at St. Paul's School for Boys. **5** Middle school English teacher Ann McKenzie '83 creates space for discussion on the 20th anniversary of September 11. **6** Kaoru Kimura provides instruction to a student during her lower school Japanese class.



1 Ninth grade students engage in FACTUALITY, an interactive game and facilitated discussion of structural inequality in the United States. 2 Isabel Nussbaumer '90, executive director of preschool and assistant head of pre-K and lower school, joins pre-K students for a hands-on activity on the first day of school. 3 Preschool students enjoy the fresh air and each other's company. 4 Juniors and seniors in Mr. Chipkin's Investigative Science class learn how forensic scientists study blood spatter and individual droplets to reconstruct crime scenes. 5 SPSG students in Joie Gill's fifth grade humanities class engage in a group activity. 6 Preschool students and faculty enjoy a ride in a one-horse open sleigh.



1 President Clark Wight welcomes students with a "fist bump" on the first day of school year. **2** Lower school students say goodbye to families from the carpool line on the first day of school. **3** SPSG students are greeted by the sound of bagpipes during carpool on the first day of school. **4** Green and White Team captains jump for joy on the first day of school. **5** Upper school students reconnect with friends on the first day of the academic year. **6** Students receive Green and White Team assignments on the first day of school.

FIRST DAY OF SCHOOL



1 & 2 Lower school students reconnect with friends and faculty on the first day of school. **3** Pre-kindergarten students find their homerooms and settle in on the first day in the lower school. **4** SP Dean of Students Kevin Benzing welcomes upper school students on the first day of classes. **5** Preschool students play together on the first day of the academic year. **6** Middle school students reconnect on the first day of school over a friendly game of basketball.





1 & 2 Students, families, and faculty at St. Paul's Kindness Carnival event create friendship bracelets for Operation Christmas Child, cat toys for the Maryland SPCA, lasagna and placemats for Manna House, and heart-shaped candy-grams for St. Vincent's Villa. **3 & 4** St. Paul's upper school students volunteer as mentors and tutors with the Bridges program. **5 & 6** Lower school faculty volunteer their free time to pack over 500 non-perishable weekend bags for Baltimore Hunger project, a local non-profit dedicating to eliminating weekend childhood hunger.

TRADITIONS



1 Parents and faculty collaborate to make the Lower School Holiday Bazaar a Whoville-inspired holiday market, complete with toys, home goods, and an array of holiday goodies. **2** President Clark Wight mingles with students during the Lower School Holiday Bazaar. **3** Lower school students shop for affordable holiday gifts for relatives and loved ones during the Lower School Holiday Bazaar. **4** The St. Paul's Lower School Choir sings "Children, Go Where I Send Thee" directed by Nick Holland-Garcia to open the 2021 Lessons and Carols service. **5** Director of Upper School Choruses for St. Paul's School for Boys Jack Rifkin leads the Concert Chorale in "Silent Night" during the 2021 virtual Lessons and Carols service. **6** St. Paul's School for Girls Saints and Ivynotes perform "O Holy Night" led by Dean of the Arts John Hendricks during the 2021 virtual Lessons and Carols service. **7** Each year, seniors from St. Paul's School for Boys and St. Paul's School for Girls join the kindergarten class to participate in senior-kindergarten tree planting on Earth Day. **8** Head of School Dr. Bryan Powell gives a special book to each kindergarten student at the close of the annual tree planting ceremony. **9** Kindergarten students are so excited to meet seniors during the annual tree planting ceremony.





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1 The SPSG junior class performs their choreographed dance during Ring Ceremony in October. **2** Seniors present their junior ring sister with her class ring on Ring Day 2021. **3** Juniors celebrate Ring Day 2021 by donning skirt patches, diamond eye stickers, and glittery accessories. **4** The class of 2023 kicks off Ring Day with an early morning dance party and celebration in the student parking lot. **5** St. Paul's ties are given to the class of 2026 during the annual Middle School Tie Ceremony. **6** The class of 2026 receives their ties during the Middle School Tie Ceremony. **7** Head of School Edward M. Trusty Jr. assists eighth graders with their new ties during the annual Middle School Tie Ceremony.

EVENTS



1 Parents and staff members gather for the Parents Association Holiday Cheer event.
2 St. Paul's School for Boys parents Janine Golden and Kristin Henry gather with fellow parents for the annual SP Holiday Cheer event.
3 Jon Zorn '07 performs during the SP Holiday Cheer event for St. Paul's School for Boys parents.
4 Students enjoy a game of bingo and joyful sisterhood during SPSG's annual Blingo Bingo event.
5 Candis Carr and her daughter, Ava '29, participate in SPSG's annual Blingo Bingo event.
6 Mothers and friends join SPSG students for the annual Blingo Bingo event.





1 Faculty, staff, alumni, and special guests gather on The St. Paul's Schools campus for an event honoring leadership donors and volunteers. **2** Joanne Bartlett, co-chair of the Campaign Steering Committee, speaks with President Clark Wight at the outdoor celebration. **3** Robert and Phyllis Bull P '24 celebrate with fellow leadership donors under the illuminated tent. **4** Head of School Ereni Gleason Malfa '89 and SPSG Alumnae Association President Ebony Harley '05 connect during an event to honor leadership donors and volunteers. **5** Assistant Head of Middle School Pat Walsh speaks at the leadership donor event about the impact St. Paul's has had on his life and career. **6** Director of Alumni Engagement Charley Mitchell '73 visits with Welby Loane, daughter of former headmaster George Hamilton, at The St. Paul's Schools leadership donor event to honor leadership donors and volunteers. **7** Trustee Tim Burdette '88 and Lloyd Burdette connect with Head of School Edward M. Trusty Jr. on the Ward Center patio. **8** Larry Chambers '55 and Neale Smith '58 catch up with Charley Mitchell '73, director of alumni engagement.



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