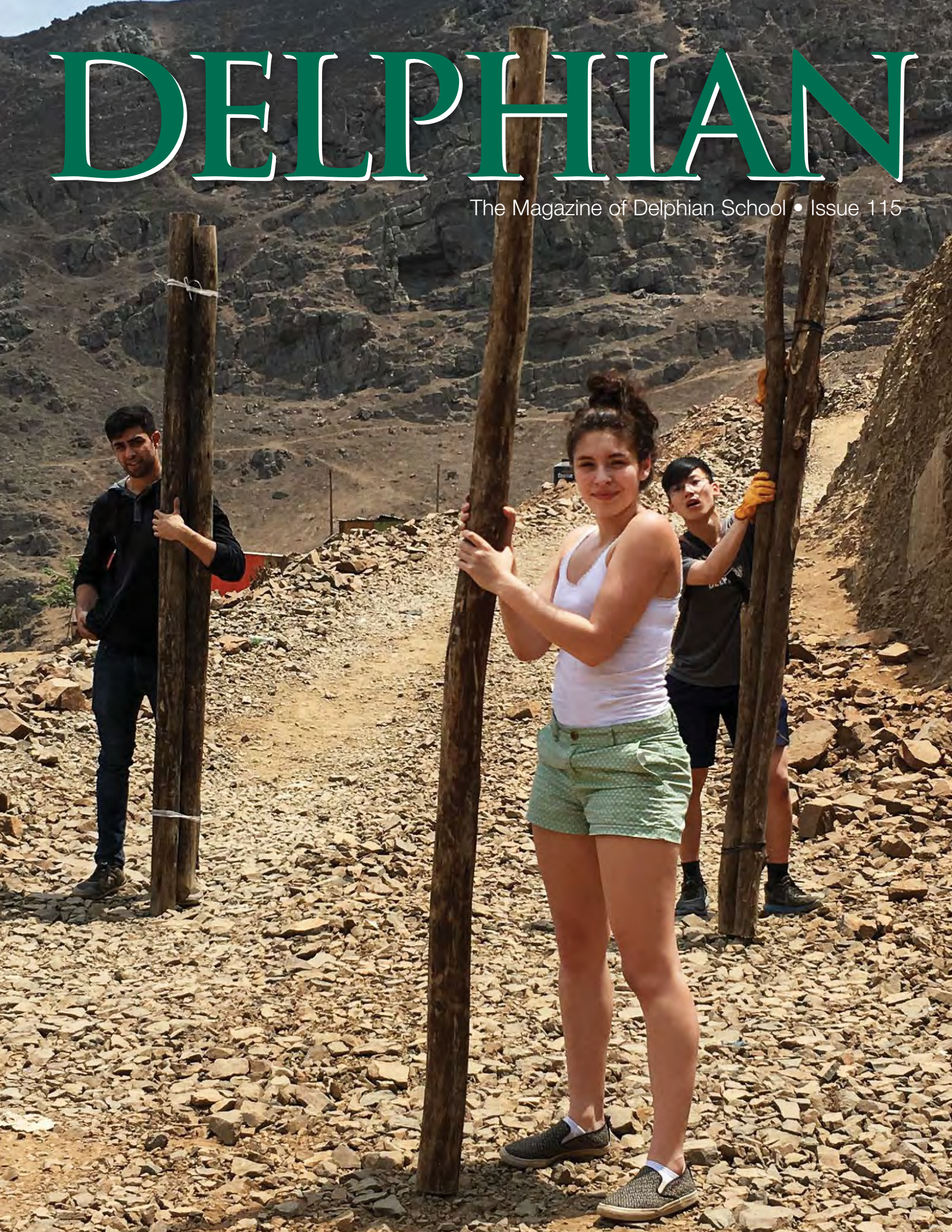


# DELPHIAN

The Magazine of Delphian School • Issue 115







# DELPHIAN

Issue 115

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“It doesn’t then really come down to a test of ‘What does a person know?’  
but it comes down to a test of ‘What can a person *do*?’ ”

*L. Ron Hubbard*

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ABOVE: Colin Koenig takes 1st place in 100m at the district championship meet.

COVER: Delphian students travel to the hills of Peru to help rebuild a village.

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# From the HEADMASTER

*An excerpt from a talk to students*



It was a pleasure hearing our eighth graduate of the year address the school this afternoon. I'm told we're expecting a graduating class of thirty-one, so I'm looking forward to hearing more "graduate bells" over the ensuing weeks.

My message to you tonight is not so much a message but a request for you to consider. It was motivated by a short video of Apple co-founder Steve Jobs that I watched over the weekend, which reminded me of a chapter in *The Study Book*, a book many of you on Form 6 and above have studied.

But before telling you about my request, I want to take this opportunity to announce to you that *The Study Book* has been republished in a beautiful new form, and it has a new title—*The Study Handbook: Principles and Techniques for Effective Learning*. You can see one of your fellow students on the cover, and a handful of other photos in the book include some of your currently enrolled friends and fellow students. There are several copies of this new edition of the book in the library now, and more will be arriving soon.

Though we've been using this book within the school for many years, part of the news—in addition to having this new version—is that *The Study Handbook* is now being made available to anyone, which includes anyone with whom you'd like to share this information. So, if in the past you wanted to give someone a copy of the book and were told that it wasn't available for broad distribution, I'm happy to tell you that this is no longer the case and you can share the book as widely as you wish.

Now, back to my topic: I said I watched a short video of Steve Jobs, and it reminded me of a chapter in *The Study Handbook*. The chapter is titled "Confront and Simplicity," two related concepts many of you spoke of in various ways in the wins and stories you shared with us tonight. In this chapter, the word confront is defined as *"To face without flinching or avoiding. The ability to be there comfortably and perceive."* Whether you've studied this book yet or not, I want to ask you to take a look at, or take a new look at this chapter, as this topic concerns something I'm going to ask you to do between now and Parents Weekend.

The chapter goes on to explain the relationship between these two concepts, confront and simplicity. And as simply as I can put it, it tells you that when you truly confront something, that thing becomes what?

[Students: Simple.]

You got it. So with that in mind, let's watch a video where Steve Jobs talks about a particular moment at the beginning of his career.

[Excerpted from video]

*"I've never found anybody that didn't want to help me if I asked them for help."*

*"I called up Bill Hewlett [co-founder of Hewlett-Packard] when I was twelve years old. And he lived in Palo Alto. His number was still in the phone book. And he answered the phone himself—'Yes?' I said, 'Hi, I'm Steve Jobs. I'm twelve years old. I'm a student in high school and I want to build a frequency counter, and I was wondering if you had any spare parts I could have.' And he laughed and he gave me the spare parts to build this frequency counter. He gave me a job that summer at Hewlett Packard, working on the assembly line putting nuts and bolts together on frequency counters. He got me a job in the place that built them. And I was in heaven."*

*"Most people never pick up the phone and call, most people never ask. And that's what separates, sometimes, the people that do things from the people that just dream about them."*

So this is my message to you: Between now and the end of the year, I would like to ask you to find something—just one thing—you've previously considered complex. Confront it, whatever it may be, until it becomes simple. Then "pick up the phone," and get started, whatever that means for you.

With Parents Weekend right around the corner, let's make the next few weeks the most productive ones of the year.

Thank you.





# DAN & ARI AGAMI

## *A New Vision for Study Technology*

One of Delphian's goals is '*a civilization based in reason.*' A Delphian education produces graduates with a high level of integrity and social awareness, who can think for themselves, teach themselves any subject, and reason with the data they possess. Send graduates like that out into the world and they're almost guaranteed to have a positive impact upon their zones of influence.

The impact created by Class of 2006 graduates, Dan and Ari Agami, is spreading through not only their home country of Mexico but also into the U.S. and Central and South America. Their company, Intelligens, provides a comprehensive online video course covering the full use of Study Technology in a way that allows anyone to learn the fundamentals and apply them to study and life.

Dan and Ari released the film and accompanying online courses less than three years ago, and Intelligens' growth since then has been exponential. In 2016, they saw well over ten thousand course graduates. Every one of them completed a checklist requiring demonstrated understanding of theory, word clearing, essays and practical application. The online course takes twenty to thirty hours to complete. By the time students finish, they really know the material and have proven they can apply it.

The company has already made a major impact on the field of education. Yet the road to Intelligens' creation was equally ground-breaking.

While still at Delphian, Dan and Ari came to a similar understanding independently of each other. "We realized through different parts of the Delphi Program that the only

way to change the world was through education," Dan explained. "I remember an essay question on Form 6 asking what I would do to handle some problem facing society, and I wrote about how education had to change, because that was the basic outness underpinning so many of the problems we face today."

In his senior year, Ari was working on a project for Applied Scholastics International (APSI) in a rural school in Louisiana and similarly realized that a lack of proper education is fomenting society's greatest difficulties.

After graduation, the twins backpacked extensively in Europe. "We visited seventeen different countries with little money except what we could earn along the way," Dan said (which often involved singing mariachi music on street corners and in the local markets). "We really got to see the world and the people in it."

Ari explained, "It became very evident to us that people are actually basically good and want to do well, but that education is a global ruin. We talked to so many people—good people with good intentions—who were lost in unethical behavior and drugs; people who had given up on life before they reached the age of twenty. It was very clear to us that some failure in their education was ruining them."

Dan added, "Ari and I left Delphian ready to conquer the world. We believed we could do anything. We were inspired to live, learn and grow, and we knew we could succeed. But the people we met had finished school feeling like they were useless. They didn't have the confidence we had. It was a



startling contrast.”

Returning to Mexico and starting in college unfortunately only strengthened this reality for the brothers. “Going into a traditional educational system after Delphian was really rough,” Ari said. “Even when you bluntly asked for the purpose of some subject, more often than not, the professors couldn’t provide any useful reason to study it.”

Dan said, “We found ourselves in an unusual position where the professor would deliver half of the class, and the students would ask Ari or me to get up and explain to them what the professor had just been trying to teach them. We didn’t know the subject nearly as well as our instructors. We just knew Study Technology. This was one of the most expensive universities in the country, but the teachers couldn’t teach and the students couldn’t study. It was so obvious.”

Ari added, “We said to ourselves, ‘If the expensive colleges are like this, imagine what the public schools look like.’ The whole country is in danger, because you’re raising a whole generation of ignorance and unethical behavior.”

Having seen this truth for themselves, Dan and Ari decided to do something about it.

They first called upon a contact within the government of Puebla, Mexico and set up a Study Technology project similar to the one Ari worked on with APSI while still at Delphian. They conducted their first project in a small village, serving very poor people. “We started out trying to teach the *Basic Study Manual* and *Learning How to Learn*,” Dan explained, “but we realized we were light-years ahead of where these people were educationally. We had to heavily undercut the gradient.”

The brothers moved back to the basic drills that improve a person’s ability to duplicate a simple sentence exactly as it was given, without mistakes or alterations. They taught communication drills beginning with Training Routine 0, which involves just being able to sit there comfortably

without experiencing some kind of negative reaction. They ran these communication and duplication drills with all of the students and teachers until they were all able to be there and duplicate something easily.

“These teachers experienced huge, life-altering wins,” Dan said. He recounted the personal story of a teacher who tearfully told him that her husband was no longer routinely beating her because she could finally communicate with him.

At the end of the six-week project, the students had improved by three years in their math ability. The little village school became the best school in its region and landed in the top five percent in the country.

Ari said, “At the graduation, we had media and reporters—there was huge national TV coverage. The Minister of Education personally handed out the certificates. He was blown away. He couldn’t understand what was happening. After that, he asked us for a proposal to deliver our seminar in every school in the state.”

Dan and Ari spent the next two years working with the governor of Puebla to implement this project. During that time, they educated over two thousand teachers on the basics of communication and Study Technology through courses, seminars and workshops. They adopted two other schools to work with personally and saw both rise dramatically in their national standardized testing.

Shortly after the two-year mark in the project, Dan and Ari had so many successes and documented results that the Minister of Education requested materials for all of the teachers in the state—close to 60,000. The materials to be distributed included *Learning How to Learn*, *The Way to Happiness* book and *The Way to Happiness* DVD, which includes videos of each precept from the book. Using the written request from the minister, the brothers were able to secure a grant to deliver all of the materials at once—180,000 pieces at lightning speed.







In preparation for the distribution, Dan and Ari retranslated the *Learning How to Learn* book in Spanish and developed a strategy to distribute all of the materials to every teacher in the state in less than one week. Six trailer trucks delivered the books to nineteen teacher training centers within two days, and all teachers were instructed to go receive their free materials. It was the largest single distribution of these materials in history.

“This distribution influenced the entire state,” Dan said, “but while it was a huge step forward, we had to ask—how could we follow up on it? How would we know they read the book, understood it and applied it in the classroom?”

They also saw that though they’d made big steps to educate others in Study Technology, they still weren’t moving fast enough. Dan said, “We sat down to do the numbers and realized that to do what we did with the early schools [where they were personally delivering the seminars] in every school in the state would take us four hundred years.”

“We had to do it faster,” Ari said. “We decided we would create the first-ever Study Technology film. We could then create online courses and use technology to our advantage.”

By this time, Dan and Ari had trained over two thousand teachers, plus thousands of students, and had delivered hundreds of workshops. “We became excellent

communicators of Study Technology,” Dan said.

He went on to explain, “There are right ways and wrong ways to communicate about Study Technology. If you just explain it, people don’t usually get it. What makes you a believer is when you *live* study tech. We discovered that the best way to teach someone study barriers was to crash them really hard into those barriers. Once you do that, they can feel the symptoms, they experience the barriers, and they have full reality that these phenomena exist.”

Dan gave the example of a student who has never piloted a plane or even been in a cockpit. He can read a book about how to pilot a plane and understand it to some degree. But imagine he’s in a flight simulator and has the cockpit right there. Imagine he has to take off and land the plane digitally. The simulation makes it very real.

“We didn’t just create a Study Technology online course,” Dan said. “We created a Study Technology *universe* where we immerse people into this new environment and crash them into the three barriers to study over and over again. First we help them solve those barriers. Then they have to work through them on their own. They cannot graduate the course without having gained subjective understanding on the workability of the technology itself.”

In all, Dan and Ari created one hour and fifteen minutes of film broken into three to five minute chapters. Each

chapter communicates a specific tool or key datum of Study Technology. They filmed over two thousand actors and actresses in more than five hundred locations. It was a major film production that even utilized an eighteen foot crane for aerial shots (“There were no drones back then,” Dan laughingly pointed out). With such a scale for the production, the film took several years to complete.

“We went into this knowing nothing about making films,” Dan said. “If we’d known how hard it would be and how much effort, money and time it would take, we probably wouldn’t have started. I’m very glad now of our ignorance in this respect.”

As soon as they released the film, they closed the first university in history—and the largest medical university in Columbia—to fully adopt Study Technology. Dan and Ari trained every professor, every student, all of the university executives and administrators—virtually one hundred percent of the university’s constituents. Now, each semester as new students enroll or new teachers start, they are put through the course as a primary action.

By the time they were two years into the project, the university’s dropout rate had decreased by over twenty percent.

“There are two big ruins in the field of education,” Ari explained. “One is academic excellence [grades] and the other is the dropout rate.” Dan and Ari funded two independent scientific studies conducted by a PhD graduate from Harvard University, who is now documenting the results with industry white papers.

One study focuses on student outcomes on standardized testing in math and language through the use of Study Technology. The second proves that students who don’t take the Intelligens course have a twenty-seven percent

higher risk of dropping out.

“Our course improves a student’s probability of graduating by almost thirty percent,” Dan said. “This is a serious concern to universities. They lose many thousands of dollars every year in student attrition.”

With such stellar results, Dan and Ari closed a second university to fully implement Study Technology for all of their constituents, and they just recently closed a third. They’re in dialogue with five others who are currently interested.

“When we started, we didn’t think this was what we were going to spend the rest of our lives doing,” Dan said, “but that first project in a rural village turned us into junkies about being able to help people. We became addicted to the excitement of knowing we had really helped someone, knowing that their life would be forever different thanks to us. Nothing else could compare to that feeling, that excitement. We were hooked.”

“The moving parts of our story are when you get personal,” Ari said, “seeing and hearing how you’ve changed people’s lives. Our company is going massive and global, but it’s that one-on-one interaction that we miss the most; the personal stories of being in this school in the middle of nowhere and seeing the kids change right in front of your eyes.”

Dan said, “It was a hard decision to make, to move away from seeing firsthand the changes you’re creating. We do a lot of field work and make a point to stay connected to the individuals we’re helping, but we never stay six weeks in one school, giving personal service to a group of kids, like we did in the beginning. Someday I hope we’ll be able to go back to doing that.” Dan added with a smile, “Once we’ve handled the whole planet.”







# BUSINESS TRIP 2017

## *New York and D.C.*

Every year *The Delphian* covers the business seminar field trip, led by Assistant Headmaster Mark Siegel, and every year the editors are awed by the wealth of knowledge made available to our students. They're given insider access to places no stranger sees—the trading floor of the New York Stock Exchange, private rooms at the Library of Congress, backstage on Broadway, personal access to CEOs, founders, and entrepreneurs quickly becoming players in their respective industries.

This March, twenty-eight students embarked on this life-changing, ten-day whirlwind through Washington, D.C. and New York City, experiencing an exclusive, inside view of big corporations ranging from JP Morgan Chase to Noodle (a company revolutionizing education).

It's impossible to convey the breadth of this trip in a thousand words. Even with ten thousand words, it would be hard to cover the full scope of a trip that Mark and his Delphian seminar students spent the entire school year preparing for. From a tour of the US Department of Education to late-night dinner at Ben's Chili Bowl, Mark found ways to make every moment a teaching moment.

Thirteen companies. Twelve startups. Seven CEOs. Six museums. Four Broadway shows. But in terms of the life-changing things they learned, our students tell it best:

"Mark always tells his students, 'As you make life and career decisions, you have to know that many of you will be doing jobs that don't currently exist, in businesses that don't exist, in industries that don't exist, in a world that's impossible to predict. Rapid change is the new normal.'"

"This trip opened my eyes to the fierce reality of that quote. I not only saw many different businesses—all of them contributing somehow to our country and world—but also the cultures of

different cities, revolutionary organizations—even the floor of the New York Stock Exchange!

"I enjoyed every minute of this trip, from walking through the Library of Congress, to listening to Mark talking in a New York accent over the speaker on our bus as we entered New York City; being tragically lethargic from waking up way too early after only four hours of sleep, getting dressed and barely having time to eat before walking through the snow in Times Square. I miss looking around and seeing all twenty-eight students marching through the city, winding through the crowds, then falling asleep on the subway. I find myself wishing I could still take pages full of notes every day, even though at the time I found it annoying.

"Ultimately, I'm sad it's over, relieved, in a way, that it is, and more excited than ever to go again next year." — Juliet Holyfield

***"The secret of getting ahead,  
is getting started."  
— Mark Twain***

"On this trip, we communicated with founders, senior executives and employees, all of whom talked about their daily lives on their jobs, and shared very realistic and practical things with us. By learning about what they do, I was able to get a picture of those careers and positions. This will help me

evaluate the career I may be interested in.

"The business trip gave me a chance to talk with people who are important in their fields. They were all very willing to answer my questions and offered me useful advice. This was such a valuable and rare opportunity. From this trip, I learned to be professional, to be ambitious and to be industrious.

"Another essential part of the business trip for me was gaining a deeper understanding of the cities we toured. We visited several famous museums, which introduced us to American history in different ways. As an international student, I found it interesting to learn more about America. We spent a lot of time walking on the streets and taking subways in both Washington, D.C. and New York City. This helped me to see and feel the city



closely. When I was in New York, the architecture and crowds made me think of my home, Shanghai, although Shanghai and New York have different charms and characteristics. It was great to see both the advantages and disadvantages of two cities. They should learn from each other!” – Bryant Zhong



“When I boarded the plane headed to Washington, D.C., I knew exactly what I wanted to do with my life: I wanted to become a lawyer. By the time I boarded the plane back to Oregon, that viewpoint had completely changed.

“Everything changed when we visited the Covington law firm. When I stepped into the space, it felt different than I thought it would. The office was gorgeous, but I couldn’t see myself working there. As we spoke to the employees, their goals and purposes were amazing—it’s just that they weren’t mine. I realized in that moment that I never really had a purpose for being a lawyer. So that started my hunt for a new career.

“Thankfully, I already had pages of notes on other possible careers. From that point on, every new business was a new opportunity. Similar to a cheese plate—you have small amounts of different cheeses, and you can taste them without commitment to see which ones you like—I got to taste each business to see which one might be a career option for me. This was a once-in-a-lifetime experience. I am so glad I got to go on this trip.” – Lindsey Carberry



“I thought a business was just a thing that is run by people that make a lot of money. I thought that was cool. I never realized how wrong I was until I saw how much effort each business puts in to become successful.

“This trip taught me that hard work pays off. Even if it’s something small, like waking up at five o’clock in the morning to go to work. I saw how hard each person worked. I saw that you really have to be passionate about what you do, because that is one of the main ways you will become successful.

“I also realized that you will make mistakes, but that no matter how many mistakes you make, you need to learn from them and keep moving forward or you’re never going to get anywhere in life. This was a very educational experience for me.” – Ricardo Ruiz-Romero



“Before the trip I was a person with a limited outlook and experience. This trip opened up my view.

“I learned that networking and having connections with people is extremely important. Maybe someday when you need help, one of your friends is in just the right position to help you. I thought the world outside was so cruel, that everybody would just want to take advantage of each other and that they would

eventually just hate each other. I was so wrong. People actually work together and get good products. It is vital that you make friends in the business world.

“Furthermore, I realized that Mark was right about how we will be going to work in a business that doesn’t exist today. At every business we visited, the people we spoke with explained that they didn’t know they were going to end up working in the company they were currently working for. They all started somewhere else. I’m grateful to have had the opportunity to listen to the career stories of so many amazing people.” – Wayne Yang



“This trip made me feel like I’d been looking out at the world through a small peephole connected to a very large door without knowing it. Now it is as if the door has opened, and I have this huge vista of options that I didn’t even know existed.” – Hadar Ezra



“The business trip opened my eyes to a much broader scope of career fields and job opportunities. Through meeting the heads of major companies, I realized how incredibly fast the world is innovating, and to keep up with this rapid change, you need to be constantly learning and looking years into the future.

“I loved meeting with the CEO of Focus Lighting. This lighting design company is at the exact crossroads of my two interests: physics and art. I came to understand how big of a role business plays in any career field, and how learning the fundamentals of business is crucial to succeeding.” – Emer Dayton



“Apart from the knowledge and experience of what it is like to wake up early each morning, dress professionally, use the subway and make it to work on time, I realized that the only way to become a successful human being is to give your best in everything you do, to care for those around you, and to be willing to take risks and spend that extra time and effort to succeed.” – Emiliano Posselt



On behalf of Delphian students and staff, Mark extends grateful thanks to the many supporters, alumni and friends who helped make this trip a success. The trip wouldn’t happen if not for the efforts of our parents and alumni. In particular, Mark and the students want to thank Sky Dayton and David and Joanne Gentile. Mark said, “These trips are a lot of hard work for everyone involved, but nothing compares to learning directly about business and life from people who are changing the world in different, exciting and unpredictable ways!”







# GLOBAL OUTREACH

## *Engaging and Aiding Peruvian Culture*

This year as part of their global outreach project, five Delphian seniors went to Peru to assist underprivileged families living in a shantytown outside of Lima. Senior Pranav Kawatra spearheaded the project after visiting Peru with his father last June. In coordination with the nonprofit organization One School One Child, Pranav arranged three subsequent trips to Peru and took different members of his senior class with him each time—once each with Kenny Melin and Ivy Ramos, and a third time with Leo Wang, Harry Wang and Vivi Liu.

The students primarily volunteered with the nonprofit organization Haku Tours. Located in Lima, Haku's mission is to help Lima's shantytown communities by providing new, sturdier homes, roofs, and infrastructure such as irrigation, small organic gardens, etc. The students helped with a number of such projects during their different trips.

"I worked on a project to build handrails for the stairs," Vivi said. "This was a very needed project, because the mountains are high and steep. There's about four hundred concrete steps to climb to reach the houses at the top. Sometimes they're not even really steps—just rocks stuck in the mountain. They're at least one and a half times taller than a normal stair, and they're inconsistent in height."

Vivi went on to explain, "The poorer you are, the higher you live. A lot of times, single moms with four kids will live at the highest part of the mountain. There's only this one set of stairs leading all the way up to the top, and no roads to get there. Pregnant women have to climb those stairs. Often they would fall and lose the baby and sometimes even lose their lives—especially

in the winter. This was a big concern in the community."

The handrail project involved digging a lot of holes. Every hole had to be at least a meter deep in order to support the handrails. Because they were digging down through rock and hard-packed, dry earth, they 'dug' by shoving long iron rods into the earth to break up the hardpack and then shoveled it out. Vivi said, "We were working with other volunteers and had around fifteen people just hammering the mountain, making holes."

Once the holes were completed, the team went to the market and bought the logs they needed. Pranav explained, "The company delivered the logs to the bottom of the mountain. It was too steep of an incline for cars to go up to where the railing was being made, so everyone carried the logs up the mountain by hand. Then we cut the wood to the length we needed and put it into the holes."

Other projects the seniors worked on at various times included helping to build a daycare center, where Ivy later taught English to some of the town's young children, and building a new, larger house for one of the shantytown residents. "This woman lived with her four children in a house smaller than one of the offices at Delphian," Pranav explained. "We helped with the new home's foundation and then helped build the house. Her new house has three rooms and an open living area. She was so happy and grateful for our help."

As the primary tour organizer, Pranav learned a lot about planning and organizing. "I definitely met some challenges in making sure everything went the way it was supposed to," Pranav said. "My dad helped me organize the first trip, but he didn't travel to Lima with us. If something had happened, I would've felt responsible." Pranav's responsibility included

***"It's inspiring to see a community so dedicated to improvement. I like knowing we helped contribute to that effort."***





planning every aspect of each trip, including booking the plane tickets, finding accommodation for each stay, coordinating all of the logistics of getting to and from the shantytown, as well as other activities during their trip—even deciding on what projects each group would be doing. “I wanted to ensure we were working on a project that we were all interested in and which would make a difference to that community.”

“I’ve done many different community service projects,” Vivi said. “I’ve been to Africa and Nepal—I know that there are people who need help—but I’ve never been to a community like these shantytowns. From where I stood, I could see mountains of shacks.”

Vivi described a woman who was carrying a metal desk (like what you’d find in public school) and a five gallon container of water up the mountain, while also trying to corral her two young children. The students jumped in to help her. “Leo carried the public school desk,” Vivi said, “and Harry carried the water. The woman was going to carry all of this by herself, while also managing her two children. And she has to carry water like that four times a day.”

Vivi went on to say, “What really struck me about this place is that every time a new family comes, they start with the poorest conditions, but in time, they improve their environment.”

“It’s part of their culture to work hard,” Pranav explained. “You won’t find a single beggar in any of the shantytowns. They won’t accept handouts. Six days a week they work at their jobs. On Sundays they work twice as hard for their community—building day care facilities and soccer fields, new homes and vegetable gardens.”

Vivi said, “Everyone in the community is working from sunrise to sundown to improve that place. It’s incredible how hard they work. I could see this place being totally changed in time with enough people to volunteer. I feel like my efforts are really working to change the community, rather than helping something that isn’t going to change.”

Pranav added, “The town is already very different from when I first went last June. In five years it will be completely changed. It’s inspiring to see a community so dedicated to improvement. I like knowing we helped contribute to that effort.”

He concluded, “These projects changed not only my appreciation for everything that I have but also my career path. I still want to go into finance and work on Wall Street, but I know now that I also want to dedicate a large part of my life to helping people in need. It’s really hard work, but I genuinely enjoyed every moment of it.”







# COMMUNITY OUTREACH

## *Building Strong Relationships*

Over the past three years, Delphian has made unprecedented gains in building our relationship with the local communities of Sheridan, Willamina and McMinnville. In many respects, this shift is the result of a whole new level of care that the school's Community Relations Director, Tkeisha Wydro, is showing for our neighbors.

One of the first things Tkeisha did upon taking charge of the area was to conduct a casual survey of local residents to determine what their major concerns were for their communities—substance abuse and a depressed economy were at the top of the list—she then researched what was needed and wanted in terms of help. Her research even extended to attending local Alcoholics and Narcotics Anonymous meetings to see what kind of help was available for substance abuse in the areas and what, if anything, was available in the local schools in terms of drug education.

"These communities really need our support," Tkeisha said, "and we have so many ways we can help them—from the Drug Free World and How to Make Good Choices seminars to volunteering at local nonprofits and tutoring."

Tkeisha worked with Assistant Headmaster Mark Siegel and the school's long-standing Community Outreach Manager, John Glenski, to get Delphian students delivering Drug Free World seminars in both Willamina and Sheridan schools on a regular basis. From five tutoring projects in 2014, our student-run community service projects have expanded to include an average of fifteen projects in the local community at any given time.

In order to help address the other major Sheridan and Willamina concern of a sustained economic depression, Tkeisha joined the Sheridan Chamber of Commerce and became an active member. Within a year's time, she'd been elected president, and her partner in community relations, April Ott, had moved into the secretary position.

In 2015, the school's Marketing and Communications team began a campaign focused on encouraging public to tour the school. Tkeisha explained, "Once someone sees our school from the inside, they understand who we are much better and usually encourage others to visit as well."

The first events for local public started with a free lunch and tour event billed as "Come take a selfie on the hill." This and



**Come take a selfie on the hill.**  
#delphianschool

This Friday! Free lunch and tour of historical building. Info and RSVP at [www.delphian.org/selfie](http://www.delphian.org/selfie)



Student-run Art & Ceramics Workshops



Hosting hundreds of local students



similar monthly events saw new levels of success at the time, with 10-20 people attending each month.

In the 2016-17 school year, after additional survey work was completed, Tkeisha expanded Delphian's community offerings to provide a truly needed and wanted service—educational workshops. Whether focused on science, art or archery, Delphian's recent free workshops have succeeded not only in getting large numbers of people up to the school, but also in positioning Delphian as an accessible educational resource for our local communities.

In the past six months, Tkeisha and her team have orchestrated and delivered three major workshops: Pumpkin Science Fun, where over sixty people came to watch Delphian science teacher, Marty Shaw, blow up pumpkins in the science lab; a NASA Moon Rocks exhibit, spearheaded by Delphian faculty member Diego Martinez and attended by over four hundred people; and most recently, a ceramics and art workshop, in which nearly two hundred visitors made pottery by hand on the school's pottery wheels.

"These events are really a group effort," Tkeisha explained. "Many staff and faculty pitch in their expertise, but it's our students who do the heaviest lifting. They're the real heroes in pulling off these events."

There are many more workshops and educational events planned, including the 33 ½ Hours Charles Lindbergh Flight event, hosted at Evergreen Space and Science Museum, and an entire day of activities surrounding the much-anticipated lunar eclipse this August 21st.

Tkeisha said, "The partnership we've built with our local communities is flourishing, and with more Delphian staff and students becoming involved than ever before—not only with volunteer work but also with participating in local clubs and activities—Delphian has truly found its place in the community."



*John Glenski, Community Outreach Manager*

## Recent Community Outreach Projects

### EDUCATIONAL PROJECTS

Grande Ronde family tutoring with The Confederated Tribes of Grand Ronde

Willamina S.M.A.R.T. (*Start Marking A Reader Today*)

Sheridan Head Start program

Faulconer Chapman Elementary School – *Truth About Drugs*

Willamina Elementary hands-on science projects

Willamina Elementary School – Human Rights

Willamina Elementary School – Good Choices

Willamina Elementary reading with students

Community drones flying lessons

McMinnville Soroptimist Human Trafficking Awareness Workshop

### COMMUNITY SERVICE PROJECTS

Easter Egg Hunt with Salvation Army of McMinnville

Habitat for Humanity of McMinnville – Bowl of Hope

Earth Day with Sheridan Chamber of Commerce

The Tina Miller Thrift Store in Willamina

Holiday Food Drive with YCAP (*Yamhill Community Action Partners*) with support from Albertsons, Safeway, and Roth's

Stuff the Bus Toy and Food Drive with support from Grocery Outlet, Roth's, McMinnville Fire Department, Linfield College and Willamette Valley Medical Center

Piecing the Community Together with Hope on the Hill and McMinnville Cooperative Ministries

Serving Thanksgiving dinner with Salvation Army and St. James Church in McMinnville

Confederated Tribes of Grand Ronde food bank

Holiday food preparation and distribution with Hope on the Hill in McMinnville

McMinnville Soroptimist Diaper Drive

Beautification project at Yamhill Heritage Park in Grand Ronde and Minto-Brown Park in Salem

Thanksgiving food drive with Grand Sheramina Food Pantry

Food preparation at Oregon Food Bank

Sheridan Beautification Project

Aiden's Holiday Toy drive

Harmony New Beginnings (Animal shelter/farm)

Sheridan Light Parade and Caroling

Thanksgiving dinner serve at Parkland Retirement Center

Homeward Bound Animal Rescue

Decoration and set up for Sheridan Awards Banquet



*Mad Scientists and Exploding Pumpkins*





# DELPHIAN TRACK & FIELD

## *A Success Right Out of the Blocks*

Delphian started preparing for their new track and field team with the launch of a cross country team last fall. The school chose to expand its interscholastic sports offerings with these new teams mainly to give additional options for athletes, but these particular sports come with additional benefits. As Delphian's Athletics Director, Brandon Lidgard, explained, "Cross country and track and field are sports that both utilize the varied abilities of our student body and help develop athletes all around for participation in other sports as well."

Last year's generous donation from Delphian supporters and alumni parents, Bob and Trish Duggan, provided the funds to finish surfacing our running track. Long-time Delphian supporters and parents of two graduates, Shahab and Catherine Emrani, donated funds for hurdles and the initial equipment needed for the track and field program.

Delphian owes a debt of gratitude to Sheridan track coach (retired), Darwin 'Rev' Grimm, who willingly came aboard to help us get our track team off and running. "Rev thought he

would just be helping us for a couple of weeks," Brandon said, "but he saw our athletes and wanted to invest in them."

The team's first meet was the Northwest League relays. "We went in with expectations from others in the league of being the new guys and not ranking or doing much," Brandon said, "but we ended up taking second place in the 4x200 and winning the 4x100, the 4x400, the sprinters medley and the co-ed throwers relay."

In the first full league meet at Life Christian, our boys team took second overall—led by Colin Koenig, who won three of his races. Such a strong start energized the team to keep working hard toward their goal of making it to the state competition.

Brandon extends a grateful thanks to Rev Grimm, saying, "He's been an indispensable resource to get us off to a strong start and teach us the basics of the sport." Brandon went on to say, "This team has far surpassed our expectations for our first season and generated a lot of excitement. The future of our new track program looks bright."

***"This team has far surpassed our expectations for our first season and generated a lot of excitement. The future of our new track program looks bright."***







On May 4th, the varsity concert choir represented Delphian at the Oregon State Choir Championships for the 22nd consecutive year. All year the choir had been working very hard on the repertoire for this competition, as well as on their sight-reading skills.

In the warm up room, Choir President Joyee Li gave the choir an inspiring talk on the purpose of the performance. “Joyee told us to sing with our hearts and be professional,” soprano Juliet Holyfield said. “We all wanted to do our best because we knew this was Craig’s final performance at states. We wanted to do really well for him. We wanted to make him proud.”

The choir opened with “Walk the Streets of Gold,” a lively African-American spiritual by Andre J. Thomas, featuring accompanist Sophia Lin. This rousing song, aided by Sophia’s fine playing, helped set the tone for the performance. The choir followed with the choral masterpiece “Ave Verum Corpus” (Hail True Body) by Mozart, accompanied by a string quartet of Sophie Qu, Jessica Xu, Diana Park, and Ria Xi. Next, the choir transported the judges and audience to China with “Emerald Green Grass,” a stunning choral arrangement of a Chinese folk song, which the choir sang in Chinese. “Sing Me To Heaven,” by Daniel Gawthrop, their fourth song, is a gorgeous piece that speaks to the spiritual power of music. The group launched their

finale with “Barso Re” (Please Rain), a Hindi language song arranged for choir by Ethan Sperry. This spirited piece featured percussion by Sunny Wang and Sophie Qu, a solo by Ria Xi and a dance sequence choreographed by senior student Vinayak Pal.

After the vocal performance, the choir moved to the sight-reading room, where the students read music they’d never seen before and demonstrated their ability in this very important area of musicianship. Director Craig Bader said, “Parts of this year’s test were particularly challenging, but the choir hung in there and made it through. They were praised by the sight-reading judge and ultimately received the 3rd highest score.”

At the end of a long parade of choirs across the George Fox University auditorium stage, the awards were at last announced, and Delphian took second place in the competition! This is the fourteenth consecutive year that the choir has finished in the top five in the state, and the fifth consecutive year they have finished in the top three.

Craig said, “This year’s group worked very hard to achieve the standard of excellence necessary to be considered second in the state. I think, perhaps, that they made more progress from where they started than any choir I’ve directed at Delphian. I’m so proud of them.”







# *In Gratitude to Craig Bader* TEACHER, TEAMMATE, INSPIRATION

The sound of students singing in the halls as they head to class is one of the things that makes Delphian a magical place. What they're singing is most often a song our choir director, Craig Bader, taught them.

Craig Bader came to Delphian to help make a change in the world. In the forty years since, he's become a beloved music and choir teacher to generations of Delphian students. Craig's work with students—teaching instruments of all kinds, directing chamber choirs and madrigal groups, and engendering the love of jazz in students with his jazz choirs and bands—has left an indelible mark on the school and on the many individuals who created music with him. How many diverse pieces did he teach students to play or sing? How many alumni share the common experience of the songs they loved singing in Craig's choirs?

From a small group of students in the 1980's to a concert choir of (in some years) upwards of sixty students, twenty-two years of consecutive state competitions, multiple trophies, and award-winning jazz choirs—Craig has built Delphian's music department from the ground up. Now it stands as one of the shining institutions that makes Delphian special.

The staff and faculty—and especially the alumni—extend our warmest thanks to Craig in gratitude for all of his years spent

making magic with music. Here's to many more magical, musical days on your journey ahead, Craig. May they be as rich and rewarding as any one of your concerts.



"I used to give Craig an awfully hard time in rehearsals. He would often respond, 'Kelly, when you have a choir of your own, you can do whatever you want. Until then...' Neither of us knew at the time that I would indeed have a choir, many choirs, of my own and wind up teaching music and choir to children of all ages throughout my adult life. Craig was my example, my friend and my mentor in these efforts." —Kelly Hepburn



***"No matter what level you  
were at, he cared about  
making you a  
better performer."***

"I love Craig because of his love, dedication and care in teaching us a beautiful craft and creating incredible art as a group. Thank you Craig!" —Gal Ezra



"He taught me to put myself into what I was singing and helped turn me into an artist." —Kristel Ehrlich



"All my life (all 13 years of it at that point) I had wanted to play an instrument. Craig put an old Gibson bass in my hand and showed me how to play a song. When I asked him what to do about the blisters on my fingers, he said, 'Play more bass.' Forty years later, I still play professionally!" —James Patterson







"Craig, how many musical performances due to your efforts? How many bands created? How many audiences amazed? How many songs written? How many standing ovations? How many hours spent in the sheer JOY of creating beautiful music? You gave us the chance to develop and explore our musical talents, and changed our lives by the thousands. Thank you!" –Alyssa Whitworth

"When I arrived at Delphian, I had already been studying music for seven years and was ready to quit forever. Craig steered me from a musical morass into new waters of composing and arranging. His perfect handling is the reason I am still a musician today, and I will be forever grateful to him for it!" –Melissa McPhail

"Craig is both like a father and an inspirational music instructor to me." –Andrew Chiu

"Craig is an amazing man—patient, understanding and direct, and a wonderful choir director. He helped me find a passion in singing!" –Chenoah Lauppe

"He showed so much care for each choir, section and singer. No matter what level you were at, he cared about making you a better performer." –Barton Springer

"He's the ultimate professional and sets a great example as a musician and leader." –Alex L'Allier

"He inspired hundreds to love music in a way they never thought possible. He is a quiet hero who brings art to the world with absolute selflessness. His work has made the world a brighter place." –Dominique Nelson

"Choir taught me things I didn't learn anywhere else. After finishing school and coming back to work at Delphian, I found myself in the lucky position of being a colleague of Craig's. He helped teach me how to help others become performing artists. Having created art with Craig for the better part of my life, I can truly say I'm grateful to call him a teacher and a teammate, but most importantly, a great and true friend. Thank you, Craig! We love you." –Jordan Siegel

"Craig has always been so supportive and encouraging and determined to get the best products he could. He inspired me to always try, even when the big thing is right around the corner and I'm in no way prepared for it. He showed me how to keep putting in the work, keep trying, and do my best with a smile." –Meagan Fowler







# DEVELOPMENT NEWS

## *A Thanks to Our Supporters*

**D**elphian cannot express enough our gratitude to our generous supporters, who have helped us achieve a banner year in terms of individual donations to the school's projects and funds. Seeing so many parents, alumni and friends come forward to assist the school is its own kind of reward. With all of our hearts, thank you. Your donations this year have greatly enhanced the school!

### LOOKING AHEAD

For several years now, the school has been working to finalize our master plan of campus renovations and expansion. We're in the final stages now and have organized the projects according to three phases:

#### *Phase 1 - Preserving Our History*

Delphian was founded in 1976 by a small group dedicated to bringing about a civilization based in reason, one graduate at a time. The initial investment of these founding staff secured our building and property. Phase 1 of Delphian's master plan is about renewing the founding staff's investment in our existing property and ensuring it is capable of supporting the school's mission and expansion for decades to come. Thus, Phase 1 projects involve the renewal or renovation of all existing facilities.

#### *Phase 2 - A Vision of the Future*

Phase 2 of Delphian's master plan is focused on the expansion of existing facilities and on the creation of new ones. With a view towards an expanded student body and the ever-increasing standards of our academic and practical delivery, Phase 2 includes numerous upgrades designed to increase the quality and diversity of educational experience available to our students. Some projects will change that experience in small ways—the expansion of our art rooms, for example—and other projects will change that experience in dramatic ways—such as the construction of our new performing arts building. Phase 2 is both a postulation of our dreams for the campus and a plan to make those dreams a reality.

#### *Phase 3 - Our Campus, Our Adventure*

Delphian's campus is made up of 720 acres of rolling hills,

oak and fir forests, meadows, farmland, canyons and gullies, yet fewer than one hundred acres are currently in use. Our campus offers us the potential to create countless educational experiences, as well as new activities and adventures. Phase 3 of the master plan massively expands our outdoor program. It means creating hiking paths, bike trails, view points, campsites, parks, challenge courses—to name a few. We foresee partnering with Scouting troops and outdoor programs, and sharing the beauty of our campus with other community groups and educational nonprofits. Phase 3's projects will be done concurrently with those found in Phases 1 and 2.

### LOOKING BACK WITH GRATITUDE

A substantial donation in 2016 from Delphian parents Trish and Bob Duggan enabled us to tackle a long overdue dorm bathroom renovation project. The renovation of the first bathroom began this past winter and will be completed by Parents Weekend 2017.

In other development areas, this year's donations helped get our new track and field team rolling and provided scholarships and additional funding to the arts areas and school clubs.

This winter, the very able student team of Lexi Delgado, Ashtyn Almstead and Eva Drazkowski led a student fundraising project to carry off our second annual live-stream telethon. The team leaders promoted the event to the entire Delphian community and also came up with a plan for the telethon day, with a minute-to-minute schedule for the interviews, performances and videos that would be shown.

Our supporting viewers all pitched in to make the event a resounding success—exceeding its fundraising target of \$50,000!

Telethon proceeds will be pooled with other funds raised towards the renovations of the school's little theater and recreation rooms. Highlights of the upgrades will include additional seating and backstage space for the little theater, a new kitchen for the recreation room, and a facelift for both. We're especially excited about the new heating and air conditioning!





## THE LEADERSHIP SOCIETY 2016-2017

We would like to give a special recognition to our Delphian Leadership Society members. In celebration of the school's founding, this society recognizes any individual or family giving \$1976 or above to any fund during the year.

### LEADERSHIP SOCIETY ELITE

A very special thanks goes to four families who were exceptional contributors this year.

Trish and Bob Duggan  
 Joanne and David Gentile  
 Gertrude and Leonard Fairbanks Foundation  
 Rosy and Todd Kugler

### ANNUAL LEADERSHIP SOCIETY

Angela and Hassan Abu-eideh  
 Jennifer and Steve Anderson  
 Sheila Auster  
 Cheryl Berman and Randy Kretchmar  
 Coleen and Michael Carberry  
 Sunny Wang and Rick Chang  
 Lisa and Mike Chatelain  
 Qiongfang Zhang and Alan Chen  
 Mei Hong and Yaoxing Chen  
 Jennifer Huang and Guangfu Cui  
 Kori and Grant Curry  
 Arwen and Sky Dayton  
 Catherine and Shahab Emrani  
 Christine Fang and Deyu Fan  
 Brigitte Hu and Zhiyong Ge  
 Hollander/Keough Family

Shon and Melissa Holyfield  
 Michelle and Ryan Kugler  
 Kelly Layton and Jimena Vargas-Layton  
 Guo Zheng Lee  
 Annie Liu  
 Chris Nosko  
 Lisa Friberg and Bradley Oliver  
 Lukas Ott  
 Suzan and Greg Ott  
 Susan Chen and Shijie Pan  
 Mimi and Ron Pollack  
 Chris Uno  
 Manual Vianna  
 Jacqelyn and Matt Wirsing  
 Ruby Pei and Tony Yang  
 Anonymous (2)





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# FORM COMPLETIONS

*Listed in order of completion date.*

### BEGINNER 1

Destry Hunter  
Jayden Lee

### FORM 1

Dawn Robinson  
Ansel Sessions

### FORM 2

Amelie Rappoport  
Liv Curry  
Jack Bowling

### FORM 3

Aiden Perpelitt  
Alex Chatelain

### FORM 5 ENTRY

Kyla Wendel-White

### INTERNATIONAL ENTRY

Alex Han  
Jessica Sun

Harry Chen

Sofia Mercado Hernandez  
Howard Luo  
Dori Luo

### FORM 6 ENTRY

Lochlan Scharpf  
Madison Hamilton Hansen  
Jax Lutton  
Kevin Jin  
Romy Fan

### FORM 6

Hank Wang  
Crystal Peng  
Alba Arguello  
Kevin Shao  
Jake Kugler  
Chad Burke  
Agatha Sanchis  
Diana Park

### FORM 7

Yuh Hung  
Alejandro Olmos  
Steve Jin  
Michelle Gong  
Ria Xi  
Joyce Li  
Kaden Morfopoulos  
Mandy Ma  
Alex Lipson

### FORM 8

Vinny Pal  
Phillip Vianna  
Jose Jaime Gonzalez  
Lila Welles  
Xane Taufer  
Alex Chang  
Michael Clarizio  
Sean Cvetkovic  
Pranav Kawatra  
Nikki Miller