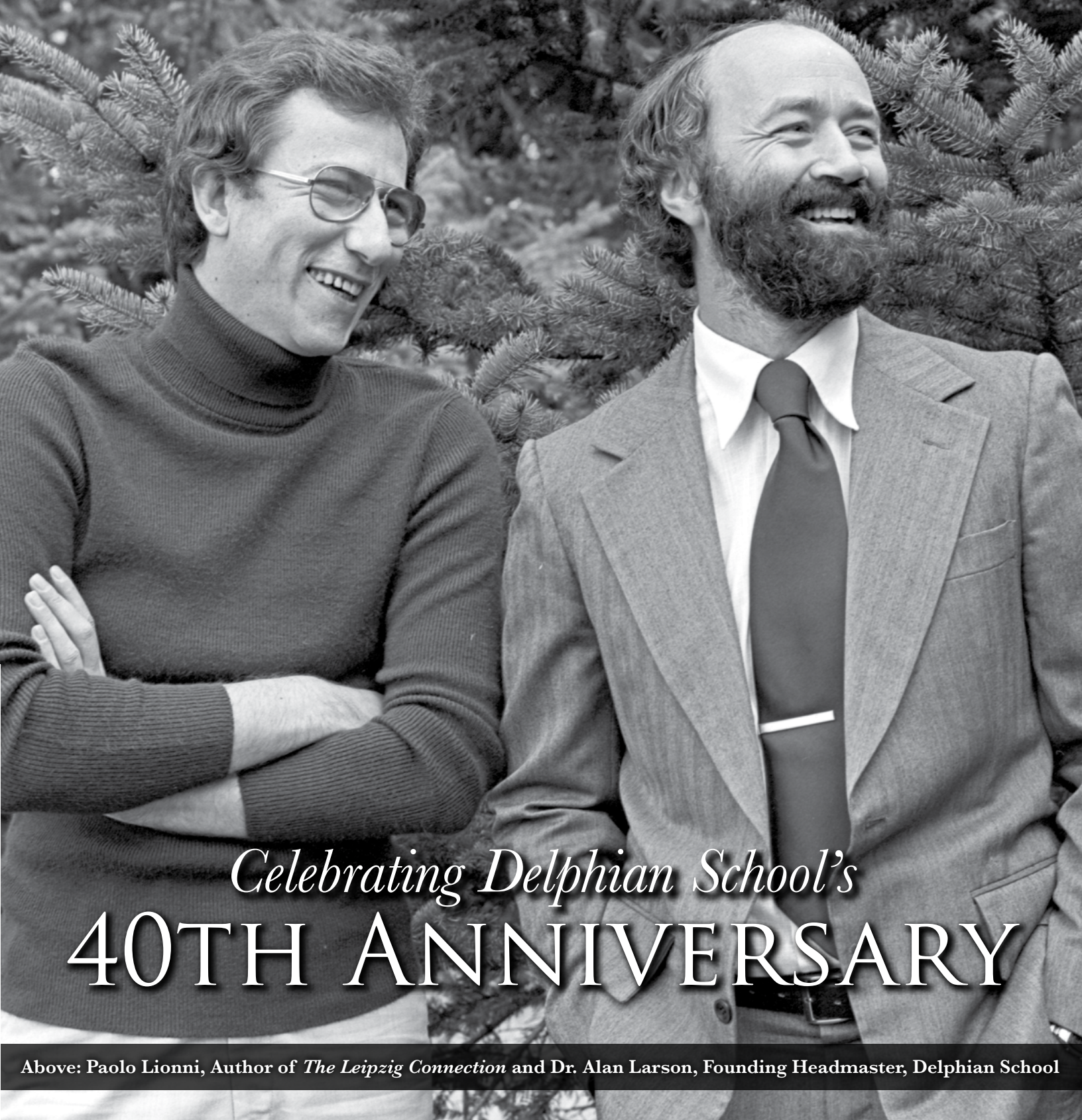


DELPHIAN

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Celebrating Delphian School's
40TH ANNIVERSARY

Above: Paolo Lionni, Author of *The Leipzig Connection* and Dr. Alan Larson, Founding Headmaster, Delphian School



DELPHIAN

Issue 112

HEADMASTER
Trevor Ott

EDITORS
Melissa McPhail
Jeff Rouelle

DELPHIAN SCHOOL
20950 SW Rock Creek Road
Sheridan, Oregon 97378
800-626-6610
503-843-3521
www.Delphian.org

OUR VISION:
A civilization based in reason.

Cover Photo: Paolo Lionni, Author of *The Leipzig Connection*
and Dr. Alan Larson, Founding Headmaster, Delphian School

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From the HEADMASTER



As we're looking back on our first forty years and celebrating how far we've come, we're also looking ahead to the next forty and seeing refined goals, an even more streamlined academic program, a whole new era of staff and faculty professional development, and a school flourishing with unprecedented support from parents, alumni and friends.

A major transition has occurred at the school in the last ten years. The transition began with a redesign of the Delphi Program, which shortened the runway to graduation without sacrificing quality. In that process, we focused on empowerment of School Heads and supervisors to really care for every student as an individual. It continued with a general alignment of staff focus around the school's core beliefs, which has resulted in a whole new generation of leadership taking the reins.

As of just a few years ago, a third of Delphian's staff and faculty had a tenure of more than thirty-five years—and at least half had been here for more than twenty. The knowledge, experience, wisdom and judgment inherent to those individuals has been pivotal to the school's stability and expansion these past forty years, but obviously a transition was necessary for the school to continue to see growth and expansion decades into the future.

It's unlikely we would ever be able to duplicate a group like the founding staff; however, by isolating the core fundamentals of their leadership and guidance, and by capturing the heritage they built and now represent to so many graduates and families, we can guarantee the school continues growing in the direction of their original goals—a new educational model that will empower young adults to bring positive change in the world through reason, creativity and integrity—and even more broadly, more visionary in scope—a *civilization based in reason*.

To maintain the bar set by the founding generation of staff and faculty, this next generation must be prepared to adapt rapidly to a changing technological environment in a way that strengthens the school's basic principles and culture.

My message today is to reassure you that this is happening, that we are not only well along in a successful generational transition, but also that we are achieving it in a way that strengthens our core values, protects our technical integrity and even strengthens it. As I look forward to our next forty years, Delphian's future looks very bright.

A handwritten signature in black ink, appearing to read "REVUE CH".



An aerial photograph of a large, multi-story school building with a central tower and cross, situated on a hillside. The title "OUR HERITAGE" is overlaid in large white letters.

OUR HERITAGE

When Delphian School first opened its doors in 1976, it was in pursuit of the dream of a small group of educators who'd become concerned by the declining standards in education. They had observed that traditional schools were failing too many bright students. The assembly-line approach to education—a time-based program which moves children year by year through a system that assigns grades for memorization rather than understanding—was resulting in far more children dropping out than arriving off the line ready for life and higher education.

In establishing Delphian School, our founding staff wanted to make education personal to every student, but this was far from their only purpose. As our Founding Headmaster Dr. Alan Larson explained in a talk to parents, "There is no question that improving things in society was a major part of our thinking. And besides that, we were young, so one of the major resources in short supply was humility. Over these many years, I do think we have managed to remedy that. Having a plan to improve things in society has a tremendously beneficial effect on one's humility.

"Still, it was that overall purpose that drew us together

at the start, and it is that purpose yet today that binds us to each other and to our activities... Possibly the most common factor in our varied experiences was the study method of Mr. Hubbard¹... My own experiences with using it in teaching had been in mathematics at the university level. So, as we started out here, we all believed that individual study, and education generally, would improve dramatically if these study methods were more widely understood and used.

"So, we got started. There is a quote from a person by the name of W.H. Murray we often fed off of in the early days, and in dark days it provided real sustenance:

"Until one is committed there is hesitancy, the chance to draw back, always ineffectiveness. Concerning all acts of initiative and creation, there is one elementary truth, the ignorance of which kills countless ideas and splendid plans: that the moment one definitely commits himself, then Providence moves too. All sorts of things occur to help one that would never otherwise have occurred. A whole stream of events issues from the decision, raising in one's favor all manner of unforeseen incidents and meetings and material assistance, which no man could have dreamt would have come his way. I have learned a deep respect for one of Goethe's couplets:

"Whatever you can do, or dream you can, begin it. Boldness has genius, power, and magic in it."





Dr. Larson went on to say, “When we actually shifted over to really being a school, we hadn’t much in the way of finances. There was, fortunately, a fair amount of talent among us and we started selling the school program just as fast as we could invent it.

“Now, it may seem a little strange that we felt we could invent materials about as fast and as successfully as we could find them and fix them up, but we did think that way. We had pretty definite ideas about what we wanted.”

Those definite ideas centered around a curriculum that would be tailored to independent study and using Mr.

Hubbard’s educational philosophy. As the curriculum team began looking into adapting existing educational curriculum, they often found it easier to create new courses from the ground up. As Dr. Larson explained, “In the process of getting from there to here, we developed between 500 and 600 courses, most often including development of the related texts, of which some 400 or so survive today.”

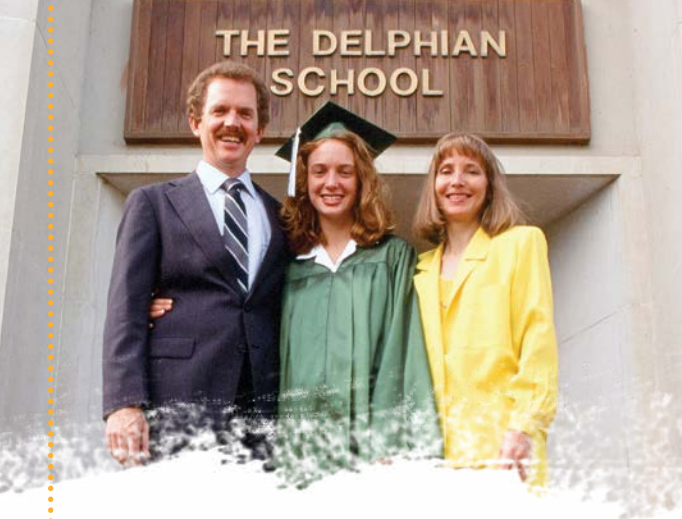
“Still, it was that overall purpose that drew us together at the start, and it is that purpose yet today that binds us to each other and to our activities.”

The Delphi Program saw a few iterations in those early years, but in the mid 1980’s it solidified into a highly workable model which remains in use today: the Forms program. The Forms structure is designed to focus attention on individual student progress and the full achievement of specific abilities as represented by graduation requirements. In this structure each student can move through the program at his own optimum pace, taking more time when needed and moving more rapidly whenever possible. The program holds students to rigorous standards for completion of each level.

With the advent of the Forms program, Delphian saw a new era of expansion. In speaking on these years, Dr. Larson said, “As we began to increase the stability of the academic program, the word actually began to spread... Demand was such that in the mid 80’s we opened a new school each year for four years in a row, either from scratch or as a conversion of an existing school to the Delphi Program.”

In that same talk, Dr. Larson went on to speak about some





of the challenges the early staff faced in building a school that was unlike any other school known at the time. As he explained, “In order to be broadly recognized as a good school, you first have to be broadly recognized as a school.”

Delphian has come a long way towards that recognition. The school achieved one such milestone in 2010, when the Northwest Association of Independent Schools and AdvancED, which accredits over 32,000 schools and school systems, awarded Delphian School full accreditation.

With national accreditation came acceptance into the ranks of every major independent schools association, from The Association of Boarding Schools (TABS) to the Western Boarding Schools Association (WBSA) and all of the benefits these groups offer their member schools.

Yet if Delphian School can be considered a school, it is still with its own idea of ‘school’ in mind. We cannot look at the school’s heritage, which has resulted from forty years of dedicated effort to improving education and society as a whole, without also looking at the educational program that has grown, and continues to evolve, out of those efforts.

What have we accomplished in 40 years? A school model at the forefront of mastery-based learning? A new

“Our goal: Give young people a challenging educational structure that involves them responsibly and creatively with their environment and spotlights integrity, backbone and professionalism.”

educational paradigm? A rich and complete curriculum designed to empower independent study and independent

thinking? We would like to think we’re making progress towards all of these. What continues to motivate us are our goals and the astonishing potential of our students.

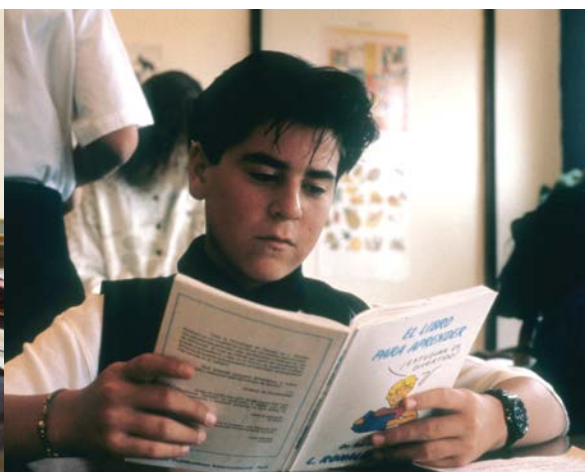
Delphian’s long-range goals and purposes spring from a vision stated in those early years:

A civilization based in reason.

Our goals are to “1) Give young people a challenging educational structure that involves them responsibly and creatively with their environment and spotlights integrity, backbone and professionalism; where they can come to a certainty that their lives and careers are theirs to build; and where they develop the intellectual, ethical and productive tools they will need to build them” and, “2) Help bring about fundamental change in the field of education.”

It’s our hope that with the first of these goals we are already beginning to achieve the second. But ultimately, it is the Delphi Program that is enabling Delphian School to reach for these goals.

The program sits at the core of what makes us us, and the core of the program embraces the following values:





- That each student is unique and should be addressed as an individual.
- That a student's pursuit of learning should be self-determined.
- That every student is capable of creating productivity, happiness and positive change, in himself and in others.
- That the potential for success in every individual is limitless.

Mr. Hubbard had a vision for education, one which the school is striving to make a reality:

"An educational program which begins with the child's parents, progresses through kindergarten and grade school, through high school and into college and preserves at every step the individuality, the native ambitions, intelligence, abilities and dynamics² of the individual, is the best bastion against not only mediocrity but any and all enemies of mankind." - L. Ron Hubbard

Commemorating forty years of Delphian School is really a commemoration of forty years in pursuit of a better educational model. Yet in truth, Delphian's vision of a civilization based in reason may not only be accomplished through our model but any model that allows for individual experience, comparison, determinism and thought; any model that encourages a student to reason for himself, relate his studies to experience and life, and use the material he's

studying so as to improve conditions for himself and others; any model that promotes a child's inherent right to his own mind, his right to reject data as much as to accept it, and his right to challenge what he's being taught until it better aligns with his own purpose and use.

As we celebrate forty years of the Delphi Program, we're truly celebrating forty years of empowering students to become self-determined, independent thinkers; and encouraging them in the direction of reason, creativity and integrity, with a view towards a brighter and better society for all.

¹ An American author and humanitarian, L. Ron Hubbard (1911–1986) researched and wrote extensively on the subjects of study, learning and education. With Study Technology, Mr. Hubbard introduced an actual science of how to study—learning without memorization or memory tricks.

² Dynamics—A dynamic is "an urge to survive along a certain course; an urge toward existence in an area of life." —Educator's Course





BUSINESS TRIP 2016

Tech Valley, CA

Every March, Delphian's Assistant Headmaster Mark Siegel embarks upon a 10-day field trip with twenty or more of his business seminar students to give them an insider's look at a wide range of businesses and introduce them to professionals in many different fields.

"We alternate coasts each year, but this is the first time we visited Silicon Valley before heading to Southern California," Mark said. "Those visits were extraordinary. They really set this year apart from any previous trip."

While some of the companies the students visited were repeats from previous years, many of them were new—and not just new to our students, but relatively new startup companies riding the forward edge of technology, many with goals of bringing about global and societal change.

As senior Maggie Wu, who helped organize the trip, described, "I saw careers I never imagined could even exist. I heard stories that fascinated me. I learned lessons that will benefit me throughout my life. Most importantly, I got to meet people at the top of their games devoted to creating an impact in their own unique ways."

In ten days, the field trip visited thirty-one businesses and had personal discussions with over eighty people, many of them company CEOs. "I don't know of any other high school students who are regularly being given such an opportunity," Mark said. "To sit down in front of the CEO of a multibillion dollar investment firm, high tech business or movie studio and hear his career story, his personal trials and successes and gain his wisdom—most adults

don't get such a chance!"

While Mark has cultivated many connections over more than twenty years planning and organizing this trip, many of the opportunities this year came as a result of the efforts of Delphian graduate, parent and supporter, Sky Dayton. Sky generously reached out to his contacts and opened doors for our students which are rarely opened to anyone. Because of his own interest in backing companies that are pursuing avenues of global change, our students were given an inside look at an entirely new strata of high tech and entrepreneurial research and development.

Since the trip covered far too many businesses to outline them all here, we're highlighting just a few of the many visits that had a profound impact on our students:

At Diffbot, our students met with Founder and CEO, Mike Tung. Mike spoke about his company's product, an artificial intelligence (AI) service that analyzes web pages and aggregates the information into a single consumable form. Diffbot's AI can look at every frame of a movie on a website and extract the relevant data. It uses complex algorithms to determine what data is presented on a web page. It can even figure out what's in a picture.

Mike explained to our students how the internet is full of information, but it's all in different formats—blogs, web pages, videos, photos, etc. "Imagine," he said, "if someone could extract all the information that exists about a certain medical treatment from blogs, papers and hospital websites, and provide it in a context that is easily accessible to the user?" That's Diffbot.



“The students really saw the power of information,” Mark said of the Diffbot visit. “To make good decisions, you need not only correct data but also all available data. Mike explained that if we can extract data not readily available through search engines and make that data useable, everyone the world over would be in a position to make better, more informed decisions.”

The students visited Social Capital, an investment firm with a portfolio of over forty-five businesses spanning industries from education to technology and financial services—all of them companies that met Social Capital’s unique mission and view. Our students met directly with CEO and Founder Chamath Palihapitiya, who spoke passionately of his company’s mission to transform society by using technology to solve the world’s hardest problems.

“The world we live in should be fair and equitable for everyone, irrespective of gender, race, religion or any other affiliation,” Chamath explained. “When this is true, the station you are born into is not your ultimate fate. Then, the world gets an opportunity for its best and brightest to solve the most important problems for current and future generations.”

Chamath argued strongly that for-profit companies can be excellent models for change, that more and more, companies are finding ways to marry a strong social purpose with profitability.

Senior Xane Taufer said, “Chamath Palihapitiya gave us intriguing insight into what he thinks is going to save the world. He wants to level the playing field for all children of future generations. I completely agree with this purpose and would love to help him in any way possible to make this change in society.”

Though not one of the companies Chamath had invested in, the entrepreneurial company Ring exemplified this concept. Students met with Ring CEO and Founder Jamie Siminoff, who said his vision for creating Ring’s video doorbell was to make neighborhoods safer. Most burglaries begin with the burglar ringing the doorbell to be certain no one is home. Ring calls the homeowner’s phone and opens a video window where they can see and speak with whoever is at the door—regardless of where the homeowner is at the time.

Two years ago, the trip visited Ring offices when the company was just getting started. Ring is now sold across the U.S., and the company has statistics to show a decline in crime in neighborhoods using their product.

Jamie spoke to our students not only about his successes but also about his mistakes. He shared stories of his earlier failures, and explained that he and his team never stopped, even when they ended up with hundreds of parts that didn’t work. He emphasized that you have to be brave, ethical, and have a purpose driving your actions if you truly want to be happy in your success.

Jamie also spoke passionately about believing in your dream and

putting together a team that supports it. He explained that he turned down offers from companies to invest in his product because they didn’t share his goals—that he wasn’t just in this to make fast money, but to change society for the better.

“Start-up culture has this crazy work-frenzy of people banded together to make something better than what there is today,” said Form 6 student Allison Wallace. “Startups seem to demand that you work at a breakneck pace, so you need people that share your vision if the project is going to get off the ground. Before this trip, I thought businesses that were founded and operated with vision and passion just didn’t exist. I thought the idea was just a marketing ploy. But it’s the opposite. Passion, not desire for money, is what drives people to pursue greatness in their businesses.”

Another company that really opened our students to new ideas was Indie.Bio (Independent Biology), a startup accelerator that focuses on entrepreneurs building technologies in or around the field of Biotech. Indie.Bio offers seed funding and lab space, as well as mentorship, to help Biotech entrepreneurs take an idea to a product.

“Everyone was willing to stop and talk to us about their particular passion/project and the diseases and problems they were handling,” Mark explained. “We arrived at five o’clock on a Friday and this place was just heating up. We spoke to a scientist from India who was developing a new way of adding sweetness to foods without affecting insulin levels; we heard from a Ph.D. from Israel who was working on T-cell research, trying to replicate a T-cell that is correctly attacking a cancer cell to allow the body to naturally rid itself of cancer; we spoke with two scientists from Brazil who were developing a way to grow skin cells in the lab for testing cosmetics, which was both more precise and would eliminate the need for animal testing. We met people from all over the world sharing lab spaces and interacting and collaborating. It was noisy, crowded, and incredibly exhilarating—like the United Nations for science. The students didn’t want to leave.”

Form 6 student James Gentile said, “This trip opened up the world to me and sparked my interest in many fields. I became as fascinated by the effect biology will have on the world as with the intricate numbers involved in accounting. These discoveries of infinite possibilities excite me, but my most important discovery was seeing that the best businesses start out with a mission to change the world for the better.”

And senior Ria Xu said, “I particularly enjoyed our visit to the Silicon Valley. In this great hub of intelligence and excitement, I explored my career interests, saw the insides of different types of companies, listened to people with the most interesting minds. I matured and broadened my horizons. I realized what is actually going on in this fast-paced, constantly-changing world. It will never look the same in my eyes.”





EUROPE TRIP 2016

Croatia & Italy

At Delphian, we believe connection is an important part of education—connection between two related concepts; between a subject of study and its application to life; between students and their community; between our graduates and the world. Throughout, the Delphi Program helps young people connect their education to their lives in meaningful ways, small and large.

While Delphian's bi-annual Europe Trip is primarily for pleasure, traveling can be a valuable form of education. Visiting new places and cultures opens students to exploring new ideas, customs and traditions, and teaches respect and tolerance for the beliefs and viewpoints of others. Traveling allows young people to connect the stories from their history courses to the actual places they've been reading about, and provides context for important works of literature, as those studied on the Form 7 and 8 Literature Program.

Traveling can have quite an impact on a young person. Delphian is always excited to provide this opportunity for our students when the time for the next Europe Trip rolls around again.

This year's trip took a whirlwind tour of the Dalmatian coast, including important sites in Croatia, Slovenia and Italy.

- Day 1 Departure from Portland, Oregon*
- Day 2 Arrive in Zdravo, Dubrovnik, Croatia: Meet your tour director and check into hotel*
- Day 3 Sightseeing of Dubrovnik landmarks: Onofrio's Fountain, medieval city walls, Rector's Palace, Franciscan and Dominican monasteries, Old Pharmacy visit*
- Day 4 Travel to Split: sightseeing tour of Diocletian's Palace, Peristil Square, St. Dujce's Cathedral*
- Day 5 Travel to Plitvice via Zadar: Zadar old town visit; Sea Organ*
- Day 6 Plitvice to Ljubljana: tour Plitvice National Park; travel to Ljubljana*
- Day 7 Visit Ljubljana landmarks on a guided sightseeing tour: Old town, Triple Bridge, Dragon Bridge, Ljubljana Castle visit, Republic Square*
- Day 8 Travel to Venice via Trieste train*
- Day 9 Venice guided walking/sightseeing tour with Whisper headsets: St. Mark's Square, St. Mark's Basilica, Doge's Palace visit, glass-blowing demonstration*
- Day 10 Return flight to Portland, Oregon*







GLOBAL OUTREACH

Seniors travel to Africa to put their education to use

For their senior outreach project, Isabelle Sichler and Harumi Sanchis followed their passion for art to the Republic of Ghana in West Africa working with Changing Worlds, a flexible travel organization that works to provide meaningful travel experiences for volunteers worldwide.

"We're both artists and wanted to do something to help others learn about art," Harumi said. "There are many different programs in Ghana helping to teach both art and English. We thought it would be interesting to go there and also have a chance to learn about West African art."

In coordination with Changing Worlds, the girls developed a plan for their classes and soon found themselves in the small town of Teshie Nungua, on Ghana's southern coast. "A lot of students in this part of Ghana don't even attend school," Isabelle said, "so we helped in an after-school program that all of the kids can participate in, whether or not they actually go to school."

"I couldn't believe how many kids there were," Harumi said in describing her observations upon arriving in Teshie Nungua. "They all looked very happy, but you'd see them everywhere playing, but this also meant they weren't in school. They weren't learning." It wasn't just the young children Harumi noticed who needed help. "We saw so many teenagers just walking around, spending the day not producing anything. They're not educated, and they don't know how to improve things in their lives. It was really sad to me."

Each day, Isabelle and Harumi traveled in a hired taxi many miles over dirt roads to reach the tiny fishing village where this after-school program was being delivered. "The woman, Selina, who runs this program does it entirely on her own," Harumi explained. "She started it because she thought the kids in her area weren't getting educated enough, and she wanted to keep them away from bad influences."

"She just wanted to help her community," Isabelle said, "and because of companies like Changing Worlds, students like us

can travel halfway around the world to assist her."

Harumi described going into the village. "All the kids would see us in the taxi and see that it was us and run after the car calling, 'Madam, Madam!'" Isabelle added, "Some kids had never seen a person with pale skin before. Some of the younger kids were scared of us and cried when they saw us. We would sit down and they would surround us and look at us and touch our hair and our skin."

The girls came prepared with lesson plans and supplies and began working on art projects with the kids. On some days they worked with other volunteers from another group, whose help they welcomed. "Sometimes there were sixty or eighty kids," Harumi said, "and it would be just the two of us and three other volunteers for sixty or more kids—most of whom didn't speak English."

"It really struck me going into a place like this and seeing how these kids have so little," Isabelle said. "They don't get to go to school like we do. Sometimes they don't do anything all day, and they're barely educated. Art is a powerful medium. To give that gift to them and help them be able to communicate in a different way through art, to provide a channel for extroversion like that...it was very meaningful to me."

The girls alternated art projects with math and English lessons. Both of them found a challenge in trying to teach basic math to children who knew almost nothing, especially since everything was being explained through an interpreter. "It was hard," Harumi said, "because you already know how something works and assume others do also. We had to rethink the basics."

But despite the challenges, the girls developed meaningful connections with their young students. "They were so excited about learning," Isabelle explained. "They were really ecstatic about math. They loved getting the right answer and always wanted you to check their work. They would all fight over who was going to go up to the board and write the math problem."

"They *wanted* homework," Harumi added. "They would show



me everything they did at home when I saw them the next day, and they were so proud of it. They surrounded me.”

A general lack of productivity in the populace really stood out for the girls. This difference in culture was one of the biggest challenges they faced in their daily interactions.

“Everyone there is on ‘Ghana time,’” Isabelle said, “which was generally forty minutes to an hour later than the time stated. Our driver was perpetually late. It was really a challenge to get anywhere on time.”

But the girls saw also how this attitude in the culture affected the Ghanaian lifestyle. In the mornings, they worked with an artist from Labadi, learning about West African art, doing art projects with him and studying the different mediums that he worked with. “He was really good and could be making a lot more pieces,” Isabelle said, “but the life there is so relaxed that he’s not very productive. He would just wait for people to come to him to ask him to paint. He wouldn’t go out and seek new projects.”

“They don’t have to produce very much to be able to survive,” Harumi explained. “They’re okay with a limited production and limited income, because it’s enough for them. But he was so talented. He could be selling so much more art if he only tried.”

Both girls expressed how much the experience changed them. “I felt like we were prepared for the actual volunteering,” Isabelle said, “we knew Study Tech and we’d both done internship [at Delphian] and had taught other kids, so I didn’t

realize how much I’d gotten out of the project until I got back. Seeing how those people lived with so little...yet I never saw kids so happy before. At home, I would always hear people complaining—I used to be one of them. But now Harumi and I are so happy to have Delphi showers and Delphi food and Delphi beds. We have so much compared to those people.”

Harumi explained, “We got back to our room and saw everything we owned and it was shocking. I saw things I hadn’t used in a whole year. People used everything they had over there. They didn’t have anything that just sat there, untouched.”

Isabelle said, “Just because they were born in Ghana doesn’t mean they shouldn’t have the incredible education we have here. It made me so sad. I’ve always considered it my purpose to help people, but I realized that I was kind of glib about what that meant until I went there. So many people in the world need our help. This experience energized me to go make a difference in other’s lives. I feel if I went back, I would be better prepared to help them.”

Harumi concluded, “I realized in coming back that our education and the opportunity we have is so big. In this school, we’re able to be challenged and learn at our own pace. So many of us are following our own purpose—what’s more, we know what purpose we want to follow. In Ghana, I saw how powerful we can be as individuals and how much we can do. I know I’m able to help others to become more productive and live happier lives.”



For more information about Changing Worlds, visit: <http://changingworlds.co.uk>



GLOBAL OUTREACH

Bringing Study Technology to new countries

The Republic of Liberia in West Africa is a country trying to rebuild itself. A decade of civil war and then an outbreak of Ebola left the country widely destabilized, with eighty-five percent of the population living below the poverty line.

Liberia's education system is suffering rampant abuse. Some teachers simply don't show up to class, while others extort money or sex from their students to gain a good grade. The country's culture of silence hinders effective reform and makes victims of many.

Delphian senior Xane Taufer didn't know the extent of the corruption in Liberia's educational system when he decided to volunteer with Youth for Human Rights International (YFHR) and Applied Scholastics and aid their efforts to bring Study Technology to the country—he only knew they were in need of help. But he soon gained much more understanding of the challenges that Liberia's dedicated administrators were facing in repairing their country's

education system.

As part of the YFHR team, Xane helped deliver either one or two-day workshops that presented key components of Study Technology to hundreds of high school and college students, faculty, and youth group leaders, including a presentation to eighty college union leaders representing every major college in the country.

Xane also participated in private presentations to high-ranking Liberian government officials, including the Minister of Cultural Affairs and Tourism, the Assistant Minister of

Labor, the Assistant Minister of State, the Chief of Staff for the Vice-President of Liberia, Liberia's former Ambassador to the United States and United Nations, and their Minister of Education.

In many of these meetings, Xane shared his personal experience using Study Tech, giving examples of the study tools he learned at Delphian, speaking on the difference between memorization versus real understanding of material, and generally sharing his experience

"Here, students tend to hear about Study Tech and look at how it could help them personally, but over there...almost everyone I spoke with would always be looking at Study Tech in terms of how it could help their country."





as a student who attends a school that uses Study Technology as a key component of its educational model.

While working to help these educators understand Study Technology, Xane was gaining a greater understanding of the state of education in the country. He said, “They told me that in 2013, Liberia hired a new Head of Examinations to oversee the national exams for college. This man didn’t let anyone bribe or cheat, and nearly everyone failed the national exam. The administration’s solution was to fire this man and hire someone more lenient.”

In describing another viewpoint that surprised him, Xane said, “How good you were as a teacher was often based on how many students failed the class—the idea being that you were a stricter teacher if you failed more students.”

Xane heard examples of teachers that would write the prices of what an A, B or C would cost on the chalkboard. “It didn’t matter if the student did well on the test,” Xane explained, “if they didn’t pay, they wouldn’t pass. Students would often have to work on the street to make the money to buy their grade. They had no choice. If they didn’t pass the course, they wouldn’t be accepted to college, and there would really be no future for them after that.”

Yet despite these huge degradations and obstacles, the people

Xane met and worked with showed him an amazing capacity for hope. “I could see a huge thirst for Study Technology,” Xane said, “but it was so different from what I’ve observed in America. Here, students tend to hear about Study Technology and look at how it could help them personally, but over there...almost everyone I spoke with would always be looking at Study Tech in terms of how it could help their country. They realized that it could make them better students, but it was so much more important to them to think about how amazing their country would become if everyone in the country had that technology to help them learn.”

Xane said the experience gave him a whole new appreciation for what he has, and a much greater understanding of the things so many people in the world are living without. “It’s not just Study Tech,” Xane said, “it’s as basic as running water and food on your plate. In Liberia we used well water from a bucket to bathe at night.”

Xane couldn’t believe the willingness of people there to accept change and deal with undesirable conditions, and it impressed him how strong individuals can be. “To go through back-to-back civil wars and a huge Ebola crisis and still be happy,” Xane said, “still be looking to the future, still be trying to help their country...it’s amazing.”





Meet a SENIOR Mingrun Cui

Taking initiative is something Delphian senior Mingrun Cui is very good at, both in the classroom (he was recently accepted to the University of Notre Dame) and out of it (he spearheaded a crowdfunding project last summer that raised \$25,000 for underprivileged children in China). But while he's never been shy about pursuing his interests, Mingrun wasn't always certain which interests he most wanted to pursue.

In the summer leading into his sophomore year, Mingrun arranged an internship at Expedia, where he spent eight weeks helping in Mergers and Acquisitions, Finance and Search Engine Marketing. "This internship gave me a sense of how corporations work, especially mergers and acquisitions," Mingrun said. "They gave me a test case to actually manage. I had to do the research on my own and then present my findings to them, telling them why or why not to buy the company I'd researched and at what price. I had to be able to tell them what value it would add for Expedia's shareholders."

While still in his sophomore year, Mingrun went on the Business Seminar Field Trip to Southern California, where he met with Doorbot (now Ring) Founder and CEO, Jamie Siminoff. Jamie's passion and purpose really impressed Mingrun, and after the students returned, he wrote to him directly, asking if he could come that summer and intern at Jamie's company.

"Jamie said no," Mingrun explained, adding with a smile, "but I was persistent." And that persistence paid off. When he wrote to Jamie a second time, asking again to intern for him and expressing how impressed he'd been by Jamie's philosophy and passion, Jamie said yes.

"I learned that people want to help, but you have to reach out to them. Taking that initiative is how you make a change in the world." -Mingrun Cui

Mingrun worked with Jamie's team on the prototype that is now their current product, Ring, a revolutionary doorbell camera that allows a resident to see and speak to the person standing at their door via their smartphone, whether or not they're even home. "Working at Doorbot was so different from my experience at Expedia," Mingrun said. "They were a startup company just getting their product off the ground. Everyone was so passionate about what they were doing. There was this feeling of 'let's make a change in the society.' At Expedia, the talk was always about how to make more millions to make their investors proud. I never heard them talking about how to bring positive change to the world."

The summer before his senior year, Mingrun spent six weeks teaching English to first and second grade students at an underprivileged school for orphans in China. He created his own curriculum based on phonics and pronunciation, which he derived from a teaching curriculum he'd developed with his mother, several years earlier. "I didn't worry about teaching words, the way the Chinese usually teach English," Mingrun explained. "I taught the kids phonics and let them put the words together on their own." At the end of six weeks, the orphans were reading three-letter word books.

"This project opened my eyes," Mingrun said. "There is so much potential locked away in the first six years of a child's educational journey. When you lose a kid in elementary school, you may have lost that potential forever, because not learning becomes routine for them. Then we've lost a kid who could've become a scientist, a playwright, a business manager. The children at this school were so deprived, because wow, could they learn! And wow, they had

so little chance really to do so! It shocked me, because this school was close to Beijing, though the people there considered it remote. Yet what about the children who live so much farther away, in truly rural areas? There's a well of human resources out there that we haven't tapped into and which this world really needs."

Spurred by a newfound passion for education, Mingrun approached the Founder of A Dream, a charitable, non-profit organization in China that builds specialized, multimedia classrooms for schools catering to underprivileged children. "The A Dream classroom will give these children a better form of education," Mingrun explained. "The multimedia classroom teaches courses the kids wouldn't otherwise have access to. All A Dream does is build these classrooms and train the teachers in how to use them."

Similar to his first experience with Jamie Siminoff at Doorbot, Mingrun found his first request to fundraise for one of A Dream's classrooms denied. He explained, "I'm sure [the Founder] was thinking, 'Oh no, here's another rich kid that just wants to look good for college.'" Mingrun followed up his initial request with a full proposal outlining and detailing exactly how he was going to fundraise for the classroom. That time, A Dream agreed to let him do it.

With A Dream's stamp of approval, Mingrun launched a social networking campaign using WeChat (a platform similar to Facebook in China). He developed his own marketing campaign and put together a team to help him spread the word. He lead the team daily in setting targets for the crowdfunding campaign, and himself made many calls. "I knew I would be making life better for these kids if we could pull this off," he explained.

Ultimately he did succeed, raising the needed (and impressive) \$25,000 to fund the classroom. Mingrun is the first high school student to ever fully fund an A Dream classroom through his own efforts.

"In organizing and running this crowdfunding campaign," Mingrun said, "I really saw that there can be hope in this world, and that I can be a part of that. I think the real lesson I learned is that if we are going to improve our societies, waiting on the government is not the way to do it. I learned that people want to help, but you have to reach out to them. Taking that initiative is how you make a change in the world."

College Acceptances

Alfred University	Pratt Institute
American Academy of Dramatic Arts	Purdue University
ArtCenter College of Design	Rhode Island School of Design
Bates College	Ringling College of Art and Design
Boston College	Rochester Institute of Technology
Boston University	Ryerson University
Bryant University	Salve Regina University
California College of the Arts	Savannah College of Art and Design
California Polytechnic State Univ.	School of the Art Institute of Chicago
Carroll College	Seattle University
Case Western Reserve University	Saint Mary's College of California
Chapman University	Stevens Institute of Technology
Christopher Newport University	Susquehanna University
Cleveland Institute of Art	Syracuse University
College for Creative Studies	The Art Institute of Seattle
College of DuPage	School of Drama at the New School
Eastern Washington University	University of the Arts
Emory University	University of California Davis
Fairfield University	University of California Irvine
Fashion Institute of Technology	University of California Riverside
Florida Institute of Technology	University of California San Diego
George Washington University	University of California Santa Barbara
Hampshire College	University of California Santa Cruz
Hofstra University	University of California Los Angeles
Hubbard College of Administration	University of Chicago
Johns Hopkins University	University of Connecticut
Johnson & Wales University	University of Florida
La Sierra University	University of Illinois
Manhattanville University	University of Michigan, Ann Arbor
Miami University	University of Notre Dame
Monmouth University	University of Pennsylvania
New York University	University of Portland
Ohio State University	University of San Francisco
Pacific Northwest College of Art	University of South Florida
Pacific Union College	University of Washington
Parsons New School of Design	Warner Pacific College
Parsons School of Design	Washington University, St. Louis
Pennsylvania State University	Western University
Pennsylvania State University Park	Whitworth University
Pepperdine University	Worcester Polytechnic Institute
Portland State University	Yonsei University (UIC)



CHEER

State Champions

Delphian School's cheer team is celebrating a stellar year and their first-ever title of State Champions! Their win came as a result of enormous hard work and dedication and the excellent leadership of their new coach, Sarah Abu-eideh.

This was Sarah's first year coaching Cheer at Delphian, but as a graduate of the program herself, she had all of the tools to learn the ropes quickly. And boy did she! Under her guidance, the Delphian cheer team won every competition they entered.

"It was difficult at first," Sarah said, "but I think my being new to the sport actually contributed to our success. I knew I had to stay on my toes. After every competition I would review our score sheets and try to understand what we could do better. I knew I had to be constantly learning."

Competitive cheer is a demanding sport. The team practiced two hours daily to prepare for regular weekend competitions throughout the season—which on average proved a gruelling twelve-hour day at the stadium. Also, in order to qualify for States, every cheerleader had to actively be cheering for a sports team. So in addition to their two-hour daily practices, Delphian's cheerleaders led the crowd at every varsity basketball game.

After each Saturday competition, Sarah reviewed the team's score sheets. Then she met with her captains and re-worked parts of their routine in order to score higher at their next competition. "This was essential to our success," Sarah explained. "We were constantly looking at how to improve. It really paid off in the end."

The team was acknowledged along with all of the winter sports championship teams at the Portland Blazers' last season game. After the state competition, the cheer team also competed in the Oregon Cheer Coaches Association Championship competition and came in first place there as well!

"Our captains, Eva Drazkowski, Maxine Anderson and Harumi Sanchis really kept the team motivated and focused," Sarah said, "but we couldn't have made history without the great support of the school community and our many supportive families."

Sarah asked to extend a special thanks to parent Jen Anderson for her untiring care for the team, to fellow Coaches Amber Cowgill and Mikyla Buder for their early mentoring, and to Amber and Mikyla's team, the David Douglas Scotsmen, who were always cheering the Delphian team on.



MUSIC & CHOIR

Choir takes 2nd Place at State Championships



On May 5th our Upper School Choir represented Delphian at the Oregon State Choir Championships for the 21st consecutive year. All year the choir had been working hard on its repertoire, as well as its sight reading skills. Now the day had come.

In the warm up room, Choir President Catie Currier gave an inspiring talk to the choir, encouraging them to enjoy the moment, while at the same time going for the highest artistic achievement they could. Then they took the stage at Baumann Auditorium on the campus of George Fox University in Newberg.

The choir's first piece, Gloria in Excelsis Deo (Glory to God in the Highest) by Antonio Vivaldi became even more moving through the accompaniment of Delphian's string quintet, with Sophia Lin on piano.

The choir followed this with a beautiful contemporary piece entitled, No Time, by Susan Brumfield, which is based on two 19th century American hymns. The judges praised the choir for its beautiful tone on this one.

The set closed with Ka Hia Manu (Many Birds), by Stephen Hatfield, a piece based on melodies and songs from the Polynesian Islands. The arrangement included bamboo poles for percussion.

Then it was on 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. Our choir was highly praised by the judge for demonstrating that they were musicians, not merely choir members.

At the end of the day, the awards were announced, and Delphian took second place in the competition! This was the thirteenth consecutive year that the choir has finished in the top five in the state and the fourth year they have finished in the top three. For this year however, possibly the most noteworthy achievement was that the choir attained their highest score ever in twenty-one years for sight reading, and ranked as the top choir this year by eight points in this category.

Director Craig Bader said, "The choir celebrated their win, and rightfully so, but our efforts this year weren't so much about placing as working hard and accomplishing what we wanted in the performance and with our sight reading." But he added at the last, "Though I'll admit that bringing home some hardware is definitely more fun than coming back empty-handed."





SECURING OUR FUTURE

A thank you from Development

In an issue where we look back at the forty years behind us as well as to many forties ahead, it's appropriate to acknowledge two of our longest and most significant contributors, Delphian graduates and current parents, Sky and Arwen Dayton.

With their legacy contribution of \$1.5 million in 2001, Sky and Arwen established the school's endowment and the Dayton Scholarship Fund. "We wanted to plant a seed for the school," Arwen said of this major donation. "We envisioned our endowment, year after year, making a Delphian education available to kids who otherwise would not be able to come."

Sky added, "We were both inspired by our years at Delphian, and we wanted to give back, to make it possible for bright kids from all socioeconomic backgrounds to have the same experiences."

After graduating Delphian in 1988, Sky immediately pursued his interests in business and technology, and by 1994, at the age of 23, he'd founded the company EarthLink, one of the original Internet access providers, which grew to serve millions of consumers and helped usher in the Internet revolution. Since then, Sky has founded, co-founded or helped build multiple companies with an aggregate market value of over \$4 billion, including Boingo Wireless.

"I like working with teams of smart people to tackle big problems through business," Sky explained. "Whether that business focuses on art, education, artificial intelligence or connecting people around the world to the Internet, I'm fortunate to work alongside

companies changing how the world operates and how people connect with each other. My education at Delphian has been extremely valuable in my career. I use the skills I gained there daily, even now, twenty-eight years later."

After graduating Delphian in 1990, Arwen began her career as a staff writer at a foundation that produced Peabody Award-winning educational shows for PBS. From there, she moved on to screenplays and novels, including the bestselling science fiction novel *Resurrection*. Arwen is now writing a young adult series for Penguin Random House, which includes the books *Seeker*, *Traveler* and the upcoming *Disruptor*.

Arwen said, "As a touring author, I visit lots of public schools, and the education there is so different from what Delphian offers. I see kids sitting still for much of the day, being lectured to and fed information without much of a say in it. That would not have worked for me as a student at all. I want a dynamic program like Delphian's to be available much more broadly."

Her passion for education reform spurred Arwen to accept a position on Delphian's Board of Directors, where she contributes to important policy decisions for the school and helps direct the school's strategic focus.

"Delphian's faculty have dedicated their lives to this individualized form of education," Arwen said. "Every student coming through the school gets a rigorous academic curriculum but is also allowed to develop his or her own unique qualities to

the utmost. I joined Delphian's board because I'm committed to this style of education, where you take each student and build an amazing educational program around them."

Since its founding in 2001, the Dayton Scholarship Fund has awarded sixty-one scholarships, and this number will only continue to grow along with the school's endowment. Recently, Sky and Arwen made another significant contribution—this time to the school's gym complex capital campaign.

"Soon we'll have a world class gym that's worthy of the quality of our program," Sky said. "Delphian has a rich athletic tradition and already punches well above its weight class in volleyball, soccer, and most recently in cheer, and we wanted to see that continue and expand."

The Daytons view the gym project as one small piece of the larger school mission of creating an ideal education. "We get so much back from the school, and now we get to watch our own kids grow into incredible individuals as Delphian students," Sky explained. "Further, every interaction we have with Delphian students and alumni is rewarding. As part of the school's Business Seminar, I've introduced Delphians to countless colleagues, and I hear the same comment again and again—'Those kids are amazing!'"

Delphian School extends its gratitude once again to Sky and Arwen for their unfailingly generous support.

THE LEADERSHIP SOCIETY 2015-2016

The school would like to thank everyone who donated this year, whether it was to the annual fund, gym renovation, scholarships or other Development fund.

We would like to give a special acknowledgement to the year's leading donors, 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.

LEADERSHIP SOCIETY ELITE

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

Trish & Bob Duggan & Family

Sky & Arwen Dayton

Emrani Family

Tami & Dave Robertson - Gertrude & Leonard Fairbanks Foundation

LEADERSHIP SOCIETY

Anonymous (2)

Sarah Abu-eideh

Abulohoum Family

Agami Family

Jennifer & Steve Anderson

Sheila Auster

Cheryl Berman & Randy Kretchmar

June Bu & Zhe Chen

Michael & Coleen Carberry Family

Huiling & Zhensheng Chen

Yubin Chen Family

Hui Hung Chiang & Chin Hu Wu

Stephanie & Russ Croman

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Hongqiu Wen & Shu Shao

Jacquelyn & Matthew Wirsing Family

Min Xie & Baoyin Huang

Jiyang Xu Family

Pei Yuhong & Yang Tao

Zhijian Zhao Family



DELPHIAN THROUGH THE YEARS

