

DELPHIAN

The Magazine of Delphian School • Issue 111





DELPHIAN

Issue 111

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“Dreams, goals, ambitions—these are the stuff man uses for fuel.”

L. Ron Hubbard

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COVER: Chad Platt celebrates Delphian's win over #1-ranked Catlin Gabel in the state quarterfinal.

From the HEADMASTER

An excerpt from a talk to students



I want to talk to you about the word 'reason.' As it says in *The Ethics Book* course, which most of you have studied, "*Reason is thought plus effort.*" *The Ethics Book* also says, "*Reason is being able to use the data you have to figure out something new.*"

Education has everything to do with your ability to reason, because a good education will help you become capable of making good decisions and of exerting better control over many different areas of your life. Without a good education, your ability to see how your decisions affect your life is poor.

Can you remember a time when you made a decision based only on what *you* wanted? I know I can. But I can also remember times when a parent, teacher or friend encouraged me to look at another part of life too, when they got me to see how my actions affected others. I can also remember completing various courses and experiencing the same broadening of viewpoint. As you become better educated, you become more capable of viewing different parts of your life and determining how your choices will affect them; you become better at making decisions as a result. You become more capable of reason.

When you study a course on the human body, you get better at making decisions about your health. The course *Marriage Education* helps you make decisions that include not only yourself but your family, too. *Planning and Organization* helps expand your view to include the survival and prosperity of your groups in your decision-making process. Your participation in student services and student council helps, too. Your current events seminars and every course on history that you study help you think about mankind as you form thoughts and opinions. Studying math, physics and the various sciences helps you think with the physical world around you, and these examples could go on through all parts of life.

Since your education helps you see life as a whole, the

better educated you are, the more of your life you can be responsible for and exert control over. One of Delphian's goals in providing you with an education is to expand your ability to think with and be responsible for many different parts of life, and to help you use reason in making decisions.

Imagine if everyone in our civilization was so educated that they were able to reason through their choices and actions and make decisions that improved their survival and the survival of those around them. That would be a *civilization* based in reason.

I like to think our Delphian community is a fairly good example of this. Think of a time here when you made a decision not just about yourself but about multiple areas of life. It might have been deciding to take on a tough project that you knew would service others. It might've been standing up when you saw something happening that you knew was wrong, and saying something about it with the understanding that your friends and the faculty would support you in doing so. It might've been a time when a friend came to you with a difficult life situation and you helped them; or when *you* had a difficult life situation happening and you were able to get help from another. Imagine if life was this way everywhere on earth.

Education has everything to do with creating that reality.

I hope this helps you see what 'reason' has to do with you, and what you have to do with creating it.



A Q&A with DEVELOPMENT

The Development Office in private schools exists to help ensure the long-term establishment of the school and the excellence of its program. Development's role is to help donors and supporters match their own interest areas with the school's current and future needs.

Why do private schools in the U.S. fundraise when parents are already paying tuition?

The simple answer is that tuition does not cover all of a private school's expenses. Fundraising is essential in order to ensure a high quality program, maintain and improve upon the school's facilities and campus, and provide scholarships and financial aid to encourage a diverse student body. Without additional fundraising, Delphian could not remain competitive with other high-quality private school programs.

What is the difference between the Delphian Annual Fund and other funds and campaigns at the school?

Private schools traditionally run an annual fund where alumni, staff, parents and past families are asked to donate yearly at a level that makes sense for them—whether that's \$25 or \$25,000. The goal of annual funds is to reach as close as possible to 100% participation from all of the school's constituencies. Some schools use their annual fund to close the gap between actual renovation expenses and what tuition alone supports. Delphian's Annual Fund

is used to tackle projects around campus and provide enrichment to the school program in that same school year.

Campaigns are dedicated to specific multi-year projects. For example, the Gym Campaign will establish an athletics complex to meet the needs of our growing student body (to include existing gym renovation, additional exercise rooms and varsity gym). The Delphian Scholarship Fund is another fund that the school uses to encourage the diversity in the student body, which is so fundamental to our educational environment.

What are recurring donations?

Some donors prefer to give single donations, but for many, it's easier to set up a modest monthly donation that is charged to a credit card each month. These monthly donations add up to achieve a larger total annual donation.

How can I help?

The most common forms of support include contributing to the school's fundraising efforts and volunteer work. Volunteers share their time and expertise in countless ways, from helping with the Annual Fund to chaperoning on field trips, acting as guest speakers, giving lessons to students, etc. Every individual and family has something to contribute.

Here at Delphian, we appreciate all of the support we receive. Your contribution, whether large or small, helps us in pursuing the school's mission every day.

DELPHIAN'S MISSION

*To empower young adults to bring positive change in the world
through reason, creativity and integrity.*



EYE ON THE BALL

TONY HOLESWORTH FINDS A CAREER IN SPORTS MANAGEMENT

“I’ve wanted to be a sports agent since I was sixteen,” class of 2009 graduate Anthony Holesworth told us. “At Delphian, I saw how important it was for me to align my career purpose with what I was studying. Purpose is like fuel in a car—a bright student without a purpose will get about as far as a really nice car without fuel.”

After graduating from Delphian, Tony attended Seton Hall University to earn his undergraduate degree. This is where he first put the knowledge he gained at Delphian to the test. “Being out there as a student, on my own,” Tony said, “that was the first time it was really just me and the tools Delphian had given me—especially in regards to Study Technology. I knew if I screwed up in college, no one was going to see me yawn and get me to look for a misunderstood word. It was just me and my study tools, and that made it much more personal.”

However, it took calculus to really bring this home for Tony. “The Delphi Program is more challenging than anything I’ve done in university,” Tony said, “but law school and university were harder because there’s no gradient approach built into the curriculum.” Tony realized this

after receiving a low grade on a calculus test in his first year at Seton Hall. “My first reaction to my low calculus grade was to get mad that Delphian didn’t give me a more solid foundation in math. When I looked more closely, however, I realized there was a skipped gradient in the materials I was studying. As one of the barriers to study, the skipped gradient is so important, but you sometimes don’t realize that while still at Delphian, because the curriculum is designed around gradients. After that calculus test, I had to work back through forty pages of my textbook to find and resolve the gradients I’d missed, but I finished that class with an A-.”

While studying at Seton Hall, Tony got an internship working with the New York Knicks basketball team in New York City, which was an “amazing learning opportunity and a dream internship,” since he wants to be a sports agent and represent athletes.

In 2013, Tony earned his undergraduate degree and moved on to law school at St. John’s University on a full scholarship. His internship with the Knicks turned into a part-time job working in Fan Development and Field

Marketing. Since starting law school, he's had some exciting opportunities open to him.

First, he got an internship working for IMG and William Morris Endeavor, the largest talent agency in the world. Tony assisted a sports agent who represents star NFL and tennis players, like Cam Newton and Venus Williams. He began learning about the marketing side of sport management, helping to research and develop marketing plans for athletes.

On the first day of his internship, the agent asked Tony to apply his legal mind and his experience in sports to put together a marketing action plan to 'engineer a star NFL player's image to maximize his appeal to young people.' This was a practical and hands-on application of everything Tony had been studying towards. "It was amazing to finally be given a project that required me to find ways to strengthen a professional athlete's marketing presence, simply by using the athlete's existing values and interests," Tony said.

Now, Tony has started an internship with Excel Sports Management, one of the top five sports agencies in the country. He'll be assisting their General Counsel, working on drafting and looking over endorsement and appearance contracts for athletes—Tony's primary area of interest.

It's a special opportunity, but one that Tony has been actively working towards since he left Delphian. "The standard Delphian held me to is unparalleled," Tony said, "academically, professionally...the whole program was designed to make me be the best I could be, and my supervisors never accepted anything less from me than the standard they knew I could produce. That level of professionalism has permeated my outlook now. It's part of how I communicate, it's demonstrated in my willingness to confront and engage with my peers and in job and internship interviews, it's apparent in the quality of my

writing—I know I always have to have my audience in mind."

Tony's writing skills have already earned him accolades. Last year, he wrote a paper examining whether college athletes should or should not be considered employees of the universities they attend. His paper won first place in a competition sponsored by the New York State Bar Association and was published this past fall in the labor law section of their regular newsletter. "I won a nice sum of money for that article," Tony said, "but the validation of having my article selected was so much more meaningful to me. That feeling will last a lot longer than the monetary award."

This year, Tony entered a new article in the New York State Bar competition (discussing professional baseball and labor law). Once again, his article won first place—the first student in the history of the competition to win twice in a row. Tony will graduate law school having already been twice published by the New York State Bar Association.

"Everything I learned at Delphian," Tony said, "I realized these were just tools for me. They're there for me. I know they work—I've seen them work—but it's up to me to put them to work in accomplishing my goals."

Tony added, "Even though I've known for a long time what career I wanted to pursue, I don't feel like you need to know exactly what you want to do when you're sixteen. I don't think there should be pressure to have that decided, because there's a plus and minus to both sides. It's great to have a defined career goal, because you can tailor your education towards that, but at the same time, it makes it hard to be receptive to other subjects. There's a lot to be gained when you don't yet know what you want to do—the whole world is still open to you. And the Delphi Program gives you the tools to claim it."





Megan Tucker HELPING THOSE IN NEED

“At Delphian, I learned to think for myself,” said Delphian School graduate Megan Tucker, “to take responsibility for my environment, and to take the initiative when something needs to be done. Delphian graduates don’t wait around to be told what to do. They act.”

In November of 2015, that’s exactly what Megan did. She visited a refugee camp in Macedonia, where she witnessed thousands of people fleeing the terrors of war. “I saw that these people’s lives were still very much in danger—even after leaving their war-torn home countries, they were still at risk of freezing to death or dying from hypothermia or related illnesses through the winter. I saw a need for proper winter clothing for the refugees and their children, who would be outdoors and exposed to the elements for long periods of time.”

Once she’d observed the situation first-hand, there was no turning back for Megan. She established a nonprofit campaign to raise money for winter clothing for the refugees, and she organized methods of distributing the clothing to the refugees as they passed through the transit camp in Macedonia on their way to Western Europe to seek asylum.

Three months into the project, Megan now works with a group of villagers who live near the camp. During the nights, they meet the trains of refugees that arrive from the Greek border and give

them winter clothing and new shoes before the refugees continue on the next leg of their journey—a three mile walk across the border into Serbia, through open fields in sub-zero temperatures. After they arrive to Serbia, their journey continues north through some of the coldest countries in Europe.

“We do anything we can to make them smile,” Megan said. “It’s important to us to let them know that we respect them, that we consider their survival important, and that the world has not forgotten them.”

Megan does much of her fundraising through social media. She shares stories from the refugee camps and of the people she’s helping. The following is an excerpt from one of these stories:

Yesterday, after putting new boots on a little refugee girl, I turned around to see her sister, maybe four years old, in tears. Her mother explained to me that she was crying because her sisters got new shoes but she didn’t. “Her shoes are beautiful!” the mother said.

I looked at the girl’s shoes and it was true. She had acceptable boots on, and that was why we hadn’t given her new ones. We don’t normally give shoes to people when their existing shoes are acceptable. But her sisters had gotten new shoes, and she hadn’t. This little girl had that look of a child who just can’t keep herself from crying

Do you remember when you were four or five years old, when somebody





else got something but you didn't, and the tears just welled up in your eyes and you couldn't control it?

Do you remember that feeling of embarrassment, of 'my sisters got one but I didn't'?

There were no questions asked. Instant policy adjustment. We have a four-year-old refugee in tears in front of us. We instantly procured new boots in her size.

On the way home, this haunted me—how normal these children are, how they are just like us—but they aren't playing in kindergarten. They aren't running around in their neighbor's backyard, or learning to read out loud. They're dodging bombs in their classrooms and then risking their lives on the open sea on over-packed rubber rafts at double-capacity. If they survive that journey, they're hauled from one place to the next through Greece and the Balkans until they reach Western Europe, where they will wait and hope for a real home.

They huddle around a fire at a cold gas station when the police won't allow entrance to a camp. They spend hours in an unheated train without a bathroom to arrive to us in Macedonia. After they leave us, they walk miles through open fields in the winter weather. And then wait for the next bus. And on it goes.

They're hauled and shuffled from here to there, traveling without the comforts of the most rugged of backpackers. But they are children, just like we were once. They're still sensitive enough to cry when they don't

get new shoes. Yep, refugee children are so, so human.

I can't take care of them everywhere they go, but there are volunteers in Greece lifting them out of sinking boats and wrapping them in blankets. There are volunteers in Serbia, Croatia, and further north fighting for their human rights.

There are those volunteers I know personally who will physically put themselves between refugees and brutality, putting their own lives at risk to protect the innocent; who will carry lost children around on their shoulders in the snow for as long as it takes until their parents are found. And there are groups like ours, local Albanians who come to this transit camp every night after work to spend their free time caring for the refugees in any way they can. There are the Serbian police who take the time for laughing snowball fights with their tiny wards. And there are the people like you, our donors, who donate the funds that let us continue to buy those new boots for those small children.

There are human beings everywhere, and together we can all do our parts. To be that sea of humanity within a sea of inhumanity. To tell these children that they are real, they are human, and they deserve respect and love. — Megan Tucker

In the past three months, Megan has raised over \$72,000 and has helped an estimated 50,000-70,000 refugees.



For more information about Megan's work visit WinterClothesForRefugees.com



INSPIRED CREATIVITY

NATASHA GRAY LETS HER ART LEAD THE WAY

Talk to a number of Delphian graduates and a common theme becomes clear: there is a fearless quality about them, a sense of being able to accomplish anything they set their mind towards. Delphian graduate Natasha Gray is no exception—in fact, she’s one of Delphian’s pioneers in chasing her dreams, no matter where they might lead.

After graduating Delphian in 1986, Natasha pursued her interest in fine art at the Academia de San Carlos in Mexico City, the Art Student’s League in New York, and L’Ecole Des Arts Plastiques in Paris, France. Following the completion of her formal education, she embarked upon a pilgrimage into the ghost towns and deserts of the Southwestern United States with nothing more than her paint supplies and a small camper to sustain her. She spent nearly a decade living ascetically in the desert, studying art and philosophy while mastering her techniques and approach to art itself.

“I see art and creativity as something vital to the world,” Natasha said. “It is the most powerful communication tool available to us, a direct avenue to man’s spirit that bypasses race, religion, culture, gender and age.”

Natasha began exploring how to communicate the bare essence of the things she observed. She found that the added dimensionality of wire and its simplicity held a certain fascination for her and was a way to express an aspect of her artistic personality that paint could not. This sculptural art, or ‘wire drawing,’ occupied a previously

unexplored corner of the contemporary art world. This took her into unique and uncertain territory—which she felt quite at home in by this time.

“The values I learned at Delphian have been the foundation upon which I have built my career,” Natasha said. “Every time I’ve had to make a decision, big or small, I go back to what I learned at Delphian: courage, ethics, integrity, persistence and observation. These are common words there. You hear them every day and are expected to apply them to yourself and others.”

Natasha’s fearless approach to her art has opened many gallery doors. Her first solo exhibition featured the art work produced during her time in the desert. The exhibition was hosted by the Mexican Government at the House of Representatives for the State of Quintana Roo in 2002. Since then she’s exhibited her work in museums and galleries in Mexico and the United States. She’s participated in more than a dozen important group shows, and in 2012, she was awarded membership at the National Association of Women Artists in New York City. Her work is part of prestigious art collections such as Coca-Cola Group and the Ministry of Foreign Affairs in Mexico City, and has been published numerous times in art books and magazines.

This past fall, Natasha brought her expertise back to Delphian to help our aspiring student artists. “A high level of professionalism in art is essential to the power of its communication,” Natasha said. “If



Murmuration and the Sea – wire drawing and photograph

an artist is not exposed to the greatest available art, both past and present, or to the technical knowledge of how to carry out his ideas, a potentially amazing artist will be restricted in his creation. But a person that has the technical knowledge and an understanding of the highest achievable standards in art will push himself to that high level of accomplishment, and there will be no limit to what he can accomplish!”

With this purpose in mind, Natasha established the Delphian Art Society. Her goal: to provide students that are contemplating a career in design or the visual arts with the technical expertise and current art world awareness to facilitate the visualization and achievement of their goals. First holding a several-day workshop this past fall, Natasha is now working with over a dozen students in a correspondence-style course that she herself developed, with lessons run via email and Skype between her visits to the school.

Natasha said, “As a Delphian student, I realized that learning can be fun and expansive, that one can learn anything, and accomplish anything, as long as one has Study Technology and the desire to achieve. This outlook has allowed me to become proficient in many new complicated techniques and to constantly improve myself as an artist. My Delphian education has been the compass that has guided my journey in life.”

See Natasha’s work here: <http://natashagray.com>



Murmuration Mobile – fabric, metal and nylon threads.



GLOBAL OUTREACH

For their Global Outreach project, seniors Daniel Klevitt and Alejandro Olmos went to Thailand to work as volunteers with Bamboo Project, a travel organization that works with local communities to provide meaningful and worthwhile volunteer opportunities across Asia.

After flying for nearly twenty-four hours to reach Bangkok, Daniel and Alejandro embarked upon a twelve-hour bus ride and then two hours on a ferry to finally reach the Thai island of Koh Samui.

There, they volunteered at the Bo-Phut school, teaching English to elementary school-age children. Their days began with singing and dancing to different songs to help the children learn the English alphabet, colors, etc. The morning lesson might be followed with spelling games or other activities, and they usually tried to end with some dialogue.

Alejandro and Daniel were responsible not only for leading the classes in English instruction but also for developing each day's lesson plan. "We definitely faced a challenge in working with the Thai curriculum," Alejandro said. "The school has to follow the government curriculum in their English instruction, but there are lots of skipped gradients built into that curriculum. The vocabulary section was especially challenging to work with, because the books are teaching vocabulary about completely disrelated things."

Daniel explained, "We would have to look at the whole chapter, understand what the book was really trying to teach the kids in that chapter, and then make a lesson plan that accomplished the purpose of the chapter, but was hopefully better organized through our understanding of gradients and Study Technology."

Daniel went on to say, "Seeing the education there...Delphian is just thousands of miles above it. The experience made me value my Delphian education more, but it also showed me what it's really like out there for teachers trying to educate children without a sound educational program such as ours."

While the curriculum posed a challenge for them, Daniel and Alejandro said this was far from their only challenge. "We had to learn how to integrate with a completely new culture and way of life," Daniel said. They had to observe and learn new manners, different standards of what is considered polite, and some very different customs. "They had a different moral code and values from what I was used to," Alejandro said. "I had to learn to appreciate their culture."

Some aspects of this learning surprised them. "We were staying in a very poor house in a third world country," Alejandro said. "When we got there, nothing had been cleaned, the bathroom was dirty, the sheets didn't stay on the bed, the water would stop in the middle of taking a shower. There were scary, huge spiders...yet I ended up missing the place after I left."

"We had to learn to live with things," Daniel explained. "Lots of things were dirty, the food was unsanitary...but I came to the realization that the condition you're in is whatever you make it out to be—the glass can be half empty or half full. It matters more who you're with and what you're doing together, rather than what you have or the environment around you. You have to make the best out of it that you can."

Alejandro said this was an important experience for him as well. "I'd



been to Thailand before, but the first time I stayed in a hotel where they opened the elevator for you. This time I stayed in a house where the showers didn't work. It was amazing to observe two different sides of the country and see the conditions most people were living in. I've seen third world conditions in Mexico and I knew they existed, but I would see that and go home and my shower would work. This was eye-opening."

Another benefit the boys said they gained from the project was in real-life application of the tools they're learning at Delphian, and seeing how those tools can help them outside of school in a completely different culture. Alejandro said, "Being out there helped me to evaluate the data I've been learning here and see what's applicable and what's going to help me the most. It was also really valuable to be immersed in a culture with different ideas of morality and to be able to keep my integrity in, while at the same time not being judgmental about their values and customs."

Gaining new viewpoints and perspectives might've been their biggest win on the project. "We started our volunteering experience with a group of volunteers we'd never met before," Alejandro explained.

"They all had different ideas, viewpoints and perspectives on different issues that I considered innately to be wrong or right. That's when I got my first taste of what really being outside of Delphian meant. Our viewpoints clashed.

"As we spent more time doing the project, I got to know Thai culture better by speaking with and getting to know the Thai people. Once more, our viewpoints clashed; however, it was this clashing of viewpoints that proved to be the most beneficial to me. It allowed me to become more open-minded, to understand the world and different societies better. It made me grow."

"Maybe we didn't teach them a significant amount of English while we were there," Daniel said, "but we showed them that we were willing to come all the way around the world to show some care for them, that there were others out there who wanted to help them. They were so appreciative of everything we did."

"I cannot say that I changed many lives," Alejandro concluded, "but I know that these kids, those people and that country definitely changed mine."



DELPHIAN SOCCER



Coming off a 2014 season that ended in the quarterfinals of the state playoffs, the 2015 Delphian varsity soccer team set its goals on returning to the playoffs and competing for a state championship.

With several key players being replaced and some early season injuries, the team got off to a slow 1-4-2 start. Team captains Chad Platt and Nick Koenig, along with coach Duncan Dimanche, got the team together and refocused on their goals. "We looked at the goals we had set at the start of the season and got distractions out of the way," said Nick. "We started playing as a team again, and our season turned around."

The result was a 5-0-1 record in the month of October, carrying the Dragons from 6th place to 2nd and into the district championship game. Once there, they rode their momentum to a 3-1 victory over First Place Taft, securing a home game in the state playoffs.

In the first round of the state competition, the Dragons took on the Life Christian Lions. Behind four goals from Colin Koenig, they rolled to an 8-1 victory, setting up a match with the #1-ranked and undefeated Catlin Gabel Eagles. Playing inspired defense and opportunistic offense, the Dragons upset the Eagles 2-1, advancing to the semifinals for the second time in school history. In the semifinals, they met the Portland Adventist Cougars, who ended the Dragons' season 2-0.

"We had quite an amazing season," said Coach Dimanche. "I couldn't have asked for a better team to coach."

Soccer AWARDS



COLIN KOENIG

1st Team All-State
1st Team All-League
Most Valuable Player

NICK KOENIG

2nd Team All-State
1st Team All-League
100% Award

CHAD PLATT

2nd Team All-League
Coach's Award

PHILLIP VIANNA

Honorable Mention All-League
100% Award

JOHANNES PAUL

Honorable Mention All-League

MATTHEW WARD

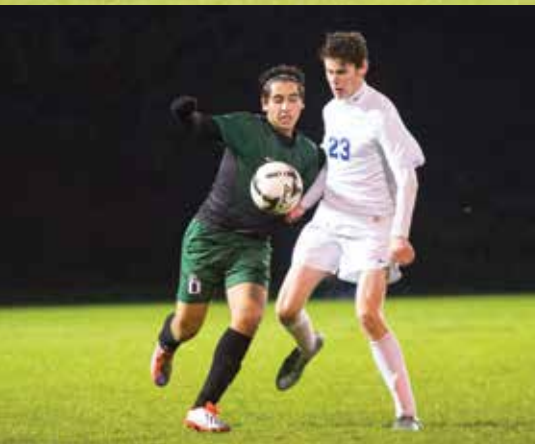
Honorable Mention All-League
Coach's Award

SEAN CVETKOVIC

Honorable Mention All-League

YAMIL MORALES

Most Improved Player





A Winning Year for VOLLEYBALL

The Delphian varsity volleyball team had another successful season, finishing first place in the west half of the league with a 8-3 record. Along the way, they took second place in the Neah-Kah-Nie tournament and third place in the Mt. Angel Oktoberfest tournament.

In the district championship game against Faith Bible, the Dragons took the top-seeded Falcons to the brink, eventually losing in a tight five-game match. Still, they qualified for the state playoffs for the third time in four years.

In the state playoffs, the Dragons faced top-ranked and defending-champion Burns. They played well but fell to the Hilanders, ending their season.

"We had an exciting season this year," said coach John Kertchem. "Many were the ups and several were the downs, but the highs and lessons learned far outweighed the lows. It's time to look ahead to 2016 and put our sights on reaching the top of the league, the top of the districts and onward to the final eight in the state championships!"

AWARDS

Britt Moe
1st Team All-League
Most Valuable Player
Top Ace

Vivi Liu
2nd Team All-League
100% Award

Lexi Delgado
Most Improved Player

McKenna Anderson
Spirit Award

Yao Yao Xu
Most Valuable Stat Keeper

Vicky Yen
Most Valuable Stat Keeper (2014)





Thanksgiving Play A MURDER IS ANNOUNCED

CAST

"A murder is announced and will take place on Friday, October 29th, at Little Paddocks, at 6:30 p.m. Friends accept this, the only intimation." So reads Dora Bunner (Siena Schofield) from the advert in the *Chipping Cleghorn Gazette*, and so begins Agatha Christie's marvelously puzzling murder mystery.

No one has any idea who placed the advert, least of all Letitia Blacklock (Catie Currier), the owner of Little Paddocks. Naturally, the townsfolk are intrigued by the notice, and as the day wears on, several of them appear on Letitia's doorstep offering awkward reasons for their visit. As the clock strikes 6:30, the lights go out, a door swings open, and—

The Delphian School Theater Department performed Agatha Christie's *A Murder is Announced* on two nights over the Thanksgiving holiday to delighted audiences. Also leading the cast were Ivy Ramos, as the irrepressible Miss Marple, and Nick Koenig as the dauntless, flip-pad wielding Inspector Craddock.

Julia Simmons
Letitia Blacklock
Dora Bunner
Patrick Simmons
Mitzi
Miss Marple
Miss Marple understudy
Phillipa Haymes
Mrs. Swettenham
Edmund Swettenham
Rudi Scherz
Inspector Craddock
Craddock understudy
Sergeant Mellors

Darima Shabakova
Catie Currier
Siena Schofield
Chad Platt
Angelica Hangdaan
Ivy Ramos
Vedanica Vatsa
Lila Welles
Megan Spencer
Michael Clarizio
Skyler Feilmeier
Nick Koenig
Vinayak Pal
Seamus Mathers



Award Winning ARTISTS

Every year, Delphian School art students are encouraged to create and enter pieces into the Willamette Valley Scholastic Art competition, where students in grades 7 through 12 compete for scholarships and prizes.

Much of the winning work is put on exhibit at the Benton County Museum, and the highest level Gold Key winning pieces are automatically entered into the national Scholastic Art Awards. The latter is a 90 year-old program that recognizes outstanding creative teenagers and offers scholarship opportunities for graduating high school seniors. The winners of the national competition are presented with their awards each year in New York City.

The competition offers three different categories of awards: Honorable Mention, Silver Key and Gold Key. This year, Delphian students entered sixty-four art pieces in the competition and won fifty-two awards. Among these were twenty-five Honorable Mentions, seventeen Silver Keys and ten Gold Keys.

Once the exhibition closes at the Benton museum, winning pieces will be on display in Delphian's art gallery.

Delphian would like to acknowledge all of our budding artists for their wonderful, creative and inspired work and congratulate the winners on their awards.

View all the awards at <http://the-delphian.readz.com/Issue-111>



AWARDS

MIDDLE SCHOOL HONORABLE MENTION

Robert Maslennikov-2
Anya Magazova
Cali Whitworth-2

MIDDLE SCHOOL SILVER KEY

Cali Whitworth
Sam Brisneham
Anya Magazova

MIDDLE SCHOOL GOLD KEY

Anya Magazova
Emilio Perez
Cali Whitworth

UPPER SCHOOL HONORABLE MENTION

Maggie Wu-2
Nikki Miller
Allison Wallace
Jáena Arellano-Desirey-3

Meher Mann
Isabelle Sichler-3
Eric Wang
Britt Moe-2
Natalia Garcia-2
Emer Dayton-2

UPPER SCHOOL SILVER KEY

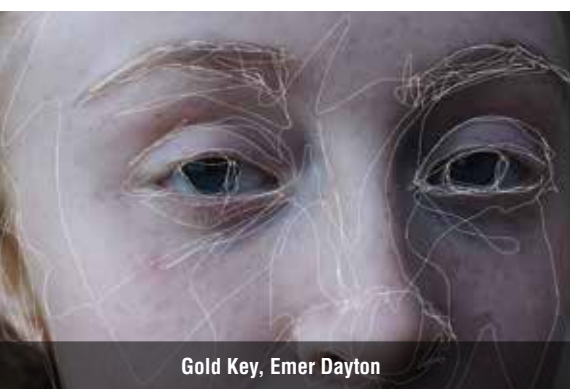
Emer Dayton-2
Natalia Garcia
Jonathan Huang-3
Isabelle Sichler-2
Michael Clarizio
Jáena Arellano-Desirey
Allison Wallace

UPPER SCHOOL GOLD KEY

Kaden Morfopoulos-3
Isabelle Sichler
Emer Dayton-2
Eric Wang-2



Gold Key, Cali Whitworth



Gold Key, Emer Dayton



Gold Key, Anya Magazova



Gold Key, Isabelle Sichler



Gold Key, Emilio Perez



Gold Key, Kaden Morfopoulos



Honorable Mention, Allison Wallace



Honorable Mention, Brit Moe



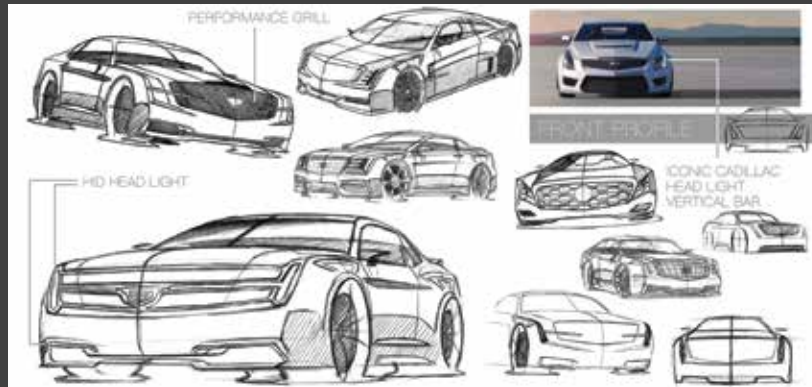
Gold Key, Emer Dayton



Honorable Mention,
Jáena Arellano-Desirey



Honorable Mention,
Natalia Garcia



Gold Key, Eric Wang



Honorable Mention,
Maggie Wu



Silver Key, Jonathan Huang



Honorable Mention,
Nikki Miller



Honorable Mention,
Meher Mann