The Report of the History and Symbols Task Force

Collegiate School

June 2020
History and Symbols Task Force

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Dear Members of Collegiate School’s Board of Trustees,

As the Co-chairs of the History and Symbols Task Force (H&STF), we present for your consideration, The Report of the History and Symbols Task Force: an account of an intensive, year-long undertaking by a committed, ideologically diverse team representing a cross section of the Collegiate School community – whose devotion to Collegiate has been inspiring, and for whom we are deeply grateful.

In accordance with the H&STF’s desire for transparency, this Report details our Task Force’s process, findings, rationale, and recommendations to the Board.

Our 17 members are...
- Six Trustees (nearly one-quarter of the current Board);
- Seven Faculty/Staff (from all divisions, a combined 96 years at Collegiate);
- Three Upper School Students (two seniors and a junior);
- The school’s Chaplain.

Among the H&STF are...
- Eight Collegiate Parents including the Parents Association president;
- Four Alumni including the president of the Alumni Association;
- Two Faculty members from the History Department including its Chair;
- The Directors of Alumni...of Athletics...and of Equity & Diversity;
- Two Pastors – the Board’s only clergy-member, and a former trustee, who until recently was president of the Collegiate Churches of New York.

Of particular note, the H&STF is the first Collegiate Board-initiated Task Force in memory with student members.

Each H&STF representative brought to the “job” a different perspective on Collegiate’s history and symbols, as exemplified by us:

James: “Like you, he was a Dutchman”, reads the first line on the plaque outside the John D. Solomon Gymnasium, named for my late brother. No educational institution has meant more to my family than Collegiate, spanning 80 years and three generations. Until the Upper School students published their “Open Letter” in The Collegiate Journal, I never questioned any of our symbols. I didn’t just think of Dutchmen or the Orange and Blue as symbolizing my school – they have been part of me.”

John: “My wife Kim and I are quite proud of our son’s courage and leadership as a contributor and signer of the Open Letter. Having walked together for 13 years as an African American, Collegiate parent, who also happens to be a Baptist clergy person, we have experienced the many sides of our School. I believe that institutional alignment and consistency play an important role in the ongoing development of any institution. The opportunity to co-chair this effort gave us a chance to explore, up-date and re-affirm who we are and who we want to be as a community. It was an opportunity to have long overdue conversations and challenge us to be our best selves.”
The H&STF commenced its work in May 2019. Our own views evolved along the way as we continuously learned much that we didn’t know – about the school’s history, each other, and the Collegiate community. At no point were our members straw-polled to gauge leanings. Instead, we collectively committed to being as rigorous and open-minded as are expected of Collegiate’s students.

All of the H&STF recommendations to the Board are unanimous.

In November 2019, the two of us sent an email to the entire Collegiate community introducing the work of the H&STF, which included the H&STF’s members and Guiding Principles. We disseminated a scholarly essay written by a foremost expert on early 17th and 18th century New York City, Professor Joyce D. Goodfriend, which had been commissioned by the H&STF to contextualize Collegiate’s history and symbols. (Each of these items is also contained within this Report.)

As we noted at the time, the H&STF believed that any Board decision would be ill informed and unsustainable without knowing the extended Collegiate community’s feelings and experiences associated with our symbols. Between December 2019 and February 2020, the H&STF conducted extensive fact-finding outreach among the Collegiate community:

- **61 Direct Engagement sessions**: in-person, hour-long, and facilitated with 439 members of the Collegiate community, which included all Upper School students and the entire faculty/staff.

  - **Survey**: emailed to all Alumni, Faculty and Staff (current and former), Parents (of current students and of alumni), and Upper School Students. *1664* responded out of the 5,341 recipients.

(A detailed summary of the H&STF’s Direct Engagement sessions and the complete results of its electronic Survey are also contained within this Report.)

Through our outreach, the H&STF quickly discovered that Collegiate’s symbols are “flashpoints” on charged topics such as race, religion, and gender. Our process surfaced conversations already being had. The H&STF believes that its most consequential contribution is in having modeled potential ways to incorporate all “voices” (especially, among students) to address these challenging conversations through direct engagement and facilitated dialogue.

* * *

From the outset, the H&STF realized that there are strong feelings around Collegiate’s symbols, on all sides. That is why one of the H&STF’s Guiding Principles states: “the decision to reconsider a Collegiate symbol should only be an exceptional undertaking clearly warranted.”
History and Symbols Task Force

A core understanding for the H&STF throughout its process was the articulation of *who we have been, who we are now and who we are becoming*. It was important for us that our actions be aligned with what it means to be a “diverse and just community” as we affirm in Collegiate’s *Statement of Beliefs*.

While we acknowledge our history and traditions, and our deep religious roots, Collegiate has been steadily evolving into a more expansive understanding of its past, present and future. It is our hope that Collegiate will continue to affirm its past, while also continuing to create a more inclusive future that is both honest about *who we are* and welcoming.

Respectfully submitted on behalf of the History and Symbols Task Force,

James D. Solomon ’83 P’25 and Reverend John Vaughn P’20
Co-chairs, History and Symbols Task Force
At the end of this decade, Collegiate will celebrate its four hundredth anniversary. The school’s founding date, 1628, is understandably a source of great pride.

But in claiming the mantle of “Oldest School in America”, how much do we really know about the school’s history and traditions?

Or asked differently: how can we not know?

A natural inclination is to assume that things at Collegiate are as they have always been. Some reading this may be surprised to learn Collegiate educated girls as well as boys, and was tuition-free, during its first 260 years; that its students were taught in Dutch up until the American Revolution; that nearly 70 former students served during the Civil War; that the word, “Collegiate”, did not appear in our name until 1887 (though there was an unaffiliated “Collegiate School”, in Connecticut, which became Yale College); that the school called “home” at least ten prior locations on the island of Manhattan before 301 Freedom Place South.

While descending the school’s main stairs down from the lobby, many will have noted a white marble tablet on the wall with the names of Collegiate’s heads of school. Gifted to Collegiate by its Alumni on the school’s 250th anniversary, at an august ceremony that included its oldest living graduate (Mrs. Sarah Ayres McFarran, class of 1805), an inscription underscores Collegiate’s many twists and turns: “The School was interrupted by the Revolutionary War.” While it is unclear if the 30 students at the time were “remote” educated between 1776-1783, in light of present circumstances, it may interest readers to know that the 1918-1919 Collegiate School year continued uninterrupted during that deadly Flu Pandemic.
Much like the worn stairwell treads within the “Old Building”, Collegiate’s symbols have largely been viewed as part of our scenery – rooted in the past, exact origin unknown, seldom if ever questioned. For many, these totems have come to personify Collegiate, be it through Bruce “Boss” Breimer’s refrain, “Can you beat that Dutchmen team?” (answer: “Hell, no!”), the Orange and Blue, or the seal on a graduating senior’s diploma.

In February 2019, the Collegiate community’s collective understanding of who we are was brought into a different focus with The Collegiate Journal’s publication of “An Open Letter to the Collegiate Community” (Exhibit A). Initiated by members of Jamaa and co-signed by 28 Upper School students, the first sentence declares, in caps: “COLLEGIATE MUST ADDRESS ITS OWN PROBLEMS WITH RACISM AND INTOLEANCE.”

The student-authors of the Open Letter raised multiple concerns on topics ranging from admissions and enrollment to curriculum and conduct. Point Number 5 specifically addressed Collegiate’s mascot, known to some as “Dutchman”:

5. A serious reevaluation of our school mascot. We suggest a simple removal of the peg leg. Peter Stuyvesant was a vehement anti-Semite and ruled by hate and racism. Although, current students may not be personally offended by the mascot, is this the man we want to represent Collegiate? Do his values align with ours?

At the time, there were members of the Collegiate community surprised to learn that what they perceived to be a seemingly humorous caricature, others viewed as anything but. Some have expressed skepticism that it is Peter Stuyvesant, the Director-General of New Netherlands from 1647-1664, being depicted.

In addition to projects undertaken by Collegiate’s administration, the subjects raised within the Open Letter catalyzed the creation of two Board-led Task Forces: Admissions and Retention and, this particular one, on History and Symbols. Both Task Forces were charged with making recommendations to the Board of Trustees.
The Report of the History and Symbols Task Force (H&STF) is intended to be a comprehensive chronicle of the H&STF’s work. It is structured to mirror the steps taken by the H&STF, in the order and manner in which they occurred:

- Step 1: Charge
- Step 2: Members
- Step 3: Scope
- Step 4: Guiding Principles
- Step 5: Expert
- Step 6: Direct Engagement
- Step 7: Survey
- Step 8: Recommendations

This Report has been compiled with the future in mind, as well as the present.

Early on, the H&STF came to learn that the school’s archives lack historical documentation on the origin of its use of certain symbols. For instance, there are no board minutes or student newspaper articles to provide insight as to why the nickname, Dutchmen, was chosen and by whom – or even when.

With an awareness that future Collegiate generations may choose to revisit the decisions of the present, the H&STF hopes this detailed document provides a useful reference to understand our process, rationale and recommendations.

*   *   *
Step 1: Charge

In April 2019, the Board of Trustees charged the History and Symbols Task Force:

“To study and make recommendations to the Board concerning historical and other symbols presently in use by the school through the lens of our Statement of Beliefs and contemporary scholarship, but with respect for and recognition of history and tradition.”

Statement of Beliefs

We believe that we are at our best when all members of the school community conduct themselves with respect, kindness, and integrity.

We believe that the traditions and values of this old but not old-fashioned school can inspire boys to develop their individual capacities for personal and academic excellence.

We believe that boys learn best when they are members of a diverse and just community that fosters purposeful and spirited engagement, inquiry, and collaboration in academics, athletics, and the arts.

We believe that a liberal arts education committed to diligent and discerning scholarship prepares students to be citizens who act with conscience, courage, and compassion.
Step 2: Members

The Board’s Chair, Jonathan Youngwood, selected two trustees to serve as the Co-chairs of the H&STF: **James Solomon ’83 P’25** and **Reverend John Vaughn P’20**.

The 17-member H&STF was formed with representation from across Collegiate’s divisions and constituencies – trustees, faculty and staff, parents, alumni, and Upper School students:

- **Michael Bos** - Former trustee, past president of the Collegiate Churches of NY
- **Jesse Cohen ’82** - Alumni Director
- **Christopher Dennis P’28** - Director of Equity and Diversity
- **Chinmay Deshpande’20** - Student (senior)
- **Lucas Gimbel ’21** - Student (junior)
- **Kathryn Hill** - Middle School History
- **Thomas Jundt** - Upper School History, Chair
- **John Kosner ’78 P’26** - Trustee, president of the Alumni Association
- **Regina Lasko P’22** - Trustee
- **Ricardo Melasecca’20** - Student (senior)
- **James Solomon ’83 P’25** - Trustee, H&STF Co-chair
- **Shashi Stapleton** - Lower School Head Teacher (Grade 1)
- **Wayne Titus ’98 P’30, 33** - Trustee
- **John Vaughn P’20** - Trustee, H&STF Co-Chair
- **Raymond Voelkel P’06, 07,10** - Director of Physical Education and Athletics
- **Rochelle Yu P’23** - Trustee, president of the Parents Association
- **Emily Zweibel** - Lower School Head Teacher (Grade 4)

The Board Chair selected the Trustees on the H&STF.

Dr. Levison and the Division Heads chose the Faculty/Staff.

The Head of the Upper School picked the Students with consideration that the upperclassmen represent a broad range of views.
Step 3: Scope

Per its charge to examine “symbols presently in use by the school”, the H&STF’s work focused on the following Collegiate symbols:

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<thead>
<tr>
<th>NICKNAME</th>
<th>MASCOT</th>
<th>SEAL</th>
<th>MOTTOS</th>
<th>COLORS</th>
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<tbody>
<tr>
<td>DUTCHMEN</td>
<td>![Mascot Image]</td>
<td>![Seal Image]</td>
<td></td>
<td>![Colors Image]</td>
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<tr>
<td>It is not known when Collegiate School adopted the nickname Dutchmen. The first edition of the student yearbook, <em>The Dutchman</em>, was published in 1906.</td>
<td>The caricature was drawn in the 1980s by a Collegiate parent, and noted illustrator, Walt Kelly (P ‘69, ’73). Many variations of the caricature have appeared in <em>The Dutchman</em> since 1906,</td>
<td>The crest within the seal is the Coat-of-Arms of William the Silent, Prince of Orange. It is the emblem of the Reformed Church in America (RCA) which was previously known as the Dutch Reformed Church.</td>
<td>Dutch: Eendrecht Maakt Macht “In unity there is strength” Latin: Nisi Dominus Frustra “Unless God, then in vain”</td>
<td>Orange and Blue</td>
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<tr>
<td>The Dutch and Latin (without their English translation) both appear within the seal.</td>
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On Wednesday, May 29, 2019, the H&STF met as a group for the first time.

During the Summer 2019, H&STF members were divided into three Working Groups: History, Criteria, and Outreach

- The **History Working Group** (HWG) focused on selecting an expert historian in colonial New Amsterdam / New York City to help contextualize Collegiate’s history and symbols.

  - HWG members: Michael Bos, Chinmay Deshpande, Kathryn Hill, Regina Lasko, Tom Jundt, James Solomon, Wayne Titus, John Vaughn.

- The **Criteria Working Group** (CWG) focused on establishing a set of Guiding Principles for the H&STF.


- The **Outreach Working Group** (OWG) focused on developing strategies for engaging the Collegiate community in the H&STF’s process.

  - OWG members: Jesse Cohen, Chris Dennis, Ricardo Melasecca, James Solomon, John Vaughn, Raymond Voelkel, Rochelle Yu, Emily Zweibel.

All recommendations coming from the Working Groups were reviewed and voted on by the full H&STF. The full H&STF committed to meet on a monthly basis, starting in the Fall 2019, until the completion of its charge.

*   *   *
Step 4: Guiding Principles

In recent years, a number of institutions of higher education have undertaken deep dives into their history and symbols ranging from a dormitory’s namesake to a mascot. To help inform its work, the H&STF researched many of these endeavors, which included the H&STF co-chairs communicating directly with several university administrators and trustees about their experiences.

In many instances, these universities began by establishing Guiding Principles to shape their process and recommendations. The H&STF developed its own set of guidelines, in part, from principles developed at Amherst, Duke, and Stanford.

The H&STF’s Guiding Principles coalesced around five criteria. Each derived from the belief that the rationale for any decision-making must be consistent with Collegiate’s Statement of Beliefs, and exhibit the same rigor and intentionality valued by our school.

In plain speak: thoughtful and deliberate over knee-jerk and improvised.

As Collegiate approaches its 400th anniversary, it is the H&STF’s hope that these Guiding Principles would be just as pertinent a framework for inquiry were our school to undertake a re-examination of its history and symbols at its 500th.

Collegiate School’s History & Symbols Task Force – Guiding Principles:

1. **Education is at the heart of Collegiate’s mission, and should be the guiding principle when examining its history and symbols.** Historical symbols display the stories we choose to tell about who we are. Based on our evolving understanding of both the past and ourselves, our comprehension of our collective history changes over time. It is within this context that the History and Symbols Task Force commits to sharing the knowledge gained about Collegiate’s origins and unfolding, its founding figures and enduring symbols, with all in our community, in particular students and faculty. A comprehensive, nuanced and contextualized historical understanding of Collegiate’s past enhances the entire School community. Rigorous scholarship and debate regarding Collegiate’s symbols furnishes a learning opportunity.

2. **The process for assessing the School’s symbols should reflect the aspirations explicitly expressed in Collegiate’s Statement of Beliefs.** Does it foster purposeful and spirited engagement, inquiry and collaboration? Is the scholarship diligent and discerning? Is it conducted with respect, kindness and integrity, in a manner that values a diverse and just community?
3. **The purpose and meaning of Collegiate’s symbols should reflect the aspirations within the Statement of Beliefs.** Collegiate’s stated aim is to “prepare its students to be citizens who act with conscience, courage, and compassion”, and who “learn best when they are members of a diverse and just community” Granted, certain conduct deemed appropriate in the past may be viewed very differently today. Nonetheless, a Collegiate symbol should be consistent with the aspirations within Collegiate’s Beliefs.

4. **Tradition and history are integral to Collegiate as expressed in its Statement of Beliefs, and the decision to reconsider a Collegiate symbol should only be an exceptional undertaking clearly warranted.** Any reconsideration of an established symbol should be conducted with the same rigor as is required for academic achievement and calls for meaningful outreach to and input from the Collegiate community. Replacement or modification of a long-standing Collegiate symbol requires Board approval. If a symbol warrants replacing or modifying, then the original must never be erased. It is to be archived for future scholarship, with a written explanation as to the rationale.

5. **Collegiate’s engagement with its history should be ongoing, rooted in the goal of continually seeking to embrace a fuller understanding of the School’s past, present and future.** In celebrating Collegiate’s notable history and traditions, our community must also be open to acknowledging when the School has not fully lived up to its Beliefs. Collegiate students are called upon to learn from failure as well as success, to repair fractured relationships if needed, and to act with “conscience, courage, and compassion.” Institutionally, Collegiate School aspires to the same.

* * *
Step 5: Expert

As part of its examination process, the H&STF reviewed the two books specifically about Collegiate School’s history, both of which were written by then members of the community. (These works are available through the school’s archives.)

*History of the School of the Collegiate Reformed Dutch Church In The City of New York – 1633-1853* was published in 1853, with a revised second edition in 1883. Its primary author is Henry W. Dunshee, referred to as the “Principal of the School”, who is the longest tenured head of Collegiate (1842-1887). The book’s printing was made possible by “the sum of six hundred dollars” under the auspices of the governing Consistory of the Collegiate Church.

Dunshee’s work contains invaluable information about our school’s history during its initial two plus-centuries, from the number of scholars at various intervals to qualifications for admission. There are extensive lists, by name, of the school’s students (female and male), trustees, and officers, as well as illustrations of early buildings. There is even the text of a thank you letter written by Washington Irving to Dunshee, in which the author of *The Legend of Sleepy Hollow* refers to our institution as “the Dutch school”.

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Dear Sir: Accept my sincere thanks for the copy of your History of the School of the Reformed Protestant Dutch Church which you had the kindness to send me.

I have read it with great interest from the many facts it contains concerning the olden time of our city, and the recollections it awakens of the olden time of my youth. There is one historical fact of which you make no mention, and possibly know nothing. A war once raged between the Dutch school and the school to which I belonged (kept by Mr. Benjamin Romaine, on Partition, now Fulton Street, below St. Paul’s Church), and more than one doughty battle was fought, in which, on the whole, I rather think we of Partition Street came off the worse. However, these were fends of the last century, and have long since passed away. I have no longer any pugnacious feelings towards your school, and am, Dear Sir,

Your obliged friend and servant,

Washington Irving.

Henry W. Dunshee, Esq.
In 1965, Jean Parker Waterbury P’71,’76 authored, *A History of Collegiate School – 1638-1963*. A Collegiate board member and accomplished literary agent/editor, Waterbury’s narrative expands upon Dunshee’s coverage of the school’s first 250 years, and continues the telling of Collegiate’s story during the decades that followed.

Waterbury vividly chronicles a number of pivotal moments in the school’s transformation into its contemporary self: in 1887, when it became known as “The Collegiate Grammar School”, as its mission transformed (“to prepare boys for entrance into college”) and was no longer free; in 1892-93, the school’s first year on West Seventy-seventh Street and its last year educating *girls*, and; in 1939-40, when after more than three centuries of Church control, Collegiate School formally became independent under the educational laws of New York State.

*Re Collegiate’s 1893 decision to “confine its advantages” only to boys:

"The growing difficulty of providing under one management and a single corps of teachers for thorough collegiate preparation and the finished education of girls not expected to take an academic course’ had persuaded the trustees and the Consistory of the soundness of such a step. However, they hoped that before many years they could open a similar school for girls.” (Waterbury, p. 117)
An update to Waterbury’s *A History of Collegiate School* covering 1963-1983 (“The Andrews Years” and “The Barter Years”) was published in 1984. Bruce Breimer ’63, a member of the history department, whose own lived knowledge of Collegiate could fill a bookcase, through more than six decades at the school, wrote both of the highly informative essays in his inimitable style.

Within this same booklet, another veritable Collegiate institution, Dr. Massimo Maglione, published an essay entitled, “The Evidence for the Establishment of Collegiate School in 1628”. Citing “documentary and contextual” sources, Maglione persuasively argued to redate Collegiate School’s 1638 founding to 1628. Referencing two letters by Reverend Jonas Michaelius, including one on converting native children through the teaching of Dutch and Calvinist precepts, Maglione makes a case that “strongly suggests that some form of instruction of the young took place in New Amsterdam as early as 1628.” (Maglione, 1984)

Generally speaking, the aforementioned works on Collegiate School’s history are informative and invaluable resources, reflecting the time and vantage point in which they were written. None delves into the Dutch colonial experience in matters of personal freedom, enslaved labor and religious intolerance.
With regard to Collegiate's symbols, thanks to the insights of the school’s former archivist, Marian Bach, the H&STF soon came to learn that Collegiate lacks documentation on the decision-making around the selection of its symbols.

The H&STF derived three takeaways from this void:

1. In some instances (i.e. the caricatured Mascot), Collegiate may not have given much forethought or engaged many stakeholders in choosing a symbol.

2. The H&STF committed itself to documenting its own process (i.e. this Report), so that future Collegiate generations would have a better sense of intentionality regarding its symbols.

3. The H&STF would benefit from having an Expert Historian to help place Collegiate School and its symbols within a broader historical context.

At the start of Summer 2019, the H&STF's History Working Group began to search for an academic historian with expertise in Dutch colonial New Amsterdam. With guidance from our two history faculty representatives (Dr. Thomas Jundt and Kathryn Hill), along with input from outside academics in the field, the H&STF retained the services of a preeminent scholar on the topic, Dr. Joyce D. Goodfriend.

Professor of History at the University of Denver, Dr. Goodfriend has written extensively on 17th- and 18th-century New York City and the Dutch experience in early America. Her books include Before the Melting Pot: Society and Culture in Colonial New York City 1664-1730 (Princeton University Press, 1992), winner of the Hendricks Manuscript Award of the New Netherland Institute, and Who Should Rule at Home: Confronting the Elite in British New York City (Cornell University Press, 2017), winner of the New York State Historical Association Manuscript Award and selected as a Choice outstanding academic book of the year. She is the editor of Revisiting New Netherland: Perspectives on Early Dutch America (Brill, 2005) and co-editor of Going Dutch: The Dutch Presence in America 1609-2009 (Brill, 2008).

In addition, she has published numerous essays and articles on religion in New Netherland and New York City, among them studies of the Dutch Reformed, Presbyterian, Baptist, Huguenot and Lutheran congregations. She has spoken about her research at scholarly conferences in the Netherlands, France, England and across the United States.

Fortuitously, Dr. Goodfriend has been on sabbatical in Vermont this past school year enabling her to take on the Collegiate project.
Dr. Goodfriend was tasked with writing a report aimed at providing historical context for Collegiate’s symbols. However, for the sake of clarity, it is worth pointing out that Dr. Goodfriend’s scope did not include authoring a history of Collegiate School, given limited time and resources. Nor was she asked to recommend what decisions Collegiate should make regarding its symbols.

Prior to submitting the final draft of her report, Dr. Goodfriend visited Collegiate to meet with the full H&STF, and also with Dr. Levison and Board Chair, Jonathan Youngwood. At the time, Dr. Levison posed to her the following question:

“In the 21st Century, are there elements of Collegiate’s Dutch heritage to help give the School focus, strength, and deepen its purpose?”

Dr. Goodfriend addresses Dr. Levison’s question in her Report’s conclusion.

The H&STF encourages everyone to read Joyce D. Goodfriend’s Collegiate School Report (Exhibit B) in full, as it enhances our collective knowledge of Collegiate School in ways unknown to many within our community. Rather than attempting to distill Dr. Goodfriend’s nuanced scholarship into an "executive summary", her insights have been integrated throughout this Report.

As Dr. Goodfriend told the H&STF, her objective was to “introduce some new pieces to put in conversation with older pieces.”

* * *
Step 6: Direct Engagement

To ensure transparency, the H&STF’s co-chairs sent an email on November 26, 2019 to 5,561 members of the Collegiate community – alumni, faculty/staff (present & past), parents (of current students and of alumni), and all Upper School Students. Collegiate’s Head of School and Board Chair wrote an accompanying introduction. A link to Dr. Goodfriend’s Report was among the items embedded in the email.

Shortly after, members of the H&STF made in-person presentations about its work to various stakeholders: to the Parents Association (attended by approximately 130), the Alumni Executive Committee, and the Parents of Jamaa.

As the H&STF co-chairs stated in their November email, without knowing the extended Collegiate community’s feelings and experiences associated with our symbols, any Board decision would be ill-informed and unsustainable. With this in mind, the H&STF chose to engage the Collegiate community in two principal ways:

1. **Direct Engagement Sessions**: 1-hour, in-person, facilitated dialogues. Aimed at gathering candid responses as to feelings about two of the symbols (Nickname and Mascot), and to generate ideas as to how Collegiate might dynamically engage with its history in the future.

2. **Survey**: An electronic survey eliciting feedback from the entire Collegiate community on questions pertaining to the school’s symbols and history.

To encourage candor during its Direct Engagement sessions and Survey, the H&STF committed to ground rules that included confidentiality for its participants.

Preparations for Phase 1, the **Direct Engagement** sessions, took place throughout November 2019. Larry Langford, who has worked with many educational institutions (including Collegiate) in guiding group discussions on challenging topics, advised the H&STF in its planning. Mr. Langford created the Facilitator’s Guide for use during the sessions. He also trained the members of the H&STF, and several additional faculty members, to serve as “Facilitators” during discussions. In recognition of his friend Dr. Levison’s service to Collegiate, Mr. Langford generously donated his considerable time and expertise to our H&STF effort.

Over 13 days, between December 3, 2019 and January 31, 2020, the H&STF conducted 61 facilitated, one-hour Direct Engagement sessions, plus an additional four mini-sessions with the Board of Trustees. The meetings were arranged according to affiliation – i.e. parents, faculty, etc. Nearly all of the sessions took place, in person, at Collegiate. (Some alumni participated remotely.) A total of 439 members of the Collegiate community took part in at least one gathering. The breakdown of participants in the Direct Engagement sessions:
- 200 Upper School Students (9th through 12th Grades)
- 101 Faculty/Administrators/Staff (Each Division had its own date)
- 84 Parents (across all Divisions)
  - 17 Jamaa Parents participated in a separate Session
- 30 Alumni (class years ranging from 1958 to 2019)
- 22 Trustees and 2 Senior Administrators

One of the many benefits of the Direct Engagement sessions was that our H&STF members heard first-hand the perspectives of other constituencies. For instance, the alumni representatives engaged the views of faculty, and vice versa. In addition, the H&STF’s student members facilitated sessions among their peers.

The objectives for the Direct Engagement sessions:

- Learn how the individuals in the groups feel about Collegiate’s nickname and mascot.
- Explore the origins and strength of those feelings.
- Generate ideas as to how Collegiate might in the future dynamically engage with its history.

Each Direct Engagement session followed the same basic structure:

- At the start, the facilitator reviewed the “ground rules” with the group:
  - Be authentic in expressing how you feel personally.
  - Listen to one another.
  - Respect different points of view.
  - Speak one at a time.
  - Commit to confidentiality and anonymity.
  - Stay focused.
  - Be brief.
  - Put cell phones on silent.

The Participants were then asked to “think for a moment about how the Collegiate nickname ‘Dutchmen’ … makes you feel?”

Each member of the group was instructed to write down on the piece of paper provided one or two key words that express these feelings...attaching a number from 1 – 5 that expresses how strongly those feelings are held (1 = least strong, 5 = most strong.) The Facilitator ensured that each individual got to share key words and strength ratings, which were written down with colored markers on enlarged post-its affixed to the walls within the meeting room.

When all key words had been posted, the Facilitator reviewed with the participants the words for clarity of meaning – inviting the author of a word to say more about
what was meant. The focus of the clarification was to ensure understanding, not to debate the merits of the underlying thinking (inquiry versus advocacy).

After approximately ten minutes, the participants were then asked to “think for a moment about the Mascot caricature – and how that symbol makes you feel?” The same process as with the Nickname was repeated – key words, strength rating, etc.

The final segment of the session was to “Brainstorm Engagement”.

Participants were told: “We have an opportunity as a school to productively engage with our past as a learning opportunity. We’d like your ideas on how we might do that.”

One-by-one each member of the group, if they chose to do so, shared an idea as to how Collegiate might engage its past going forward. These ideas were recorded on the enlarged post-its.

At the end of the Session, the facilitator reviewed next steps – explaining that the information gathered from these sessions, along with data from an electronic Survey, would help inform the H&STF’s recommendations to the Board of Trustees.

The group was reminded to maintain confidentiality and thanked once more for its participation.

*   *   *
Several of the Direct Engagement sessions between December 2019 and January 2020
The Facilitators shared some general observations of note:

- Collegiate’s symbols often become a proxy for feelings just beneath the surface, be it at school or in society, particularly regarding race and power.

- Some parents and students of color expressed a reluctance to share the fullness of their feelings on the symbols within racially mixed groups, preferring affinity groups to do so.

- Some faculty members shared that their comparatively less favorable feelings for the symbols is at times a source of conflict with their students.

- The move to Freedom Place South informs many stakeholders’ views on the symbols tied into feelings of a lost connection to our history.

- Many Upper School students are skeptical their opinion matters, borne of a feeling that they lacked a voice in the decision to move.

As one might expect, the H&STF found it nearly impossible to distill all of the comments expressed during the Direct Engagements into simple one-liners. With Larry Langford’s assistance, we identified certain patterns in the responses.

**SECTION 1. “DUTCHMEN” NICKNAME**

- The nickname is a ubiquitous reference in the life of the school, synonymous with the school itself.
- On the one hand, the nickname is seen as a unique moniker that conveys Collegiate’s deeply rooted history and tradition.
- On the other, the nickname also connotes negative historical references - felt most strongly by the faculty.
- The nickname when borne by sports teams brings pride and warm sense of brotherhood.
- For many, however, although perhaps vaguely negative, the nickname is not as big a problem as the mascot.

The Key Words most often heard among each constituency re. DUTCHMEN:

- **Faculty**: “Pride”, “Belongs to students”, “Neutral”, “Historical”, “Outdated”, “Colonialism”, “Euro-White”, “Male”
- **Alumni**: “Collegiate”, “Pride”, “Unique”, “Community”, “Sports”
SECTION 2. MASCOT

- On the one hand, the mascot is seen as a quirky, funny cartoon character loved by students.
- On the other hand, he is offensive to some, across all communities, for reasons having to do with Peter Stuyvesant the person (with arguing around wondering if mascot is PS).
- Parents raise questions regarding mascot’s intended identity.
- The origin of the mascot and his disability is a source of confusion.
- Some feel the mascot is a link to history.
- Compared to Dutchmen, students expressed relatively more indifference to the fate of the Mascot.

The Key Words most often heard re. Mascot:

- **Faculty**: “Silly”, “Embarrassing”, “Ever-present”, “Offensive” “Problematic” “PS – Slaveowner”
- **Parents**: “Confusion”, “Tradition”, “Ugly”, “Alienating”, “Unworthy of Collegiate”, “Depends on if it’s Peter Stuyvesant or not”
- **Alumni**: “New York City”, “Is it or isn’t it Peter Stuyvesant”, “Never thought twice about it – until now”, “Beloved”, “Funny – in good way”, “PS = Bad”

SECTION 3. How might Collegiate use its past as a learning opportunity?

- Consider this as a unique “teachable moment”.
- Examine the power of symbols.
- Engage through a variety of modes.
- Examine the essence of Collegiate.
- Explore how a school changes and evolves over 400 years.
- Look to other schools for examples.
- Let actions speak: commit to transparency.
The following is some of the Brainstorming on how to dynamically engage Collegiate’s History resulting from the Direct Engagements:

• **Students:** “We miss the history in the old school – the murals, photos, the captain’s plaques. We want younger kids to have the same experiences.” … “Have teachers explore and learn the school’s history then incorporate this into the curriculum for each grade’s discussions.” … “There should be a required mini-unit on the school’s history in 9th grade during the first couple of weeks.” … “A section in library with materials on school’s history.” … “Involve students in scholarly work re. history.” … “Hear alumni perspectives about what school was like for them. Not their work history, their school experience.” … “Look more into Collegiate’s history. Not just the founding era.” … “Acknowledge history without letting it take over the school.” … “Repair past damage by starting a new chapter in the School’s history through becoming more diverse/inclusive.” … “We want to be in charge of change.”

• **Faculty:** “Teach honestly about how school was founded.” … “Address complexities. It’s a complex history.” … “Acknowledge gaps in our understanding of that history.” … “Always consider multiple perspectives however we choose to engage our history.” … “The history and power of symbols has to be at the forefront in Collegiate and moved from the realm of the unconscious to the intentional.” … “Bring in alumni; keep connections alive.” … “Create a statement wall to highlight past artifacts and highlight the current mission statement.” … “Create a digital history and timeline.” … “Use school assemblies to tell the history.” … “Tease out what makes Collegiate ‘Collegiate.’” … “Seek information about more admirable figures in our history.” … “Look at other schools with long, complicated histories and see what they are doing.” … “Make sure that Board’s process of decision-making is explained.” … “Align goals/objectives of school with actions.”

• **Parents:** “Discuss the forces that are driving changes in attitudes—i.e., why are the nickname and mascot considered problematic now and not, say, ten or twenty years ago?” … “Bring Collegiate’s history to Life.” … “Digitize the archives so it is accessible and disseminated.” … “Develop curriculum around the School’s history.” … “Educate parents as well as students on Collegiate’s history.” … “Make the next Collegiate Benefit a walking museum-like tour of the school’s history.” … “Put up more images of the school’s past around the school.” … “A new history of the School, incorporating recent scholarship, and being a little more ‘warts and all,’ should be published, perhaps on the School’s website.” … “By knowing the school’s history, good and bad, students will feel an added sense of responsibility, that they are part of something bigger than them.” … “Engagement with history should be ongoing, not just be for this one moment in time and should be extended to the whole community, perhaps by having signage or plaques in the building or through other means.”
• **Alumni:** “Tell the good, bad and ugly.”...

  “Provide ‘viewpoint diversity’—any curriculum that is developed should provide different points of view, so that the history is looked at from all sides.”...

  “Teach history of New York using Collegiate; observe context/shared patterns of school and city history.”...

  “Physically follow the history of the school and visit sites relevant to school and city’s history.”...

  “Develop a course around New York in the Dutch Era.”...

  “Goodfriend’s report should be required reading for the high school and discuss it.”...

  “Princeton and Harvard grappled with these issues and chose not to remove. Instead they educate about the past.”...

  “Don’t engage with history by denying it but by showing how we can learn from it. In that process, symbols are a superficial thing to focus on.”...

  “Provide students with the understanding that history is ‘messy,’ that its key actors had multiple motives, and that there are shades of grey.”...

  “Need to be able to talk about the things that make us uncomfortable.”...

  “Fabulous teaching moment – facing our history.”

The above is just a sampling of the Direct Engagement responses. The H&STF reviewed all responses to help inform its recommendations to the Board.

* * *

The full Direct Engagement responses are included in this Report. [See Exhibit C].

* * *
Step 7: Survey

Because the greater majority of Collegiate’s stakeholders were unable to attend the Direct Engagements, the H&STF created an electronic Survey to gather feedback along the lines of the in-person sessions:

- Learn how individuals feel about Collegiate’s symbols.
- Explore the origins and strength of those feelings.
- Generate ideas as to how Collegiate might in the future dynamically engage with its history.

Whereas the limited time of the Direct Engagements only enabled discussion around two symbols (Nickname and Mascot), the H&STF used the Survey to inquire about all six under its purview: Nickname, Mascot, Seal, Latin & Dutch Mottos, and Colors.

As with the Direct Engagements, the H&STF’s Survey objective was informational – not as a referendum. Our goal was for the Survey to be accessible for the user and instructive for collecting meaningful data. To help do so, the H&STF retained Dr. Sharon L. Miller, the longtime Director of Research at the Center for the Study of Theological Education at Auburn Seminary.

The Survey was structured so that Respondents learned more about the symbols as they went along. For example, initial questions simply asked for feelings and associated word choices. Only then was the Respondent tasked with considering the Mascot’s potential connection to Peter Stuyvesant, and to assess the symbols in relation to Collegiate’s Statement of Beliefs.

Each individual was asked:

- To rate on strength of feeling (from a low of “1” to “5”).
- To select among 19 words that best represents their view.
- To consider the Mascot in the context of its possible connection to Peter Stuyvesant.
- To consider the symbols in relation to the Statement of Beliefs.
- To consider Seal, Mottos, Colors in relation to the Church.
- To describe what Collegiate is, or has been, to you.
- To suggest how Collegiate might engage with its history.

Heather Truscinski and Leah Christenson in Collegiate’s Development office, which executes the school’s external communications, worked tirelessly on disseminating the Survey and collecting the data. All responses were kept confidential, and only identified by constituency – i.e. “Alumni”, “Students”, “Faculty/Staff”; “Parents”; “Past Parents”. SurveyMonkey was the survey platform used.
On Friday, January 24, 2020, 5,341 members of the Collegiate community received the H&STF’s electronic Survey. Respondents were given one-week to answer the more than two-dozen questions – 1,664 responded (31%).

- **715** Responded out of 2,498 Alumni (29%)
- **92** out of 213 Faculty/Staff (43%)
- **81** out of 202 Former Faculty/Staff (40%)
- **403** out of 1040 Parents (39%)
- **314** out of 1333 Past Parents (24%)
- **166** out of 220 Upper School Students (73%)

Of the Respondents:

- 67.8% were men. 29.9% were women. 0.4% were non-binary. 1.9% preferred not to indicate.
- 40% fell between the ages 40-59, with an additional 24% aged 60+.
- 47% of alumni respondents graduated in the 2000s or 2010s.
- Parents were split equally between the three divisions.
- 60% of past parents had children who graduated in the 2000s or 2010s.
- 67 faculty and 25 staff (current) responded.

Some general takeaways from the Survey:

Respondents were first asked to give their general feelings on the six symbols.

- On average (among “All” constituents), the symbols are viewed positively.
- On average, males view the symbols more positively.
- On average, the Nickname is viewed more positively than Mascot.
- Faculty/Staff view all of the symbols less favorably than other constituencies.
- On average, the Colors (orange and blue) are the most “favorable” symbol.
- On average, the Latin Motto (*Nisi Dominus Frustra/*"Unless God, then in vain") is viewed as the least “favorable” symbol.

Respondents were then asked to choose among 19 words they most associate with the symbols. The Top 3 selections for each symbol, “all” constituencies combined:

- Nickname: “History/Tradition”; “Collegiate”; “Pride”
- Mascot: “History/Tradition”; “Collegiate”; “Quirky/Funny”
- Seal: “History/Tradition”; “Collegiate”; “Pride”
- Dutch Motto: “History/Tradition”; “Community”; “Collegiate”
- Latin Motto: “Church”; “History/Tradition”; “Outdated”
- Colors: “Collegiate”; “Sports/Team Spirit”; “History/Tradition”
The Respondents were asked to evaluate the symbols in relation to the *Statement of Beliefs*. (Note: many older alumni and past parents were likely learning for the first time that Collegiate has a *Statement of Beliefs*, which was established in 2017.)

- On average, every symbol (except for one) was viewed less favorably when considered in relation to the values in Collegiate’s *Statement of Beliefs*.
- The exception was the Dutch Motto (*Eendracht Maakt Macht* / “In unity there is strength”), whose rating remained essentially the same.
- On average, the symbols were still viewed in the “positive” range when considered in relation to the *Beliefs*.
- However, the Faculty viewed the Nickname, Mascot, and Latin Motto in the negative range when considered in relation to the *Beliefs*.
- Alumni viewed the Latin Motto just below neutral in relation to the *Beliefs*.

Respondents were asked to consider the Mascot in relation to Peter Stuyvesant.

- The community is very divided on the topic of Peter Stuyvesant / Mascot – ranging from whether it or is not Stuyvesant… to what to do about it.

Respondents were asked to use a word or phrase to describe “*what Collegiate School is, or has been, to you*”? The Top 3 choices per constituency:

- Students: “Brotherhood”, “Community”, “Pride”
- Faculty/Staff: “Community”, Excellence”, “Academic”
- Parents (current): “Community”, Tradition”, “Excellence”
- Parents (of alumni): “Tradition”, “Traditional”, “Welcoming”

Respondents were asked if Collegiate should continue to use symbols attached to the Dutch Reformed Church (seal, mottos, colors)?

- All constituencies answered “yes” with varying degrees of enthusiasm – at the high end (the Parents of Alumni) and low (Faculty/Staff).
- Asked for a written comment as a follow up, many expressed an objection to the Latin Motto (*Nisi Dominus Frustra* /”Unless God, then in vain”).

The final Survey question asked: “*How might Collegiate engage more fully with its history and past?*” The responses appear in the section of this Report titled “Dynamically Engaging with Collegiate’s History”.

The full results of the H&STF’s Survey are included in this Report. [See Exhibit D]
Step 8: Reasons & Recommendations

On Saturday, February 8, 2020, nine months after the H&STF first convened, its members gathered at the Auburn Theological Seminary to deliberate final recommendations to the Board of Trustees.

Before commencing, the H&STF members read aloud the Board’s Charge to the H&STF, the H&STF’s Guiding Principles, and Collegiate’s Statement of Beliefs. Each of these items was also posted on easels for reference purposes.

The following are the unanimous recommendations of the History and Symbols Task Force to Collegiate School’s Board of Trustees:
It is not known officially when Collegiate School first began using the nickname, “Dutchmen” – nor does there appear to be any documentation surrounding its selection. The first student yearbook, *The Dutchman*, was published in 1906, nearly 280 years after the school’s founding. Those editors did not state their reasoning for choosing the yearbook’s name. But one can certainly speculate as to why...

Collegiate School’s historic connection to its Dutch roots is unquestioned.

As Dr. Goodfriend states in the opening sentence of her report: “Collegiate School’s institutional identity emanates from two sources – the Dutch nation and the Dutch Reformed church.” Collegiate has remained resolute in maintaining its Dutch connection. More than a century after New Amsterdam had become New York, and English the language and law, the school persisted in instructing its students in Dutch, right up until the American Revolution. A century later, Washington Irving was referring to it as “the Dutch school”. Jumping ahead another century, from Irving’s era until 2018, the school’s physical proximity to the West End Collegiate Church manifested its Dutch lineage.

Through the Direct Engagement sessions and the Electronic Survey, the H&STF found there to be a generally favorable view of the nickname, Dutchmen.

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**Collegiate School History & Symbols Task Force**

Below are six historical symbols connected to Collegiate School. What are your feelings and responses to these symbols?

*Scale: 1 (negative) – 5 (positive)*

**Nickname: Dutchmen**

<table>
<thead>
<tr>
<th>Constituency</th>
<th>Average Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Constituents</td>
<td>4.3</td>
</tr>
<tr>
<td>Students</td>
<td>4.5</td>
</tr>
<tr>
<td>Alumni</td>
<td>4.3</td>
</tr>
<tr>
<td>Parents</td>
<td>4.5</td>
</tr>
<tr>
<td>Fund Raisers</td>
<td>4.4</td>
</tr>
<tr>
<td>Faculty/Staff</td>
<td>3.8</td>
</tr>
</tbody>
</table>
Asked “which of the following words do you most associate with Dutchmen?” the Top 10 choices, when the responses of “All” constituencies are combined:

1. History/Tradition (83%)
2. Collegiate (75%)
3. Pride (66%)
4. Sports/Team spirit (55%)
5. Camaraderie (45%)
6. Brotherhood (44%)
7. Community (44%)
8. Unique (35%)
9. Quirky/Funny (23%)
10. Male-Centric (20%)

Enthusiasm for Dutchmen fell slightly among “All” constituencies when asked to consider the nickname in relation to the Statement of Beliefs.

Collegiate School | History & Symbols Task Force

Which of the following words do you associate with these symbols?
Nickname: Dutchmen – All Constituencies

Collegiate School’s Statement of Beliefs (adopted in 2017) sets forth the following values for our community: respect, kindness, integrity, personal and academic excellence, diversity, spirited engagement, inquiry and collaboration, conscience, courage and compassion.

Please indicate whether you think the following symbols reflect these values and qualities on a scale of 1 (does not reflect values) – 5 (does reflect values).
Yet, in regards to the Beliefs, the community’s view of “Dutchmen” still remained positive – except among the Faculty/Staff.

The word choice, “Male-Centric”, rates as the 10th among the most chosen words associated with Dutchmen, selected by one in five Respondents. However, nearly half (46%) of the Faculty/Staff cited “Male-Centric, in 3rd position after “History/Tradition” and “Collegiate”.

Collegiate School | History & Symbols Task Force
Which of the following words do you associate with these symbols?
Nickname: Dutchmen
Faculty/Staff

While “Male-Centric” is de-facto neither positive nor negative, on a number of occasions during H&STF Direct Engagement sessions, we heard concerns expressed – not just by faculty/staff – about the negative associations (i.e. “sexism”, “bullying”).

It is a fact that the greater majority of school and team nicknames and mascots are gender-neutral. One may assume that inclusivity is a reason. During the H&STF’s Direct Engagements, there were questions raised as to whether it is appropriate for Collegiate to have a male nickname. Is the gendered “Dutchmen” consistent with the Collegiate Policy on Gender Diversity (Exhibit E)?

“We expect that any student who is enrolled at Collegiate will continue to embrace our mission as an institution that is and will remain dedicated to the education and well being of boys.” (Collegiate School’s Policy on Gender Diversity, 2019)

The H&STF believes that the gendered nickname, “Dutchmen”, is not inappropriate, as the Policy on Gender Diversity affirms College’s mission as “an institution that is and will remain dedicated to the education and well being of boys.”
As previously mentioned, Dr. Levison posed a question directly to Professor Goodfriend:

“In the 21st Century, are there elements of Collegiate’s Dutch heritage to help give the School focus, strength, and deepen its purpose?”

In considering “Dutchmen”, the H&STF took into account Goodfriend’s response to Dr. Levison. In short, Dr. Goodfriend answered Dr. Levison:

1. “Affirming the school’s Dutch legacy preserves historical continuity.”

2. “Casting a spotlight on the Dutch origins of Collegiate School confirms the crucial role played by non-English people in America’s founding.” (“The seeds of 21st Century New York City’s pluralism were planted in New Amsterdam.”)

3. “Acknowledging the formative influence of the Reformed church on Collegiate makes explicit the Protestant principles that guided the school over the centuries.”

4. “The legacy of New Amsterdam’s entanglement in the enslavement of human beings of African origin, while painful, stands as a beacon for members of Collegiate’s community as they ponder the question of inclusivity.”

Dr. Goodfriend’s closing words pose a challenge to the Collegiate community:

“In the school narrative now under consideration, addressing the evidence of deprivation of freedom and exploitation of labor in previous centuries can be the crucial first step toward achieving the moral clarity necessary to deal with issues of race in the 21st century.” (Goodfriend, p. 21)

If we are going to call ourselves, “Dutchmen”, the H&STF believes that our community should have a more comprehensive understanding of its namesake.

“The facts are plain,” Dr. Goodfriend wrote to the H&STF early in its examination of Collegiate’s history and symbols. “The Dutch West India Company was a slave trading company. The Dutch Reformed church condoned slavery. Slaves belonging to the Dutch West India Company (the ‘Company slaves’) provided labor essential to building and maintaining New Amsterdam. Individual New Amsterdam residents of European background bought, sold and profited from the labor of enslaved Africans. New Amsterdam’s enslaved Africans were open to becoming Protestant Christians, but after 1655 the opportunity to have their children baptized in the Reformed Church was cut off. In short, New Amsterdam, the home of Collegiate School, was a society predicated on racial difference and religious intolerance.”
Finally, in considering its recommendation on the school’s nickname, the H&STF also factored the strong feelings of a lost connection to Collegiate’s past resulting from “The Move” to 301 Freedom Place South. While conveyed most ardently by Upper School students through the Direct Engagement sessions and electronic Survey, many within each constituency share this sentiment.

In formulating its recommendations to the Board, the H&STF weighed Collegiate School’s...

- Deep historic connection to its Dutch roots.
- Strong affinity for “Dutchmen” among the extended Collegiate community.
- Positive associations with “Dutchmen” transcending history.
- Too much change for the system on account of the “move” to 301 FPS.
- “Dutchmen” - as an educational opportunity for engaging our history.

* * *

RE: Collegiate School’s nickname, “Dutchmen”:

The History and Symbols Task Force unanimously recommends to the Board of Trustees:

**Collegiate School should maintain its nickname, Dutchmen.**

With two strong caveats...

1. The school must **actively engage with its history** – the so-called “good” and “bad” – so that our community (particularly students) understands “Dutchmen” in a more complete and historical context.

   - The H&STF’s suggestions on how Collegiate might engage with its history are referenced later in this Report, and are drawn from brainstorming with the community via the H&STF’s Direct Engagements and Survey. (Initiatives need to be age-appropriate.)

2. What it means to be a Collegiate “Dutchmen” should be **aspirational**. It should reflect our collective understanding of what “Collegiate is…”

The Survey asked Respondents: **What words or phrases come to mind to describe what Collegiate School is, or has been, to you?** The most often cited:


Survey Results to Question **“Collegiate is, or has been, to you?”** (See Exhibit F)
MASCOT: CARICATURE

As mentioned earlier, the February 2019 “An Open Letter to the Collegiate Community” specifically addressed Collegiate’s mascot:

5. A serious reevaluation of our school mascot. We suggest a simple removal of the peg leg. Peter Stuyvesant was a vehement anti-Semite and ruled by hate and racism. Although, current students may not be personally offended by the mascot, is this the man we want to represent Collegiate? Do his values align with ours?

THE CREATOR

Walt Kelly P’69, ’73 (1913-1973) originally drew the caricature sometime during the 1960’s. The father of two Collegiate boys, Steven ’69 and Andrew ’73, Kelly was an acclaimed animator/cartoonist and the creator of the comic strip, Pogo, which was syndicated in newspapers for more than a quarter century.

The H&STF co-chairs spoke with his son, Dr. Andrew Kelly ’73. According to Dr. Kelly, his late father originally drew the caricature on a piece of cardboard, as he did many creations. He then gave it to Robin Batcheller, the esteemed head of Collegiate’s Art Department. Dr. Kelly does not recall why his father made the drawing, only that Mr. Batcheller “transferred it into color”. It is Mr. Batcheller’s painted rendering that is most familiar to students past and present, as it adorned a lobby elevator wall for decades within the “new” building on the Upper West Side.

Dr. Kelly recalls Mr. Batcheller’s executed version as largely in the same vein as his father’s drawing. The currently ubiquitous versions at Collegiate, on wall decals and merchandise, are generally similar to the Kelly-to-Batcheller collaboration.
Naturally, the question arises: is Peter Stuyvesant the figure that Walt Kelly depicted? Dr. Kelly does not know, explaining it never came up in conversations with either his late father or his late brother, Steven. Readers of Walt Kelly’s Wikipedia page may wonder if there is a correlation between the cartoonist having lost a leg due to complications from diabetes, and the Collegiate caricature’s absent limb. Dr. Kelly says, no, as his father’s leg was removed for medical reasons long after the drawing.

To be clear, the H&STF did not find a definitive answer on “is it Peter Stuyvesant?” Some have theorized the figure is a Dutch pirate, and point out that Stuyvesant had no known connection to the school. Yet, Stuyvesant’s renown as an iconic Dutch colonist and the existence of a Peg Leg makes it a distinct possibility, if not likely, that he is the inspiration for the figure in Walt Kelly’s depiction.

It has also been noted that the stylistic rendering is satirical rather than flattering. Dr. Goodfriend’s Report points to a similar approach — the 1938 Broadway musical, *Knickerbocker Holiday*, and 1944 film of the same name. In the Washington Irving-inspired production, Stuyvesant is a prominent, villainous character. While the theater poster’s caricature of Stuyvesant is dissimilar to Collegiate’s mascot, their clothing is fairly alike.

Although inconclusive on whether or not the Mascot is Peter Stuyvesant, Dr. Goodfriend’s verdict on the Director-General of New Netherlands is anything but:

“In short, Petrus Stuyvesant, who headed New Netherland’s government from 1647 to 1664, the most important period in the Dutch colony’s development, promoted and perpetuated the enslavement of men, women and children of African descent... Stuyvesant was unwavering in his commitment to the exploitation of people of African descent...

“Those inclined to admire Stuyvesant as a strong leader also must come to grips with his far from enlightened record on religious toleration... Stuyvesant’s negative comments on the Jews who fled to New Amsterdam from the Dutch colony of Brazil after it was captured by Portuguese Catholics in 1654 have earned him a reputation as an anti-Semite and cemented his reputation for intolerance.”*(Collegiate Report, Goodfriend, pages 18-19)*
ONE AMONG MANY

A number of participants in the Direct Engagements and Surveys expressed the view that the Mascot caricature is part of Collegiate’s history, therefore should be inviolate. Putting aside for the moment that Walt Kelly’s version has only existed for roughly 15% of the school’s 392 years; it is far from the first “Dutchman” caricature published at Collegiate.

There have been numerous iterations since the school’s first student yearbook, The Dutchman, in 1906. Here are just a few:
In Collegiate’s not so distant past, seemingly seminal traditions have been deemed worth reexamining. A case in point is the song, “The Orange and Blue” (also known as “Our ForefathersCrossed the Atlantic”). Sung by generations at Collegiate School, going back to the early 1900’s, this school favorite at the time was considered so integral to student life that it was published in the Upper School Handbook – opposite the “Alma Mater”.

The first verse reads:

THE ORANGE AND BLUE
Our forefathers crossed the Atlantic,
And landed right here on this shore:
They saw this beautiful island,
And said, “What could we want more?”
And then those sturdy Old Dutchmen
Deciding they’d come to stay,
Announced to the wandering red men,
“You’ve got to get out of the way.”

Chorus:
Hurrah for the Orange and Blue!
To Collegiate we’ll ever be true.
She gives us the knowledge
That sends us to college,
Hurrah for the Orange and Blue!

Here is how it appeared in the 1964 Upper School Handbook.
DATA: MASCOT

The H&STF Survey revealed some interesting data regarding the Mascot. The positive feelings for the Mascot were comparatively less strong than the Nickname:

**What are your feelings and responses to these symbols?**

- **All:** Dutchmen (4.32) / Mascot (3.78)  Differential: .54
- **Students:** Dutchmen (4.53) / Mascot (3.94)  Differential: .59
- **Alumni:** Dutchmen (4.51) / Mascot (4.09)  Differential: .42
- **Current Parents:** Dutchmen (4.19) / Mascot (3.44)  Differential: .75
- **Past Parents:** Dutchmen (4.42) / Mascot (3.94)  Differential: .48
- **Faculty/Staff:** Dutchmen (3.28) / Mascot (2.62)  Differential: .66

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**Collegiate School | History & Symbols Task Force**

Below are six historical symbols connected to Collegiate School. What are your feelings and responses to these symbols?

*Scale: 1 (negative) – 5 (positive)*

Nickname: Dutchmen

<table>
<thead>
<tr>
<th>Constituency</th>
<th>Dutchmen</th>
<th>Mascot</th>
<th>Differential</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Constituents</td>
<td>4.32</td>
<td>3.78</td>
<td>.54</td>
</tr>
<tr>
<td>Students</td>
<td>4.53</td>
<td>3.94</td>
<td>.59</td>
</tr>
<tr>
<td>Alumni</td>
<td>4.51</td>
<td>4.09</td>
<td>.42</td>
</tr>
<tr>
<td>Parents</td>
<td>4.19</td>
<td>3.44</td>
<td>.75</td>
</tr>
<tr>
<td>Past Parents</td>
<td>4.42</td>
<td>3.94</td>
<td>.48</td>
</tr>
<tr>
<td>Faculty/Staff</td>
<td>3.28</td>
<td>2.62</td>
<td>.66</td>
</tr>
</tbody>
</table>

Mascot

<table>
<thead>
<tr>
<th>Constituency</th>
<th>Dutchmen</th>
<th>Mascot</th>
<th>Differential</th>
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<td>.48</td>
</tr>
<tr>
<td>Faculty/Staff</td>
<td>3.28</td>
<td>2.62</td>
<td>.66</td>
</tr>
</tbody>
</table>
The positive feelings for the Mascot drop measurably after Respondents were asked to rate the Mascot relative to the *Statement of Beliefs*:

Feelings about the Mascot before and after reference to the *Statement of Beliefs*.

<table>
<thead>
<tr>
<th>Constituency</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>3.78</td>
<td>3.23</td>
</tr>
<tr>
<td>Students</td>
<td>3.94</td>
<td>3.48</td>
</tr>
<tr>
<td>Alumni</td>
<td>4.09</td>
<td>3.45</td>
</tr>
<tr>
<td>Parents</td>
<td>3.44</td>
<td>2.96</td>
</tr>
<tr>
<td>Past Parents</td>
<td>3.94</td>
<td>3.26</td>
</tr>
<tr>
<td>Faculty/Staff</td>
<td>2.62</td>
<td>2.34</td>
</tr>
</tbody>
</table>
The Survey does not reveal exactly why Respondents felt differently about the Nickname vs. Mascot, or to what extent Peter Stuyvesant was a factor.

The specific questions referencing Peter Stuyvesant asked Respondents how they felt about the Mascot’s potential connection. Most striking about the response was the divided view among and within various constituencies.

Among “All” Respondents, nearly an equal % chose as their answer:
- “Should not be our mascot” (24.4%),
- “Regardless of info...keep our mascot” (22.5%)
- “I don’t think he is P.S.” (21.5%)

Past Parents and Alumni were evenly split among options. The Faculty/Staff and Students leaned heavily in opposite directions.
MASCOT = UNIFIER

In researching other educational institutions that re-examined symbols, the H&STF was struck by a comment made by Cullen Murphy, the Chair of Amherst College’s Board of Trustees, regarding its review of the mascot, “Lord Jeff”.

“Amherst College finds itself in a position where a mascot—**which, when you think about it, has only one real job, which is to unify**—is driving people apart because of what it symbolizes to many in our community.”

The H&STF concurs. A mascot should be a unifying force, not a divisive one.

The Walt Kelly version – whether it is Peter Stuyvesant or not – has become a divisive element within our community. The students’ “Open Letter” did not create but rather surfaced such feelings, as revealed via the H&STF’s Direct Engagement and Survey. The current Mascot caricature is offensive to many within the community with respect to race and disability.

“My father would not want to perpetuate something that is racist or authoritarian,” Dr. Kelly told the H&STF Co-chairs. “If you know his work, it is not who he was – or what he championed.” Walt Kelly’s cartoons, such as *Pogo*, were often political, and included his lampooning the anti-Communist Senator Joseph McCarthy. He is said to have coined the phrase, “We have met the enemy and he is us,” for an Earth Day poster in 1970.

Asked how he felt about his father’s creation, in light of the “Open Letter”, Dr. Kelly stated: “I’d be sympathetic to replacing it, if it is objectionable.”

* * *

**RE: Collegiate School’s Mascot caricature**

The History and Symbols Task Force unanimously recommends to the Board of Trustees:

- Collegiate’s Mascot caricature has changed before. **Time for it to change again.**

- **Update the “Dutchman” Mascot** - in a manner that **unifies** rather than divides.

- “A simple removal of the peg leg” is well intentioned but the H&STF does not think it goes far enough to unify (versus ambiguity and division).

- Walt Kelly’s version must **not be erased** from Collegiate. There needs to be a **public exhibition** prominently within the school depicting how the caricatured “Dutchman” has evolved over the years, along with a written explanation as to why it is being updated. The current version should be permanently **exhibited** somewhere within the school, perhaps the Library.
- However, the H&STF recommends removing the existing Mascot decals within 301 Freedom Place South and the phasing out of swag/uniform use of the current version of the mascot.

The H&STF recommends that the process for updating the Mascot occur during the upcoming 2020-2021 School Year, utilizing a process along these lines:

- An “Updating Mascot Committee” would coordinate the effort, with approximately ten representatives from across all constituencies:
  - 3 student representatives;
  - The president of the Alumni Association and the Parents Association;
  - A Faculty representative of long-standing;
  - The Directors of Equity & Diversity…of Athletics… and of Alumni;
  - The H&STF co-chairs

- **Designer / TBD** – The Committee would evaluate the merits of having a Contest vs. retaining a Professional Designer to update the Mascot.

- **Vote** – The extended Collegiate community would ultimately vote among a few “Dutchman” Mascot options.

The Design parameters for the updated Mascot would...:

- Address concerns raised by the current version regarding race & disability.

- Ensure that it remains connected with our history.

- Balance the irreverence and seriousness of Collegiate. Self-critique that counters our sense that we are a community of great privilege. Note: many found appealing that the current version aims to be humorous in its intent.

  *

  *

  *
A Collegiate first grader in a prior era arrived on his Day One wearing a blazer with the school’s Seal sewn into the breast pocket. A student’s familiarity with the Coat-of-Arms of William the Silent, Prince of Orange was grown from the start.

While the school’s historic relationship is with the Collegiate Church, its Seal derives from the Collegiate Church’s “parent body”, the Reformed Church in America (RCA) which was previously known as the Dutch Reformed Church.

The RCA began using the present form of the crest in 1887. At some point thereafter, Collegiate School officially adopted it as its own.

In Henry Dunshee’s *School of the Collegiate Dutch Church*, there is a fulsome description of the Coat-of-Arms of William the Silent, Prince of Orange, “under whom the Netherlands achieved her civil and religious independence.” The detailed explanation coincides with Collegiate’s 250th anniversary, as the crest appears on the marble slate engraved for this occasion. (The tablet presently adorns the stairwell wall at 301 Freedom Place South.)

The second edition, printed in 1883, itemizes the historic and religious significance of each barely visible symbol within the Coat-of-Arms: the three shields of Prince William; the smaller shield signifying John Calvin’s home; the Helvetic cross “in token of his Protestant faith”; the lion’s right paw “with an elevated sword, ready for defence”; “the martial horns symbolizing the courageous leadership of those who took arms against the Moors and Saracens.”
At the bottom of the “Description”, there is mention of the Latin and Dutch Mottos, which also appear in Collegiate School’s Seal.

“The motto, Nisi Dominus Frustra (Psalm cxvii, 1), ‘Without the Lord all is vain,’ fitly expresses the deep religious convictions of the Dutch and their sincere trust in God, while struggling for a home and a Church. The legend in Dutch, Een-dracht maakt macht, signifies ‘Union makes strength,’ and was the rallying cry in times of despondency.” (Dunshee, p. 278)

To help inform its examination of the school’s church-derived symbols (Seal, Mottos, Colors), the H&STF leaned on its two clergy members: H&STF Co-chair, Reverend John Vaughn P’20, who is an ordained Baptist clergy person since 1985 and Executive Pastor at the historic Ebenezer Baptist Church; Reverend Michael Bos, the school’s Chaplain and the Senior Minister at Marble Collegiate Church. Until recently, Dr. Bos was the president of the Collegiate Churches of New York.

The H&STF reviewed the Collegiate Seal within the context of...

- The historic and present relationship of School and Church.
- Alignment of RCA’s policies and Collegiate School’s values.
- The Latin and Dutch Mottos within the Seal.
SCHOOL & CHURCH

Dr. Goodfriend’s Report contextualizes the centuries long relationship between Collegiate School and the Church, which changed markedly during the 20th Century, and decidedly within this last decade.

“For over 300 years, Collegiate School was a church school. Originally under the control of the Deacons of the Dutch Reformed church, it was placed under the governance of a Board of Trustees chosen by the authority of the Consistory of the Dutch Reformed church in 1808. Protestant Christian elements were integral to the school’s program from its founding in New Amsterdam until at least 1940, when a separate administrative structure was instituted.” (Goodfriend, p. 3)

Jean Parker Waterbury’s A History of Collegiate describes the separation between the school and the Church just over 80 years ago.

“By 1939 school authorities and the Church agreed that the time had come, after three hundred years of church control, for the school to become a separate entity, and in 1940 Collegiate School was formally incorporated under the educational laws of New York State. At least five church members were to have places on the Board of Trustees, and the school was to remain on the church property, for the time being, but otherwise the school now was an independent organization.” (Waterbury, p. 133)

Between 1940 and 2015, the now independent Collegiate School continued to receive church support, most visibly to students during Convocations and “Moving Up” ceremonies in the West End Collegiate Church. As for its governance, a portion of Collegiate School’s campus (the so-called “Old Building” and “Alumni Gym”) was located on church property. The Church’s relationship with the School continued through a low/no cost lease and seats on the board. During this period, the number of Church-appointed board members ranged from an initial five to, more recently, just one, who was the school’s Chaplain and an H&STF member, Rev. Michael Bos.

In 2015, the Collegiate Church reclaimed its portion of the campus and purchased the Collegiate School-owned adjacent properties (260 West 78th Street and the connected 378 West End Avenue). The school began paying rent, ending the obligation for Church representation on the Board.

In 2018, Collegiate School moved to 301 Freedom Place South.
In summary, the four stages between Collegiate School and the Church:

- **1628-1940**: The School operates under charter of the Collegiate Church.

- **1940-2015**: The School becomes an independent educational institution, but there is continuing relationship in that the Church supports the School through a low/no cost lease and has seats on the board.

- **2015-2018**: Church purchases School property, and School begins paying rent. End of obligation for Church representation on board.

- **2018-Present**: The School moves to FPS.

*It is during this period, late 1800’s, when Collegiate adopted its Seal and Mottos.

The school’s 250th anniversary celebration helped give the H&STF, and by turns the reader, a sense of Collegiate’s mission at that time, as compared to the present. At the ceremony presenting the tablet bearing the Coat-of-Arms, the Alumni speaker, Samuel G. Jellife (class of 1852), said of Collegiate’s illustrious principal:

“Mr. Dunshee would talk to us of those themes of tremendous import; of God; of death; of eternity; of Christ; never I know without making us realize the solemn sense of those words, never without causing noble resolves, and never without sending us on our knees, in humble, earnest prayer. That he felt, that after all, his great work was to win the soul of his scholars to God.” (School of the Dutch Collegiate Church, Dunshee, p. 261)

**REFORMED CHURCH OF AMERICA (RCA):**

Because Collegiate School’s Seal derives from and currently matches exactly that of the Reformed Church in America (RCA), the H&STF also examined the RCA’s policies for their alignment with our school’s. Given his extensive knowledge of both institutions, Reverend Bos wrote the following overview for the H&STF:

**The School’s Seal and Its Relationship to the RCA**

Because the Collegiate Church is part of a denomination, currently called the Reformed Church in America (RCA) but was formerly known as the Dutch Reformed Church, the school had a relationship with the RCA by association but never by interaction or participation. At some point the school adopted the crest of the RCA as its own. The RCA used the coat of arms for William the Silent, Prince of Orange (16th century) as a way to reflect its historic character and the cause for which it stood. As Goodfriend points out in her report, the two phrases added to the crest represented the rallying cries in the struggle for civil and religious liberty (p. 5). Perhaps the school chose to use it for the same reason, but that is not known.
As for the use of the crest in the life of the RCA, eventually it became used for denominational business, and individual churches within the denomination began to use their own logos, if they had one. The RCA stopped using the crest in its communications about fifteen years ago in favor of a more contemporary logo. In effect they have a crest and a logo, with the logo being what is used to represent the denomination’s “brand.”

Because there is a historical association with the RCA and the school through the crest, it is important to know whether the RCA reflects the values of the Collegiate School. This is difficult to answer in that the RCA is a diverse affiliation of churches. There are many churches like the Collegiate Church, who are more progressive and have advocated for the equality and inclusion of all people regardless of sexual orientation or identity. This is a value shared by the Collegiate Church and Collegiate School. There are other churches in the RCA that are not inclusive. This is because local judicatories in the RCA can determine the policy for churches within its jurisdiction.

Amidst this diversity of approaches, the General Synod of the RCA has made statements that are not supportive of the inclusion of LGBTQ persons. For example, at the 2012 General Synod they made a statement about LGBTQ persons in general and same gender marriage in particular:

> While compassion, patience, and loving support should be shown to all those who struggle with same-sex desires, the General Synod reaffirms our official position that homosexual behavior is a sin according to the Holy Scriptures, therefore any person, congregation, or assembly which advocates homosexual behavior or provides leadership for a service of same-sex marriage or a similar celebration has committed a disciplinable offense.

This is not binding on any local judicatory. It only expresses what the majority at a General Synod believe should be the policy. There is currently a movement within the RCA to change the constitution of the RCA, hence making it binding on all judicatories and churches, so that churches cannot do same gender marriages, nor can LGBTQ persons be ordained. Since 2017, the Collegiate Church is also affiliated with the United Church of Christ, a very progressive denomination.

* * *

In deliberating its recommendation to the Board, the H&STF considered whether Collegiate should share a seal with the RCA, if our values are not aligned, such as on LGBTQ inclusion.

The H&STF also felt that it is notable that the Collegiate Church, our original religious parent, no longer uses the RCA seal and motto. As per Reverend Bos, the Collegiate Church is part of the more progressive churches within the RCA, and has advocated for equality and inclusion.
MOTTOS:

Within the seal that Collegiate School shares with the RCA are Latin and Dutch Mottos associated with Prince William of Orange. Dr. Goodfriend’s Report addresses both quoting the church historian Edward Tanjore Corwin, writing in 1906:

“There those who adapted the emblem to church use added the mottoes ‘Nisi dominus frustra,’ ‘without the Lord all is vain,’ abbreviated from the first verse of the 127th Psalm, and ‘Eendracht maakt macht,’ ‘Union makes strength,’ a free rendering of ‘Concordia res parvae crescent,’ found upon medals and coins struck to commemorate the Union of the States of the Netherlands.”
(Goodfriend, p. 5)

There are many English translations of the Latin and Dutch including the common:

Latin:  
Nisi Dominus Frustra  (“Unless God, then in vain”)

Dutch:  
Eendracht Maakt Macht  (“In unity there is strength”)

The H&STF Survey provides an interesting window into the community's varied perceptions of the Mottos and the Seal.

The first round of questions asked Respondents for their immediate feelings and responses to the Seal, Dutch and Latin Mottos, without any context. The feedback, among “All” constituencies combined:
Among “All” constituencies combined, during the first round of questions:
- Seal (4.57) & Dutch Motto (4.41) ranked among the most favorable symbols.
- Latin Motto was the least (3.30).

Among “Alumni”, the Latin Motto (3.17) was the only symbol this constituency rated below "4". By comparison, Alumni registered the Seal at 4.65.

The disparity in feelings about the Seal and Latin Motto is particularly interesting in that the Latin Motto appears within the Seal. Of course, there are many valid reasons for why one might still feel favorably towards the Seal when not for the Latin Motto.
As previously noted, there is a tendency to view the symbols as part of Collegiate’s scenery. Few of us raised an eyebrow about the Mascot until the “Open Letter”. No doubt, generations of graduating Collegiate seniors received their diploma without ever really contemplating the shields, lions, pillars and mottos within the Seal.

As we learn more, we may feel differently – as indicated by the Survey.

There was a direct correlation between a Respondent’s contextual knowledge and feelings toward the symbols. In general, when Respondents were asked to consider the symbols in relation to Collegiate’s Statement of Beliefs, they were rated somewhat less favorably. We see that with the Seal and Latin Motto.
Among “All” constituencies combined, pre-Statement of Beliefs and after:
- Seal: Before (4.57) and After (4.18).
- Latin Motto: Before (3.30) and After (3.07).

Asked to consider the Latin Motto in relation to Collegiate’s Statement of Beliefs:
- “Alumni” rated it just below neutral (2.99). This is the only instance in which “Alumni” deemed one of the Collegiate symbols less than “favorable”.
- The “Faculty/Staff” were the least favorable on the Latin Motto (2.40).
- ”Current Parents” rated it the most highly among all groups (3.35).

Given context and its impact on responses, might the Seal have rated differently if the RCA linkage, and its views on LGBTQ inclusion, had been raised?
Of note, the Dutch Motto – *Eendracht Maakt Macht* ("In unity there is strength") – ranked as the most “favorable” symbol among every constituency group, when considered in relation to the *Statement of Beliefs*. Among “All” constituencies combined, it was more favorably viewed than the orange and blue (4.39 to 4.12).

The Dutch Motto is the only symbol to rate essentially the same pre-*Statement of Beliefs* (4.41) and After (4.39).

The Survey underscores the contrasting feelings around the Latin and Dutch Mottos.

- All: Dutch 4.39 / Latin 3.07 Differential: 1.32
- Students: Dutch 4.63 / Latin 3.18 Differential: 1.45
- Alumni: Dutch 4.29 / Latin 2.99 Differential: 1.30
- Current Parents: Dutch 4.57 / Latin 3.35 Differential: 1.22
- Past Parents: Dutch 4.48 / Latin 3.18 Differential: 1.30
- Faculty/Staff: Dutch 3.84 / Latin 2.40 Differential: 1.44

Here is a cross-comparison of the Dutch and Latin Mottos in answer to the question: “Which of the following words do you most associate with these symbols?”
Survey: “Which of the following words do you most associate with these symbols?”

<table>
<thead>
<tr>
<th>DUTCH MOTTO</th>
<th>LATIN MOTTO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. &quot;History/Tradition&quot; (71%)</td>
<td>&quot;Church&quot; (55%)</td>
</tr>
<tr>
<td>2. &quot;Community&quot; (57%)</td>
<td>&quot;History/Tradition&quot; (50%)</td>
</tr>
<tr>
<td>3. “Collegiate” (56%)</td>
<td>“Outdated” (36%)</td>
</tr>
<tr>
<td>4. “Pride” (56%)</td>
<td>“Collegiate” (29%)</td>
</tr>
<tr>
<td>5. “Camaraderie” (43%)</td>
<td>“Pride” (22%)</td>
</tr>
<tr>
<td>6. “Brotherhood” (42%)</td>
<td>“Community” (19%)</td>
</tr>
<tr>
<td>7. “Inclusive” (36%)</td>
<td>&quot;Inappropriate&quot; (14%)</td>
</tr>
<tr>
<td>8. “Sports/Team spirit” (24%)</td>
<td>“Conflicted” (12%)</td>
</tr>
<tr>
<td>9. “Unique” (20%)</td>
<td>“Intolerant” (12%)</td>
</tr>
</tbody>
</table>

Historically, the Dutch Motto appears to have been more part of the Collegiate School’s non-religious life than its Latin counterpart. In the early part of the 20th century, the school’s basketball, baseball and tennis teams were rooted on by a “favorite school yell”:

Endracht maakt macht,
Endracht maakt macht,
Yeeeeeeeeeaaa,
Collegiate, Collegiate, Collegiate!
(Waterbury, p. 120)

Undoubtedly, the disparate feelings within the Collegiate community about the Latin and Dutch Mottos reflect varying perceptions of religion, history, tradition, secularism, inclusivity, equity... as expressed in this sample of written comments submitted by Respondents to the H&STF Survey:

*   *   *

Students:

- “The Latin motto doesn’t represent Collegiate because we pride ourselves on diversity...It says in essence that if you don’t believe in god, then you are wrong, which is and can be hurtful to some community members.”

- “This school should definitely strive for more diversity and inclusion, but I just don’t think the way to do that is to erase our roots.”

- “Our Latin Motto is religious and extremely archaic. It does not embody the Collegiate culture, community, and pluralistic thought.”

- “I do not see how these symbols could reflect my values or go against my values. I simply see them as the symbols that have surrounded me in my time at Collegiate.”
- “Our Dutch motto incorporates a lot about what Collegiate is about while the Latin motto does not speak to the current day Collegiate.”

- “It’s been so long that the symbols, while they may have had their roots in the Church, have become something more than their origin.”

Faculty/Staff:

- “We are supposed to be a secular institution. While we have a historical connection to the Church, that connection belongs in a course on Collegiate’s history, not through religiously laden mottos.”

- “This is our history and it should be maintained.”

Parents:

- "I don’t think most people think of these symbols in a religious context. They’ve taken on associations with the school, not the church.”

- “A motto in which God is named directly seems different to me than a motto in Dutch espousing an inclusive message, which reflects the 2017 Statement of Beliefs. In fact, the latter seems a way to combine Collegiate’s history and its present.”

Alumni:

- “The Dutch motto reflects the values of the school whereas the Latin motto feels way too religious for Collegiate (which I always considered a proud secular institution)...”

- “As a man of faith myself, I can embrace that motto with open arms because it speaks to a certain selflessness that is a core part of my own identity.”

Parents of Alumni:

- “I was unaware of the ‘Unless God, then in vain’; motto, which I do believe is more religious that a secular school would warrant.”

- “If you take away the tradition you should change the name of the school to the ‘New School.’”

*  *  *
The final Survey question asked Respondents: “The seal, mottos and colors are historical legacies from Collegiate School’s founding by the Dutch Reformed Church in the 17th century. Should Collegiate continue to use symbols directly linked to this religious institution? Rate on a scale of 1 (No) – 5 (Yes)?”

Every constituency responded, yes, to varying degrees.

For Survey Results to the Question “Why do you think Collegiate should or should not use symbols linked to the Dutch Reformed Church?” (See Exhibit G)

In full transparency, the H&STF deliberations on the Seal and the Mottos were its most challenging. In making its recommendation to the Board, the H&STF weighed the following factors, some of which are directly contradictory:

- Collegiate School has a centuries-long historical connection to the Church.
- Collegiate School has not been a religious school for a long time.
- At the time the Seal and Mottos were adopted, in the late 1800s, Collegiate’s religious-oriented educational mission was decidedly different than now (as reflected in the Alumni representative’s remarks at the 250th anniversary).
- On three occasions during the past 80 years, in significant ways, Collegiate School’s Board of Trustees has itself weighed in on the separation of School & Church: incorporating in 1940 as a non-profit organization under the Education Act of the State of New York; through the sale of its property in
2015 to the Collegiate Church, and; most recently, in May 2019, amending Collegiate School’s By-Laws to reflect the decision made at the time of the sale removing “any requirement/ability for the Church to designate trustees”.

- Collegiate School’s seal matches the seal of the Reformed Church in America, whose views on LGBTQ issues do not align with Collegiate School’s.

- The Collegiate Church, our original religious parent, no longer uses the RCA seal.

- While Collegiate’s Seal and Mottos are not referenced in the “Open Letter”, the Board charged the H&STF with examining “symbols presently in use by the school”.

- The H&STF was charged with doing so “through the lens of our Statement of Beliefs and contemporary scholarship, but with respect for and recognition of history and tradition.”

- The Statement of Beliefs sets forth the following values for our community: respect, kindness, integrity, personal and academic excellence, diversity, spirited engagement, inquiry and collaboration, conscience, courage and compassion.

- The H&STF Survey provided somewhat conflicting data on the Seal and Mottos.

  - The Seal is viewed favorably by the Collegiate community including when considered in relation to the Statement of Beliefs.

  - Whereas, the Latin Motto, within the Seal, is viewed the least favorably, and below neutral by Alumni and Faculty/Staff, when considered in relation to the Beliefs.

  - When considered in relation to the Beliefs, all constituencies view the Dutch Motto as the most favorable of Collegiate’s symbols (even more so than Orange/Blue).

  - Each constituent group responded “Yes” on whether Collegiate should continue to use symbols directly linked to the Church?

* * *
RE: Collegiate School’s Seal and Mottos.

The History and Symbols Task Force unanimously recommends to the Board of Trustees:

Collegiate School should slightly modify the Seal to make it its own, while retaining a feeling of connection to its history/tradition. Specifically, the H&STF recommends maintaining the existing Seal’s template with two changes:

- Replace the existing Latin motto (Nisi Dominus Frustra, “Unless God, then in vain”) with a Latin motto – to be determined – which conveys a more inclusive message of aspiring beyond oneself, and is aligned with Collegiate’s Statement of Beliefs.

- Remove the “A.D.” (= anno domini, “in the year of our Lord”).
  - The “Founded 1628” would continue to appear but without the “A.D.”.

The rest of the Seal would remain as is...

- The Coat-of-Arms
- “COLLEGIATE SCHOOL • FOUNDED 1628”
- The Dutch Motto
  - With a new Latin Motto to be added in place of the existing one.

The H&STF understands, and many of its members share, the community’s strong attachment to our Seal, and to the Dutch Motto’s “In unity there is strength”.

The H&STF believes the Dutch Motto (Eendracht Maakt Macht, “In unity there is strength”) links the school to its Dutch history/tradition. Its message is embraced by much of the community and aligned with Collegiate’s Beliefs. The H&STF recommends that Collegiate promote the English translation of the Dutch Motto – wherever possible. At the same time, the H&STF is also mindful that Eendracht Maakt Macht has been wielded in the past to justify excluding others. As with the H&STF’s recommendation on the Nickname, Dutchmen, the meaning of “In unity there is strength” should be “aspirational” and reflect our collective understanding of what “Collegiate is…”

The H&STF believes Collegiate’s existing Latin Motto is not aligned with who we are as a community today. We are comprised of people from various faith traditions as well as those who do not consider themselves people of faith. It does not mean there are not religious elements in the school – prayers at some gatherings and courses on religion. But we are no longer explicitly a religious school. We are more than that.
In the early years of the school, one of the major areas of focus was proselytizing Native Americans and others to Christianity. There is also a history of Christian hegemony in the United States that has been experienced as both exclusive and oppressive. In making this recommendation, the H&STF wants to make clear that we are a fully inclusive and welcoming community.

The H&STF is of the opinion that the Seal should not be an all or nothing proposition – especially when the Collegiate Church, our original religious parent, no longer uses the seal and motto.

By slightly modifying the Seal to align more with the school’s Beliefs – replacing the Latin Motto and removing the “A.D.” while maintaining the template, Crest, Dutch Motto and “Founded 1628” – Collegiate’s Seal becomes its own; differentiated from the RCA seal, whose views on LGBTQ issues do not comport with Collegiate’s, while also retaining the symbolic connection to our history/tradition.

As with the Mascot, the existing Seal must not be erased from Collegiate. It should be permanently exhibited somewhere within the school, perhaps the Library. For educational purposes, it should be accompanied by a description of the existing Seal, its history and the iconography within its design, as well as an explanation as to why Collegiate School chose to replace the Latin Motto and remove the “A.D.”.

The H&STF proposes the following process to slightly modify the Seal and develop a new Latin Motto, and for it to occur in the 2020-2021 School Year:

- The H&STF recommends working with Collegiate’s Classics Department to identify / create the Latin Motto.

- The H&STF recommends the Board of Trustees make the final determination on a replacement Latin Motto, as it is used for official purposes.

The H&STF then recommends that Collegiate School utilize the slightly modified Seal in place of the existing.
It is not exactly known when Collegiate School adopted the orange and blue as its colors, though most likely around the beginning of the 20th century. Dr. Goodfriend writes, “Doubtless, the school's colors – orange and blue – and other Dutch-related memorabilia can also be traced to the desire to acclaim William of Orange as a founder worthy of praise.” (Goodfriend, p 5.). The prince’s flag was orange, white and blue. Orange is the Netherland’s national color.

As readers are aware, Collegiate’s colors are shared with the City of New York and several local sport teams (Knicks, Mets, and Islanders).

“Collegiate School’s choice of school colors may be connected to the design of the official flag of New York City adopted on April 6, 1915. According to New York Times journalist Sam Roberts, ‘the flag was patterned after the 1626 ensign of the United Netherlands which, the city said, repelled the tyranny of Spain and founded the Dutch Republic, and which gave to New York at its birthright free government, free speech, free schools and free religion.’ The city flag is a vertical tricolor in blue, white, and orange and charged in the center bar with the Seal of New York City. The tricolor design is derived from the flag of the Dutch Republic – the Prince’s flag. [Sam Roberts, “New York City’s Flag, Centuries in the Making, Turns 100,” New York Times June 24, 2015.]” (Goodfriend, p. 22)

The Survey Data around the school’s colors reflects a universally favorable view.
According to “All” constituencies, the words most associated with the orange and blue:

1. “Collegiate” (75%)
2. “Sports/Team spirit” (66%)
3. “History/Tradition” (65%)
4. “Pride” (63%)
5. “Community” (42%)
6. “Camaraderie” (27%)
7. “Brotherhood” (23%)
8. “Inclusive” (18%)
9. “Unique” (15%)

* * *

RE: Collegiate School’s colors, Orange and Blue.

The History and Symbols Task Force unanimously recommends to the Board of Trustees:

Maintain the Orange and Blue.
Summary of H&STF Recommendations
Collegiate School’s Symbols

Nickname: Dutchmen

Maintain Dutchmen...with two strong caveats:

• **Actively engage with Collegiate’s history** – “good” and “bad” – so the community (particularly students) understands “Dutchmen” in a more complete and historical context.

• Aim to link “Dutchmen” to the **aspirational**. It should reflect our collective understanding of what “Collegiate is....”

Mascot: Caricature

It is time to **update the “Dutchman” mascot**.

• The Mascot should be updated with consideration for ....
  - Concerns raised by the current version re. race & disability.
  - Ensure that it remains connected with our history.
  - Balance the irreverence and seriousness of Collegiate. Self-critique that counters our sense that we are a community of great privilege. (Note: many found appealing that the current version is intended to be humorous in its style.)

• “Update Mascot Committee” / 2020-2021 (approx. 10 members)
  - Members: three students; president of the Alumni; president of the Parents Association; a Faculty member of long-standing; the Directors of Equity & Diversity...of Athletics... and of Alumni; H&STF co-chairs.
  - Design (TBD) – The merits of designing via an Open Competition vs. Professional Designer to be evaluated by the Committee.
  - Vote – A community-wide vote would choose an updated “Dutchman” Mascot from among design finalists.

• **Existing Mascot must not be erased.**
  - Publically exhibit in a prominent location within the school how the caricatured “Dutchman” has evolved over the years, along with a written explanation as to why it is being updated.
  - Current version should be permanently exhibited somewhere within the school, perhaps the Library.
  - However, the H&STF recommends removing the existing Mascot decals within 301 FPS and the phasing out of swag/uniform use of the current version of the mascot.
Seal & Mottos:

Slightly modify the Seal to make it Collegiate’s own, while retaining a feeling of connection to its history/traditions. Specifically –

- **Maintain the existing Seal’s template with two changes:**
  - Replace the existing Latin Motto with a Latin Motto, to be determined, which conveys a more inclusive message of aspiring beyond oneself, and is aligned with Collegiate’s *Statement of Beliefs*.
  - Remove “A.D.” (= *anno domini*, “in the year of our Lord”).
    - The “Founded 1628” would remain, but without the “A.D.”

- **The rest of the Seal would remain as is** (the Coat of Arms, “Collegiate School • Founded 1628”, the Dutch Motto).

- As with Mascot, the existing Seal must **not be erased** from Collegiate. Permanently exhibit it within the school, perhaps the Library. Include a written description of the iconography within the Seal, and an explanation as to why Collegiate chose to replace the Latin Motto and remove the “A.D.”.

**Maintain the Dutch Motto. Replace the Latin Motto.**

- Maintain the **Dutch** Motto (*Eendracht Maakt Macht*, “In unity there is strength”).
  - Links Collegiate to its Dutch history/tradition, and its message is embraced by much of the community and aligned with Collegiate’s *Beliefs*.
  - Promote the **English** version - where possible.
  - As with the Nickname, Dutchmen, the meaning of “In unity there is strength” should be **aspirational** and reflect our collective understanding of what “Collegiate is…”

- Replace the **Latin** Motto (*Nisi Dominus Frustra*, “Unless God, then in vain”)
  - Collegiate is no longer a church-based school.
  - Collegiate should replace its Latin motto with one that conveys a more inclusive message of aspiring beyond oneself, and is aligned with the school’s *Statement of Beliefs*.

The H&STF recommends working with Collegiate’s Classics Department to identify/create the Latin Motto, and that the Board of Trustees make the final determination as to the choice of replacement.

* * *

**Colors:** Orange and Blue

**Maintain** Orange & Blue.
Dynamically Engaging with Collegiate’s History

In the view of the H&STF, its most meaningful recommendations to the Board of Trustees are around the school’s dynamic engagement of Collegiate’s history.

According to the H&STF’s *Guiding Principles*:

“**Collegiate’s engagement with its history should be ongoing, rooted in the goal of continually seeking to embrace a fuller understanding of the School’s past, present and future.**”

The community-wide process examining Collegiate’s history and symbols evolved into a “Teachable Moment”:

- Dr. Goodfriend’s Report placed Collegiate’s history and symbols in an historical context that few of us had previously known.

- The Direct Engagements surfaced feelings and facilitated dialogue among all Upper School students and entire faculty/staff, as well as parents and alumni.

- The Survey accessed disparate views from nearly a third of the Collegiate community, and affirmed how strongly its members feel about their school.

As one might imagine, and hope for a school that rightly prides itself on academic rigor and excellence, how Collegiate’s students spend their already over-extended time and what the faculty and administration prioritizes is cause for debate. Understandably, many have voiced the opinion that preparing for Collegiate’s 21st century challenges must be prioritized over interrogating our school’s 17th century. Moreover, there are robust and compelling arguments made on all sides regarding the best way to approach and process the school’s past.

To be clear, the H&STF does not claim to have all of the answers to these valid questions. But rather, with the knowledge that Collegiate’s history is an invaluable and underutilized educational resource, and a fuller understanding of our past can serve as means for enhancing inclusivity in the future, the H&STF recommends:

- Further expanding our collective understanding of Collegiate School’s history, in all its complexity.

- More actively using the history of our school to better understand the history of New York City and America.
The upcoming 400th Anniversary of Collegiate School, in 2028, can serve as a framework for thinking about how to answer Dr. Levison’s question:

“In the 21st Century, are there elements of Collegiate’s Dutch heritage to help give the School focus, strength, and deepen its purpose?”

As with the Direct Engagements, the Survey asked Respondents: *How might Collegiate engage more fully with its history and past?*

The community-generated ideas and insights covered the spectrum from investigating our past to focusing on the future, from repairing the bad to celebrating the positive, from electives on Collegiate’s history to “enough is enough”.

The H&STF presents the community’s feedback for consideration by the Board and, in particular, the incoming Head of School, David Lourie, as he and his team plan for 2020-21 – and beyond.

The proposed categories of dynamic engagement of Collegiate’s history include:

- Academic/Curricular
- Special Events/Speakers/Symposia
- Special Projects/Exhibitions
- Bringing Collegiate’s Past into 301 FPS
- Accessing Collegiate’s Archives
- Grants for scholarship on aspects of Collegiate's History
- Past meets Present Student/Alumni Dialogue on Collegiate’s History
- Facilitated conversations on challenging Historical Issues
- Community Engagement
- Expanding Units on NYC to integrate more of Collegiate
- Parent, Alumni education/engagement around Collegiate’s History

The following is a sampling of responses from the Survey, which are to be considered in combination with the community’s brainstorming during the Direct Engagements (also submitted with this Report):

* * *

**Survey question:** *How might Collegiate engage more fully with its history and past?*

**Upper School Students:**

- “A semester long course on the history of Collegiate would be really cool!”
- “As a school with lots of history, as well as the ‘oldest school in America,’ I believe that history, especially the history of New York is a perfect reflection of Collegiate through all years. Rather than fearing the history of the school, and any negative connotations that may come with it, I believe that the school should embrace the fact that it has such deep roots in history, and focus more on the positives of it.”
- “Have more alumni come to school and talk about their experiences at the school.”

- “We should bring back a lot of the old items that are in storage outside of Collegiate. I miss the clock, all the trophies, the old books, and more that the old building offered. Moving forward is important, but this school should pride itself in being the oldest in the United States and display its history more. I don’t even know if a lot of that still exists, but whatever does should come back to show the students where there institution has evolved from.”

- “I think it is important that we leave most of our history in the past as we, as a school, have excluded most minorities from our halls.”

- “Acknowledge the past, but don’t let it rule the present or the future.”

- “Less of the conversations about it, which only make people fed up and ignore other legitimate points for no other reason than fatigue.”

- “Don’t abandon it, dive into it. Avoidance isn’t impressive and to actually address it and get it into the open might help to heal.”

- “A recognition that our past can be flawed, but erasing that past does not undo the damage and results in a disconnect from what makes Collegiate unique, what makes Collegiate excellent.”

Faculty/Staff:

- “Visuals can show the school’s history and culture in greater complexity and diversity than today’s students typically imagine it has been. Knowing Collegiate students were politically active in the late 60s/early 70s would be of interest.”

- “A grant for faculty members or students to explore aspects of Collegiate’s history—all the way back to the 1620 to the present. Their reports could be presented at an annual assembly, or at a PA meeting, or published in the magazine. It’s important for the community to see now-forgotten elements of our history—especially the ones that might not fit with our current ideas about what the School is.”

- “Utilize the archives more actively and interactively, including: providing opportunities within the curriculum at different grade levels for students to conduct artifact and primary source inquiries. Example: Third grade used to do an investigation of the school’s Dutch New Amsterdam related artifacts.”

- Create a permanent installation/exhibit in a visible location in the school that displays key events in the school’s history. Allow groups within the community (a class, a club, a parent group, etc.) to create temporary features for this exhibit (perhaps on a term-by-term basis). Items from Collegiate’s archives could be used, or members of the community could conduct outside research to inform the exhibit. It’s possible that this would require the oversight of someone managing the exhibit—so creating that role would be a related recommendation.”

- “Interactive exhibits in the lobby and other public spaces within the school.”
- “Document the history of the mascot, including the current and ongoing process and the conversation that is happening around it. It becomes part of the Collegiate archives, with testimonials, existing historical context, and oral history narratives about the different meanings it has held for people and its impact.”

- “Create a yearly symposium or other learning opportunity for examining Collegiate’s location in New York history and our evolving relationship with that history over time.”

- “Collegiate should actively teach New York City’s colonial history in all three divisions, and should acknowledge the connection of the school to that history.”

- “Use get together times in Lower School and advising to talk about the challenges that an almost 400 year old school have in understanding our role in society with changing values.”

- “Build a history wall in the school that shows symbols of Collegiate and its history over time and why changes were made. Don’t erase history, preserve it. Okay to change things, but please, please, don't throw it away.”

- “The school must recognize its past as an integral part of New York City’s and our country's history, a story that is never static, always studied, and deepened with insight.”

- “Consider former employees as a resource...they have experienced history and can provide insights on those decades at Collegiate.”

- “Give a balanced view of the school's history that avoids succumbing to contemporary fads, especially reflexively condemning the past for its failure to conform to contemporary norms.”

- “Recognize, admit, accept, change, move forward.”

- “I am far more concerned with reports of current racial intolerance. I find this fashionable obsession with the past to obfuscate present wrongs a distraction.”

- “I would like to build a Holland-tribute windmill that powers something that all divisions of the school can appreciate.”

Parents:

- “Include Collegiate’s history into the curriculum of a division wide project or unit or assembly that is collaborative, multi-disciplinary and multi-media. For example, the LS end-of-year, division wide project, otherwise known as "Around the World", selects a different theme/topic annually, has every student and every faculty member participate, and incorporates multiple disciplines like social studies, art, writing, speaking, etc.”
- “There could be a club, academic class, or independent study that does research with the Dutch Reform Church or other Dutch groups in NY.”

- “Introduce into the required curriculum starting in LS (age appropriately), an exploration of the Dutch, Dutch Church and influence in New York’s history. Curriculum should include viewing through a current lens, how our school and society, has/hasn’t evolved. Use history to learn and improve our collective self.”

- “Develop an ‘American Studies’ type literature/history class around the history of the Dutch in NYC/Collegiate. Dr. Goodfriend relayed the power of Washington Irving’s work in characterizing the Dutch as backwards and buffoon-like. Contrast it with how Americans of Dutch heritage were then described in Edith Wharton’s novels at the end of the 1800s: the pinnacle of NYC society. Reflect through literature, the complex social transformations and human interactions.”

- “Field trips by all LS students to the West End Collegiate Church to discuss the history of the Dutch in the New World. Trips to the NY Historical Society or Battery Park to the same point. A small section in the Upper School U.S. history class on the settlement of New York. An annual history prize for the best paper on the history of New York. The Seventh Grade religion class could have a small section on religion in the American colonies.”

- “Offer a ‘warts and all’ account of the School’s history. The boys need to understand the mistakes made in different times to our own, but also feel empowered to lead the school in a different direction that they feel is appropriate for today.”

- “Archiving Collegiate’s history is critical in this process.”

- “Goodfriend’s report should be required reading for Upper School students.”

- “Assign the reading of Russell Shorto’s, The Island at the Center of the World: The Epic Story of Dutch Manhattan and the Forgotten Colony That Shaped America in appropriate grade History/English class.”

- “Traditions cannot exist without history but history cannot be viewed without context. Rather than trying to change our traditions, we should recognize the history in which those traditions came about and ensure its context is understood by the community.”

- “Have more opportunities for parents and students to learn about Collegiate history. Update our website to include this history. Create and distribute a History of Collegiate book for each division (LS, MS, US).”

- “I am not sure why collegiate needs to ‘engage more fully with its history and past.”

- “The key is engagement and consistent engagement where there remains a continuity, which reflects cognizance of our past but the willingness to re-examine, re-evaluate who we are as an academic institution as we move forth together.”
- “Everything should be tied to academic rigor and analysis, not simply the fad of the moment. We should be an example for the ways in which community can constantly define its own narrative and not be beholden to a problematic history.”

- “Collegiate exists because of its founders. It can move forward acknowledging that while evolving its depictions to reflect the future.”

- “Approach open, unbiased and objective. Allow for diversity of thought. Don’t forgo conclusions and have a fair debate.”

- “The School is investing too much time and energy focusing in revising the (very proud and fine) past of this institution... Critical future issues seem to receive little attention. As an example, in a world where AI is taking over entire industries and global college competition is prevalent, there is little discussion about expanding technology instruction beyond 5th grade, increasing our investment in the great Collegiate’s STEM programs in order to help our children become more effective and productive citizens of a changing society. Looking at the past is not a recipe for success....Collegiate, please move on from the past, learn from any historical mistakes the institution may legitimately own (if any) and keep moving forward. And please increase focus on critical strategic issues and take the pulse of the parent community more often to gauge if the school is connected with the priorities of the amazing families that support this institution today and for the years to come.”

- “This is a healthy exercise, and I applaud how thoughtfully Collegiate is going about it. But Collegiate is a wonderful, inclusive community that needs to look forward, and not endlessly dissect its centuries old history. Let’s make some decisions and then move on in a positive way – not in a way that shames current community members for actions of their (potential) ancestors 20 generations ago.”

- “The boys – in every grade – should be made aware of this conversation and have a months-long community discussion, built into the curriculum. This is an excellent and meaningful community conversation that brings history to life and challenges Collegiate’s public commitments to its avowed values.”

- “Collegiate should be less obsessed with its history and focus on developing its students to face a modern & complex future. The school is defined by the thoughts and actions of its current faculty, students, and parent body.”

Alumni:

- “In the way that we now think about Computer Science as a ‘language,’ I would propose that the history of NYC and Collegiate’s place in it would be part of the curriculum of our school – to include the Lower, Middle and Upper Schools. This would provide a means not just to honor the amazing history of Collegiate but also to use its very history to discuss the good, bad and ugly – Peter Stuyvesant’s complicated legacy, the Dutch vs. English vs. Native American Settlers, development of the Dutch Reform Church, etc., etc.”

- “Include a research-the-school project for the last year in LS, MS, and US and have boys present to the community. They can choose any aspect of the school.”
- “A funded symposium every year focused on one aspect of Collegiate’s history. This could be a half to one day event and the materials/media produced would be added to the archive, but also kept and marketed online as a living historical document that would seriously contend with the celebratory, but also the thorny and regrettable.”

- “It’s been a while since I was in Lower School, but I hope that young Collegiate students no longer learn about New Netherland without significant focus on the Dutch colony’s implications for indigenous and enslaved people.”

- “When U.S. history is first taught, I think there should be a lesson on the history of our school, as it opens discussions about New Amsterdam/York, Native American + settler interactions, and religious freedom in the New World. All of which become more relevant to students because they are connected to these events more than they are to say the Founding Founders.”

- “Use school archives as primary sources in history classes. Would be interesting for students, for example, to compare syllabi over time, or the kinds of assignments and expectations the school had for students.”

- “More discussion at Collegiate about the politics behind memory and history. This could potentially lead to some memorials and historical placards placed around the school to encourage self-reflection and curiosity about the past.”

- “It’s about the values more than the visuals...look more into that aspect of the past.”

- “The new building is state of the art but sterile. You will have to give it time to develop its own culture. There is no other way. It was the old building itself that spoke to us most eloquently of Collegiate’s past—the depressions in the steps in the old stairways a reminder of past bodies shuffling along to class over the decades.”

- “Like the trophy cases in the lobby of the old building, maybe there should be a place in the new building for retired symbols of Collegiate’s past. It could serve as a museum exhibition of the school’s history with a thorough explanation of each symbol – the period when it was used, what it represented, why it was retired. That could pay due homage to the past without insisting the school keep these as living symbols if they’ve been deemed inappropriate for current and future generations or have become a source of division or discomfort for the community.”

- “Talk about it, write about, don’t bury it, but always embrace the present day Collegiate and what it represents.”

- “Include a research-the-school project for the last year in LS, MS, and US and have boys present to the community. They can choose any aspect of the school.”

- “The University of Virginia provides a good example. Their extensive published and ongoing research into Thomas Jefferson’s actions and beliefs, both good and bad, is worth examining.”
- “Look at the work of the Slavery and Justice Commission at Brown University. There should be a report about the past difficulties and injustices that Collegiate as an institution, from its founding, engaged in. For example, was it ever an explicit school policy to not allow people of color to be admitted? Such history has to be reckoned with and acknowledged. Once acknowledged, there should be goals to redress these past issues.”

- “Have more conversation about how Collegiate has fielded other periods of change.”

- “Embrace the best of its traditions and teach history with intellectual honesty and enthusiasm that gets boys thinking and talking about the complexity of issues rather than hiding the past from sight and pretending it was not what it was (both in its excellent regards and with regard to its warts).”

- “Missing from the whole discussion is the role of women. Girls were once accepted into the Collegiate School and then a decision was made to exclude them. Why? If there’s one positive aspect of Dutch Colonial history, it is the relatively independent, empowered and progressive role that women played in that society.”

- “Collegiate’s history is the least of its challenges and problems. Take a closer look at how students treat each other and the values their parents are instilling in them. I encountered hateful speech from classmates as a student of color.”

- “Surveys, like this one, are good first steps to generate data. But then discussion and dialogue are really the only way to have a more full-fledged understanding of how people feel.”

Parents of Alumni:

- “Have it be a regular conversation – to orient each generation to the connections from the past while having a current discussion. Perhaps have it part of the sophomore retreat or a retreat of Collegiate History night when they are seniors to get their thoughts like an ‘exit interview’ before they leave.”

- “To my mind, discussion of the school’s history (with respect to the school’s founding and early years, largely conjectural in any event) ends up feeding a sense of elitism and self-importance that is already too prevalent among students.”

- “Create a generational symposium and share positive and memorable Collegiate experiences.”

- “Develop a relationship with a contemporary Netherlands school.”

- “Offer a course in Collegiate history for the Collegiate community.”

- “Be completely open with Collegiate’s past and educate community on both the good and the bad. Have courage to accept and embrace the history of the school.”
“The Dutch were colonists. However they had a more inclusive approach than the English that followed. This could be explored, both for it’s positive and negative impact.”

“Embrace historic days and celebrations like Dutch Day in a way that provides place for every member of the community. Don’t run from history. Understand it and embrace it.”

“Rather than hiding history use it to demonstrate that the privilege experienced by Collegiate was built on the back of slavery and bigotry. The lesson is not to hide the legacy but to learn and improve upon it.”

“Do current students even know their school’s origin story? Perhaps the topic could be a unit in 4th grade history class or wherever in the curriculum NYC history is covered.”

“During our years at Collegiate, we loved the school’s use of the chapel for occasions of celebration and reflection. It was a special place and held a connection to the past and to all who had gone before. Collegiate could continue its connection to the church and foster ecumenical learning and reflection among students of all religions who are interested. In this secular world, the boys are exposed to precious little that nurtures faith and spirit.”

“Emphasize the creative diversity of thought and action as shown in the brilliant theater department.”

“Four hundred years of history is an important platform for teaching and reflection, focusing on both the good and bad. Important to be totally transparent, starting in 1628...The school originally was set up to be for all children of New Amsterdam – although it’s hard to check whether that ideal was implemented – unlikely that Indigenous groups were included, for example. When it comes to architectural history and meaning: In the 19th-c why was the building style chosen for the school a copy of the Meet Hall in Haarlem (Lieven de Key 1630s); today the school is made of glass; compare. There are interesting lessons everywhere.”

“Teach it. Learn from it. Have meaningful discussions. LISTEN.

* * *

For the complete survey results to the question: “How might Collegiate engage more fully with its history and past?” (See Exhibit H)

* * *
Final Thoughts

The History and Symbols Task Force readily acknowledges that the student authored “Open Letter” raised more pressing issues at Collegiate than its history and symbols. But, as has been noted, the school’s history and symbols are “flashpoints” for such topics as race, religion and gender.

By directly engaging every constituency and through facilitated dialogue, the H&STF aimed to include all “voices”. By rigorously examining Collegiate’s history and symbols, we sought to live up to the standards expected of Collegiate’s students.

The H&STF wishes to commend its student members – Chinmay Deshpande, Lucas Gimbel, and Ricardo Melasecca – for their extraordinary contributions. Knowing Collegiate’s symbols are a point of contention in the community, especially among their peers, has made their commitment, and courage, all the more impressive.

In aiming to be as transparent as possible, to share the fullness of our process and the information gathered, the H&STF hopes this Report will serve as a helpful resource for the Collegiate community, now and in the future.
Acknowledgments

The History and Symbols Task Force wishes to thank the extended Collegiate School community for its active participation throughout this process, most notably by taking part in the Direct Engagement sessions and in responding to the Survey.

We are grateful to the following individuals and entities for their generous assistance: Gabriella Almanzar, Monica Beneyto, Miriam Cilo Burns, Sergio Carranza, Robert Chase, Frank Cipher, Susana Epstein, David Gellman, Andrew Hoine, David Jelinek, Margaret Jadin, Sarah Jadin, Danial Kim, Ya-Ting Liu, Jeannie Lee, Jennifer Mitchell, Kate Ostrander, Eloise Patterson, Carolyn Risoli, Jasline Rodriquez, Ashley Roosa, Ashish Rughwani, Ben Sabree, Ben Schworm, Vanita Solomon, Beth Tashlik, Ben Temple, Kimberleigh Vaughn, Natalia Wodnicka, Jamaa Parents, Food Services, The Board of Trustees, The Alumni Association, The Parents Association, The Development Office, The Security Team, and The Technology Team.

We are especially grateful to the following for having gone above and beyond, on numerous occasions: Marian Bach, Leah Christenson, Jesse Cohen, Joyce Goodfriend, Larry Langford, Sharon Miller, Heather Truscinski, and a special shout-out to Margie O’Reilly, for making all things H&STF saner and sweeter.

Finally, we wish to thank Dr. Lee Levison and Jonathan Youngwood for their leadership and unwavering support of the History and Symbols Task Force.
June 17, 2020

Dear Members of the Collegiate Community,

We write on behalf of the Board of Trustees to share the decisions we have made relating to Collegiate’s symbols. The Board carefully considered the recommendations of the History and Symbols Task Force, which the Board formed in response to the Open Letter published by our students in February 2019. The 17-member Task Force was chaired by trustees James Solomon ’83 P’25 and Rev. John Vaughn P’20, and included trustees, parents, alumni, administrators, faculty, and students. The Task Force undertook an intensive, year-long process that included numerous focus groups, a community-wide survey, consultation with historians, and extensive deliberation. We are indebted to them for their work, and we hope you will read The Report of the History and Symbols Task Force, which details its process and rationale.

The Board has adopted the Task Force’s recommendations. In doing so, the Board voted to update and redesign the school’s mascot, the Dutchman. The image is considered by many in our community to be exclusionary and inconsistent with our Statement of Beliefs. The image of the Dutchman has changed a number of times over the years, and it is time to change it again. In addition, the Board voted to update the school seal, so as to remove the two explicit religious references (the “A.D.” and the Latin motto) in light of the school’s legal separation from the Collegiate Church over the last several decades. A group of faculty, administrators, parents, alumni, and students led by Mr. Solomon and Rev. Vaughn will announce a process in the fall to update the image of the Dutchman. We expect the process to include community-wide input on the selection of a new design. We will also work with our internal experts to identify a new Latin phrase. Finally, the Board voted to retain our nickname, “Dutchmen”, and our colors, orange and blue. Our nickname and colors invoke the bonds of friendship and ties to the school that link Collegiate boys to one another throughout their lives. This concludes the work of this Task Force.

The changes we are announcing should not be viewed as an effort to erase history, but rather to reflect our commitment to being a more inclusive and welcoming community. We intend to display permanently in 301 Freedom Place South the current and historic versions of these symbols, even after they are updated. They will be phased out of, but not banned from, our community. Over time, we will further incorporate into the life of the school the study and celebration of our past. Understanding Collegiate’s nearly 400-year history is our responsibility and should be part of each boy’s education.

This work, and the Board’s discussions, occurred prior to the tragic killing of George Floyd and the national discussion and actions that followed it. As stated in the community-wide letter sent last week, the Board and the School are refocusing our efforts to combat within Collegiate the institutional and other racism that pervades so much of our society. Seeking to make our symbols more unifying is a small but important step, we hope, in our commitment to be a more inclusive Collegiate. Much more work lies ahead.

Sincerely,

Lee M. Levison
Headmaster

Jonathan K. Youngwood ’85 P’19, ’25
President, Board of Trustees

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