

The Report of the History and Symbols Task Force

Collegiate School

June 2020

History and Symbols Task Force

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History and Symbols Task Force

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.”

History and Symbols Task Force

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-pollled 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.

* * *

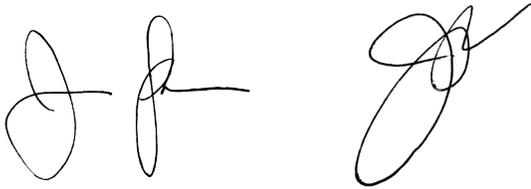
From the outset, the H&STF realized that there are strong feelings around Collegiate's symbols, on all sides. That is why one of the H&STF's *Guiding Principles* states: "the decision to reconsider a Collegiate symbol should only be an exceptional undertaking clearly warranted."

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.

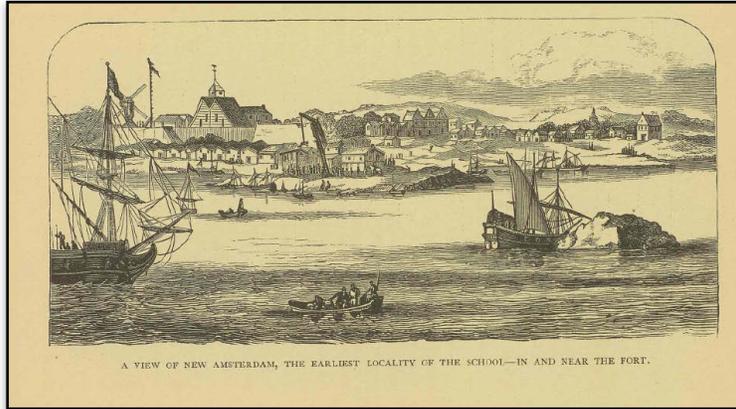
Respectfully submitted on behalf of the History and Symbols Task Force,

The image shows two handwritten signatures in black ink. The signature on the left is a cursive 'J' followed by a horizontal line and a loop. The signature on the right is a more complex cursive signature with multiple loops and a long tail.

James D. Solomon '83 P'25 and Reverend John Vaughn P'20
Co-chairs, History and Symbols Task Force

Beyond “1628”

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 INTOLERANCE.”



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)

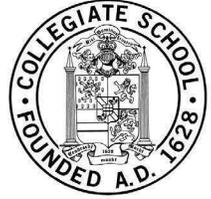
The Board Chair selected the Trustees on the H&STF.

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:

The work of the History and Symbols Task Force centered around the following Collegiate symbols				
NICKNAME	MASCOT	SEAL	MOTTOS	COLORS
<p style="font-size: 1.2em; font-weight: bold; color: blue; text-align: center;">DUTCHMEN</p> <hr style="width: 20%; margin: 10px auto;"/> <p>It is not known when Collegiate School adopted the nickname Dutchmen.</p> <p>The first edition of the student yearbook, <i>The Dutchman</i>, was published in 1906.</p>	<div style="text-align: center;">  </div> <hr style="width: 20%; margin: 10px auto;"/> <p>The caricature was drawn in the 1960s by a Collegiate parent, and noted illustrator, Walt Kelly (P '69, '73).</p> <p>Many variations of the caricature have appeared in <i>The Dutchman</i> since 1906.</p>	<div style="text-align: center;">  </div> <hr style="width: 20%; margin: 10px auto;"/> <p>The crest within the seal is the Coat-of-Arms of William the Silent, Prince of Orange.</p> <p>It is the emblem of the Reformed Church in America (RCA) which was previously known as the Dutch Reformed Church.</p>	<p style="text-align: center;">Dutch: Eendracht Maakt Macht “In unity there is strength”</p> <p style="text-align: center;">Latin: Nisi Dominus Frustra “Unless God, then in vain”</p> <hr style="width: 20%; margin: 10px auto;"/> <p>The Dutch and Latin (without their English translation) both appear within the seal.</p>	<div style="text-align: center;">  <p>Orange and Blue</p> </div> <hr style="width: 20%; margin: 10px auto;"/> <p>The Dutch flag (also known as “The Prince’s Flag”) is tri-colored, orange-white-blue, and is based on the flag of Prince William the Silent.</p> <p>New York City’s flag is also orange-white-blue.</p>

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.
 - CWG members: Chris Dennis, Lucas Gimbel, John Kosner, Rochelle Yu, James Solomon, Shashi Stapleton, John Vaughn.
- 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.

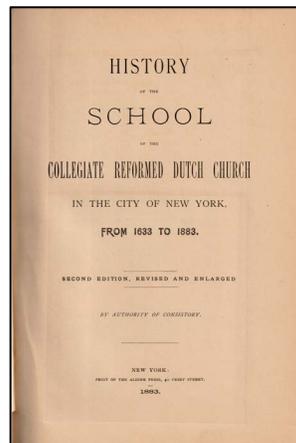
5. Collegiate’s engagement with its history should be ongoing, rooted in the goal of continually seeking to embrace a fuller understanding of the School’s past, present and future. In celebrating Collegiate’s notable history and traditions, our community must also be open to acknowledging when the School 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".

SUNNYSIDE, Jan. 16, 1854.

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.

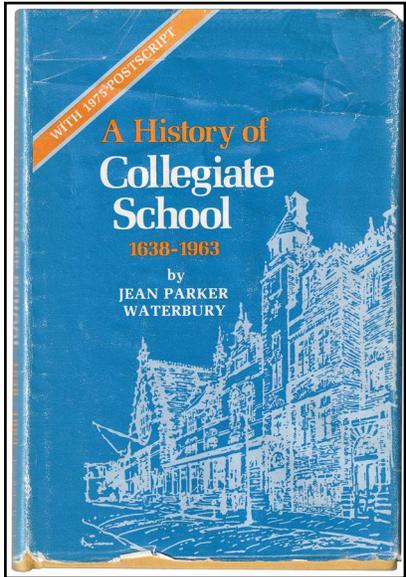
I have read it with great interest from the many facts it contains concerning the olden time of our city, and the recollections it awakens of the *olden time of my youth*.

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 feuds of the last century, and have long since passed away. I have no longer any pugnacious feelings towards your school, and am,

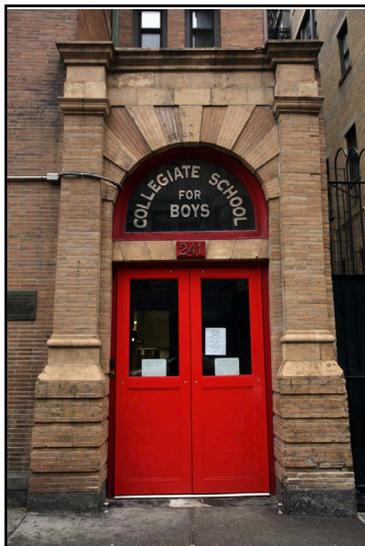
Dear Sir,
Your obliged friend and servant,
WASHINGTON IRVING.

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.



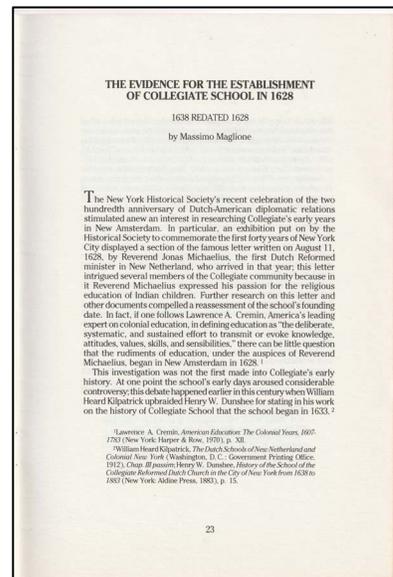
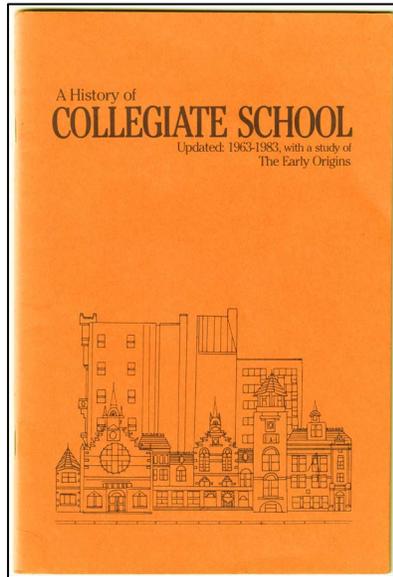
Waterbury vividly chronicles a number of pivotal moments in the school's transformation into its contemporary self: in 1887, when it became known as "The Collegiate Grammar School", as its mission transformed ("to prepare boys for entrance into college") and was no longer free; in 1892-93, the school's 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 Jamaica.

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:

- **Students:** "Community", "Brotherhood", "Pride", "History", "Unique", "Identity", "Tradition", "Old New York"
- **Faculty:** "Pride", "Belongs to students", "Neutral", "Historical", "Outdated", "Colonialism", "Euro-White", "Male"
- **Parents:** "Fitting", "Tradition", "Differentiated", "Fraternity", "Old New York"
- **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:

- **Students:** "Unique" "Iconic", "Racism", "History", "Controversial", "Anti-semitism", "Tradition", "Is it Peter Stuyesant?", "Not Peter Stuyvesant", "Peg-Leg Pete", "Manhattan", "Ambivalence"
- **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.

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

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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"
- Alumni: "Community", "Brotherhood", "Excellence"
- 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:

NICKNAME: DUTCHMEN

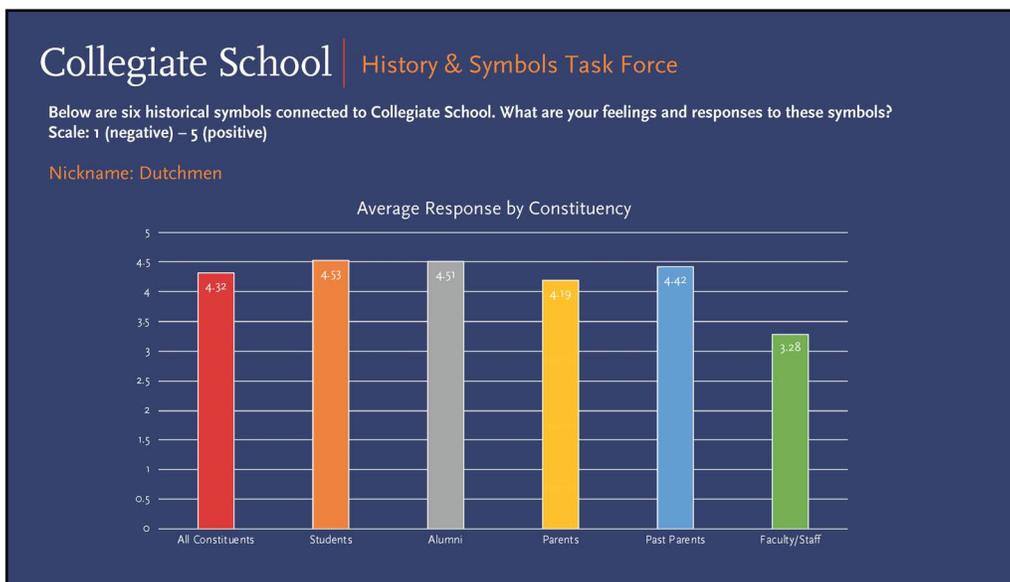
DUTCHMEN

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.

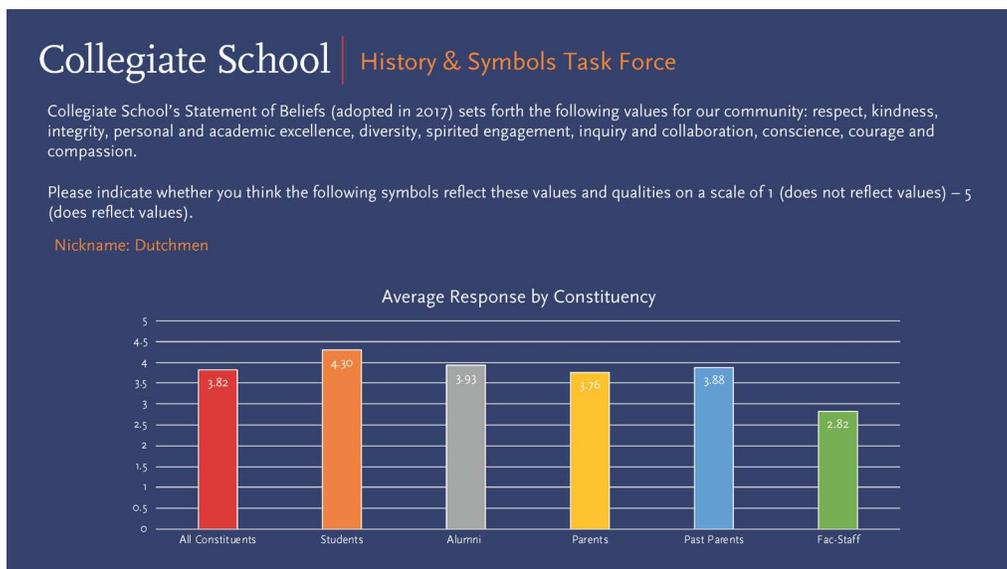


Asked “which of the following words do you most associate with Dutchmen?” the Top 10 choices, when the responses of “All” constituencies are combined:

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%)

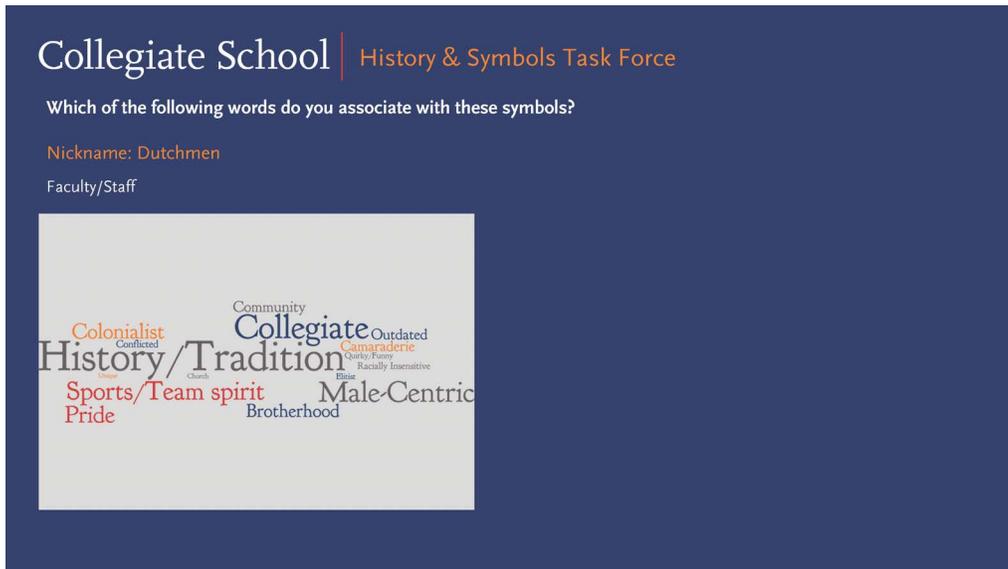


Enthusiasm for Dutchmen fell slightly among “All” constituencies when asked to consider the nickname in relation to the *Statement of Beliefs*.



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”.



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 Collegiate’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:

"Academic", "Accepting", "Amazing", "Bonds", "Brotherhood", "Caring", "Challenging", "Character Building", "Collaborative", "Community", "Camaraderie", "Education", "Excellence", "Family", "Formative", "Foundational", "Friendship", "Fun", "Gratitude", "Great Teachers", "Growth", "High Standards", "History", "Home", "Incredible", "Inclusive", "Inspiring", "Intellectual", "Joyful", "Kind", "Leadership", "Lifelong", "Love", "New York", "Nurturing", "Opportunity", "Pride", "Respect", "Rigorous", "Scholarly", "Spirit", "Supportive", "Tolerant", "Tradition", "Unique", "Unity", "Values", "Warm", "Welcoming"

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

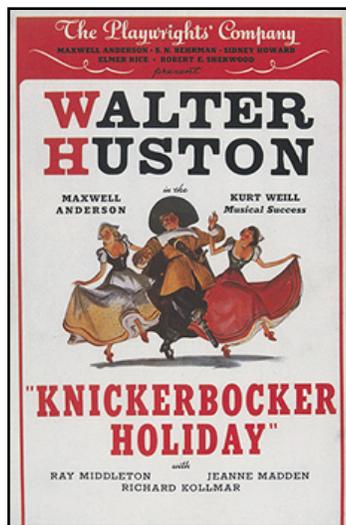
Walt Kelly P’69, ’73 (1913-1973) originally drew the caricature sometime during the 1960’s. The father of two Collegiate boys, Steven ‘69 and Andrew ‘73, Kelly was an acclaimed animator/cartoonist and the creator of the comic strip, *Pogo*, which was syndicated in newspapers for more than a quarter century.

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 Stuyesant 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, Stuyesant'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:



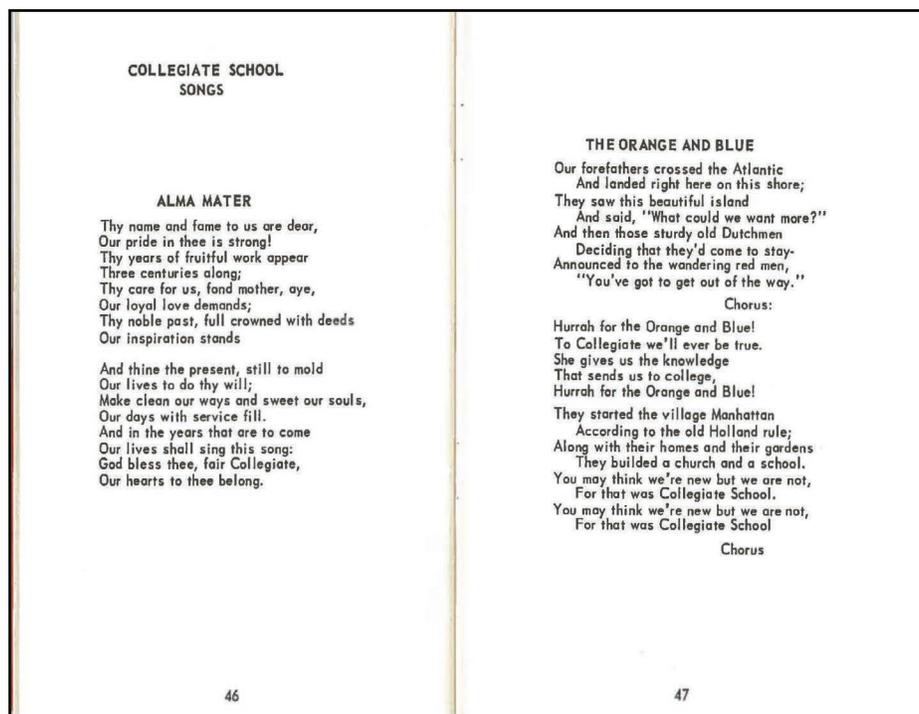
In Collegiate's not so distant past, seemingly seminal traditions have been deemed worth reexamining. A case in point is the song, "The Orange and Blue" (also known as "Our Forefathers Crossed the Atlantic".) Sung by generations at Collegiate School, going back to the early 1900's, this school favorite 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."

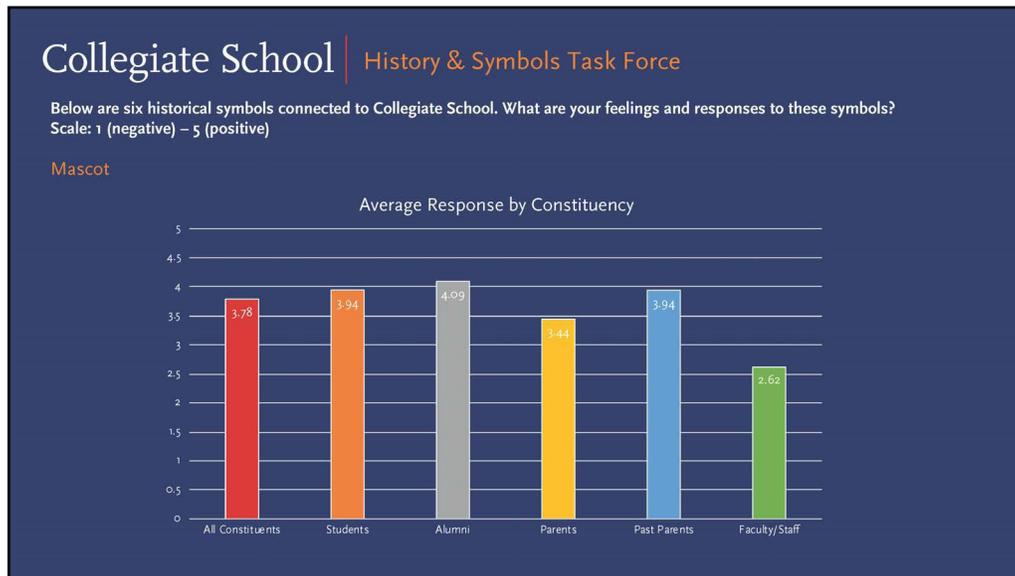
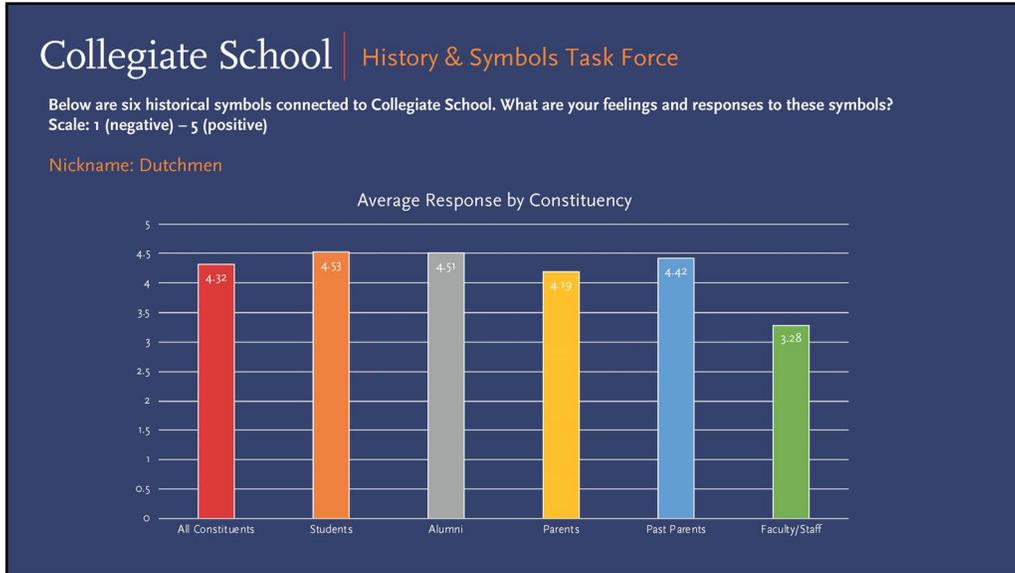
Chorus:
Hurrah for the Orange and Blue!
To Collegiate we'll ever be true.
She gives us the knowledge
That sends us to college,
Hurrah for the Orange and Blue!

Here is how it appeared in the 1964 *Upper School Handbook*.



DATA: MASCOT

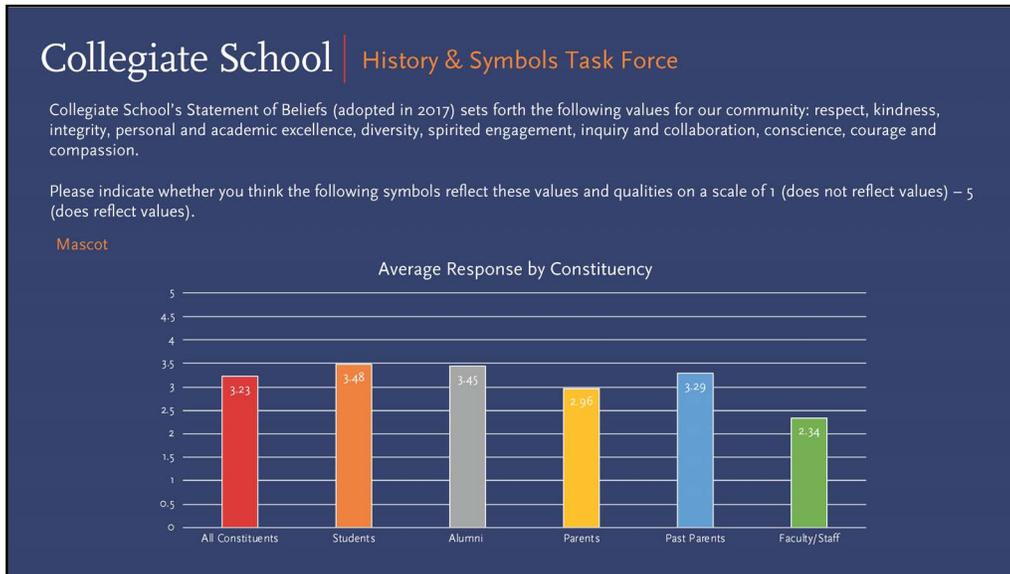
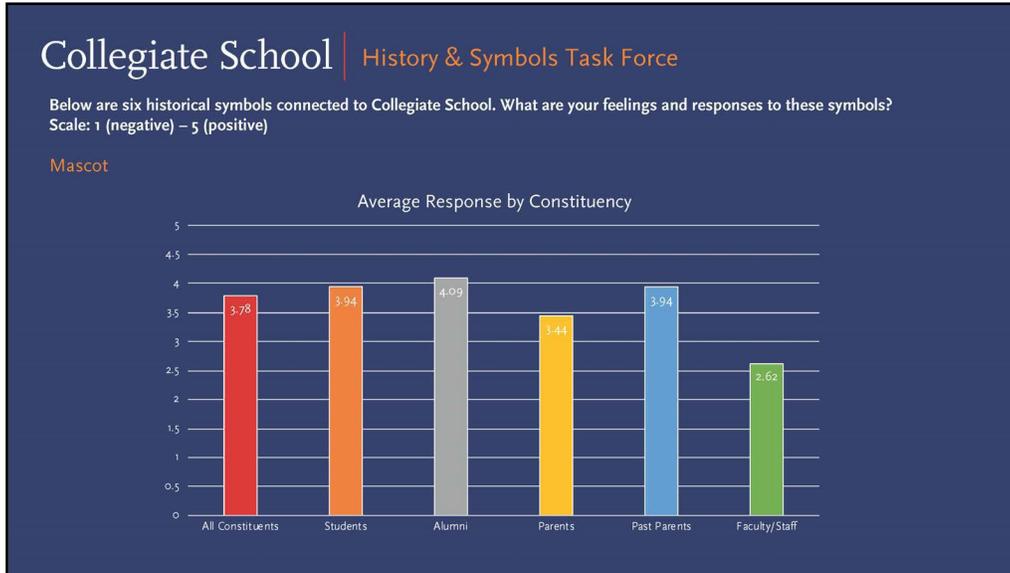
The H&STF Survey revealed some interesting data regarding the Mascot. The positive feelings for the Mascot were comparatively less strong than the Nickname:



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

The positive feelings for the Mascot drop measurably after Respondents were asked to rate the Mascot relative to the *Statement of Beliefs*:

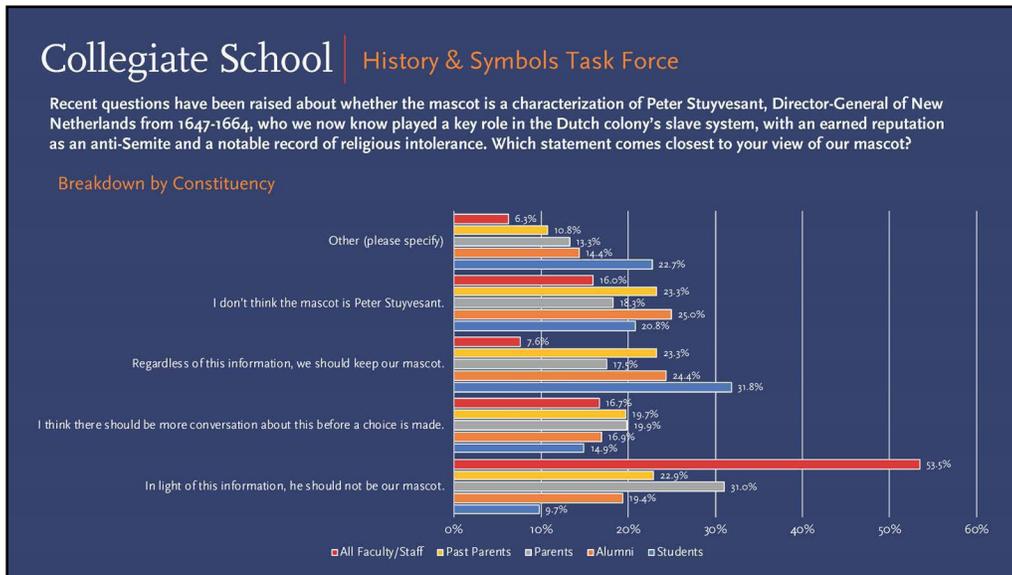
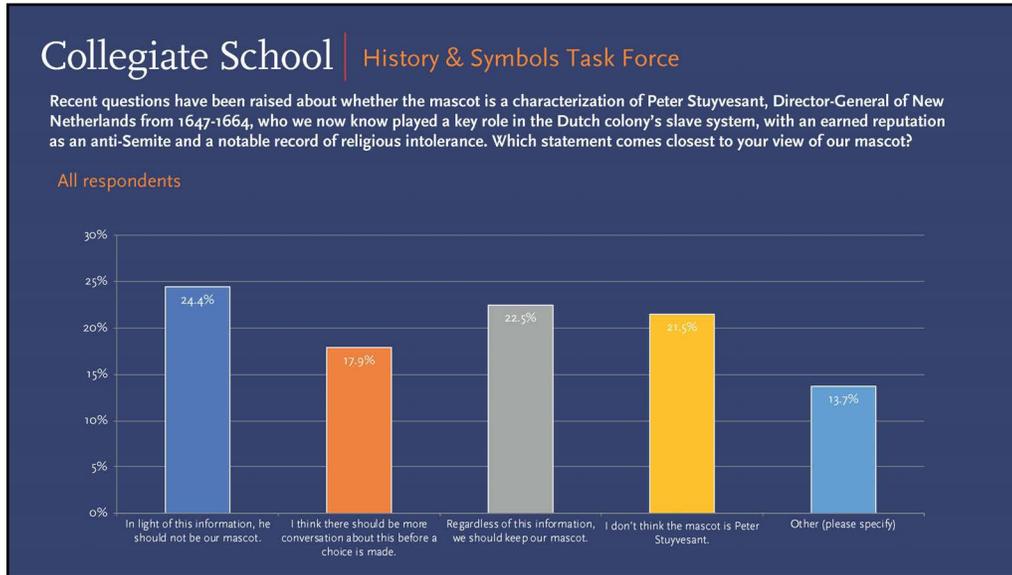


Feelings about the Mascot before and after reference to the *Statement of Beliefs*.

All:	Before: 3.78	After: 3.23
Students:	Before: 3.94	After: 3.48
Alumni:	Before: 4.09	After: 3.45
Parents:	Before: 3.44	After: 2.96
Past Parents:	Before: 3.94	After: 3.26
Faculty/Staff:	Before: 2.62	After: 2.34

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:

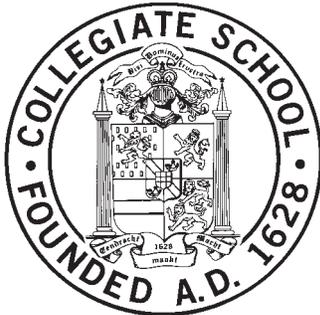
- An **“Updating Mascot Committee”** would coordinate the effort, with approximately ten representatives from across all constituencies:
 - 3 student representatives;
 - The president of the Alumni Association and the Parents Association;
 - A Faculty representative of long-standing;
 - The Directors 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.

* * *

SEAL and MOTTOS

SEAL	MOTTOS
	<p data-bbox="854 474 1170 583">Dutch: Eendracht Maakt Macht "In unity there is strength"</p> <p data-bbox="854 611 1170 720">Latin: Nisi Dominus Frustra "Unless God, then in vain"</p>

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."

DESCRIPTION OF THE COAT-OF-ARMS.

The three shields constitute the Coat-of-Arms of William the Silent, Prince of Orange, under whom the Netherlands achieved her civil and religious independence. The Princes of Orange were also Counts or Lords of the other Principalities represented. The first quarter of the *large shield* bears the arms of Nassau. It has a lion rampant, on a red field surrounded by seventeen dots, indicating the union of the ten States of the Netherlands, with the seven States of Holland, under William. The second quarter represents Katzenelnbogen, and has a crowned lion, red on a golden field. In his right paw is an elevated sword, ready for defence, and the left holds seven arrows, denoting the union of the seven States. The third quarter represents Vianden, and has two running lions on a blue field. The fourth quarter, blue banded with gold, is the shield of Dietz.

The first and third quarters of the *smaller shield*, bearing diagonal bands of gold, represent the Principalities of Chalons. The second and fourth quarters, with a horn or bugle suspended on an orange field, that of Orange. These martial horns symbolize the courageous leadership of those who took up arms against the Moors and Saracens.

The *smallest shield* is that of Geneva, the city of John Calvin. It bears the Helvetic cross, and was added by William to his Coat-of-Arms in token of his Protestant faith, and his adherence to the principles of the great Reformer.

The *crown* which surmounts the shield represents the Emperor, Charles the Great, who, while Sovereign of the Netherlands, granted them the right of carrying the imperial crown above the Coat-of-Arms. The motto, *Nisi Dominus Frustra* (Psalm cxxvii, 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.

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 cxxvii, 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.

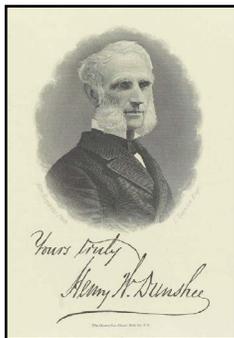
In 2018, Collegiate School moved to 301 Freedom Place South.

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. Jelliffe (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:

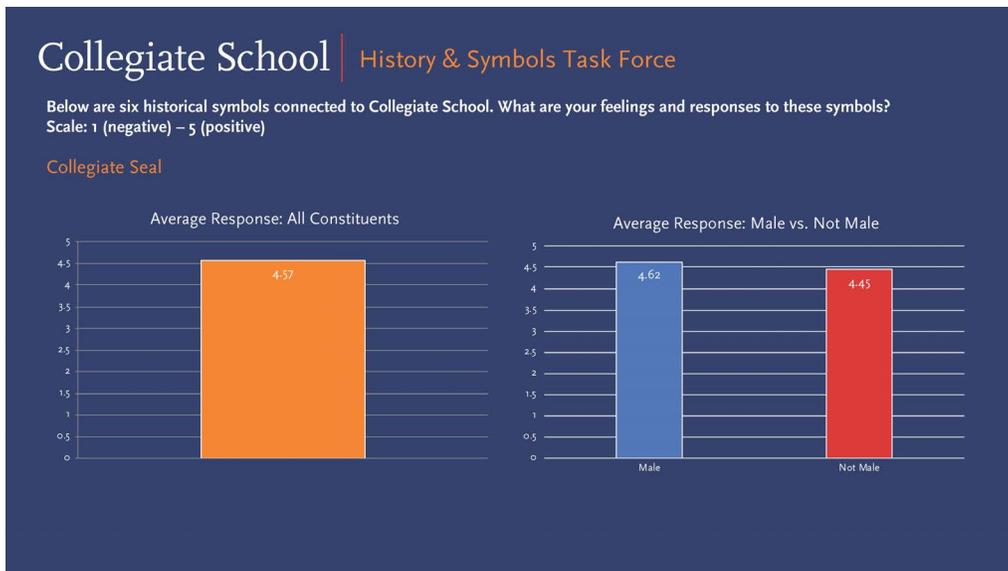
“Those who adapted the emblem to church use added the mottoes ‘Nisi dominus frustra,’ ‘without the Lord all is vain,’ abbreviated from the first verse of the 127th Psalm, and ‘Eendracht maakt macht,’ ‘Union makes strength,’ a free rendering of ‘Concordia res parvae crescent,’ found upon medals and coins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

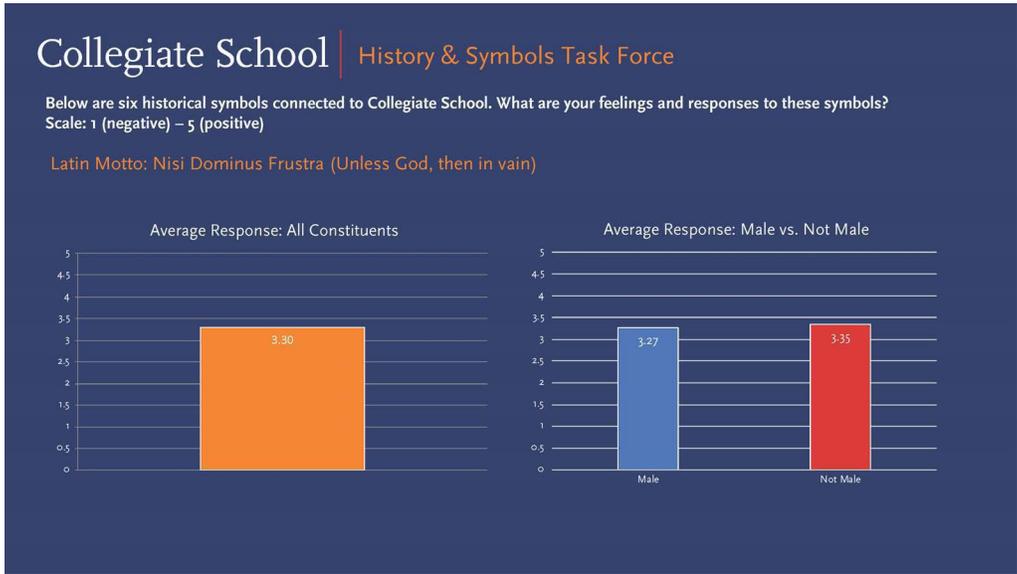
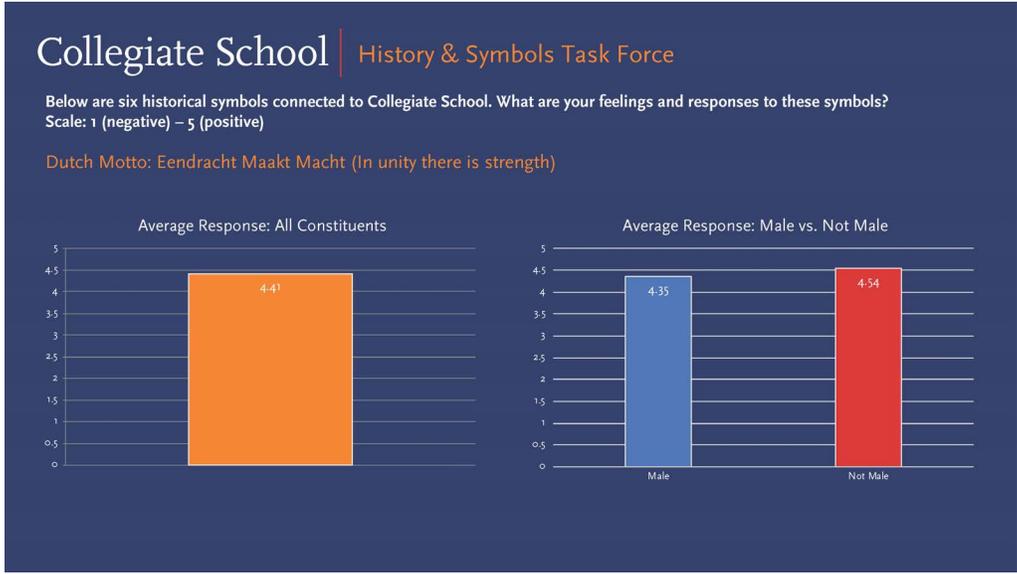
There are many English translations of the Latin and Dutch including the common:

Latin:	<i>Nisi Dominus Frustra</i>	(“Unless God, then in vain”)
Dutch:	<i>Eendracht Maakt Macht</i>	(“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).

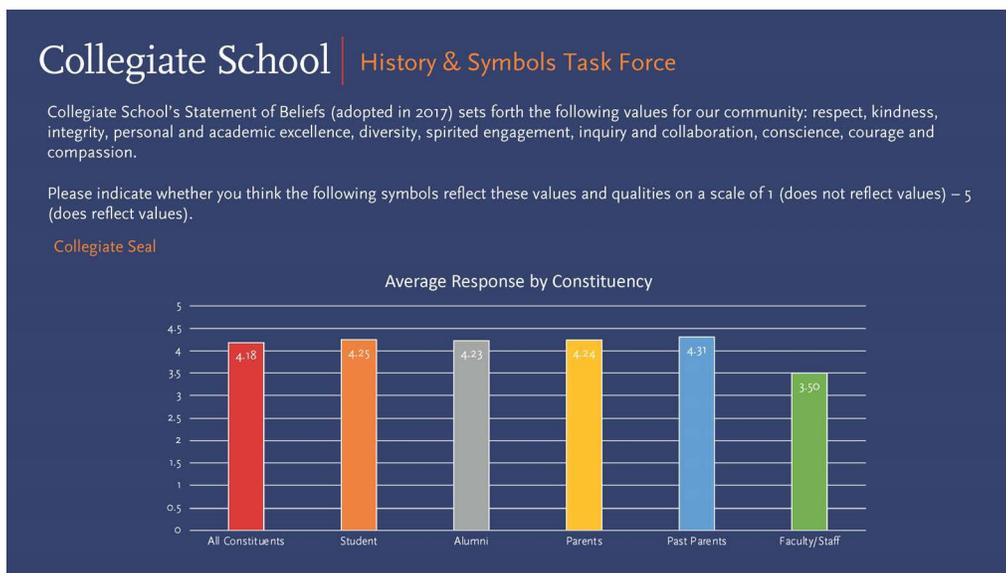
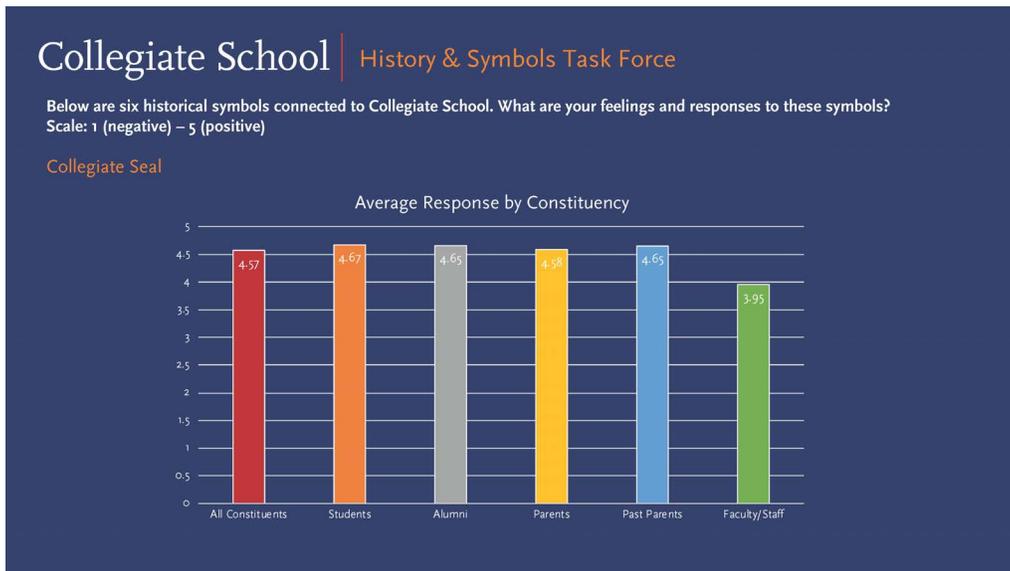
Among “Alumni”, the Latin Motto (3.17) was the only symbol this constituency rated below “4”. By comparison, Alumni registered the Seal at 4.65.

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.

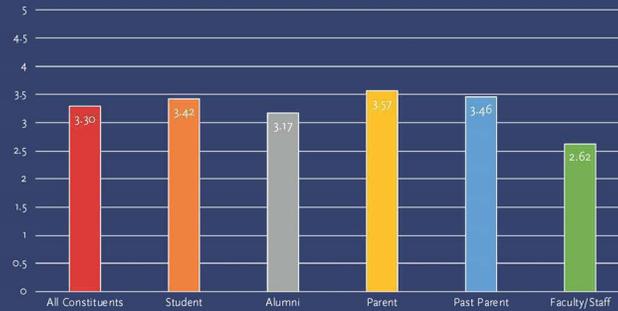


Collegiate School | History & Symbols Task Force

Below are six historical symbols connected to Collegiate School. What are your feelings and responses to these symbols?
Scale: 1 (negative) – 5 (positive)

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

Average Response by Constituency



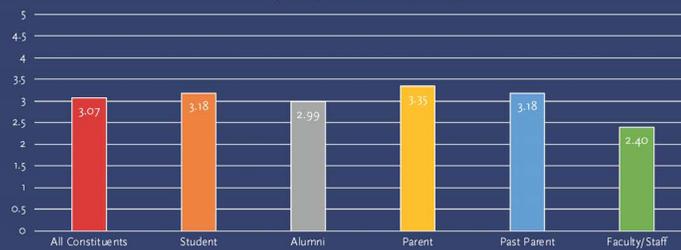
Collegiate School | History & Symbols Task Force

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).

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

Average Response by Constituency



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*:

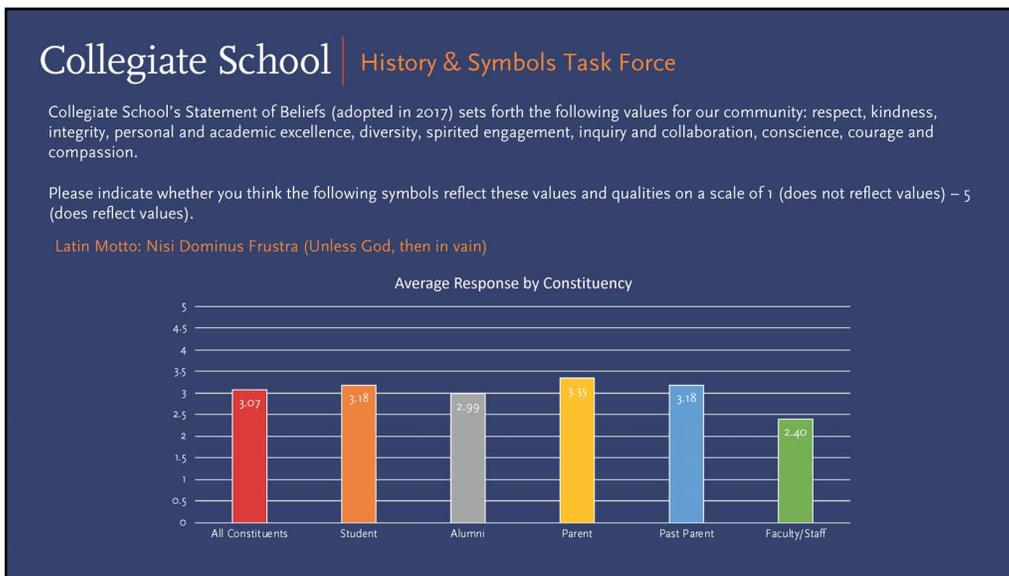
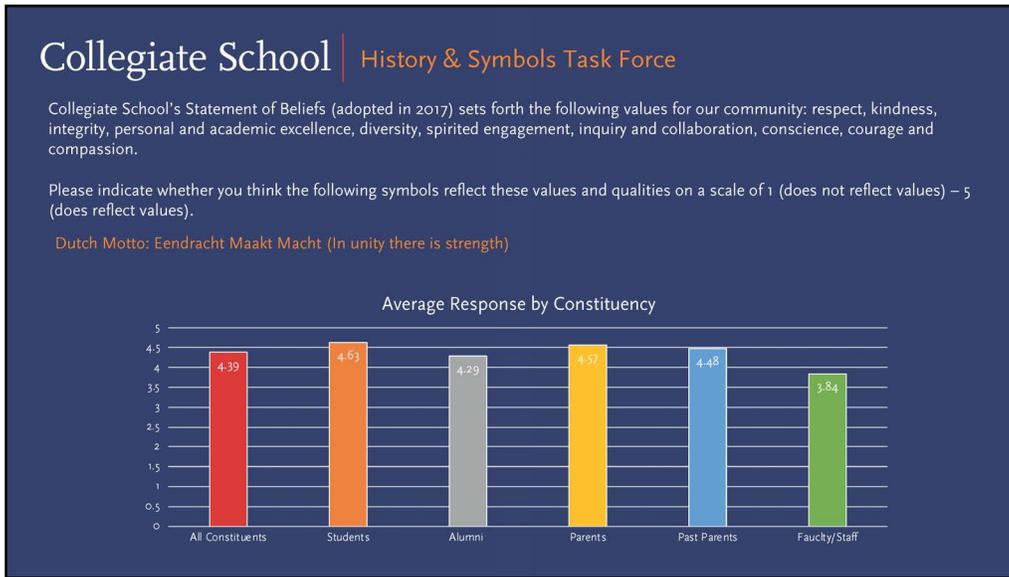
- "Alumni" rated it just below neutral (2.99). This is the only instance in which "Alumni" deemed one of the Collegiate symbols less than "favorable".
- The "Faculty/Staff" were the least favorable on the Latin Motto (2.40).
- "Current Parents" rated it the most highly among all groups (3.35).

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).

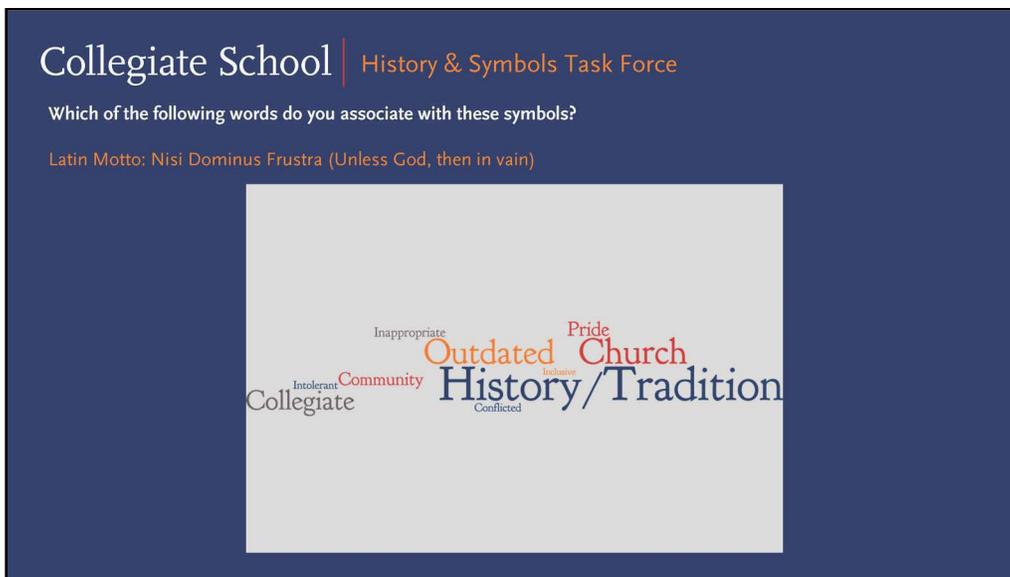
The Survey underscores the contrasting feelings around the Latin and Dutch Mottos.



Survey: A Cross Comparison of Strength of Feeling re. Dutch / Latin 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?"

<u>DUTCH MOTTO</u>	<u>LATIN MOTTO</u>
1. "History/Tradition" (71%) -----	"Church" (55%)
2. "Community" (57% -----	"History/Tradition" (50%)
3. "Collegiate" (56%) -----	"Outdated" (36%)
4. "Pride" (56%) -----	"Collegiate" (29%)
5. "Camaraderie" (43%) -----	"Pride" (22%)
6. "Brotherhood" (42%) -----	"Community" (19%)
7. "Inclusive" (36%) -----	"Inappropriate" (14%)
8. "Sports/Team spirit" (24%) -----	"Conflicted" (12%)
9. "Unique" (20%) -----	"Intolerant" (12%)

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,
Yeeeeeeeeeeaa,
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.”

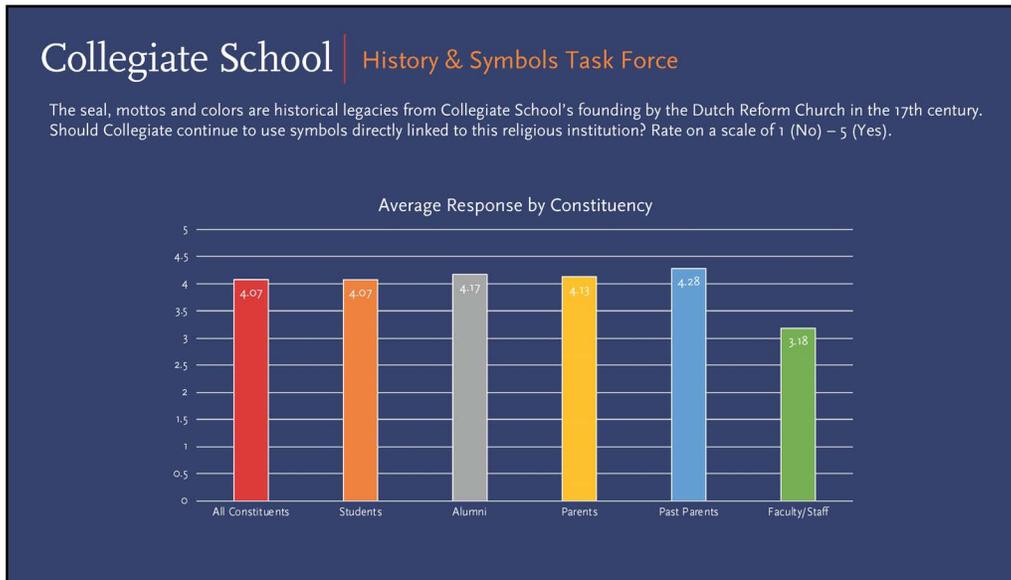
Parents of Alumni:

- “I was unaware of the ‘Unless God, then in vain’; motto, which I do believe is more religious than 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.

* * *

COLORS: ORANGE AND BLUE

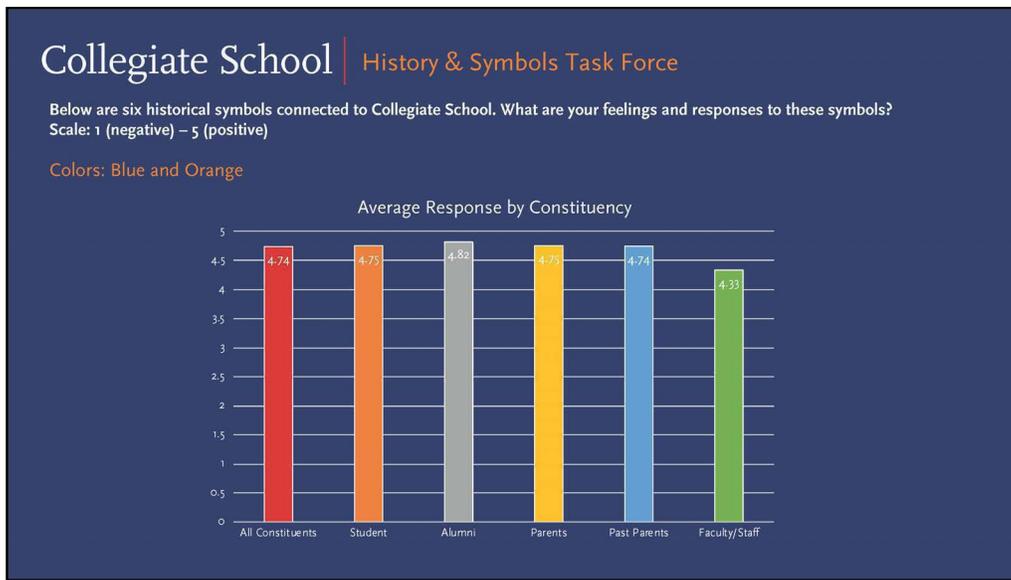
It is not exactly known when Collegiate School adopted the orange and blue as its colors, though most likely around the beginning of the 20th century. Dr. Goodfriend writes, “Doubtless, the school’s colors – orange and blue – and other Dutch-related memorabilia can also be traced to the desire to acclaim 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.

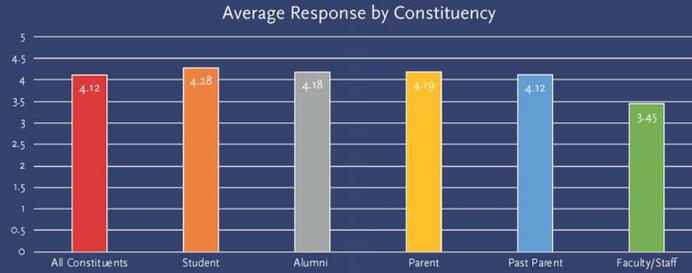


Collegiate School | History & Symbols Task Force

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).

Colors: Blue and Orange



Collegiate School | History & Symbols Task Force

Which of the following words do you associate with these symbols?

Colors: Blue and Orange



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

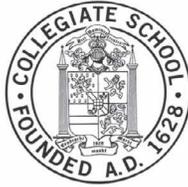
The History and Symbols Task Force wishes to thank the extended Collegiate School community for its active participation throughout this process, most notably by taking part in the Direct Engagement sessions and in responding to the Survey.

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 Rodriguez, 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.

Board of Trustees' Decision Letter on the History and Symbols Task Force's Recommendations



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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Exhibit A

An Open Letter to the Collegiate Community

February 22, 2019

An Open Letter to the Collegiate Community

This letter was published on February 22, 2019 in *The Collegiate Journal*.

COLLEGIATE MUST ADDRESS ITS OWN PROBLEMS WITH RACISM AND INTOLERANCE. As we continue to settle into our new building and our new neighborhood, it is time to shift Collegiate's culture into one that is truly inclusive in all aspects of student life. While we acknowledge the effort to start a conversation about the recent events at Poly Prep, making these conversations optional is counterproductive. Students of color at Collegiate do not have the option to leave our race at the door; it is a part of our existence every single day. Making these conversations optional undervalues the experiences of students of color at Collegiate and what we have to say. Furthermore, the decision to make these conversations optional stunts the emotional and social education of all students at Collegiate. Simply being there and being exposed to different opinions makes a sizable impact. These are conversations that we must all be a part of.

Over the past few weeks, multiple instances of racism have been brought to light in schools that we have close relationships with. We compete with these schools and share a common thread with them. At Poly Prep, a video was leaked of two students in blackface imitating apes. Shortly after, the Black Student League at Stuyvesant released an open letter that supported the students of color at Poly Prep and addressed issues of racism at their specific school. We stand in complete and unwavering solidarity with the students of color at Poly Prep, Stuyvesant, and other schools across the country. We stand in solidarity with the Poly students and their valiant efforts to bring this incident to light and their organized protests to fight for their value and worth. We stand in solidarity with the Stuyvesant students in their quest to create a healthier and more inclusive environment for Black students.

While we share a gleeful sense of camaraderie through Friday night basketball games and a deep bond unique to the Collegiate brotherhood, Collegiate is a deeply flawed and imperfect community. Collegiate is a place where jokes about rape and gender and sexuality identification have been normalized. Collegiate is a place where Black kids get their hair gawked at and constantly touched without their permission as if they were animals in a petting zoo. Collegiate is a place where Latinx students are pejoratively called "Mexicans." Collegiate is a place where Holocaust jokes have become scarily normalized. Collegiate is a place where South Asian and Muslim students are subjected to constant "jokes" about terrorism. Collegiate is a place where East Asian students are constantly mixed up. Collegiate is a place where although there are only a handful of Brown or Black students, their names are constantly confused while the forty-plus White students are rarely mistaken for one another. Collegiate is a place where many students of color unfairly feel the need to internalize racist and harmful "jokes" in order to assimilate and survive. None of these things are acceptable. We love this school with all of our hearts, but at times we feel that that love is not reciprocated. We believe that this school has a great deal of potential to truly be a more safe, equitable, just, healthy, and inclusive environment for all students. Inspired by Poly Prep's Umoja and Stuyvesant's Black Student League, we are asking for the following:

1. For the administration to send an email to the entire Collegiate community (students, faculty, staff, parents, alumni, etc.) explicitly addressing and condemning the use of blackface in the Poly Prep video. It is never too late to do so.
2. For the administration to explicitly denounce the use of slurs and derogatory terms in the school and to hold teachers responsible for holding students accountable when these words and their variations are said. These terms include, but are not limited to “nigger/nigga”; “faggot”; “retarded”; “muzzie”; “spic”; “chink”; “kike”; etc.
3. For the administration to create and enact specific consequences for the (repeated) use of intolerant language/actions. Currently, these actions are prohibited, but no punishments are outlined. In addition, we ask that there be a learning session implemented to explain to the student why and how that type of language is hurtful and inappropriate. We believe that every student should be given a chance to redeem themselves and that moments like these are prime teaching moments. Since there are currently no specific punishments, the current standard puts the responsibility on students of color to report the use of derogatory language. We do not want to constantly be labeled as “snitches” or “social justice warriors.”
4. To initiate and require sensitivity training for both faculty and students around racial slurs in the texts that are read in English and History courses.
 1. For the decision to read racial slurs in literary and historical texts out loud to be decided on a case-by-case basis. These discussions should have faculty members of color and students of color present.
 2. A careful reevaluation of the place of *The Adventures of Huckleberry Finn* in Collegiate’s English curriculum. This reevaluation should have both current students, former students, and faculty involved.
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?
6. To curate a faculty and administration that more accurately reflects the diversity of the student body in terms of race, religion, ethnicity, gender expression and identity, political affiliation/alignment and sexual orientation. We love and adore all of our current teachers and hold them in high regard. Please recognize that there are more-than-capable and overqualified teachers out there from a plethora of underrepresented groups. Seek them out. It is detrimental to every student when their education lacks the frame of reference and point of view of teachers who are not cisgender heterosexual White men, especially in the humanities.
7. To admit more students of color. Here is one interesting statistic: in 1969, there were two self-identifying Black students in the graduating class. In 2019, there are two self-

identifying Black students in the graduating class. We understand this can be a tricky one and that quota systems are generally unfavorable. Nevertheless, the current circumstances are grim and classrooms that are mainly majority-White only reinforce the bubble that Collegiate tends to be.

8. The creation of a Student Academic Committee that will work with teachers to ensure a deeper and more inclusive curriculum. Specifically for humanities classes, this committee will help curate a curriculum that features true diversity of thought. For example, looking for historians who are not white men and reading literature that doesn't center black people in the context of slavery, segregation, etc. We need a curriculum that ensures that we cover a myriad of cultures and religions in a non-Eurocentric way. We envision that this committee would be elected by upperclassmen during the same time as elections for Student Government. One or two upperclassmen would be elected per grade each year; once elected these students would not be permitted to run for re-election. The vision for this committee is flexible, but we believe that something along these lines is imperative to the betterment of every Collegiate student's education.
9. The creation of a block during the academic day for students to discuss world issues and issues that affect their daily lives. Conversations about race, gender and sexuality, sexual assault, etc. must no longer be shoved into whatever Advisory, Clubs or Break period happens to be closest. These issues deserve as much gravity in our daily schedule as any academic class.

In closing, we implore that this letter is understood as one piece of work. We understand that it can be tempting to allow one specific demand, example, or sentence to overshadow the entire letter. Please take time with this letter and read it multiple times. We do not intend that this letter have all the immediate solutions to the problems presented; we want this to be a first step in truly making a difference. We believe that these are reasonable demands that will truly help us work towards a better Collegiate. We thank you for reading and listening to our requests. Finally, we look forward to continuing to work with the administration in the future.

Kyle-Brandon Denis '19; Suleiman Ahmed '19; Ricardo Melasecca '20; James Vaughn '20; Nathaniel Hyton '19; Kevin Lin '19; Mackio Mennitt '19; Rifat Islam '19; Clay Papanek '19; Riyad Alam '19; Aaron Dubin-Ramos '19; Sebastian Tanner '19; Christopher Wong '19; Clay Hard '19; Joey Gertzman '19; Noah Belsky '19; Lukas Sanchez '20; Elijah Williams '21; Jeremy Williams '21; Tayson Reese '21; Temi Aboyade-Cole '22; Kevin Darko '22; RJ Maldonado '22 William Cox '20; Ryan Kim '20; Myles Ross '21; Noah Boyd '20; Alec Lessing '19

Exhibit B

Collegiate School Report by Joyce D. Goodfriend

November 2019

COLLEGIATE SCHOOL REPORT

Joyce D. Goodfriend
Professor of History, University of Denver

NOTE: Given the lack of documentation on Collegiate School's decision-making around its selection of symbols, this report, of necessity, is based on other primary documents as well as a host of secondary sources.

THE DUTCH REPUBLIC, THE DUTCH WEST INDIA COMPANY, AND THE FOUNDING OF NEW NETHERLAND

Collegiate School's institutional identity emanates from two sources – the Dutch nation and the Dutch Reformed church. Founded under church auspices in a colony governed by the Dutch West India Company, a government-chartered trading company, the school has conducted classes in the Dutch language, indoctrinated students in the doctrines of Reformed Protestantism, and pledged loyalty to the fledgling Dutch republic.

The Dutch West India Company, founded in 1621, championed the cause of Reformed Protestantism in the Netherlands during its struggle against Catholic Spain in the Eighty Years War (1568-1648). The so-called Revolt of the Netherlands, initially led by Prince William of Orange, culminated in the independence of the northern Netherlands and the establishment of Protestantism there. The creation of the Dutch Republic marked the success of the long fight against Spanish rule in the northern Netherlands. (The southern Netherlands remained under Spanish rule and eventually became the country of Belgium.)

The Dutch Republic is best described as a confederation of seven provinces, each of which retained power over internal affairs. In 1579, these sovereign provinces joined together in the Union of Utrecht. The States General served as the central government of the United Provinces. Holland and Zeeland, both situated on the North Sea, were the dominant provinces in

the Dutch Republic, from which the great trading companies – the Dutch East India Company and the Dutch West India Company – reached around the globe. The Dutch West India Company ruled the territory known as New Netherland from 1624. The first Director-General was Peter Minuit and the first Dutch Reformed services were held in 1628 by minister Johannes Michaelius. The wealth garnered from this maritime activity funded the cultural flowering of the seventeenth century known as the Golden Age, when artists such as Rembrandt, Vermeer and Hals flourished

By the mid-seventeenth century, the Dutch Republic was an international economic power whose main rival was England. Between 1650 and 1674, three Anglo-Dutch wars, largely over trade, were fought. In the second of these wars, New Netherland was captured by the English in 1664. The colony was retaken by the Dutch in 1673 but finally ceded to England in the Treaty of Westminster of 1674. (In return, the Netherlands gained Surinam.) New Amsterdam became New York City, was briefly renamed New Orange, and then was called New York City permanently.

With its superb harbor, New Amsterdam was New Netherland's principal port, though its population had only reached about 1,500 by 1664. Its economy centered on the trade in furs acquired from Native Americans in Beverwijck (later Albany) and shipped down the North River (later the Hudson River) and then transported to the Netherlands. Native Americans occasionally appeared in New Amsterdam to trade or confer with Dutch officials.

The Dutch West India Company governed New Amsterdam with a garrison of soldiers and used the forced labor of enslaved Africans, referred to in contemporary documents as the Company slaves, to perform agricultural work as well as various essential tasks. The Dutch West India Company was engaged in the African slave trade and transported men, women, and

children from West Africa to the Americas. The island of Curacao became the entrepot for this Dutch slave trade.

The Dutch West India Company government also oversaw the establishment of New Amsterdam's official church – the Reformed Dutch church – and provided for its minister. Although there is some dispute about the exact date, the Dutch Reformed Church sponsored a school which was certainly running by 1638. This school evolved into today's Collegiate School.

COLLEGIATE SCHOOL AND THE DUTCH REFORMED CHURCH

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. As described in the 1890 *Year Book of the (Collegiate)Reformed Protestant Dutch Church*, “the day school of the Collegiate Reformed (Dutch) Church . . . and heretofore known as the “Church School,” was reorganized under the name of “The Collegiate Grammar School,” and was opened in 1887.” [The term “collegiate” refers to the network of Dutch Reformed congregations on Manhattan. Collegiate means that they shared ministers and kept a single set of registers.] The religious component of the education students received was stressed. “It is the purpose of the Trustees to make this a school of the first rank, where sound instruction shall go hand in hand with such Christian training as will make true men and women. The daily opening exercises of

the school consist of Recital of the Creed, responsive reading of Scriptures, prayer and singing. Instruction in the catechism of the Church is regularly given.”¹

Collegiate was aware of its Dutch heritage as the school’s Head Master Henry Dunshee made clear in his history of the school. Writing in 1853, he insisted that memories of the Dutch presence in New York City were still strong. “And though New Amsterdam became New York in name, the ascendancy of the Dutch in numbers and character did not fail to perpetuate that influence which they had originally imparted; so that even now, after a period of nearly two hundred years, notwithstanding the vicissitudes which the city has experienced, and the present heterogeneous character of the population, there is not wanting abundant and gratifying evidence of the early presence here of those who brought with them the liberal ideas, and honest maxims, and homely virtues of their fatherland; who carried along with them their huge clasped Bibles, and left them heirlooms in their families; who introduced their church and their schools, their Dominies and their schoolmasters.”² Yet Dunshee, fearful that such memories could fade, exhorted his readers to prevent this from happening. “Would that the Dutch descendants of the present generation, the recipients of a noble inheritance, and participants of its relevant blessings, were as ardently attached to these institutions, and as zealous as were their forefathers in sustaining and extending them.”³

Collegiate School’s choice of symbols associated with William of Orange and the Dutch Reformed church – its seal/emblem, mottoes, and colors – appears to be a response to Dunshee’s plea to keep remembering the honor of being Dutch. On the cover of the first issue of *The Magazine of the Dutch Reformed Church* in April 1826 appeared a heraldic device invented by

¹ *Year Book of the (Collegiate) Reformed Protestant Dutch Church* (New York, 1890), 74.

² Henry Webb Dunshee, *History of the School of the Reformed Protestant Dutch Church in the City of New-York, from 1633 to the Present Time* (New York, 1853), 50.

³ Dunshee, *History of the School of the Reformed Protestant Dutch Church in the City of New-York*, 27.

the editor, William Craig Brownlee, “who took as its basis the coat-of-arms of William of Orange; adding the columns on either side, which act as supports to the shield, and also the two mottoes ‘Nisi Dominus Frustra’ and ‘Eendracht Maakt Macht,’ which had served as rallying cries in the long-continued struggle for civil and religious liberty waged by the Netherlands against the power of Spain.” This coat-of-arms, which “represents the principalities of which William was ruler, or to which he was in some way related” remained on the journal’s cover when it was transformed from a monthly to a weekly publication called *The Christian Intelligencer* in 1829. It was still being used as late as 1904.⁴ 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.

According to church historian Edward Tanjore Corwin, writing in 1906, “The emblem associates the Reformed Church of America with the Reformed Church of the Netherlands whose Union of States and unprecedented freedom of religion became the model of the United States.” Collegiate’s emblem is the coat-of-arms of William, the Prince of Orange, and the source for its mottoes, Eendracht Maakt Macht and Nisi Dominus Frustra. “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.” Corwin notes that “The present form of the emblem, differing in the arrangement of the mottoes, dates from 1887

⁴ *Journal of the Presbyterian Historical Society*, vol. 2, No. 7 (December 1904), 342.

since which time it has come into general and recorded use as the accepted emblem of the Reformed Church in America.”⁵

AMERICAN ATTITUDES TOWARD DUTCH FOUNDERS

Lineal descendants of New Netherlanders and others associated with the Dutch Reformed church learned to appreciate the history of the Netherlands and its ties to the United States, but most Americans paid little attention to the Dutch founders. In the early decades of the nineteenth century, and especially after Washington Irving’s hugely influential *A History of New York* appeared in 1809, the image of the New Netherland Dutch implanted in American culture was of backward buffoons incapable of adapting to ever-progressing modern life.⁶ The extinction of the final traces of the Dutch in Manhattan was celebrated with glee by a writer for *Putnam’s Monthly* who gleefully recalled the demolition of an antiquated Dutch structure in 1830. “We never waste a tear over the death of an old Fogy, especially a Dutch one, which . . . must be admitted to surpass in desolation all the other varieties of conservatism extant.”⁷

The notion that New York’s Dutch were antiques and therefore irrelevant was put into question in 1857 when John Lothrop Motley published *The Rise of the Dutch Republic*, a book that proved to be immensely popular.⁸ This forceful reappraisal of the history of the Dutch, even though it fostered the erroneous idea that practices in the Dutch Republic laid the groundwork for America’s democratic institutions, piqued Americans’ interest in this previously ignored

⁵ Edward Tanjore Corwin, *A Digest of Constitutional and Synodical Legislation of the Reformed Church in America* (New York, The Board of Publication of the Reformed Church, 1906), 253-54.

⁶ Philip Lopate, “The Days of the Patriarchs: Washington Irving’s *A History of New York*” in Roger Panetta, ed., *Dutch New York: The Roots of Hudson Valley Dutch Culture* (New York, Hudson River Museum/Fordham University Press, 2009), 191-222.

⁷ Joyce D. Goodfriend, *Before the Melting Pot: Society and Culture in Colonial New York City 1664-1730* (Princeton, 1992), 216.

⁸ Mark A. Peterson, “A Brahmin Goes Dutch: John Lothrop Motley and the Lessons of Dutch History in Nineteenth-Century Boston,” in Joyce D. Goodfriend, Benjamin Schmidt, and Annette Stott, eds., *Going Dutch: The Dutch Presence in America 1609-2009* (Leiden/Boston, 2008), 109-131.

country. Once the Civil War had ended, tourism to the Netherlands increased as well-off travelers, particularly those who claimed Dutch roots such as members of the Holland Society of New York (founded in 1885), embarked on journeys to the fatherland.⁹ Indulging in the fiction that the Netherlands of the late nineteenth century still resembled the land of their ancestors, these tourists, perhaps some with associations to Collegiate School, ventured abroad seeking affirmation of their Dutchness.

HOLLAND MANIA

Between 1880 and 1920, a fascination with Dutch motifs permeated American culture. This phenomenon, termed Holland Mania by art historian Annette Stott, ignited a taste for things Dutch ranging from architectural styles to Old Master paintings to advertising illustrations.¹⁰ Underpinning this craze for items associated with “old Holland” was a more general yearning for a simpler age that crystallized around the celebration of the nation’s Centennial in 1876. The wave of nostalgia that swept the country was fueled by the desire of both Northerners and Southerners to retrieve a shared past removed from the divisions engendered by the Civil War. Since political unity was not yet feasible, contemporaries turned to a cultural solution, fabricating a non-controversial collective memory embedded in the aesthetic vocabulary of the colonial revival movement. The public staging of respect for the Dutch colonial settlers of New York in the 1909 Hudson-Fulton celebration, which featured a Dutch segment in its historically-themed pageant, likely stirred pride in those connected to Collegiate School.¹¹

⁹ Laura Vookles, “Return to Glory: The Holland Society Visits ‘The Fatherland’,” Panetta, ed., *Dutch New York*, 257-297.

¹⁰ Annette Stott, *Holland Mania: The Unknown Dutch Period in American Art and Culture* (Woodstock, New York, 1998).

¹¹ Roger Panetta, “The Hudson Fulton Celebration of 1909” in Panetta, ed., *Dutch New York*, 301-338.

Accompanying this cultural reorientation was a resurgence of nativism triggered by the accelerating flow of southern and eastern European immigrants into the United States in the late nineteenth and early twentieth centuries. Xenophobia intensified among so-called “old stock” Americans who perceived these newcomers, primarily Catholics and Jews, as a threat to American values and traditions. In their most benign form, these nativist impulses were expressed through heightened interest in genealogy and the formation of patriotic societies premised on lineage.¹² But this modern-day form of ancestor worship served a practical purpose in the rapidly transforming society. Tracing family lines back to colonial founders was a surefire way to secure one’s place in the white Protestant elite that dominated America. In this context, Dutch founders were just as good as English ones.

During the heyday of Holland Mania (1880-1920), honoring the Netherlands, accenting ties to New Netherland, or merely proclaiming one’s affinity for things Dutch took on added meaning due to the favorable cultural climate. Those attached to Collegiate School had valued their Dutch connection for centuries, but once other New Yorkers and Americans in general jumped on the Dutch bandwagon, there was cause for rejoicing. Naming the student yearbook *The Dutchman* in 1906, a year when Theodore Roosevelt, a descendant of a New Amsterdam family was President, explicitly affirmed the deep-seated pride of the school community in its Dutch heritage. (Later in the twentieth century the school adopted the nickname *Dutchmen*, but it is not known exactly when.) It is worth pointing out, however, that there was an added benefit to publicizing one’s Dutch background in this era. Identifying as a Dutchman was staking a claim to the privileges inherent in being a white Protestant male in pluralistic turn-of-the-century New York.

¹² Francois Weil, *Family Trees: A History of Genealogy in America* (Cambridge, Ma., 2013).

Holland Mania subsided in the post-World War I period, but attractive images of the Dutch persisted well into the twentieth century. In 1938, a Broadway musical titled *Knickerbocker Holiday* resurrected Washington Irving's early nineteenth-century caricatures of the New Netherland Dutch for the amusement of theatergoers during the Great Depression. This exercise in nostalgia, tintured with comic relief, featured the character of Peter Stuyvesant, New Netherland's authoritarian Director-General. Yet it was hard to miss the play's contemporary message of the triumph of liberty over tyranny, a theme that resonated in the age of FDR and Hitler. The serious overtones of the drama were attributable to the score's composer, Kurt Weill, a refugee from Nazi Germany.¹³ A watered-down film version of *Knickerbocker Holiday* was released in 1944.¹⁴

WORLD WAR II'S IMPACT ON AMERICAN ATTITUDES TOWARD THE DUTCH

The approaching crisis of World War II left little time for comic amusements as the dire fate of the Dutch across the globe became apparent. The Netherlands fell to the Nazis and the Dutch East Indies came under Japanese rule. Americans' sympathies for the oppressed Dutch people were evident as Queen Wilhelmina traveled to Washington D. C. to meet with President Franklin Roosevelt, a man whose ancestors had lived in New Amsterdam, and to address the United States Congress.¹⁵ In 1952, Eleanor Roosevelt, the former First Lady and herself a Roosevelt family descendant, penned the Preface to the American edition of *The Diary*

¹³ Forest Hirsch, *Kurt Weill on Stage: From Berlin to Broadway* (New York, 2002), 164-76. A Play called "Peter Stuyvesant, Governor of New Amsterdam" was performed on Broadway in 1899. See the photograph of the poster for this play in Panetta, *Dutch New York*, 212.

¹⁴ Photographs from the stage play and the movie of *Knickerbocker Holiday* can be found in Panetta, *Dutch New York*, 196-197.

¹⁵ Cynthia Koch, "Franklin Roosevelt's 'Dutchness': At Home in the Hudson Valley," in Panetta, *Dutch New York*, 354-357. See the pictures of Queen Wilhelmina on pages 356 and 357.

of *Anne Frank*, a book that presented an uncomplicated and reassuring picture of the resilience and courage of the Dutch under Nazi rule.

In the aftermath of World War II, the seeds of a more critical approach to Dutch history were sown in the Netherlands as scholars sifted through documentation of the Nazi occupation and uncovered evidence of their countrymen's collaboration with the Nazis during the war. Soon the huge toll the war had taken on the nation's Jewish population became obvious. Not only was this a stark reminder that collaboration was often the price of survival during the occupation, but a corrective to what has been called the Anne Frank myth.¹⁶ The oppressive nature of Dutch colonialism in the East Indies also became visible in the wake of the rebellion against Dutch rule there that resulted in the formation of Indonesia in 1949.¹⁷ In the postcolonial world that emerged after World War II, the voices of previously subordinated populations began to be heard. Yet even as criticism of the Dutch began to mount, American opinion of the Dutch seems to have remained generally favorable through the 1950s, probably due to the uplifting story surrounding Anne Frank. Whether the same can be said about representations of the early Dutch settlers of New Netherland is debatable.

THE PLACE OF DUTCH FOUNDERS IN AMERICAN HISTORICAL NARRATIVES

Occasional efforts to shine a spotlight on New York City's early Dutch settlers were not enough to dislodge the entrenched Anglophile version of American origins.¹⁸ Stories of Jamestown and Plymouth Rock stood as the standard centerpiece of the national narrative and

¹⁶ Judith Goldstein, "Anne Frank: the redemptive myth," *Partisan Review*, 20, No. 1 (January 2003), 16-23.

¹⁷ Paul Bijl, "Colonial memory and forgetting in the Netherlands and Indonesia," *Journal of Genocide Research*, 14, Issue 3-4 (2012), 441-461.

¹⁸ Joyce D. Goodfriend, "Present at the Creation: Making the Case for the Dutch Founders of America," *Early American Studies*, 7 (2009), 259-269.

were periodically reinforced by a stream of academic works on the early Virginians and Puritan New Englanders. By contrast, only a handful of serious studies of New Netherland appeared during the early decades of the twentieth century. In short, historians with a distinctly Anglophile bias set the agenda for early American studies. Exhortations to recognize the Dutch presence and influence on the seventeenth-century American colonies rarely were heeded.

It was not until countercultural alternatives to traditional storylines were posed in the 1960s and 1970s that American historians began to explore the antecedents of modern American pluralism in investigations of the Middle colonies of New York, New Jersey and Pennsylvania, places where diversity had flourished in the seventeenth and eighteenth centuries. Scholarship on New Netherland and early New York came alive and a major project to translate the Dutch-language documents of New Netherland based at the New York State Archives in Albany was inaugurated. Challenging the dominant Anglo-oriented paradigm of early American history at a juncture when Americans were beginning to applaud the diversity that characterized their nation was a logical extension of 1970s theorizing about ethnicity. Multiculturalism, the term used to label this conceptual reorientation, offered credibility to investigations of New Netherland's Dutch settlers – their language, religious beliefs, legal system, political ideas, customs and architectural styles. Defining the Dutch as one among America's many ethnic groups, all worthy of study, bolstered historians' case for complicating older, one-dimensional narratives of the founding generation. In short, the time was ripe for a more inclusive perspective on the seventeenth and eighteenth centuries.

On its face, this new rationale for researching the colonial Dutch was unassailable. But it is important to keep in mind that in the 1970s the rubric multiculturalism was ordinarily applied to historically marginalized ethnic groups. Advocates of multiculturalism aimed to empower

people who lacked the advantages inherent in white Protestant identity. Bringing visibility to the histories and cultures of formerly unnoticed groups was a potent means to achieve this goal. Dutch American descendants of New Netherlanders clearly did not fit this model, since as white Protestants they already enjoyed a privileged status in American society owing to their lineage. Nonetheless, the emergence of ethnic studies in academia was a fortuitous development for researchers of the colonial Dutch because they shared a common goal with the multiculturalists - subverting Anglophile renderings of the American past.

De-Anglicizing New York's early history gradually gathered steam. Articles began to appear on the history of New Netherland and a "Colonial Dutch Studies" conference at New York University in 1985 set out to define the field and outline a series of questions that needed answers. The subsequent book pushed this agenda forward.¹⁹ Still, as late as 1993, Karen Kupperman noted in a review essay pointedly titled "Early American History with the Dutch Put In," that Dutch settlement along the East coast had been "pushed to the periphery of historical consciousness."²⁰ Yet, the impetus to carve out a place for the Dutch at the colonial table was unmistakable in the 1990s and thereafter. A major conference on New Netherland at the Millenium was held in New York City in October 2001, followed by *Revisiting New Netherland: Perspectives on Early Dutch America*, a 2005 volume of essays by American, Dutch, English and French scholars that illustrated the vibrancy of the now expanding field of New Netherland studies.²¹ The publication of journalist Russell Shorto's very popular history of New Amsterdam

¹⁹ Eric Nooter and Patricia U. Bonomi, eds., *Colonial Dutch Studies: An Interdisciplinary Approach* (New York and London, 1988).

²⁰ Karen Ordahl Kupperman, "Early American History with the Dutch Put In," *Reviews in American History*, 21 (1993), 195-201.

²¹ Joyce D. Goodfriend, ed., *Revisiting New Netherland: Perspectives on Early Dutch America* (Leiden/Boston, 2005).

The Island at the Center of the World, in 2004 also boosted interest in New York's early Dutch settlers.

One can speculate that this surge of scholarship on New Amsterdam and New Netherland in the late twentieth and early twenty-first centuries sparked a renewal of interest in the Dutch traditions that had long been cherished at Collegiate School. Whether the interpretive shift in academia affected Collegiate's curriculum or the symbolic representation of its identity is a subject to be investigated. In any case, scholars' belated recognition of the Dutch part in the drama of seventeenth-century America spurred long overdue research on all facets of New Netherland's history and reinforced the mission of the New Netherland Project (now the New Netherland Institute) to prepare accurate English translations of the trove of Dutch documents in the New York State Archives in Albany.

CONTROVERSIAL ISSUES RELATED TO COLLEGIATE'S DUTCH BACKGROUND

Moving the Dutch toward center stage had an unanticipated consequence, however. Collegiate School's Dutch background became problematic as historians unearthed details of the Dutch slave trade and the institution of slavery as practiced in New Amsterdam. As empires were dismantled and indigenous peoples articulated their grievances, the fact that the Dutch had been a major colonial power in the seventeenth century came to be looked at through a different lens. The Dutch West India Company's role as a slave trading company engaged in transporting human beings from West Africa to the Americas to be sold as slaves was now thrust to the fore. As the centrality of slavery in New Netherland's colonization was acknowledged, it became

imperative to explore its imperial origins, the way the institution of slavery functioned in New Amsterdam, and its impact on the European and African city dwellers caught up in it.

The study of the Dutch transatlantic slave trade has intensified since the 1960s. The magnitude of the scholarly literature on this topic can be comprehended by reviewing the bibliography in the June 2013 Dossier on “Dutch involvement in the transatlantic slave trade” compiled by the African Studies Centre at Leiden University available at asc.leiden.nl.

The call to investigate slavery in New Netherland was amplified by American historians’ burgeoning interest in the history of slavery and African Americans. Scholarship on the institution of slavery in America, initially focused on the nineteenth-century plantation South, now reached backward in time to the seventeenth and eighteenth centuries and northward in space to New England and the Middle colonies. Edgar McManus’s *A History of Slavery in New York State* (1966) and Gerald De Jong’s “The Dutch Reformed Church and Negro Slavery in Colonial America” (1971) were early pathbreaking studies pertaining to the slave system that evolved in New Amsterdam. A major exhibit on “Slavery in New York” at the New York Historical Society in 2005 and the companion book of essays marked the commencement of a public conversation on many of the issues brought to light by scholars.²²

Questions related to the distinctive features of New Amsterdam slavery also were generated by the rapidly developing field of African American history. The canvas broadened as researchers now sought to discover how African men and women responded to the conditions of life as a slave. The excavation of the African Burial Ground in lower Manhattan in 1991 galvanized investigations of New Amsterdam’s African American population and sparked

²² Ira Berlin and Leslie M. Harris, eds., *Slavery in New York* (New York, 2005)

extended debates on how to incorporate these peoples' stories into the history of seventeenth- and eighteenth-century Manhattan.

RECENT SCHOLARSHIP ON SLAVERY: IMPLICATIONS FOR COLLEGIATE SCHOOL

What, then, are the implications of this surge of scholarship on the fundamental role of slavery in New Amsterdam for the way Collegiate School views itself? One way to approach this question is to focus on the career of Petrus Stuyvesant, the man chosen to be the school's mascot, "Pegleg Pete." Stuyvesant, Director-General of New Netherland from 1647 to 1664, and also of Curacao was instrumental in solidifying New Amsterdam's position as a pivotal node in the Dutch West India Company's slave trade.

Conventionally, Stuyvesant's image has been cast in a heroic mold. At the least, he seems to have been considered a non-controversial figure when he was selected as the school's mascot. (The precise date this occurred is not known.) As late as 1963, a notable children's book that Collegiate students might have read, Dorothy Niebrugge Hults' *New Amsterdam Days and Ways: The Dutch Settlers of New York*, portrayed Stuyvesant as a strong leader who deserved credit for stabilizing New Netherland. The benign picture of New Amsterdam's version of slavery painted by this author captures the prevalent way of thinking about the city's enslaved people in the early years of the Civil Rights era. "During the period of Dutch rule, there were scarcely any Negro slaves owned by private citizens, but the Dutch West India Company owned a number of slaves who were agricultural workers and laborers. The Dutch were kind to slaves also and frequently gave them their freedom, so that there were quite a few Negro farmers in the vicinity of New Amsterdam."²³ One can speculate that this author would

²³ Dorothy Niebrugge Hults, *New Amsterdam Days and Ways: The Dutch Settlers of New York* (New York, 1963), 78.

have found nothing wrong with the portrayal of an obese black boy polishing Stuyvesant's artificial leg in one of the opening scenes of the 1944 film version of *Knickerbocker Holiday*.

[available on YouTube]

The favorable image of Stuyvesant conveyed in Hults's book and other works was soon undermined by revelations of his key role in New Amsterdam's slave system. Petrus Stuyvesant did not establish slavery on Manhattan but during his long tenure as Director-General he perpetuated and expanded the fledgling city's involvement with slavery. He oversaw the shipping of enslaved Africans from Curacao, the Dutch West India Company's slave entrepot, to New Amsterdam, initiated a direct trade in slaves between West Africa and New Amsterdam, and maintained control over the slaves belonging to the Dutch West India Company. "Company slaves" were primarily engaged in agricultural work and various unskilled tasks such as clearing land, burning lime, and harvesting grain. They provided the labor for building Fort Amsterdam and in 1664 Director-General Stuyvesant loaned "twenty-five negroes . . . for the space of eight days to labour at the City's works."²⁴

Stuyvesant presided over the expansion of slavery to the private sector, making it possible for individual New Amsterdam residents of European background to buy, sell, and profit from the labor of enslaved Africans. By the 1650s, men such as Oloff Stevens Van Cortlandt, Govert Loockermans, and Willem Beekman were slaveowners. The West India Company's blacks were also leased to settlers for specified periods of time. As such, they "formed a pool of unfree labor which was tapped by the inhabitants of the colony."²⁵ In short, Petrus Stuyvesant, who headed New Netherland's government from 1647 to 1664, the most

²⁴ Joyce D. Goodfriend, "Burghers and Blacks: The Evolution of a Slave Society at New Amsterdam," *New York History*, 59 (April 1978), 131.

²⁵ *Ibid.*, 132.

important period in the Dutch colony's development, promoted and perpetuated the enslavement of men, women and children of African descent.

Some may contend that Stuyvesant deserves credit for moderating New Amsterdam's system of slavery (which never was codified in law) by introducing a new status – half-freedom – that allowed older slaves who had served the company for a long period of time to acquire farmland on the outskirts of Manhattan and to live independently in family units with the proviso that they pay a yearly tribute to the Dutch West India Company government. The ambiguity of this status has caused historians to wrestle with the question of whether this was an expedient designed to relieve the Company of having to support aging slaves or a means of ensuring the continued subservience of non-European people through a mandatory tribute signifying their loyalty. Whatever Stuyvesant's motives for guaranteeing half-freedom to former slaves, the landholding African families created by his instructions formed the nucleus of Manhattan's first free black community.

Notwithstanding the positive outcome of this intervention in the way slavery was practiced at New Amsterdam, Petrus Stuyvesant's complicity in the enslavement of human beings is indisputable. Not only did he promote the Dutch West India Company's interest through slave trading, he anchored the slave system in New Amsterdam by holding public slave auctions at which individual residents could purchase African men and women. Moreover, he was a large slaveowner himself, using forty enslaved workers of African descent as the main source of labor on his *Bouwerij* (farm) on the outskirts of town. Although he may have been dismayed by the discovery that slave children who had been baptized at his wife Judith

Stuyvesant's direction had been shipped to Curacao by mistake, Stuyvesant was unwavering in his commitment to the exploitation of people of African descent.²⁶

During the first few decades of New Amsterdam's history, Africans were open to becoming Protestant Christians, but after 1655, during Stuyvesant's tenure as New Netherland's Director-General, the practice of allowing enslaved men and women to have their infants baptized at New Amsterdam's Dutch Reformed Church was curtailed. This reversed earlier efforts to incorporate enslaved people into New Amsterdam's Christian community and dashed African Americans' hopes of moving forward on the path toward freedom.

Stuyvesant's Indian policy is less subject to criticism. Although he had relatively few interactions with Native peoples in New Amsterdam, he continually dealt with issues raised by the intrusion of Dutch colonists into Native territory and the incorporation of Natives in the transatlantic fur trade. Stuyvesant's priority was to maintain amicable relations with the Algonquian peoples as far as possible. As Allen Trelease, the foremost authority on the subject, notes, "Until the Indian descent upon New Amsterdam in 1655, Stuyvesant had adhered to his course of peaceful negotiation, not to say appeasement in dealing with the surrounding tribesmen."²⁷ When compelled to respond to conflicts triggered by the actions of local settlers in the 1655 Peach War and the subsequent two Esopus Wars, Stuyvesant, with his military background, did not hesitate to use force to attempt to achieve his goals. In the context of Dutch colonialism, Stuyvesant's Indian policies were measured and appropriate. This is not to say, of course, that what Trelease calls "the subjugation of the Algonquian" is defensible today.²⁸

²⁶ Joyce D. Goodfriend, "The Souls of New Amsterdam's African American Children" in Albert M. Rosenblatt and Julia C. Rosenblatt, eds., *Opening Statements: Law, Jurisprudence, and the Legacy of Dutch New York* (Albany, 2013), 33.

²⁷ Allen W. Trelease, *Indian Affairs in Colonial New York: The Seventeenth Century* (Ithaca, New York, 1960), 172.

²⁸ Trelease, *Indian Affairs in Colonial New York*, 138-74.

Those inclined to admire Stuyvesant as a strong leader also must come to grips with his far from enlightened record on religious toleration.²⁹ The son of a minister, Stuyvesant held strong Calvinist beliefs that shaped his attitude toward those who did not adhere to Reformed Protestantism. An authoritarian ruler, Stuyvesant was determined to impose his will in the religious sphere by enforcing strict Sabbath laws that prohibited New Amsterdam residents from engaging in immoral pastimes during the time of Christian worship.³⁰ Of greater significance are his policies preventing Lutherans, Quakers and Jews from worshipping in public in New Netherland. Stuyvesant's persecution of Quakers to the point of having one brutally whipped in New Amsterdam is the most flagrant example of his inflexible views on religion. 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.

Petrus Stuyvesant exercised his authority to prevent Lutherans, Quakers and Jews from worshipping publicly in New Amsterdam, even though these groups had latitude to do so in Amsterdam and were guaranteed liberty of conscience in the 1579 Union of Utrecht, the foundational document of the Dutch Republic. As a zealous Calvinist, Stuyvesant typified those in the Netherlands who sought to bolster the position of the Reformed Church. But not everyone in the fatherland shared these narrow views. Dutch authorities in Amsterdam, fearful of the economic toll of discouraging Jewish settlers in New Amsterdam, reproved Stuyvesant for what they considered his extreme measures. They advocated a response to Jewish merchants more in line with the practice of connivance in Amsterdam, where Jews, Lutherans and Quakers were

²⁹ The best study of religious toleration in New Netherland is Evan Haefeli, *New Netherland and the Dutch Origins of American Religious Liberty* (Philadelphia, University of Pennsylvania Press, 2012)

³⁰ Joyce D. Goodfriend, "The Struggle over the Sabbath in Petrus Stuyvesant's New Amsterdam," in Wayne te Brake and Wim Klooster, eds., *Power and the City in the Netherlandic World* (Leiden, 2006), 203-224.

permitted to conduct worship with certain limitations. New Amsterdam may have been the namesake of Amsterdam, but it was a society predicated on racial difference and religious intolerance.

This report has offered historical context for the story Collegiate tells itself and, more broadly, communicates to a wider audience through the school's perpetuation of select traditions and symbols. It concludes by answering the question "In the 21st century, are there elements of Collegiate's Dutch heritage to help give the School focus, strength, and deepen its purpose?"

Collegiate's Dutch roots, as manifested in its traditions and symbols, hold value for the school in several respects.

1) Affirming the school's Dutch legacy preserves historical continuity, an indispensable source of stability in the volatile post-modern world. Knowing what came before is essential to charting pathways to the future. Dutch traditions serve as anchors for the school community, but they do much more. They codify the thinking of prior generations about what Collegiate stands for and thereby enable today's stakeholders to discern the limitations of 19th- and 20th-century world views on controversial subjects such as race and religion.

2) Casting a spotlight on the Dutch origins of Collegiate School confirms the crucial role played by non-English peoples in America's founding. Calling attention to specific elements of Dutch culture such as the enhanced position of Dutch women in 17th-century Roman-Dutch law and the artistic creativity of the Dutch Golden Age undermines long-standing claims of English superiority. De-Anglicizing early New York's history is not an act of ethnic chauvinism; rather,

its aim is to demonstrate that 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. Becoming familiar with this Protestant heritage is useful for understanding the complicated evolution of thinking on the issue of toleration. The liberty of conscience affirmed in the Union of Utrecht stood as a bulwark against persecution of religious minorities, but it did not automatically guarantee religious toleration in the 17th century. Although the practice of connivance in the Netherlands was not replicated in New Amsterdam, a form of coexistence evolved there that laid the groundwork for later strides toward religious freedom under English and American dominion.³¹

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 today's Collegiate community as they ponder the question of inclusivity. In the school narrative now under construction, 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.

³¹ On connivance, see Benjamin J. Kaplan, "Fictions of Privacy: House Chapels and the Spatial Accommodation of Religious Dissent in Early Modern Europe," *American Historical Review*, 107 (October 2002), 1031-1064.

APPENDIX: ANSWERS TO ADDITIONAL QUESTIONS:

William of Orange (1533-1584)

He was the prince of Orange and was a major leader in the Dutch Revolt against the Spanish Catholic ruler of the Low countries, Philip II. He opposed the persecution of Dutch Protestants. As he gained support among the populace, especially in the provinces of Holland and Zeeland, he became the symbol of the revolt which guaranteed the ability of people to worship as Protestants. After enjoying a measure of diplomatic success in bringing the provinces together, William was targeted by an edict issued by Philip II that put a price on him, dead or alive. In 1584, William of Orange was assassinated in Delft. The flag of the prince was orange, white and blue. Orange is the national color of the Netherlands. According to Edward Tanjore Corwin, “the pillars and stars and mottoes [on the emblem] were added to make it ecclesiastically appropriate. . . . The pillars may have been suggested by the two columns before the Temple at Jerusalem symbolical of the strength of Zion and the stars on the summit the angels or heralds of the Gospel.” [Corwin, 253] In the Netherlands, William of Orange is regarded as a national hero and is honored in national symbols. Since he was a champion of Reformed Protestantism, it is evident why the Reformed Church and Collegiate School would choose to honor him.

Collegiate School colors

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.]

Debate over whether the Declaration of Independence has Dutch roots

Some historians have contended that the 1581 Dutch Act of Abjuration which “asserted the right to separate from rule by Spanish King Philip II served as a prototype for the U.S. founding documents.” But even proponents of this argument admit that there is “only ‘circumstantial not documentary evidence that Jefferson and his colleagues drew on the Dutch document.’” Furthermore, “the American document [was] more radical” and “‘the fundamental equality, universality, and naturalness of rights’ was embraced in the American but not the Dutch document.” [David Gellman, Review of Albert Rosenblatt and Julia Rosenblatt, eds., *Opening Statements: Law, Jurisprudence, and the Legacy of Dutch New York* (Albany, Suny Press, 2012). H-Law, January 2014. Gellman’s comments refer to Wijnand Mijnhardt, “The Declaration of Independence and the Dutch Legacy,” an essay in this volume.]

Dutch and Native Americans

The main connection between the Dutch colonists and Native Americans was economic. In his review of Paul Otto, *The Dutch-Munsee Encounter: The Struggle for Sovereignty in the Hudson Valley* (New York, Berghahn Books, 2006), Andrew Lipman explains that there was “a robust” trade in European goods and furs that relied on shell beads the Dutch called “seewant” and the English called “wampum.” This “complex web of exchange” consisted of the “Indians [supplying] fur pelts, surplus maize, and wampum in return for European tools, guns, glass beads, cookware, and cloth, and in Europe the furs were processed into felt for fashionable hats.” Soon, however, the spread of Dutch settlers and European diseases touched off conflicts with the Natives, especially the young men, who resisted Dutch movement into their territory and were willing to wage war to defend themselves against Dutch incursions. [H-Net, June 2007]

The Dutch did not engage in any substantial efforts to convert the native peoples of the Hudson Valley to Protestant Christianity. The most authoritative treatment of Dutch attempts to convert the Indians in New Netherland is that of Jaap Jacobs, who emphasizes the difficulties ministers encountered. “Even if the language difficulties could be overcome, the cultural differences between the Dutch and the Indians were still such that [Jonas] Michaelius proposed a rather drastic solution, namely to separate a few Indian children from their parents at an early age and bring them up as Christians. . . . [but] the Indians were not inclined to give up their children.” Jacobs states that “Michaelius remained in the colony for only a few years, and it is unlikely that he achieved any success.” Jacobs goes on to assert that “in all probability [Michaelius’s] successor [Everardus] Bogardus also made attempts to convert the Indians, but no sign of any success can be found.” Jacobs also makes an important point concerning the baptismal register of the New Amsterdam Reformed Church, noting that “no signs of any Indians appear whatsoever.” According to Jacobs, two later ministers, Johannes Megapolensis and Samuel Drisius, were similarly disappointed with the results of their efforts to Christianize “a specific Indian. They had instructed the Indian for two years, so that he was able to read and speak good Dutch. He also received instruction in the basic principles of religion, and had even attended church services. He was given a bible, so that he could work among the Indians, but it has all turned to nought, he has lapsed into drinking brandy, sold the bible and turned into a *rechte bestia* [true animal], who is doing more harm than good among the *Indianen*.”

[Jaap Jacobs, *New Netherland A Dutch Colony in Seventeenth Century America* (Leiden/Boston, Brill 2005), 320-21.]

Comments on Jean Parker Waterbury, *A History of Collegiate School 1638-1963*

(New York, Clarkson N. Potter, 1965)

As with almost any secondary source over 50 years old, this book contains generalizations on New Netherland, New York and the Atlantic world that do not stand up today. One example concerns Waterbury’s account of Lord Cornbury, New York’s Governor at the turn of the 18th century, and his impact on the city’s Dutch school. Compare her demonization of Lord Cornbury with the contextualized analysis in Goodfriend, *Before the Melting Pot: Society and Culture in Colonial New York City 1664-1730* (Princeton University Press, 1992), 190-192, and see also Patricia U. Bonomi, *The Lord Cornbury Scandal: The Politics of Reputation in British America* (Chapel Hill and London, University of North Carolina Press, 1998). Also worth

pointing out is the error on page 41, where Waterbury refers to a 1705 schoolmaster as Goulet. This man was Jacobus Goelet (See Goodfriend, *Before the Melting Pot: Society and Culture in Colonial New York City 1664-1730* (Princeton University Press, 1992), 190, 192.) Nevertheless, since Waterbury's analysis of Collegiate School's development over the centuries is based on her examination of school records, there is no reason to criticize her detailed and informative descriptions of what was going on in the school.

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America, 1580-1660 (Oxford University Press, 2008)

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(New York, 1985)

David William Voorhees, "Tying the Loose Ends Together: Putting New Netherland Studies on

a Par with the Study of Other Regions," in Joyce D. Goodfriend, ed., *Revisiting New*

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(New York, Clarkson N. Potter, 1965)

Exhibit C

H&STF Direct Engagement Sessions

December 2019 - January 2020

DRAFT SUMMARY OF COLLEGIATE ENGAGEMENT DATA, 2/8/2020

Notes and Guidance

1. All quotes were organized using a 3-digit sorting key: [area of inquiry][constituency][quote number].
2. Areas of inquiry are labelled: 1. Nickname “Dutchmen”; 2. Mascot (caricature); 3. Dynamic engagement with this topic going forward.
3. Constituencies are labelled: 1. Lower School Faculty; 2. Middle School Faculty; 3. Upper School Faculty; 4.1. 9th Grade Students; 4.2. 10th Grade Students; 4.3. 11th & 12th Grade Students; 5. Alumni; 6. Parents
4. Within area of inquiry, by constituency, all quotes were numbered. Quotes that expressed a similar thought or idea were clustered together. The theme of each clustered set of thoughts was given a draft headline. This document contains all such clustered sets of ideas.
5. Those quotes that were “orphans” or unrepresentative of a larger group of thought are contained in an appendix. The Task Force is encouraged to review all the quotes as sorted and titled, and the appendix to see if there are additional salient ideas to insert in the main document.
6. As of this date there this document is missing the 10th Grade Students’ responses, and the comments of the Jamaa parents. In the event that I am unable to do so, to incorporate those quotes the Task Force would follow steps outlined in 4., above. It is quite likely that the quotes will find a home in the clusters as defined, but certainly new or different groupings. [SEE NOTE #11- Grade 10 and JAMAA Parents data added]
7. The first section of this document contains a summary of the demographics of the engagement constituencies.
8. When reviewing the quotes, it was apparent that the strength ratings were largely 4-5, and so are not affixed to their quotation. Relatively few quotes were given a 1-3 strength of feeling.
9. The ideal way to prepare a final version of the Task Force’s work product is to port this MS-Word text into a PowerPoint presentation. This will force ruthless editing and editorial judgement as to what to keep and what to place in the “unsorted” pile. Included in the text are some notes from facilitators which I found to be helpful in framing the content.
10. Finally, there was a drift in the discussions into the move to the new school and its impact on students’ feelings, etc.

2/4/20

11. Incorporated 10th Grade and JAMAA Parents data
 12. Sorted and organized the Appendix for easier review by topic
 13. Added interlinear replies/comments to notes generated by Jim & John
- Demographics of Engagement Session Populations

H&STF Outreach Prior to Engagement Sessions:

- Email sent Nov 26, 2019 to extended Collegiate community (approx 5500)

Collegiate Engagement – Summary of All Quotes

[inquiry area][constituency][quote]

1= LS faculty, 2=MS faculty, 3=US faculty, 4.1=9th grade, 4.2=10th Grade, 4.3= 11th & 12th Grade,
5=alumni, 6=Parents

- H&STF co-chairs made presentations about HSTF and its Direct Engagement:
 - PA Monthly Meeting 12.4.19 (approx 130 attended)
 - Alumni Exec Committee 12.10.19 (10 attended)
 - Jamaa Parents 12.18.19 (12 attended)
- Emails sent to all current parents, faculty/admin/staff, and alumni inviting participation in direct engagement sessions. Invite from HSTF co-chairs.
- Upper School Head Ben Temple scheduled US student participation during assemblies. In addition, Mr. Temple arranges for eight US Faculty to help facilitate student engagement during Jan. 16 US Assembly.

Total counts of H&STF Direct Engagement Sessions (as we know it):

H&STF DIRECT ENGAGEMENT BY NUMBERS

- Sessions took place on **13** dates (between **Dec 3 2019 and Jan 31 2020**)
- **61** H&STF facilitated **Direct Engagement Sessions** (each approx 1-hour long)
 - Plus - H&STF 4 facilitated mini-session for BOT.
- **439** Participants attended at least one H&STF's Direct Engagement Sessions.
 - **200 Upper School Students**
 - **101 Faculty/Admin/Staff**
 - ***84 Parents**
 - **A few parents participated in 2 sessions (PA and Jamaa)**
 - **30 Alumni**
 - **22 Board and 2 Senior Administrators**

Collegiate Engagement – Summary of All Quotes

[inquiry area][constituency][quote]

1= LS faculty, 2=MS faculty, 3=US faculty, 4.1=9th grade, 4.2=10th Grade, 4.3= 11th & 12th Grade,
5=alumni, 6=Parents

BREAKDOWN of H&STF DIRECT ENGAGEMENT (by Collegiate constituency)

UPPER SCHOOL STUDENTS – Three sessions (Jan 16, 28, 31)

Total: **200** Upper School Students (**25** Groups)

9th, 11th, 12th Grade Students – January 16, 2020 / **146** Students (18 Groups)

- **10** groups with a mix of Grade 11 & 12 Students
 - Total # Student participants: **89** Grade 11 & 12 (mix) Students.
- **8** groups with Grade 9 only
 - Total # Student Participants: **57** Grade 9 Students

10th Grade Students– January 28, 2020 / **49** Grade 10 Students / **6** Groups

12th Grade Students – January 31, 2020 – **5** Grade 12 Students / **1** Group

Note: This session was for senior peer leaders who missed Jan 16 due to Frost Valley

FACULTY/ADMIN/STAFF – 3 Sessions (Dec 3, 10, 13, 2019)

Totals: **101** Faculty/Admin/Staff (**20** Groups)

- Upper School Faculty (December 3, 2019): 9 Groups / **41 Participants**
- Middle School Faculty (December 10, 2019): 5 Groups / **28 Participants**
- Lower School Faculty (December 13, 2019): 6 Groups / **32 Participants**

PARENTS – 3 Sessions (Jan 8, 9, 29, 2020)

Totals: **84** current Collegiate Parents (**11** Groups)

Two PA Sessions Jan 8 and 9 / **67** Parents

9 Groups / 67 current Collegiate Parents participated.

- Lower School Parents: ***27** of the parent participants have a child in the Lower School
- Middle School Parents: ***29** have a Middle Schooler
- Upper School Parents: ***18** have an Upper Schooler
 - NOTE: *Some parent participants have children in multiple divisions.
 - **86** (of approx 650) current students represented by the **67** parent participants.
 - **31** of students represented by a parent are current Lower Schoolers.
 - **35** are current Middle Schoolers
 - **22** are current Upper Schoolers

Jamaa Parents (January 29, 2020) / **17** Parents

2 Groups / 17 Jamaa Parents participated.

(NOTE: Some Jamaa Parents also participated in one of the Jan 8, 9 PA sessions.)

- 12 are LS parents
- 4 MS parents
- 2 US parents
 - 1 parent with a LS & MS student
 - 1 parent with MS & US student

Collegiate Engagement – Summary of All Quotes

[inquiry area][constituency][quote]

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SECTION 1. DUTCHMAN NICKNAME

What word best describes your feeling about the nickname, “Dutchmen,” and how strongly do you hold that feeling?

Notes:

A. The average strength of feeling across all the comments is about 4.5

B. The number of references to the same word(s) is contained in brackets

The nickname is a ubiquitous reference in the life of the school, synonymous with the school itself

Lower School Faculty

Legacy...Traditional [2] ... History [3] ... Yearbook

Upper School Faculty

Frequently in use/ubiquitous/part of daily life at school – playful reverence – practical use is constant (i.e., as an organizing salutation: “Dutchmen, please!” ... “A given,” no questioning its essential role in school identity...Strong identity for students and alumni, not as much for faculty ... Many have attachment to nickname without explanation for attachment or understanding of how nickname came to be [2]...Belongs to students...Family, for the students... “Dutchmen” registers as synonymous with “Collegiate”

9th Grade Students

It’s Collegiate [2]... Symbol of school’s history [7] ... Formal, appropriate and respected [2] ...Logical (It’s logical that the School’s nickname would be “Dutchmen,” since it originally was a Dutch school).

10th Grade Students

Brotherhood [13] ... Fraternity – 5 (Fraternity in the positive way...not the negative ‘binge-drinking’. A brotherhood. Classmates are like brothers to me. Dutchmen is symbolic of everything that Collegiate has given to me) ... Community [15] ...

11th & 12th Grade Students

It’s Collegiate [3]...Identity [10]...Culture [6]...Unity [12] ...Rallying, Uniting, Unique, Identity...Family/Community/Brotherhood [20]...Included/Connection...Close knit/Friendship/Affection ...Guys I see everyday...Life ...Familiarity...Pride [26]...Spirit [5]...

Collegiate Engagement – Summary of All Quotes

[inquiry area][constituency][quote]

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Tradition [10]... Nostalgia ...Team ...Strength ... Excellence [2]... “It’s not the word that’s the issue. It’s about the sense of community you feel versus a historical connection you may not have”

Alumni

It’s Collegiate [2] ...Tradition [2] ...Touchstone...Character trait/way of existing ...When you hear ‘Dutchmen’, you think of Collegiate” [2]... Source of identity for school community [5] Memories – Emotional feeling (for Collegiate, not Dutchmen) [3] ...Love ...Familiar ...Dutch Reformed Church’s “identity crisis” (shifting affiliations) and Collegiate.

Parents

It’s Collegiate [4] ...Camaraderie [3]....Brotherhood/Boys [3] ...Unity/Cohesion (the nickname provided a kind of branding that immediately identified its community)...Connectedness [3] (the nickname provided a kind of umbrella under which everyone could feel “connected,” “attached,” and that they “belonged.”)... Welcome/Included (this participant was thinking of their encounters with the contemporary Dutch, who are accepting, open-minded, compassionate, democratic, etc)... Traditional.

On the one hand, the nickname is seen as a unique moniker that conveys Collegiate’s deeply rooted history and tradition

Lower School Faculty

Old New York ...Historic Associations [2] ...What part of our history is still Dutch? Dutch what? ...We have no connection any more to the Dutch church? No religious connection anymore

Middle School Faculty

“1st” settlers ... Historically significant [5]... Dutch [2] (age of school; daily reminder of colonial past and “Bragging rights” re: age)...Tradition? Why was this name chosen?

Upper School Faculty

Historically connected [2] ... NYC’s heritage [2] (Represents an important part of the development of our city, referencing 1600s) ... New York roots [2] (Invokes history of NYC/early multi-culturalism – appreciate an alternative narrative to those dominated by British settlement of North America)...Geographic connection across the Atlantic Ocean – pluralism...Historic [3] - The Dutch started something new, willing to leave one’s homeland, interested in seeing and experiencing what’s beyond one’s current reality ...

Facilitator Note: these words coalesced into a sense of the ethos of the time and spirit with which the Dutch came to what would become NYC. These terms conveyed the hope that they represent who we continue to be. None in one group seemed aware use of the term Dutchmen could be problematic. Faculty members felt that the nickname is really for students not them, they felt “neutral” about it.

Collegiate Engagement – Summary of All Quotes

[inquiry area][constituency][quote]

1= LS faculty, 2=MS faculty, 3=US faculty, 4.1=9th grade, 4.2=10th Grade, 4.3= 11th & 12th Grade, 5=alumni, 6=Parents

9th Grade Students

Netherlands [7] ... New Amsterdam ...History[7] ...Link to founding...Foreign ...

10th Grade Students

Historical [9] ... Tradition [9] ... Collegiate [2]

11th & 12th Grade Students

History [17] ... History (connection to past classes) ... Bonding, Unity, Historical ...Symbolic of history and the tradition of the school ... Heritage [5] ...Call back to history and legacy...Can draw on some of Dutch history ... Unity [2]

Alumni

Founding of NY - school/city shared history [11] ... Dignity [2] ... Tradition [3] ...History – doorway to a conversation moving forward...Dutch East India Company ...Oldest school in the country...Elevator and history

Parents

Promotes “good” or “nice” ideas about the School; the Dutch are “benign.”... Honorable (The thought here is that the Dutch are honorable people)... Dutch did some awful things but they were a product of their times ... Not England – Special, different
Old New York [11] ... Reminder of school’s history ... Integral to School’s founding
...Traditional/historical/”heritage”[13] (*Everyone seemed to like the idea that the nickname tied into Collegiate’s history and traditions and provided a sense of heritage*)...History [4]
...Progressive (Contemporary Dutch = religious tolerance and strong roots to traditional design – “my son feels a sense of connection to a culture and place”...Founded as a place for poor families to educate their kids. Dutch values. School emerged from a particular context
History (Tradition) [5]

On the other hand, also connotes negative historical references – felt most strongly by the faculty...

Lower School Faculty

Colonialism ...A symbol of colonial oppression...Males [6]...Euro/White [5]...Old Fashioned [5]...Outdated [7]...Exclusive [4]...Elitist...Ostracizing...Outsider... Narrow...Dutchmen

Collegiate Engagement – Summary of All Quotes

[inquiry area][constituency][quote]

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conflicts with our gender work “Dutch – men”...It’s not consistent with our bias training...Not necessarily put into “boys” boxes...Slave owners....

Middle School Faculty

Colonizers ...Western European ties - Implies that NY/school history starts with Europeans only...Colonizers ...Racialized - Religious association with Dutch Reformed Church – Christian...European Christian white men vs diversity of current school...Elitism implied...Exclusive on daily, routine basis. More so in upper school – both internally and externally [6]...Masculine society, tribal connotations, emphasizes gender inequity [10]...“I feel stronger than 5 it should not be ‘Dutchmen’”

Upper School Faculty

Colonialism [4] ... Gendered/White/Stuff/Men [10] ...Racial assumption...Not me/Does not include me, European, Christian [3]...“It doesn’t offend me much personally but it’s complicated by gender and whiteness.”...Antiquated...Unacceptable ...Self-conscious and cringe-worthy...That must have been a confusing or hurtful experience for some students ...Icky ... Colonizer / Oppressor – 3...

9th Grade Students

Excluding (*owing to the actions of the Dutch settlers in New Amsterdam, “Dutchmen” had a negative connotation, one of excluding other ethnicities, religions, races, etc.*)... Unrepresentative (*student did not feel that “Dutchmen” represented him or many others who were not Dutch*).

10th Grade Students

Gendered/male/boys school...Exclusionary \ Colonization.... Split – Community and colonization

11th & 12th Grade Students

“Dutchman describes me, versus Peter Stuyvesant (mascot reference), who doesn’t”...No negative connotations (in contrast to the mascot)...The Dutchmen nickname is historic and appropriate...

Alumni

Preppy...Men → patriarchy

Parents

Outsider. At basketball games, it sticks (negatively) in me – it does not invite everyone in. It does not include our family. Connects to slavery and its \$ resources are still with us...Troubling history of slavery in NYC... Doesn’t adequately represent today’s community... Male [3] As in, it’s a boys’ school, so an appropriate nickname for a boys’ school. European...Old...White

Collegiate Engagement – Summary of All Quotes

[inquiry area][constituency][quote]

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[4]...1.8.14. Colonial/ colonizer [4]...Eyebrow Raising / Colonialism [2].....Slavery...Brutal... Assimilation... Legacy

...The nickname when borne by sports teams brings pride and warm sense of brotherhood

Middle School Faculty

Tribe

Upper School Faculty

Pride [4] – two participants were both faculty and parents of students. These two concurred they felt pride upon hearing “Dutchmen” invoked in both roles. All in room responded strongly to “Pride” ...Honor...Arrogance (maleness)...Basketball/Unity/Collegiality – ...Orange and Blue/ Brotherhood. Distinctiveness from other communities ... The “frat-esque” culture I experience here can be uncomfortable.

9th Grade Students

Community/Brotherhood [15]...School spirit... Pride/history [11] (“Pride” came in two flavors: the nickname gives a sense of community and belonging that the students take pride in; and the nickname, being redolent of the School’s founding, made the students feel proud of the School’s history and reputation as the country’s oldest school)...Unity [5]...Strength [4]...Unique [6]

Facilitator Note: “My group (7 freshmen) was unequivocal about not changing the nickname or the mascot. They were very proud of them. They thought that they were very closely tight with our tradition and heritage. They also thought that the move did not alter anything aspect of our history because we brought the symbols with us.”

10th Grade Students

Camaraderie [2] ... Team, in sense of having each other's backs ...Togetherness ... Family... Supported ... Pride [23]... School spirit [3] - A Challenge: One feels left out if you are not into the spirit ... Unique [7]...Unity [9]... Best...Perceived superiority...Sports team/s [2] ... Strong reputation

11th & 12th Grade Students

Unique [14] ... People recognize us [3] ...Reverent (respected/in awe) ... Dutchmen = Collegiate... High Class (“We hold ourselves to a different, higher standard because we are Dutchmen.” Another said “it sets us apart – not everyone is a Dutchman”)... Elite (“It is a unique mascot [not like an animal or other typical ones]. When I was applying, that identity felt cool to me. Like it was a school for elites.”) ...Prestigious...Exclusive ... “Good Ring” (to it)...Interesting ...Favorable ...Desirable ... Masculine ... Strong 4...Confidence (self-confidence/assurance) ...Empowering

Collegiate Engagement – Summary of All Quotes

[inquiry area][constituency][quote]

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Alumni

Collegiate sports teams [3] ... Pride and unique [2] ...Brotherhood Integrity, loyalty - Male ("men")...Alumnus ('66): "Dutchmen" is much like the NBA mascots - particularly NY Knickerbockers. "Dutchmen seems inoffensive ...Less offense than, say, the Washington "Wizards" or the Boston "Celtics" which he described as a cartoon "fat Irishmen"...Relatively harmless.

Parents

...Pride [9]. (The nickname expresses the School's history—not sure that their feeling was entirely pride, but they didn't have another or a better word for it. By "history," they meant it's the oldest independent school in the U.S. One participant expressed a sense of security in knowing that the School has been around for so long and therefore is enduring and stable)... Warmth/school spirit [2]... SportsBonding /Community...I see this more from my son's perspective." Told a story about meeting a 70-year old man in an airport, who recognized the Collegiate nickname (or was it the logo?) because he was an alumnus. This binds us...Original...Unique [3]...Pride [2]...Athletics ... Collegiate ...Yay and smiles... Rooting [2]...Tradition...The year "1689" Conservative

For many, however, although perhaps vaguely negative the nickname is not as big a problem as the mascot

Lower School Faculty

Uncertain (about Collegiate and what we're saying by having this as our mascot) ...Feel less strongly; complicated; white power; colonialism; that is how our school started; feel conflicted; but could get behind a change...Dutchmen doesn't represent students either ...Not representative of community; Mascot and nicknames should be unifying...Name is not as outwardly hurtful; neutral on the nickname ...

Middle School Faculty

Relatively "meh" ... Neutral ... Indifferent ... Varied emotional ties in community (different constituencies)[2] ...1.2.15. Difference between faculty connection and student/alum connection. "Dutchmen" = students, not faculty/staff - Dutch + men...How does it feel for students to have to identify as dutchmen? ... It's confusing...Questioning...

Upper School Faculty

"I'm indifferent to it. It doesn't feel like it has much to do with me." ... No emotional response ...Neutral [5]... "I find it confusing. What is it? What is it supposed to mean?" ...Conflicted ... Ambivalent ("I'm not offended personally, but I'm also not connected to it.")...Uninspired ... Skeptical ... Eccentric/weird/idiosyncratic/non-conformist – "loved" that quirkiness about Dutchmen... "I don't make the association (to the negative past of the Dutch), even as the son of

Collegiate Engagement – Summary of All Quotes

[inquiry area][constituency][quote]

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holocaust survivors. However, now that the issue has been brought to light, it may be difficult to go forward in the same manner.”

9th Grade Students

Indifferent ...Don't care

10th Grade Students

Tired ... Outdated ... Bothered ...Trivial ... Caricature/mascot ... Don't care if it changes ... Doesn't have the negative connotation... What is so bad about it? We don't think about what is behind it... Nothing inherently special about the actual word but what it represents

11th & 12th Grade Students

Ambivalence ...Relative indifference [2] ... Uninterested ...Detached from the name ... Irrelevant ...Limiting 3... Gendered... Traditional fraternity ... A nationality? ...Arrogance (addressing another's use of the word “brotherhood,” one said, “I disagree. I think more of the passion and arrogance at basketball games.”)

Alumni

Neutral [2] ...Non-core to my existence ... Strange ...Obscure ... Stronger identity than with symbol Fitting (unlike other schools that use more generic names that seem "random," Dutchmen was "tied to something ...to the past." It is "specific." "It is fitting for the Collegiate experience.") ... Distinctive ..."I never really got it ...I don't remember anyone ever explaining “Dutchmen” ...It was just that others knew it and I didn't."

Parents

Indifference ...Strongly ambivalent ...Unimportant ...Unique [2] ...Differentiated [2] “Dutch transcends across school. Sets School apart.” ...Conflicted (Knowing what we know, do we want to continue to align ourselves?) ...Emphasize Dutchmen over Peter Stuyvesant, and Dutch over Dutchmen...Use of Dutch – more inclusive/universal...Men [2] (“not positive or negative...just that “men” in Dutchmen makes me think about gender.” Didn't know/ learned...Didn't care...Neutral][2]

Collegiate Engagement – Summary of All Quotes

[inquiry area][constituency][quote]

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SECTION 2. MASCOT

What word best describes your feeling about the mascot, and how strongly do you hold that feeling?

Notes:

A. The average strength of feeling across all the comments is about 4.5

B. The number of references to the same word(s) is contained in brackets

On the one hand, the mascot is seen as a quirky, funny cartoon character loved by students

Lower School Faculty

Silly ...Odd mascot ... Comical ...Cute ...Humorous? ... Caricature ... Cartoonish ...Comical looking in an inappropriate way Uncomfortable ... Inappropriate humor

Middle School Faculty

Beloved ... Cute [2] ...Silly/Cartoonish ...Caricature ... Goofy ... Embarrassing [3] ...Lout

Upper School Faculty

Cartoony/Pirate...Silly [2] ... Goofy [2] ...Inertia ...“It feels minimizing because it’s a specific person with a difficult history. Also it feels childish because it’s cartoon-like...Stereotype (stay away from flawed historical characters) ...Not cool ...“Frivolous image of a horrible person” ...Questionable character ...Embarrassing

9th Grade Students

Not serious ...Funny ... Differentiated (from other schools)...Not intimidating mascot ...Unique mascot [9] ...Person as a mascot stands out...Pirate ... Swag ... Cool mascot [5] ...Like his look ...Nice logo ...Weird [3] ... "Just there" (participant doesn't really notice the mascot)

10th Grade Students

Quirky... Funny [2]... Slightly Embarrassing [2]... Controversial [4] ... Annoying [2] ... Troubling... Excluding...Problematic ...17th century [4] (Outdated, archaic, not a modern)...

11th & 12th Grade Students

50s cartoon (Comedic rather than representational) ...Not particularly heroic [2] ...Mockery/not celebratory ...Goofy ...Silly ...Harmless ...Corny ...Connection to sports and competition, desire to be the best ... Striving for greatness...Excellence [5] ... Strength [2]...Motivational ...Good mascot aesthetic ...Reminds me of elevators in old building [10]...Beloved/appreciated – 1...Nostalgia [4] (it brings up memories, adding “It’s on all the collectables.”) ...Symbolic [4]

Collegiate Engagement – Summary of All Quotes

[inquiry area][constituency][quote]

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...Iconic[9]...Unique [18] ...Distinct, different ...Collegiate [6] ... Staple of Collegiate culture ... Enshrined (interwoven in all of the Collegiate culture) ...Our history + our identity + our school ...Identity [8] ... "The brand"...Community [2] ...Representative [6] - clearly links school and students to past ...Keep it! ... Should not be kept as it is right now

Alumni

Caricature [2]...Cartoonish [2]...Funny cartoon, distinctive and therefore good...Different (from other mascots) ...Cute ... Silly [2] ... Harmless ... Innocent ...Benign...Fun/Happy/Positive [3] ...Playful [3] ... Ridiculous ... Middle school-ish...“Captain Crunch”...Personal ...Beloved... “I’m supportive” (thinks this reaction is overblown. “Though not a significant part of my experience, it was our Mascot”) ... Pride (Leadership overcoming challenges) ... Mascot ...Bad graphic design - No strong attachment - Stronger attachment to nickname

Parents

Silly [2] (all mascots are silly)...Cute ...Playful[3] ...Enthusiastic/Exuberant ...Humor/Quirkiness [6] ...Cartoon character ...Colorful [2] (“He looks like a drunken sailor”)... Beats to own drummer ... Scrappy ... Differentiated [2] (“it’s not an animated mascot.”)...Love (the mascot was fun and lovable, and that “we do love the mascot, we don’t love Peter Stuyvesant” ...The caricature of Peter Stuyvesant reads like an effort to make a disturbing person “cute.” Cartoonish, caricature [3] ... Disney, made a menacing figure to beautify it for a palatable vision.. Cute-ified... Silly / Unbecoming [2]

On the other hand, he is offensive to some, across all communities, for reasons having to do with Peter Stuyvesant the person (including with arguing around whether the mascot is PS)

Lower School Faculty

Inappropriate [2] ...Problematic[2] ...Offensive [4].. Awkward ...Abrasive ...Outdated [2] ...Insensitive [2] ...Ridiculous ...Disconnected ...Arrogant ...Pompous ...Why the disabled message? Pegleg imagery and caricature of physical disability seems inappropriate ...History, but not one to celebrate ...Colonizer ...Slave owner [4]...Racist [2] ...Racist, religiously intolerant ...Anti-semitic [2] ... Bigot... White colonial power and privilege [3] (complicated because that is the history of the school) ...Intolerant...Inhumane ...Dictator-like... Iron-fist ...Power monger ...A dangerous symbol, an example of dangerous power [2] ... Not our values...A problem for the institution. Time to rethink

Middle School Faculty

White ...Restricting ... Empty, offensive, not inclusive...Anti-Catholic ...Angry, guilty, sad ... What is message of cartoon – what is its commentary on disability?? ...Confused [2] ...School’s choice to use symbol now (with knowledge of what kind of history it reflects) is also painful [2] ...Weird/Inappropriate ...Never paid much attention. Odd hero to pick

Collegiate Engagement – Summary of All Quotes

[inquiry area][constituency][quote]

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...Strange/Anachronistic/Dated ...Forces us to think about these things. No one is a virtuous person

Upper School Faculty

Despicable ...Offensive [2] ...Unacceptable ... Alienated ... Upsetting/ugly/actively hurting some people who have to look at it every day ...If annoying or repelling to anyone, must be addressed/changed ...Rancid baggage from 1600s. If a disclaimer needed when used, why not abandon? – 5...Revulsion & disgust. (*Facilitator note: This faculty member leads a student group and chose not to use PS on t-shirts etc. because the image was burdensome* ...Racist ...Anti-semitic...Not much redeeming about him – racism and religious intolerance known...Reprehensible individual with reprehensible associations ... Tyrant - How he treated his own people (fellow colonists) and others - a newer understanding from Goodfriends', which the others affirmed as their growing perspective as well [3] ...Non-representative -- A peg-leg pirate? ... Ableist [3] ...Not connected to the school ... Not as powerful, accurate, historic, connected to school and NYC history as some potential other symbols/mascots could be, e.g. mill stone or library clock [3]...Anxious and annoyed (because I don't like what I fear it says about the Collegiate community), frustrated (because I don't understand why we have not gotten rid of it), and confused (because I don't understand how anybody could support this) ...Do we need one? Why? Dated tradition [2] (suggested that having a mascot was anachronistic) ...Not a mascot, a person.

9th Grade Students

Flawed Hero ...Problematic ...Anti-semitic ... Ostracizing (because Stuyvesant was anti-Semitic and a racist)...Non-representative (the mascot does not represent the community) ... What Peter S stood for inappropriate...“Anti-Symbolic” [2] (not sure if that's a word, but it's the best we could come up with): the mascot is not an appropriate symbol for the School because the Dutch and Stuyvesant were antithetical to the values that the School current holds/aspires to.)...Hate (The student hated the mascot because it is Peter Stuyvesant)... (PS history is) not a well-known fact [4] ... Controversial [4] ...Keep Peg Leg Pete (Is it Peter S?) ...Is it Peter S? ...Did not know it was Peter S (Image was associated with Dutchmen and not PS)

10th Grade Students

Less Representative (than Dutchmen) is of our community I don't feel emotionally attached to Peter Stuyvesant – just to the caricature. I did not know it was him.... Can't idolize and ignore the bad things that were done... Peter S did not contribute much to the School

Facilitator's Note: There was a disagreement as to whether or not the mascot not being Peter Stuyvesant actually mattered. One student felt that there had been so much discussion about Peter Stuyvesant over the last two years that it was impossible to divorce him from the mascot. Another student had been talking to someone in the history department and together

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they had concluded it couldn't be Peter Stuyvesant – the “pirate-y” dress of our mascot was not consistent, Stuyvesant actually had a prosthetic not a peg leg, he had a stern visage, etc. One student felt that the nickname and mascot unified the school; one felt exactly the opposite Why not just replace the peg leg?

11th & 12th Grade Students

Controversial [8] ...Racism [11] (For some this information came about post Open-Letter)...Intolerance [8] ...Anti-Semitism [7] (For some this information came about post Open-Letter)...Contentious [3]...Problematic [3] to some ...Never aspired to be this person represented in the mascot...Embarrassing ...Unsettled ...Discomfort ...Inappropriate ...Offensive –Poor taste, due to historical record of Peter Stuyvesant ...Potential negative feelings towards Peter S the person [3] ... Disconnect from Peter S [2] (Love the mascot, but not Peter S) ...Need to clarify what the actual mascot is...Peg Leg Pete is a differentiated mascot (“better than an animal”) and should be kept provided it's separated from Peter Stuyvesant (“What's the proof that it actually is PS?”)...It does not represent the things the person did...“When I look at it, I don't see P.S. It's just a mascot to me. We're not called the ‘Peter Stuyvesants’ for a reason. Even if it is associated with P.S., it doesn't mean we share his values” ...No association with Dutchmen ...Synonymous with Dutchmen [2] ...Separate from Dutchmen – 5 (said “7”)... Mascot: Just a Dutchman and not Peter S ...Mascot [3] (not Peter S)

Alumni

Anti-Semitic...Bad dude ...Not conscious of Peter Stuyvesant connection to mascot...Is it Peter S? ...

Parents

Participants who saw the mascot as a representation of Stuyvesant were inclined to find it “racist,” “alienating,” and causing “discomfort”— with the exception of two participants who felt that by representing Stuyvesant, the mascot sent the message that “no one is perfect” and we can celebrate imperfection...Disconnected (a representation of Stuyvesant makes them feel disconnected from the School because Stuyvesant does not represent the School's values)... Symbol doesn't seem “integral to the school's founding.”...Squirmy and squeamish

Parents raise questions regarding mascot's intended identity

Parents

Frustrated [3] (troubled by the process that has identified the mascot as Stuyvesant, which is not something that they had considered before. They were frustrated because the identification seemed overly specific [“he's not Stuyvesant, he's ‘the Dutchman’”]), and that it takes a cheery cartoon and gives it a negative connotation ...Annoyed (it's bad branding if the mascot is Stuyvesant)Resentment (felt resentment about being told that a figure that they and their children had worn on garments for so long was in reality a symbol of racism) ...Confusion [3]

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(felt that the mascot was confusingly rendered, so they could not be sure who or what it was supposed to represent) ... When contemplating the mascot—not sure of its identity or what it is supposed to represent... “Can we really identify that figure as Dutch?” He observed that the tri-corner hat is British, not Dutch... Why British clothing? ...One of the participants opined as to whether the mascot truly represented Peter Stuyvesant, based on a conversation with faculty he overheard or was part of. “Not sure it’s Peter Stuyvesant. Couldn’t it be many Dutch?” [2]... Is it Peter S or just a guy with a wooden leg? ...Not just a caricature, it is Peter S ... “Didn’t realize it was Peter Stuyvesant.” ... “Everyone just learned it was Peter Stuyvesant.” ... “Disconnected” (in the sense of “indifferent”: they are disconnected from this whole conversation, because they haven’t given great thought to the mascot and feel most people don’t know if it’s Stuyvesant and don’t care) Retro – Old... Dated, passé... Antiquated [2] - Historically tied to something?... 2.8.15. Negative (if truly a specific person) [4]: ...Colonizer...Mean...Inappropriate....

The origin of the mascot and his disability is a source of confusion

Lower School Faculty

Unnecessary ...Ever-present at school ...Confused ...Lower school students don’t know who Peter Stuyvesant is until third grade 3...No connection for Little Kids ... Kindergarten is learning not to use indigenous mascots (Maine passed a law) ...Elsewhere students petitioned Vineyard Vines to use the new “C” in the Cleveland Indians’ logo, and they did... Our mascot is not representative of all students ...Needs to change ...Need a symbol that does express our values looks to the future ...

Middle School Faculty

Meaning of loss of leg is confusing ...As a student and teacher, I never heard the connection made to Peter Stuyvesant until recently. To the best of my knowledge, my peers (both teachers and classmates) thought of the mascot solely in connection to the school... Seems innocuous but reflects painful history [2]... Not many know why/how this mascot was adopted...Lack of understanding of who he is and his background...Bizarre – no direct connection to school ... Not a conscious decision; not a vote/contest ... “Couldn’t come up with another Dutch individual to serve role so just chose him” – arbitrary and empty... “Was there a mascot before Peter Stuyvesant?” ... Obviously, Stuyvesant held views that are deeply incongruous with those we hold today....Needs changing ...“Needs to go”

Upper School Faculty

Unnecessary ...Confusion: what does it mean to have this mascot, given school’s goals and aspirations ... “Pegleg” focus important? ... Complicated ... Fraught...Easier to change (than other symbols) ... “None of us would be sorry to see him go” ... Recently emphasized (Decision to etch/display in the new building) ... “I didn’t really notice it much in the old building but in the new building it’s everywhere! You can’t avoid it. PS is on every piece of glass in the building!” ...Source of confusion - Decision to etch/display so prominently in new building - Could he be redesigned without a peg leg? So he’s just “the Dutchman” and not Peter Stuyvesant? ...

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[Facilitator’s Note: Because the mascot is a cartoon character, it doesn’t represent the person of Stuyvesant as much as being a Dutchman. The cartoon nature means his history is not as important as who Collegiate has created him to represent. The consensus was that we could take away his name, give him two full legs, and say he is a Dutchman]

Alumni

The term “pegleg” itself: offensive? Insensitive? Is there an alternative? - What if his image had two legs, without the prosthetic? Pirate - Amputee imagery - loaded? Positive representation? - Image on elevator doors and 2nd floor Platten Hall stairs is scary/unsettling ...

Parents

I don’t like Peter S ...Splits with everything I stand forA grotesque caricature. Opposite of the “+” for Holland. Dangerous to sanitize our history. Discuss the \$ behind the School...Ugly ...Caricature of someone with mobility issues is mean ...*[Facilitator’s note: Not one parent in either of my sessions mentioned that they found it upsetting that the mascot may be making fun of people with disabilities.]*

Why not just give “Pegleg Pete” another leg and be done with it? What’s the issue? ... If we remove the actual peg leg from the Peter Stuyvesant caricature will we still have a Dutchmen? (Meaning can we alter the imagery to modernize it while not erasing the Dutch roots of the school and separating us more for the controversial Peter Stuyvesant figure?)... Uninformed / Unaware (want to learn more) [4]...Puzzled ... Odd - Hard to take seriously... Why him? What is the relationship to our school?... Hard to reconcile/justify...“Smiling person with a disability”, why?

Some feel the mascot is a link to history

Upper School Faculty

Old NYC[2] ...Historic [3] (This and “Old NYC” represent the importance of remembering our history in a general sense, i.e., tolerance, acceptance, experience new things and try new things, but not slavery, relationship to indigenous peoples, etc ... Dutch - One of the few, if not only, figure who could represent Collegiate’s Dutch heritage

9th Grade Students

Tradition[6] ... Spirit ...Pride [11]...Tradition ...Old – 3...Founder [2] ... Historic figure ...New York ...Historical [14] ...Representative (the mascot is a representation of the Dutch who settled New Amsterdam, therefore appropriate as a symbol.)

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10th Grade Students

History [8] ...Tradition [7]... Our past [2]... Nostalgia [4]... 1628 [3]... Unique [12]... Sports/Team [3] ... Pride [11]...School culture [6] ... School Spirit [6] ... Family ... Identity ... United... Team [3]Camraderie

11th & 12th Grade Students

Tradition [15] ...History [18] ...Manhattan [6]... Colonialism [9] ...Heritage ...Legacy[2] ... Ancestry 4...Accessible – he’s a direct route to the history of the institution ...Familiarity

Alumni

New York - blue/orange - Relationship to city history [3]... Historical slippery slope (start removing one and then many others get removed)...Traditional

Parents

2.7.2 Traditional/historical [8] ...Foundation of City’s infrastructure ... Collegiate [2] ...Visual Identity ...Dutchmen ...PrideConstancy (A parent noted that the symbol is one of the few real connections to the Dutch period, showing how old the school is. “But [the symbol] doesn’t need to be associated with Peter Stuyvesant, per se”) ...Vaguely makes sense (NY history) ...“Stay the course”

Compared to Dutchmen, students expressed relatively more indifference to the fate of the Mascot

9th Grade Students

Don’t care ...Not an animal/Indifferent ...Insignificant (the mascot is not significant to participant)... Could be anyone – don’t care ...I’m not really interested in it...Impartial (Meaning if people are terribly offended by it I wouldn’t mind terribly if it was changed, but if not I’d just as soon keep it.)...Irrelevant [5]

10th Grade Students

Unnecessary...Don’t care...Indifferent...Not very important... Impartial (no strong feeling)

11th & 12th Grade Students

Don’t care ...Don’t know ...Ambiguity ...Ambivalence [4] ...Not important ...Doesn’t make sense ...Irrelevant ...Don’t think about it often [2] ...Apathy ...Indifferent ...Slight indifference [2] (An Asian American student clarified: “I don’t want to seem dismissive because it is a valid concern

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for others. I'm not personally offended by it but I care that others are." That same student said "I never had a strong connection to Collegiate's history).

Facilitator's Note: Although the students followed the instructions beautifully when they had to only give one-word feelings and their score, they shared some more clarification when we tried to discuss other ideas to maintain the history of our school. They wanted to make sure we understood where they were coming from. There were two very distinct positions: Many of them felt strongly we should not discontinue the use of Stuyvesant's caricature (one of them even pointed out that was offensive to refer to it as a caricature and felt more comfortable with the "Peg-leg Pete" nickname). Two or three of them said they don't feel strong about keeping the symbols or retire them, but they do understand and favor getting rid of them if they are offensive to anyone in our community. They reiterated they respect their feelings, although they are not their own and would not like to perpetuate that pain, in their opinion, a mascot does not represent all Collegiate is about.

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SECTION 3. ENGAGEMENT

Consider this as a unique “teachable moment”

Lower School Faculty

Don't shy away from introducing difficult topics to younger grades...Always considering multiple perspectives however we choose to engage

Middle School Faculty

Teaching honestly about how school was founded...Teaching historically about the Dutch West India Company and duality of DWIC...Research the school archives and find what we are proud of...There are ways of acknowledging the past while also saying “we no longer want to honor history in this way”... “Confront and respect history”... Honor points of pride and then move forward...Discuss context and extremes of historical Dutch behavior. Seriously wrong in their intentions in North American vs adventurous and courageous in new land. Educational accomplishments, priority to educate vs land grabs from Native Americans...Address complexities...It's a complex history...

Upper School Faculty

Keep challenging aspects and explain why they are problematic... “Teach the conflict” – do not eliminate history...Erasure is problematic...Some things need to be replaced and sometime you need to remove and leave a void...Don't avoid the negative. Help students understand the complex history and grapple with these issues...Have a discourse with the past not just erasing it...Educate the community on history and acknowledge the gaps...Facing history not in one face – multiple perspectives...It is important to re-evaluate and unpack history in an even handed manner (obliteration vs holistic understanding)... We can't erase or ignore our history; we must contextualize it. Therefore, whatever we do, we should use it as an opportunity to relate it to our history (e.g., don't change the mascot in an attempt to forget our history)...A lot of issues in the letter seemed very important (how students feel they are treated); today's exercise doesn't seem very important... We need to address the question head on as to "Why Now?"... Whatever we do (keep or change symbols), we need to attach the “why” to this. The “why” is an important connection to our history and who we strive to be.... Discomfort is not a reason to not discuss these matters...Discomfort is not unsafe...If we're going to be a school for elite white boys to get into elite colleges on their way to Wall Street (where it is understood that “others” should recognize that they're lucky to be here and remain quiet), it makes more sense to simply embrace that identity than it does to remain in this state of identity crisis/limbo and the attending tensions, conflicts, and confusion. If that's not the school that we're going to be, let's make it clear and, finally, figure it out....Study parts of history in various aspects of the curriculum that may be more challenging and take pride e.g. Why Stuyvesant? Explore what is relevant now and not “pile on”....Try to frame things from the perspective of empathy. For example, how does being confronted with a caricature of Peter Stuyvesant make disabled people, people of color, or Jewish people feel? ... Provide opportunities to honestly discuss Collegiate's history, and include

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students in the discussions...Education is key - we need to extricate emotions and replace with intellectual rigor and understanding...Nurture nuanced critical inquiry...

9th Grade Students

Acknowledge negative history of Collegiate (2)... Respect history (7)... Look more into Collegiate's history. Not just the founding era... Offer course on school history..."Reason some don't appreciate symbols is the lack of knowledge re: school history...Dedicate class time to different history projects occasionally...Deliberately educate students/families about school's history (website)... Learn about the history of the badge/emblem/crest/seal...Involve students in scholarly work re history...Assemblies about the past ...One student felt that the School's history should be taught as part of the curriculum, as a way of affirming it as something to feel proud of, warts and all...The idea that had the most adherents (four) was that the School should make a formal statement about the reality of its past and the "move on." Three students felt that words were all well and good, but the best way to engage with Collegiate's past is to repair the past's damage by "starting a new chapter in the School's history" through becoming more diverse/inclusive....

10th Grade Students

Bring back the kind of past assemblies when Collegiate archivist Ms. Bach gave presentations from Collegiate's archives – like her talk about the Collegiate's seal.... A presentation from Dr. Goodfriend would be helpful (particularly because "many students won't take the time to read her report.") Several 10th graders in the room agreed with both points...Explain all perspectives (emotional and historic) by getting an historian perspective on the symbols, and also asking students and other for their emotional connection to the symbols...Address the racist/colonialist history. Add an elective perhaps or an exhibit in the lobby dedicated to the journey of our history from origins and progressive school of the 21st century...Understand 'Dutchmen' in a fuller historical context so we push one thing over another...Presentation to community about what Dutchmen really represents...There is no representation of our history in High School. No one associates bad connotations with our mascot, or with our symbols. Because no one knows much about our history... More education about our School's history. We have no idea. All we know is when Collegiate was founded and where it is...What we haven't been told is the richer history from the beginning to what we've lived while at the school.

Facilitator's Note: 4 other students agreed with his sentiment. 2 did not. 1 was neutral. Of the dissenters, a dissenting student explained: "All that information has been taught or is available to us." There were other comments expressing the wish to address the issues of diversity and intolerance in our community. Having a committee to address this issue is ignoring the demographic diversity of our school population. "Seems like an attempt to cover Collegiate's ass" "Seems like a PR stunt" "If they cared, they would do more to increase racial, socioeconomic diversity." One student remained behind after the others had left. He wished to express his feeling that all of the focus on symbols was a superficial way of getting at deeper issues. In general, he feels the School has become more superficial since its move – likening it to the glass and steel, the brand-new classrooms. He referenced how the track team can't throw a

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shot put indoors anymore, when they used to be able to do so inside the old building. He said this was emblematic of how you can't take on the "heavy" stuff at Collegiate since the move.

11th & 12th Grade Students

Ignorant to try and remove history good and/or bad...Raise awareness of who Peter Stuyvesant was...Have more discussions about actual history of the school... Get a better understanding of the School's history ...Acknowledge history without letting it take over the school ...Re-evaluate historical tradition – history of exclusion...Separate Dutch history/culture from Dutch East India Company...Talk about it. Having symbols gives us opportunities to discuss it....

Alumni

Define purpose of engaging with its history – Just for context? Of interest to students? ...Don't engage with history by denying it but showing how we can learn for it. In that process, symbols are a superficial thing to focus on...Existing lack of knowledge of Stuyvesant connection and of his biography...Don't hide history...Cannot hide or cover up history...Engage true history – tell the good, bad and ugly... We need to engage the "good, bad and ugly" in an ongoing way ...Show fuller picture...Need to be able to talk about the things that make us uncomfortable...3.7.2. The full history of New Amsterdam and Collegiate's place in it should not be erased but taught to provide a fuller picture—similar to how the Natural History Museum has provided more information about inaccuracies in its New Amsterdam diorama...Provide students with the understanding that history is "messy," that its key actors had multiple motives, and that there are shades of grey....Two participants felt that it was important when engaging with Collegiate's history to provide "viewpoint diversity"—any curriculum that is developed should provide different points of view, so that the history is looked at from all sides....3.7.28. Need to learn the history of the Dutch and the slave trade, particularly the \$ and how it relates to Collegiate...Losing Dutchmen and Peter S would be a major loss – Lose chance to make lessons viable...Use the nickname and moniker as a springboard to educational process...Fabulous teaching moment -- facing our history... Approach as a historian

Parents

"Reconcile" Go back and determine what things are impactful and significant to our community and that experience... We must examine history truthfully, to allow students to know we did the right thing...Must have a clear grasp and understanding of the school's past (good and bad)... It's past due the we have a clear reckoning and historical examination of the caricature of PS...

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Examine the power of symbols

Middle School Faculty

Need a lecture on how symbols came to be...Educating and teaching the contemporary scholarship surrounding our history and symbols and origin of symbols...Teaching transparently what our symbols are for and what do they do to us...Re-examine symbols and create new symbols or "historical markers" of our school's history...

Upper School Faculty

Educate community on history and acknowledge gaps in our understanding of that history - Think about how symbols became important or “tradition”...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...Think about ways that symbols became important or “tradition”...

11th & 12th Grade Students

Define what our mascot represents, to affirm who, what, why...Having more discussions of symbols, mascot...

Alumni

Relationship between this conversation and larger conversation in the U.S. about historical memory - Confederate statues and Columbus...Confederate statues – ongoing conflict with a group of people

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? ... What are we celebrating with that figure? Are we celebrating a land grab?...What aspects of Dutch are you trying to celebrate? Is it being Dutch, is it being of European descent? We have control over what we are printing and using as symbols

Engage through a variety of modes

Lower School Faculty

Timeline, with dates and pictures, in prominent place in the school...Movie of some kind, or images/slides – professional visual presentation of the school’s history, with narrative, would make the school’s long history more engaging and accessible...Field trips to history-related sites...Bring in alumni; keep connections alive... Storytelling Sessions with Alumni – Alumni discuss their experiences with students. (Perhaps do so within the context of student organizations, such as Former Journal editors talk to current editors) ...Get input from alumni, have them speak with seniors and community... Do more talks about our history (include history for instance in the Kindergarten shelter unit)

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Explain meaning and history behind it...How has it changed through the years?...Tell the school's story including the history but also the continuing evolution...Highlight the major shifts in school's evolution and transformation...Identify what we can take away from the history and evolution and build on this...Dutch versus English cultural approach with regards to children...Early colonial New York unit available (mandated?)...Continue to acknowledge all of its history – including what is difficult – also long-term consequences (legacy)...Look at old images of classmates at Collegiate. Compare to look at today and look to the future...How can we reflect our values today in our classrooms for future generations looking back? ... 3rd grade curriculum--teaching history accurately and completely... Try to find out positive stories in the history...Acknowledge the history-- "the excellence at the expense of other peoples"...Not justifying the history...Have teachers explore and learn the school's history then incorporate this into the curriculum for each grade's discussions...Identify new symbols from Dutch history and culture without negative associations...Relate our history to contemporary issues

Middle School Faculty

School tours – change the cringe-worthy commentary re Peter Stuyvesant...Discuss in Advisory...Discuss in assemblies this year...Engage with alumni and find out how they think about this...Hold a contest/brainstorm with students: if not “dutchmen” what would/could we be? Would create buy-in from future alums... Make sure salient parts of Dr. Goodfriend’s report are bulleted/highlighted rather than sending full report - Put this info on the first page of the survey, or split it up so that it prefaces each section, as relevant...

Upper School Faculty

Create a statement wall to highlight past artifacts and highlight the current mission statement...Create a digital history and timeline... There is an artist who helps organizations look at artifacts through both a historical lens and new eyes...Further down the line we could also produce a YouTube video that explains our current nickname/mascot, lays out the shifts in the scholarship around these totems, and details what changes we have decided to act upon...Get away from our own stuffiness ... make this engagement more vibrant, dynamic...Curate an interactive exhibit that critically engages with the symbols in a prominent location in the school... Use all school assemblies to tell the history...An Assembly presentation on the history of this period would utilize the student's inclination towards discussion...It will be much better to have dialogue with Upper School students in small group settings...

What about a Dr. Goodfriend visit to school? It’s difficult to engage history. Maybe a conference for those interested? An upper school assembly? (The one faculty member who had read the report was greatly impressed by it and said so frequently)...Resend Dr. Goodfriend’s report (many people more interested to read it now that they’ve started thinking about and discussing these symbols)... We should create a summary of Dr Goodfriend's report to encourage reading by Upper School students...Have an annual day for the community that is devoted to learning about Collegiate’s history, as is already done at Ethical Culture Fieldston. We suggest calling it “Day of the Dutch” (Among other things, looking at history would remind all that “traditions” are always changing. And, it might help others in the community learn why some are so attached to these symbols.)...Got rid of “Dutch Day.” There was some alum push back but found

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alternatives such as Authors Day...One teacher harkened back to “Dutch Day” and loved it for its weirdness. Should it be reinstated? ...Have a student contest to create new symbol(s) if it’s decided to go in a different direction

9th Grade Students

Display more of old Collegiate... We "miss the symbols from the old school. we want younger kids to have the same experiences"... We should "have historical objects around."... Display more things relating to history around campus... Teach a unit about Collegiate’s history. There has been a fragmented explanation over the years. Review the highlights of major changes in school history

11th & 12th Grade Students

NYC history elective because interesting history and how our school is tied into it... Implement Collegiate history/NYC history into LS/MS library time... Have one assembly period to have Prof. Goodfriend give a presentation on the history... Invite Dr. Goodfriend to speak... I feel people should know the history. Perhaps it could be learned as an independent class or as a unit in U.S. History... I think we could have a required mini-unit in 9th grade during the first couple of weeks. (This was the last thing mentioned, and there was fairly widespread support for it.)... Up to individuals if they want to learn the history – send it out in an email like previously done, and those who want to read it can read it ... There should be an assembly to review the school’s history... How about a section in library with materials on school’s history? ... Find classroom time for teaching history of the school in the context of the history of NYC... Offer an elective on Collegiate’s history or in NY Colonial period... Assembly about it (extended?)... More artifacts or things from archives installed in school... More public display/availability of our history – use as a teaching tool... Public plaque needed to review history – posted in school... Miss the murals from the old building – wish there were more artifacts around – seemed to be more in old building...

Alumni

In the pictures you see that Collegiate used to do military drills pre WW1 etc... Teach history of New York at Collegiate; observe context/shared patterns of school and city history... Take classes into the city... Physically follow the history of the school and visit sites relevant to school and city history... Hands on history – you should touch it... Class trips – Historical figures becomes a true person... Take more advantage of being in NYC... Field trips... Possible to create an oral history of the school? ... Goodfriend report should be required reading for the high school and discuss it... I think oral/written histories concerning Collegiate student experiences through the eras would be interesting... History class – People are not perfect and the same is true of historical figures... Use the history department electives... Collegiate had some pretty advanced History topics - Economics, African History etc... Perhaps develop a course around New York in the Dutch Era etc. (New Amsterdam). Make them electives vs. core but allows students who want to learn more to engage ... Knowing that Collegiate students were politically active in the late 60s/early 70s, I think would be of interest -- it also shows parallels and continuity over time... Themes across the curriculum...

Collegiate Engagement – Summary of All Quotes

[inquiry area][constituency][quote]

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Parents

One participant suggested that a new history of the School, incorporating recent scholarship, situating the School's founding within the history of the settlement of New Amsterdam, and being a little more "warts and all," should be published, perhaps on the School's website ...Every 4th grader should go to key historical sites – create rituals that stand the test of time...Bringing History to Life –Digitize the archives so it is accessible and disseminated. Make the next Collegiate Benefit a walking museum-like tour of the school's history...One participant suggested that this engagement with history is a key conversation that should continue and not just be for this one moment in time and that it should be extended to the whole community, perhaps by having signage or plaques in the building or through other means...If we stay with Dutchmen, we need to show the arc that brought us here and to a better place...Several participants felt that there should be a specific curriculum around the School's history, either as 1) a topic that is taught in the relevant history classes; 2) a dedicated symposium for each division taught each year that focuses on Collegiate's history; 3) or as a class, assembly, or some kind of structured discussion...Time Capsule - every senior class would create a time capsule of their experiences at Collegiate. And that every decade, those 10 classes' time capsule would be opened up for the School to see what was inside ... Factual Education – Tell both the good and bad. Do so in a book. Could create a newsletter about Collegiate's history...Separate fact from fiction at Collegiate (e.g., Peter Stuyvesant question - is the mascot him) ...“Bring in the school's history into this new, sterile school. Allow the School to get messier, more personal.”... A participant recalled the quilts in the hallways at the West 78th Street, whose panels told the story of the School. “What happened to those?”...

“I wish there was a way to create opportunities for the parent community to learn more about this: lectures, discussions, etc. A parents' curriculum. Unconscious bias training... It's best for the student if the parents were on board with a couple of things. Why are we waiting for things to happen and bring individuals in reactively: Race. Gender identity. Let's create a consistent programmatic focus for all of these types of topics... Get parents more involved- sponsor Equity and Diversity training... Have figures like Glenn Singleton come to workshop with staff, parents, and students... Unless people are being equipped with the right language, it's hard to connect....It was an interesting call to not include the middle schoolers into these engagement sessions. I think MS students should be engaged in these sessions... Younger students are capable of far more sophisticated discussion than we give them credit for. They are able to and already question the symbols that they see every day. The delay can impact the cementing of ideas or censoring of self... Mandate that students read the report by Dr. Goodfriend critically, and engage with material... Make historical analysis of the school part of the permanent curriculum... The discussion of history/symbols must be intertwined at every level of the school and recognized as vital and on-going

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Examine the essence of Collegiate

Lower School Faculty

We have a new opportunity to define what Collegiate is... We are oldest but we can also be the best and first and the best in terms of making necessary changes ... we should lead the way... Work to make sure that our community is not resistant to needed change, so that we avoid being seen as clinging to outmoded, inappropriate symbols (e.g. “Indians” and “Redskins”)

Middle School Faculty

Have more conversations about what make Collegiate Collegiate... Open up conversations with students and alumni for what make Collegiate special, what does it mean to be a Collegiate student, Collegiate alum, moving past nostalgia...

Upper School Faculty

Tease out what makes Collegiate “Collegiate”... 3.3.21. We should celebrate the Dutch background of the school... 3.3.11. Seek information about more admirable figures in our history... 3.3.54. Comment: [There was a spirit present and values embodied in the Dutch who came here and established the school (see first three key words under Dutchmen, which means this is a positive element to preserve). This was meant as a general sense of the ethos in the Netherlands (place of refuge and tolerance for the times) and what was established here in the 1600s. They began to discuss that there were also elements of this that enslaved and subjugated people, but they did not have time to reconcile this with the initial impression....

11th & 12th Grade Students

Hearing alumni perspectives about what school was like for them. Speakers and guests; assembly, lectures, small group, peer leadership, etc... More engagement from young alumni; pre 50-year range. Collegiate history; Ken McClane; Not interested in their work history, would rather have their school experience; Casual setting... Being true to the Dutchmen of the past (respect, meaning to our longstanding alums)... More engagement and connection to current archivists... Faculty and staff should know history as well ... Ensure new leadership knows the recent past (the last century) at a deeper level... New teachers are not fully aware of the Collegiate culture ... We are losing our culture ... Our culture is not allowed ... To change organically, it's being obliterated ... Collegiate needs to remain reverent and respectful of our Dutch history – unique... Collegiate is intertwined with mascot and “Dutchmen”- abandoning our core values to change

Explore how a school changes and evolves over 400 years

Lower School Faculty

Within a 1st grade classroom: How Collegiate has moved to different places over time ... Physical location – why – Good entry point in connection to the new building... Re-examine why we are single sex school

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Upper School Faculty

How does the school change? Focus on the change not the continuity... The school was co-ed; it was a religious school; how many students know? ... Look forward - don't get stuck in the past as we discuss these ideas... Get into the history of the various school buildings... A lot of the school's history is in the old building ... how much moved away into the new building. Students are disappointed that not more came and the historical artifacts appear hidden and are hard to find... The famous old steps are buried (there isn't even a plaque)... Our move from 79th has resulted in a loss of connection to our history. Our history is something we should claim and promote in positive ways... Connect more to our historical process... Link the new mascot in some form to history, make it active... We would need clear reasons around the mascot's inclusion as part of Collegiate history for a more nuanced appreciation... Given what was said previously, the group coalesced around the idea that our values have changed over time. For example, Collegiate strongly advocated that a co-ed environment was essential, but then later advocated for a single gender school. Therefore, we must recognize that who we were, are, and will be evolves over time. This means we must not treat our history as monolithic and see the dynamic nature of who we've been... We really need to ascertain with students/alumni/faculty if we want Peter Stuyvesant to represent our ideals as an institution... One participant felt it would be important to discuss the religious aspect of Collegiate's history and how that aspect has evolved over time.

Look to other schools for examples

Lower School Faculty

Hire outside firm for new symbols... Look at other schools with long, complicated histories and see what they are doing

Middle School Faculty

Use examples of other schools/institutions -- both their decisions about their symbols and the reasoning that led to those decisions -- let students review these examples before the contest/brainstorming... Recognize history while not offending or excluding (What have other institutions done?)... Reminiscent of other schools who have adjusted their nicknames/language. Syracuse: "orangemen" → "orange"; St. John's: "red men" → "red storm"

Alumni

Princeton and Harvard grappled with these issues and chose not to remove. Instead they educate about the past... Look at Brown as a case study... At Brown, there is a plaque that reminds us of the challenges... Dartmouth led the charge to remove the Indian – it was disparaging... Collegiate is different – our mascot is not that

Parents

Example of Haileybury School in England. (Haileybury is a 400+ year old independent, originally all male now co-ed school in England attended by one the participants.) Formerly the

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“East India School” due to its affiliation with the East India Company. They use a lot of visuals from past (vintage photos, old student newspapers, etc.) on the Haileybury’s walls, website, etc. School also displayed lots of artifacts from Haileybury’s past. Every student was given a book about the school’s history, containing both the good and bad about the Haileybury’s past. Students received it around age 11. “We felt like we were part of something old...because of that we had a responsibility.” “Knowing the school’s past brought us tighter together.” “We felt like we were part of something bigger than us.”... Create an annual information day – learn from model of what other institutions do... At Trinity School, they unapologetically hearken back to that school’s Christian origins. It clearly brings a sense of the religious values into the secular community. “Want to be a good person.” Participant, who self-identified as Jewish, lamented the this is not felt as much at Collegiate...Other schools (e.g., 92y) let students (i.e., departing senior class) create a representative tile that remains up on the wall in perpetuity.... “My son loves seeing the old photos of Collegiate –in class, playing sports. Even the photos of the Senior class when they were kindergartners. We should put up more images of the school’s past around the school. There use to be more of those images at W 78th”

Let actions speak: commit to transparency

Upper School Faculty

School must take responsibility for decision(s) to institutionally sponsor these symbols...Make sure that Board’s process of decision-making is explained to faculty members (and US students?), in addition to the decisions themselves being communicated...Prioritize transparency - (many in the room appreciated the way the gender policy and the process around creating the gender policy were communicated and felt they would like a similar explanation about any developments in the history and symbols)...Align goals/objectives of school with actions...Don’t let school lose sight of ethical/principled statements...

11th & 12th Grade Students

Communication around this issue (Open Letter) has been helpful. Continue open lines of communication for students and parents/caregivers...Happy with the mascot and symbols...No changes (4)... Keep things the same to keep tradition alive ...If we got rid of "Dutchmen" we'd have to get rid of so much stuff...Make symbols less specific and focus on core beliefs... Disassociate from Peter S and keep logo Dutchmen [5] ... We want to be in charge of change (10) (not be told or go in circles) ... Find the balance between history, tradition and respect...Keeping Peter Stuyvesant as mascot without supporting all of his flaws

Facilitator Notes: They wanted us to know that students in the upper school feel are kept “out of the loop”. They said they wanted to be more informed about moves being done by the school, about issues before they are trying to be resolved, so they have a say on how to deal with things that affect them. They said that even a quick email directly to them, not only to faculty or parents, about anything that might be related to student’s life at the school will make them feel like they are a bigger part of the community.

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They also mentioned how much they appreciate the work of the task force on this issue and of students being included to gather the data to make the final decision, but they also wanted me to pass their request to keep the word that that decision will be made by the end of this year. They said they feel like many times good intents by the administration are not followed by action on the things that need their attention...

There was a general discussion in the room to enunciate that the boys understood the disconnect between the fraught historical record of Peter Stuyvesant's actual life, and the warmth, nostalgia, and unity the caricature of PS invokes for them. They said there's not much disagreement in the student body about this schism. There's unity about the problem, yet also unity about the positive feelings created by the mascot. I was impressed by the nuanced conversation – they have been thinking about this.

Parents

Establish an internal institute that leads this work in an ongoing way...The work of the Task Force should be well-documented e.g. website, etc ...Hire someone to tell this story....Commission a book that tells this story and formalizes this work...What does it mean to live in this legacy? Lecture series? Conversations? ... Reparations. Repair in light of history. Duty to people of African descent and Native Americans

Form a sort of reparations to restore its impact on indigenous people, enslaved Africans. It's not monetary, but take concrete steps toward reconciliation: Scholarship, Academic chair for DEI...A permanent group that takes a longitudinal, focused look at the experience of marginalized people...Increase interschool involvement around larger DE&I initiatives...There is an echo chamber amongst Jamaa parents, so must open discussion to wider community and also get buy-in from Head of School and Board of Trustees...The benefit of baring the history is to give prospective parents a window into the school's Statement of Beliefs and bolster Admissions

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Appendix – Unsorted Quotes

Dutchmen

- 1.1.11. Feel strongly on my uncertainty 5
- 1.1.21. Five of the six teachers said: if we change one we should change both
- 1.1.22. Broken – 4
- 1.1.23. Devalued – 4/5
- 1.1.27. Dehumanizing – 5
- 1.1.32. Institutional
- 1.1.35. Manipulative – 5
- 1.1.9. Name should change; feel just as strongly as on mascot; need to move forward 5
- 1.2.11. Appropriate 4
- 1.2.2. Origin, onset 4
- 1.2.24. Relevant to today?
- 1.2.27. Isolationist
- 1.2.31. Geographic connection to other country
- 1.2.32. Current-day Netherlands more open, yet are there continuations of disturbing traditions
- 1.2.38. Promotes heightened sense of “we are best
- 1.2.39. Students – 3
- 1.2.4. Disconnected 4,4
- 1.2.42. Individuality – 1
- 1.2.47. Collegiate – 5
- 1.2.54. Dutch – 3
- 1.3.20. Invokes legacy of trade and business
- 1.3.22. Calls to mind Dutch characteristics of frugality and common sense
- 1.3.29. Reminder of chant from rival school at basketball games: “what is a Dutchman?” -1/2
- 1.3.30. 1896-2020 -- 1896 was the date the church moved to the UWS -- does the school/church connection still exist?
- 1.3.31. That [church] connection is gone – 5
- 1.3.33. Dutch Day (formerly) in Lower School - 1
- 1.3.38. Untrue - 5
- 1.3.40. Nativist – 5.... Old (complex tradition) – 3
- 1.3.43. WECC → real estate - 5
- 1.3.55. Proselytizer – 2
- 1.4.2.49. Still getting a sense of the history of the word
- 1.4.2.52. As a group, beyond Dutchmen
- 1.4.2.7. Under Attack – no number given
- 1.4.3.108. Not Dutch as in the Netherlands. Disassociated from it – we have turned it into something different
- 1.4.3.113. Acknowledges and is more than just history

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1.4.3.115. General observation: They were all very engaged but also very respectful of each other and of the process. None of them had read Dr. Goodfriend's report, so I strongly encouraged them to do so.

1.4.3.83. Quintessentially NYC – 5

1.4.3.88. “Just great – Go Dutch!” – 5

1.4.3.90. Appreciated/loved – 4

1.4.3.93. Part of our identity – 4.5

1.5.19 Fundamental – 5

1.5.21 Positive – 5

1.5.37. Silly- 2

1.5.4. Boys' school – 2/3

1.5.40. Continuity – 4

1.5.46 Context allows for perspective

1.5.47 We talk about history – the good and bad

1.5.5. John Solomon and plaque in gymnasium – 5+

1.6.11. Understanding – 5

1.6.22. Curious - 5

1.6.27. Privilege – 4

1.6.55. Tolerance and polyglot (heterogeneous) – 5

1.6.56 I have faith in the process – That is how we lasted over 400 years.

1.6.57. In the broader context, I connect Dutch with the current Netherlands/Holland

1.6.58. So much has been touched by slavery

1.6.59. Russell Shorto's book on Manhattan

1.6.59. One parent was also an alumnus. Another parent was very concerned before we even began brainstorming that we weren't providing her with “enough context” to give informed opinions. In particular, she wanted the statement of beliefs and was rather frustrated that we were moving on without addressing her concern.

1.6.61. Another parent said New York is ahistorical. He has a sense that NY, unlike many other cities (like Boston), is ever changing and people aren't very aware of its past. This fact is, in itself, educational.

1.6.62. Specific – 3

Mascot

2.1.1. Nostalgic – 4

2.1.20. Used him on an art poster and after school “Flying Dutchmen” catalog – not a great decision 5

2.1.45. Peg-leg Pete -1

2.1.58. Why? irrelevant 4,5

2.1.62. Uncomfortable 5

2.1.63. Inaccurate 2

2.1.69. Misrepresentation 4,4,4

2.1.70. Unique 4

2.2.1. Tricked, duped 5

2.2.12. Not as historic as “Dutchmen”

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- 2.2.15. Not as obvious as the mascot prior to new building?
- 2.2.16. “Leans on tradition”
- 2.2.17. Why now?
- 2.2.2. Affectionate 2
- 2.2.20. A Dutch man, his actions were wrong
- 2.2.27. Questioning – 3, 4
- 2.2.28. Hidden – 2
- 2.2.31. Complicated – 4
- 2.2.32. Indifferent – 1, 2
- 2.2.34. Uncomfortable – 3
- 2.2.36. “The need for a mascot” (not him) – 4
- 2.2.37. Old-fashioned – 3
- 2.2.39. One-legged – 3
- 2.2.4. Ignorant 5
- 2.2.5. Nothing 4
- 2.2.8. Urgent 5
- 2.2.9. Outdated 5
- 2.3.12. Unconflicted/Clear-headed – 5
- 2.3.21. One faculty member animatedly described the impressive pedigree of the illustrator (Walt Kelly, Collegiate parent, renown cartoonist of POGO). This person felt it was typical of Collegiate’s appreciation of creative talent that the school selected a (perhaps obscure to some) but undoubtedly talented artist to draw the caricature of PS. Ill-will toward PS should be distinct from ill-will toward Walt Kelly. (I couldn’t tell whether the person felt the representation of PS by such an artist made our current use of PS more palatable) -5
- 2.3.26. Aesthetically repelling – 5
- 2.3.27. Not well-known outside Collegiate - 5
- 2.3.31. Connection to Open Letter; questions about historical context – 5
- 2.3.40 Weaker ID thank name - 3
- 2.3.41. Painful historical figure - clueless - Dutch - Central park statues now have new plaques -- how should mascot be treated? How were those counternarratives created? - Does archive show why this symbol was created? - Misunderstanding, confusion about who drew the mascot, when, why, for what purpose – 5
- 2.3.51. Rejection - 4
- 2.3.52. Pirate / Gold / Rough / Short - 1
- 2.3.53. Sailing Ship - 3
- 2.3.54. Angry / Sword - 5
- 2.3.54. Beads and Trinkets at Feet - 4
- 2.3.57. Tails / Three-quarter hat – 4
- 2.3.62. Sell Out - Gave up New Amsterdam to England without a fight - 3
- 2.3.7. Aesthetically challenged – 4
- 2.3.70 Weirded out - 1
- 2.3.74. One person who attended Princeton spoke about how being in the Woodrow Wilson building was not as offensive as being part of the Wilson “College”. “Please don’t ever let the boys heard it called this,” one stated and all agreed.

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2.3.9. Minimizing – 4

2.4.1.19. Community, 3

2.4.1.19. Community, 3

2.4.1.25. Knowledge – 4 (The student said that the mascot provided an opportunity to talk about Collegiate’s history and to tell people who Stuyvesant was (showing that one has a “knowledge” of this history).

2.4.1.40. Identity 4

2.4.1.41. Oversimplified – 3

2.4.1.43. Part of something bigger – 4

2.4.1.46. Culture – 5

2.4.1.52. Not immediately associated with the School even by lifelong students

2.4.1.57. Put into historical context...

2.4.1.60. Dated – 3,3,3,4

2.4.1.64. Taken – 5,5

2.4.1.65. Obscure – 2

2.4.1.66. Education – 4,4,4,4

2.4.1.67. Symbolic – 4,4,2,3,3

2.4.1.68. Generous – 3,5,4

2.4.1.69. Important – 5,4,4,4

2.4.1.7. Unity – 5

2.4.1.70. Creed – 4

2.4.1.71. Current – 1

2.4.1.72. Effect – 4, 4

2.4.1.73. Traditional – 4,4,4,4

2.4.1.74. Product of his time – 4,4,4,4,4

2.4.1.75. Why don’t people leave as is? Is it such a big deal?

2.4.2.23 Necessary – 3

2.4.2.28. Cultural – 3

2.4.2.29. Misrepresented – 5

2.4.2.3. Resilience – 5

2.4.2.38. Flying Dutchmen (from Spongebob) 5

2.4.2.41. Dead 4

2.4.2.5. Strength – 5,5,

2.4.2.52. Never gave it much thought

2.4.2.53. Confusion

2.4.2.54. Gone through mascot change before

2.4.2.57. Remove peg leg and reference to Peter S

2.4.2.6. People overreact – 4.5

2.4.2.7. Does not look like P.S. – 3

2.4.3.101. Able to be modified – change or remove leg – change to generic Dutchman – 5

2.4.3.104. Uniting 3-4

2.4.3.105. Dated 2-3

2.4.3.106. Unity - 5

2.4.3.110. Welcoming – 3

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2.4.3.125. Childhood – 2

2.4.3.126. Schooling – 3

2.4.3.127. History – 1

2.4.3.131. Appreciate other perspectives – 4

2.4.3.132. History, Relevant? – 3

2.4.3.137. Dangerous/Sensitive – 3

2.4.3.140. Can we see ourselves in line with political correctness

2.4.3.142. Call it the Dutchman

2.4.3.143. Motto is in question “Unless God, in vain”

2.4.3.145. Whole community not accepting

2.4.3.146. Should we be talking about the name Collegiate?

2.4.3.147. Goal to be as inclusive as possible

2.4.3.148. Propels a stereotypical manhood – modify can be inclusive

2.4.3.149. Things evolve

2.4.3.15. Third grade Lenape lesson

2.4.3.150. Symbolic

2.4.3.152. If anything the students were more indifferent than passionate about the topics

2.4.3.153. The handball court (and appropriate floor surface) should be restored similar to the old building (“The old courtyard was historic. The new one looks like a prison yard.”)

2.4.3.154. The Red Door is a sign of history, tradition and comfort

2.4.3.156. The character resemblance issue

2.4.3.157. Consequences of decision

2.4.3.158. Understanding the conflict and feelings rising on the issue and respecting them

2.4.3.159. Family tradition loss

2.4.3.161. Another student: “It’s important to consider his importance to the school and to promoting boys’ education.”

2.4.3.162. Re “oblivious”: I didn’t know it was P.S., especially back when I was in lower school.

2.4.3.163. “Whether it’s associated with P.S. or not, it seems logical for it to be our mascot. You need the peg leg on it because P.S. was the most iconic Dutchman in New York.”

2.4.3.166. Someone suggested taking off the peg leg.

2.4.3.167. A student added that they feel it is a “low key” mascot: “It’s not like we have someone who dresses up in a costume.”

2.4.3.168. That comment was followed another student saying, “It’s everywhere but it’s subtle.”

2.4.3.43. Interesting 5

2.4.3.48. Peg leg 4

2.4.3.51. A.P. U.S. history with Dr. Jundt 4.5

2.4.3.53. Stuyvesant school 4

2.4.3.55. Power 2

2.4.3.58. Custom 4

2.4.3.6. Peg Leg Pete – 2

2.4.3.60. Peter Stuyvesant 5

2.4.3.61. Dubious 4.5

2.4.3.67. Ugly: Needs up-date – 2

2.4.3.75. Connected – 5

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2.4.3.80. Overcomplicated – 4

2.4.3.85. Not historically factual (Peg Leg only lost his foot) – 3

2.4.3.97. Conflictive – 4

2.4.3.99. Bold 5

2.5.11. Pegleg = feeble, interesting choice for mascot

2.5.16. Collegiate Wrestling - 3 (pre-report) and Post Report - 1 (perhaps associate more with the Orange C)

2.5.17. Robin B – 1 No history

2.5.20 Subtle – 4

2.5.21 Powerful – 4

2.5.23. Ancient and invented – 3

2.5.26 Indifferent/Afterschool Program – 3

2.5.27 Distinctive – 4

2.5.28 Matching (nickname and tradition) – 4

2.5.30. Waste of money – 4

2.5.35. Ambivalent – 4

2.5.39. Curious – 3

2.5.4 Sports clothes - 5

2.5.41 Elevator door

2.5.42 The peg leg is the only thing that makes it Peter S

2.5.43 Only disabled mascot in the country

2.5.45 Knicks had as a symbols in the 60s and 70s

2.5.46. Don't think about the peg leg

2.5.47 Think as Dutchman and not Peter S

2.5.48 Yearbook referred to as the Dutchman

2.5.49 Never thought about this stuff

2.5.5. Tee shirts - 2

2.5.50 Used more in recent years

2.5.51 Block "C" is more of a logo

2.5.52. Alumnus class of 1980: PS Caricature suggests the "hardships" inherent in the founding of NYC.

2.6.15. Bad dude – 5

2.6.17. Curious - 4

2.6.22. Like but somewhat neutral – 3, 3 Two participants "liked" the mascot but were "neutral" about it—it did not produce strong feelings in them

2.6.38. Pioneer - 4

2.6.39. Battle-tested – 3

2.6.41 Survivor 4 - Not direct quote: Looks like he's been through battles

2.6.42. Director, General – 3

2.6.43. Lost to British – 2

2.6.44. Two of eight participants expressed (moderate) ambivalence: Not current – 3. Not entirely culturally sensitive – 4

2.6.46 Ambivalent – 4

2.6.50. Change but keep connection to the past – 4

Collegiate Engagement – Summary of All Quotes

[inquiry area][constituency][quote]

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- 2.6.51. Guy who has been through a lot – 5
- 2.6.52 Brave person – 5
- 2.6.55. Charged symbol – 4
- 2.6.56. Sense of community, history – 4
- 2.6.59. Personal ignorance re: Peter S – 5
- 2.6.60. Ironic – 3
- 2.6.61. Poetic justice – 4
- 2.6.62. Unity, bonding – 3
- 2.6.64. Ownership – 4
- 2.6.66. Governor – 4
- 2.6.67. At best, willfully indifferent to implications of slavery; at worst, intentionally profited – 5
- 2.6.68. We can do better - 5
- 2.6.70 1 participant: “Don’t feel strongly about the peg leg, I am connected to whole image
- 2.6.74. An alternative such as an animal
- 2.6.76. Pre and post historical lesson
- 2.6.77. Question: Should we just do a Dutchman?
- 2.6.78. Bad things and good things in all cultures
- 2.6.79. There is a current opportunity to overcome ideological polarization
- 2.6.80 So old, he is not polarizing (Peter S)
- 2.6.83 Parent said about his comment that it is “ironic” and “poetic justice” it’s “awesome” that our symbol is “this guy, who was bad, and racist. The school is now full of diversity. I love it. [PDS] is probably turning over in his grave.”
- 2.6.87. A parent wondered whether Stuyvesant high school has considered changing its name...Someone else shared that “Stuyvesant High School’s mascot is a peg-leg.”
- 2.7.49. Not a nice guy but saved the colony – 3
- 2.7.63. Community – 4

Dynamic Engagement

- 3.1.11. Our results to the Open Letter should be empowering
- 3.1.12. Collegiate needs to stay relevant
- 3.1.13. Ivy League colleges are rapidly changing and adopting progressive strategies. If we continue to view ourselves as a top feeder to the Ivy’s, shouldn’t we become even more aligned with what they’re doing?
- 3.1.15. You do not have to get rid of history but why the specific person...
- 3.1.17. “Dutch” instead of Dutchman or Dutchmen
- 3.1.18. More historical information is readily available
- 3.1.19. What are we saying about what we want the kids to value
- 3.1.21. Giving a voice to the history – prompting us to look back
- 3.1.23. This history belongs to everyone!
- 3.1.25. Use history to guide us – How can we do better?
- 3.1.28. Alma mater
- 3.1.47. Change back to a co-ed school
- 3.1.9. Integration of school artifacts into building getting better over time
- 3.1.XX. The prayer at Convocation also feels out of place and wrong.

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- 3.2.10. Listening to people who have been oppressed
- 3.2.11. Community members get involved in creating new symbols
- 3.2.12. Student generated ideas for ever-changing, evolving symbols-- not static symbols
- 3.2.15. Put photo of old school as symbol
- 3.2.17. Consider church relationship. As an independent school, should this relationship exist?
- 3.2.19. Visible in many aspects of school life
- 3.2.20. “Holiday” (Christmas) Program - Same every year - Held in church
- 3.2.21. Motto: “unless God than in vain”
- 3.2.22. Prayer at convocations/commencements
- 3.2.23. Introduced by a Reverend
- 3.2.24. “let us pray” vs. “let us reflect” or some less religious language
- 3.2.25. Is being an “independent school” the same as being a “non-denominational” school?
- 3.2.26. “Non-denominational” still implies Christianity
- 3.2.27. Jamaa (and parents of Jamaa) meeting is important - Need space for students of color to share feedback beyond all US student session
- 3.2.28. Anticipate alumni response being strongest
- 3.2.29. For survey: Include demographic questions? (e.g. age; identifiers such as gender, race, ethnicity; if relationship with community goes back multiple generations in family, e.g. legacy students)
- 3.2.31. How to make sure that all voices and opinions are heard - **involve everyone - Glad that planned sessions are going to happen
- 3.2.34. Pool positive associations with nickname from these feedback sessions to inform the brainstorming process, e.g. if people feel a positive connection with “Dutchmen” because of a sense of tradition and school pride, are their other symbols that also evoke a sense of tradition and school pride?
- 3.2.40. Does it fit somewhere in history curriculum?
- 3.2.42. Falsely-ingrained pride in Dutch heritage vs proper pride in Open Letter
- 3.2.46. The transition to the new school building was a missed opportunity to re-define Collegiate ID
- 3.2.48. Involve middle school students too
- 3.2.49. Embrace NYC history (and today), not Dutch only
- 3.2.5. Question the need for a mascot
- 3.2.51. Be thoughtful about whether to, and if so, how to replace symbols
- 3.2.52. Archives – displaying
- 3.2.53. Book to celebrate our history
- 3.2.54. Emphasize archives more
- 3.2.55. Finding symbol that emphasizes something positive about community
- 3.2.56. Thinking toward the future – how can we choose something more “timeless?”
- 3.2.8. Re-inventing and moving forward to envision what the next 400 years look like
- 3.2.xx Development – Need for some symbol/logo (PA, Communications, Social Media)
- 3.2.xx Is there a fear that getting rid of these symbols will erase our connection to the Dutch?
- 3.3.32. Students feelings matter (issue of belonging)
- 3.3.33 What is our baseline now for engaging with our history?
- 3.3.41. The mottos are fine; they speak to people who founded the school; they left a mark

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3.3.xx. After our H&STF meetings, where we are careful to consider all perspectives, these comments seemed unfiltered.

3.3.xx. It seemed that one group hadn't had time to synthesize their acknowledgement of the significance of the Open Letter with the thoughts and emotions expressed yesterday. The data really was raw!

3.3.xx. People had a hard time being specific, even when prompted. However, I thought their responses were thoughtful and spoke to the importance of the community – especially students – learning our history (including the founding of New Amsterdam) for the “good, the bad, and the ugly.

3.3.yy Any change should be treated positively and made exciting, as an opportunity to celebrate.

3.3.yy What would we replace

3.3.yy. Branding aspect of these names and symbols (alumni, gift-giving)

3.3.yy. Several people had thoughts about the idea of these symbols being a part of the Collegiate Brand....

3.3.yy. Weight, power and influence of the brand

3.3.yy. How can making changes be made exciting? Positive and forward-looking?

3.3.yy. If it is removed, it should be replaced with something more symbolic of Collegiate and who we are (not moored to a specific time or place).

3.3.yy. New mascot to represent us today – Symbolic, encompasses who we are (not a time and place)

3.4.1.11. "To add on" nickname and mascot separate us from other schools

3.4.1.20. Competition for a new mascot (or more historically accurate)

3.4.1.26. Club

3.4.1.27. Concern around athletic uniform (change?)

3.4.1.28. Teaching people

3.4.1.29. More awareness of history without change necessarily

3.4.1.30. Mascot: The Dutchman

3.4.1.31. Person does not need to be named

3.4.1.33. Evaluation need not be so in-depth

3.4.1.34. A vote maybe? Re: feelings and associations

3.4.1.35. Neutral feelings re: Stuyvesant

3.4.1.36. Reflection needed

3.4.1.37. Teach heritage more

3.4.1.39. Preserve Dutchmen

3.4.1.40. Review tradition

3.4.1.6. Red doors symbolic/important/homey

3.4.1.7. Handball court looks like a prison yard

3.4.1.8. Painting walls, not just white

3.4.2.1. A recent suggestion by his history teacher (Dr. Moore) that there be an exhibit to acknowledge Collegiate's history. Several students thought this was a good idea.

3.4.2.12. Feel it's important to keep Dutchmen, but Peter Stuyvesant is not the best or even well known part of school's identity

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- 3.4.2.13. School colors -- interest ranges from "they are normal and useful" to "they are not important"
- 3.4.2.14. Mottos -- No real identification personally
- 3.4.2.15. Seal -- neutral symbol overall
- 3.4.2.16. Symbols are places of pride – all parts need to be acknowledged
- 3.4.2.17. If it is Peter S, then we need to acknowledge
- 3.4.2.18. History elective – learn Collegiate’s history
- 3.4.2.19. Should be efficient
- 3.4.2.2. Make a documentary film about Collegiate’s history
- 3.4.2.20. Unique to Collegiate
- 3.4.2.21. Time presence
- 3.4.2.22. Indifference
- 3.4.2.24. An assembly every year for US
- 3.4.2.25. Change the colors to a more modern concept.
- 3.4.2.27. Find a way to create a framework that makes it possible for somebody to reengage a problem they see in our community without the need for a task force. Become a proactive not reactive community.
- 3.4.2.28. “Important to differentiate remembering history from idolizing and romanticizing problematic facets of our history.”
- 3.4.2.29. Motto is exclusive and outdated (Latin)
- 3.4.2.30. “When did Collegiate admit its first Black student?”
- 3.4.2.31. Information and presentations
- 3.4.2.32. Increase and awareness of, and access to, the school’s archives
- 3.4.2.33. Maybe something in a history class
- 3.4.2.34. We lost old things, like photographs in the hallways, trophies, etc. when we moved to the new school. Are any of those things still around, and could they be displayed again?
- 3.4.2.35. If not this mascot, it must be replaced with something that embraces “Dutchmen”— keep it tied to the school’s Dutch history.
- 3.4.2.36. I never knew there was a school motto. Why not do more with the motto?
- 3.4.2.5. By changing the mascot, it doesn’t deal with the systemic issues.
- 3.4.2.8. More session like this...How things actually work ‘inside’. More workshops around the school’s history and how our society and school has changed its paths.
- 3.4.3.42. Student involvement, increase the communication of issues and events
- 3.4.3.43. No more changes and losses after having moved buildings.
- 3.4.3.45. One boy who was mostly quiet said we must update the Wikipedia page on Collegiate he said it is “barren” now and should have the school’s distinguished history presented properly.
- 3.4.3.51. This group loved the Dutch motto – they laughed and took turns saying it in funny voices – “sick” (in the good sense of the word!!) – unique
- 3.4.3.52. They thought the Latin motto was antiquated in its references to God and Dutch Reformed Church
- 3.4.3.54. Part of our identity - Everyone agreed strongly about this
- 3.4.3.55. I don’t know much re our history
- 3.4.3.56. Can’t erase Peter S from the history books. Not how to deal with controversial figures.

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3.5.10 School should actively maintain connection with Church - (Lack of consensus among alumni in the room)

3.5.2. How to engage/teach this history?

3.5.23 In dealing with the history going forward, I would caveat that it is very important to make sure the kids are old enough to process and formulate their own opinions

3.5.28 Integrated curriculum and practice

3.5.30 Reflect on our own possible history of religious intolerance

3.5.31 Report is really interesting

3.5.35 Danger: Cancel culture

3.5.36 Engage in nuance – we need to do this with our own history

3.5.37 Intent is critical

3.5.38 Use context as an opportunity – embrace and fold in

3.5.42 Educate from K-12 – gradual

3.5.43 Memorable classes engaged us in the classrooms and the hallways

3.5.44 New in this moment – Many of our institutions are implicated by slavery and religious intolerance

3.5.46 Offer an educational module focused on Collegiate

3.5.48 Student engagement in the educational experience

3.5.49 I would like people to feel that Collegiate's is also their own individual history

3.5.50 One day “spirit day” focused on Collegiate's history

3.5.51 Community service focused on giving back to the communities disadvantaged by the Dutch

3.5.52 Through the parents (They are major audience for the Collegiate story)

3.5.53. Horrible. If he is truly horrible, make him a generic Dutchman

3.5.54. Justice. Use ongoing inquiries about justice throughout history and into the present ex: Collegiate founded near the site of 9/11

3.5.56. Make it relevant and engaging for students

3.5.57 By being good stewards of the community today and in the future. Recognize we are only temporary stewards. A lot of history we cannot erase.

3.5.59 Stewardship looks to what came before us in engaging the future

3.5.60 Maintain tradition critically, sensitively and fully

3.5.61 Tie our history to classroom and education

3.5.7. School's “true” identity starts in 1892?

3.6.10. Take seriously the heft of being a 400 year old school, even in our parent engagement

3.6.12. There are times where my 4th grader already censors himself....

3.6.13. The Open Letter was written with love and respect

3.6.14. Collegiate endowment grew early as a part of the Church

3.6.15. Thread from the past that acknowledges history

3.6.16. Our decisions should be based on our values

3.6.17. We should help foster warm memories for our children...

3.6.18. Boys should look back and be proud of their time at the school..

3.6.18. Honors history and tradition and shapes how we want to see ourselves

3.6.22. New gender policy aligns with current Dutch values

3.6.24. The split of the School and the Church is a bit of a mystery and muddled

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3.6.25. Currently there is an informal connection or disconnection

3.6.26. Dutchmen and Caricature have less gravitas because they are more recent

3.6.27. Symbols were more pronounced in the old building

3.6.29. Collegiate stands for rigor of education and writing – connected to the age and history of the School – uniquely positioned

3.6.29. Find a way to remove peg-leg or modify mascot in some way to remove association with PSs

3.6.30. Feelings from day one, but ramped up a notch after the efforts of the task force.... 3.6.33.

Felt like this opportunity was a golden ticket. It felt great to be admitted into this school. 3.6.34.

You embrace what history meant at face value. “When my son signed the letter, I asked him, “how did this happen?” I had to wake up to the day to day experience/ pay attention....

3.6.30. The roll-out of the recommendations is an educational opportunity

3.6.34. School belongs to the students

3.6.35. Teach the Dutch/Anglo history

3.6.38 Two participants cautioned that any revision of the School’s history should take care to be scholarly and nonjudgmental, and should not make any students feel bad about their heritage.

3.6.4. In teaching this history, it is important not to make any students feel “unworthy” because of their own heritage (i.e., a student should not feel vilified if his heritage places his ancestors on the side of the oppressors)

3.6.43 “Not change history...learn from it.” - Its a statement made by one of the participants that generated lots of nodding heads in this group.

3.6.44. Curriculum – “Use this moment to teach us.... Use our past to inform discussions about today!” Integrate Collegiate’s own history into the curricula that covers the same time period.

3.6.45. Said one: “We’re already learning about these time periods. Use Collegiate as an example.”

3.6.46. “Same with Collegiate’s Anti-Bias Curriculum. Why not bring old Collegiate into this context?”

3.6.48. Re. History - “There’s a distinction between pride and responsibility. Boys feel pride [of the School being among the first]. But do they feel responsibility?” “Do they feel accountable for the enduring values?”

3.6.53. Another lamented how the Head Boy plaques in the new school are so much less prominent than at the w 78 location.

3.6.54. 400th Anniversary (in 2028) – How about creating a lists of “400”. For instance, 400 important things that happened at Collegiate or related to Collegiate.

3.6.55. Recreating the Past – One of the participant visited a Downton Abbey Exhibit. She remarked at how effectively they’d recreated the past through wardrobe, etc. “Can’t we do something like that at Collegiate?”

3.6.57. “We have to better educate ourselves about Collegiate’s history.”

3.6.58 “The Move”(w 78th St to 301 FPS) – “The new school building is very generic.” “If you hadn’t experienced the old building, you wouldn’t have any physical sense of Collegiate’s history.”

3.6.59. The woman who had concerns about not having the statement of beliefs added this: We as a school have to examine what our values are and confront history honestly within the context of those values. She said she was satisfied that this captured her concerns.

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3.6.61. Concerned focus of history teaching here is focused on racial/ethnic issues vs. economic/social issues

3.6.62. What does it mean to be an elite school?

3.6.63. What kind of alumni does it produce?

3.6.64. Did earlier generations of grads accomplish as much as those today? (Aristocrats?)

3.6.65. How did many “elite” institutions make the transition to opening to those of lower economic status?

3.6.66. But around turn of the 20th Century School gave preference to widows of the Church – “charity school”. Later started charging admission. Enrollment dropped for a while

3.6.67. A lot of focus on racial/ethnic issues; miss other important learning opportunities

3.6.68. Examining what our values are. Confronting our history honestly in the context of our values

3.6.69. History has to be true. As a community, we have to respect and learn from our history, and have a core value system that evolves over time

3.6.70. Racial/ethnic diversity – school has done a good job, but economic diversity is more difficult to achieve (c.f. Princeton)

3.6.71. “Dynamically” – move to new building from more historical building. Used to be students felt more attached to history. “Worn down steps in Upper School” – How many walked those steps. Mural

3.6.72. A few symbols left (millstone and clock)

3.6.73 Not much left yet to connect us to our past. All the kids that went before you

3.6.74. Important to have historical artifacts and imagery around us

3.6.75. Bring into classroom some Dutch Reform modernized version of values (c.f. Quaker Schools)

The Move

9th Grade

- The move does not affect our history
- The symbols represent our history
- The building is not important for the history but the symbols are
- Prompted by questions posed by James Solomon when he visited the session, the students discussed whether the move affected how they looked at the School’s symbols and history, and their thoughts on the engagement process. He also was curious about how many of the students in the session had read Dr. Goodfriend’s report (one had read “about half”—I commended the report to all of them).
- About half of the students had long memories of the old building. Of the others, one had arrived at Collegiate in the fall as a ninth grader, so had no experience of the old building; two others had come in seventh grade, meaning that they had only one semester at the old building.
- The consensus was that the move made this a propitious time for the School to reappraise/change its symbols, as it is no longer connected to the church and in a new location.

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- There was positive sentiment toward the engagement process. It was, they said, preferable to a big assembly, because their voices may not have been heard in a big assembly—especially, one said, as ninth graders. They expressed gratitude for having this forum.
- A question arose about how far back the nickname “Dutchmen” goes—was it coeval with the adoption of the mascot? I was able to tell them that it predated the mascot

11th and 12th Grade

- “Killed every single piece of tradition that was important to me”
 - Student center has no light, no air flow, surveillance!
- Moved impacted the way students express themselves, school used the move to crack down on behavior; basketball games, school spirit, etc....
 - The atmosphere/layout
 - Prioritize everyone but the students, this must change
- Haven’t gotten the spirit back
- White walls: sterile, hospital, no personality
- Courtyard is trash
 - Feels like a prison yard
 - Broken promises
- Where is the shuttle from the train station?
- Over promised
- Can’t do senior fair
- No fresh air
 - “Bottled up”
- The space made you feel smarter at the old building
- Overall it was the right thing to do.
 - Old building wasn’t designed to be a school.
 - Students may not be able to appreciate the improvements
 - Why all the TV’s
- The move took priority of people
 - Currently students are feeling like they are being “shown off”, lab experience, fish bowl
- When I pushed students on some of the “parking lot” sentiments above, it became clear that, perhaps especially after moving into the building, they’re very concerned that what makes Collegiate “Collegiate” is in danger of being lost, we’ll no longer be differentiated and unique, and we’ll end up being just like any other (undistinguished) school.

Parking Lot (miscellaneous comments)

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9th Grade

- Wondered when we got the mascot
- If they change the mascot will we have a say (in what it becomes)
- If they decide to change it could we pick the new one?
- Why are we doing this now?
- The students were interested in discussing the mascot's identification with Peter Stuyvesant. While they could see how that identification was likely owing to the peg leg, several said that they had not been told that the mascot is Peter Stuyvesant.
- Dutchmen – Problematic
- No change but acknowledge problematic history
- We are not Stuyvesant School
- Students don't feel so strongly about this process
- Mottos

10th Grade

- Could we simply add another leg to mascot and keep what's representative of the Collegiate tradition?
- Seem like some of this re-evaluation of history/symbols was tied to the move, but at the very least our new environment does provide a perfect opportunity to revisit and reconcile with the past
- Some students felt somewhat put upon to spend time discussing and debating Collegiate's history and symbols considering everything else they need to do and the pressure that they feel
- Two of the students were transfers into high school. Neither felt that focused on or invested in the symbols [perhaps in contrast to the others who had been at the school for far longer] and both thought the exercise was a “pain,” they were “bothered and “tired” and didn't understand why others felt so strongly and were essentially high-jacking a process that they felt wasn't necessary (basically: why not leave good enough alone?)
- One student objected to the Latin motto – saying that it invokes God and is obviously and inappropriately Protestant.
- South Africa had some version of our motto, Eendracht Maakt Macht (“In Unity there is strength”), from its founding until 2000, when they finally changed it to “In Diversity there is strength”

11th and 12th Grade

- I don't think this is an issue with students. I view this as the administration and the board flexing their muscles in an effort at image making for potential families.
- I'm concerned about the continual efforts to “rebrand” our traditional school. Messing with “Dutchmen” is taking it too far.
- Getting rid of the mascot is giving too much power to “opponents.”
- The Logo/Mascot is better and more original than those of other schools.

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- These things DIFFERENTIATE Collegiate. There are lots of progressive schools and schools moving progressive to show how woke they are. If people want to go to a progressive school, they should go to those. We need to retain our identity as a traditional school.
- If the mascot has to be changed, just replace the peg leg with a “normal” leg.
- If the mascot has to go, do not replace it with something generic, like a lion. It must be something that represents the unique history of the school.
- Is it really Peter S? (2 students)
- Old school is lost? (We were promised to keep more visuals)
- Nobody in the School represents nowadays what Peter S stood for
- We are changing so much that I feel that we are losing our school spirit
- We should meet again?
- Difference between Dutchmen and Mascot – intertwined?
- What is our interest in maintaining our connection to the Dutch?
- Minimal connection to history –Dutch
- New building ☺
- Making sure that voices of those who feel unsafe/unwelcome and those with strong opinions are considered in terms of the mascot
- Indifference/not care vs. opinions
- These comments probably should have gone on the engaging our history chart, but they came up after everyone said they had no more to add and I had pulled down that chart.
- Most of these were from two students who felt that P.S. played a pivotal role in the founding of our school. They also felt it was important for “outsiders” of Collegiate to see the positive contributions P.S. made.
- A third student commented that some people may be hesitant to accept negative information about something because of their emotional attachment to it.
- At the end, I asked if they felt that having more information about the historical context (regarding both (a) the relevant time period and Peter Stuyvesant and (b) the origins of the various symbols at issue), might affect their current feelings about the symbols. The response was mixed. Those who felt a strong positive connection to both symbols said they didn’t think any information would change their feelings. Others, particularly those who expressed some “indifference” to the symbols, said that more information might change their feelings.
- Is it important to know the positive impact he had – Would Collegiate be what it is without him?
- Sometimes it feels like we are saying that people who did bad things are taboo
- May be hesitant to accept negative because of emotional attachment
- Outsiders should see contributions he made
- Interestingly, no one in the group had strong negative feelings associated with either symbol. It’s also interesting to note that there were no African American students, but several Asian American students.

Exhibit D

H&STF Community Survey

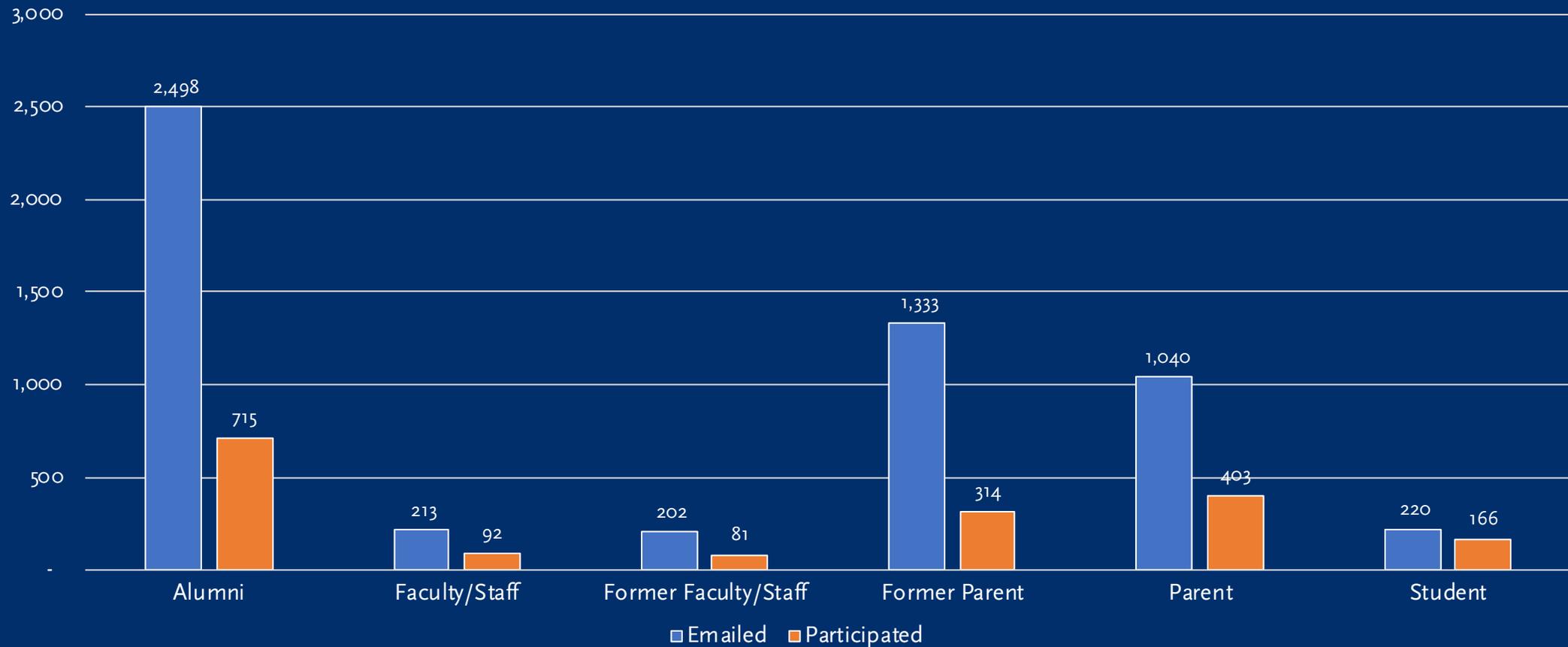
January 2020

Community Survey Results

Collegiate School | History & Symbols Task Force

Who received this survey?

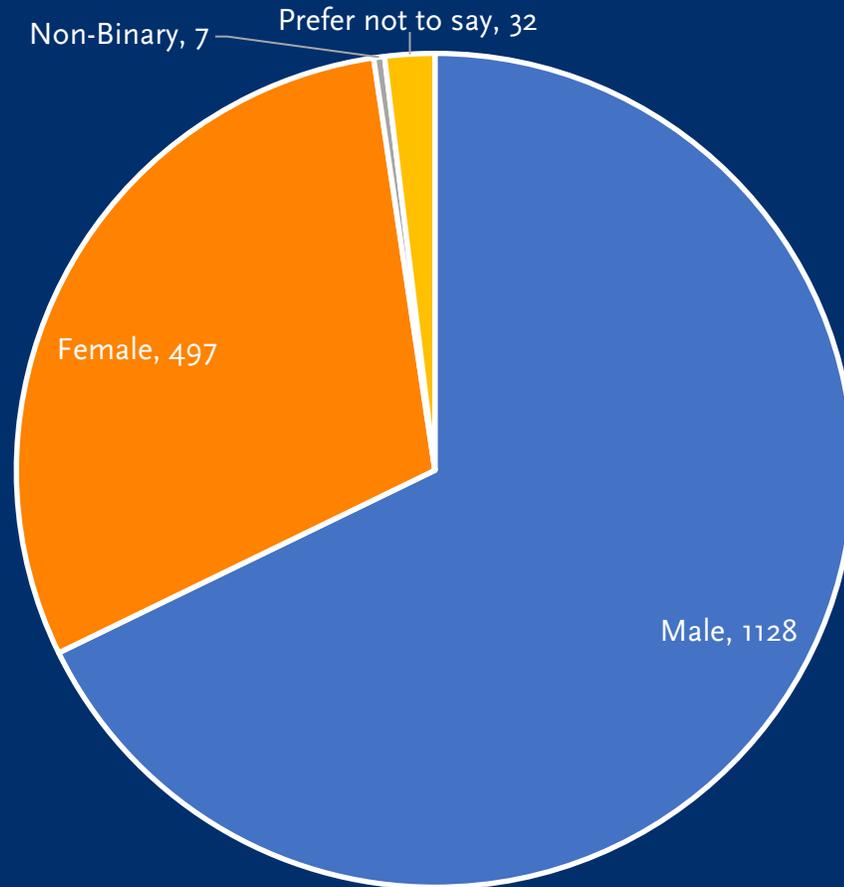
5,341 people emailed survey link; 1,664 participated in the survey*



*Some people are captured in more than one category above, such as someone who is both a parent and an alumnus

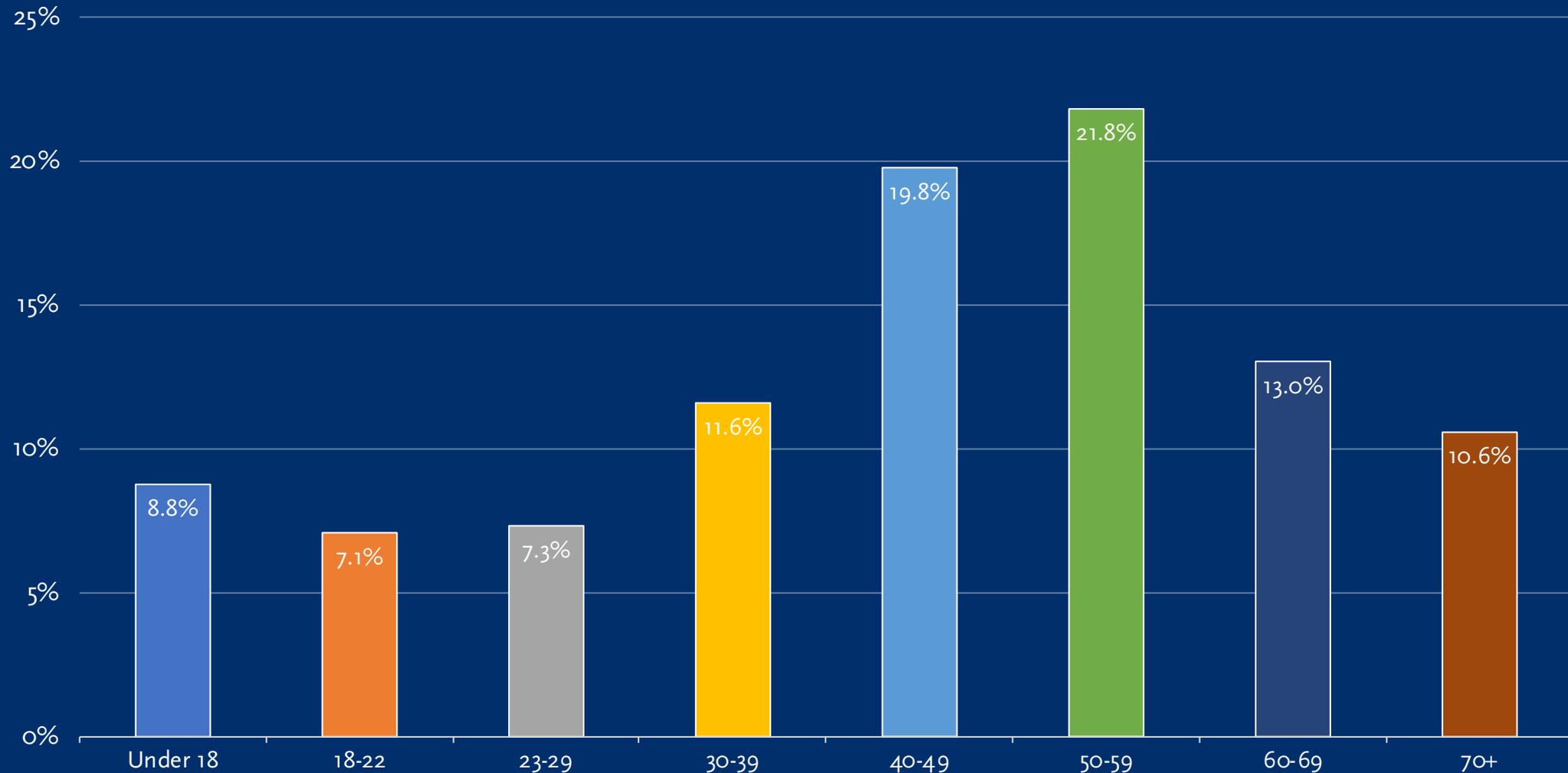
Collegiate School | History & Symbols Task Force

Gender Breakdown



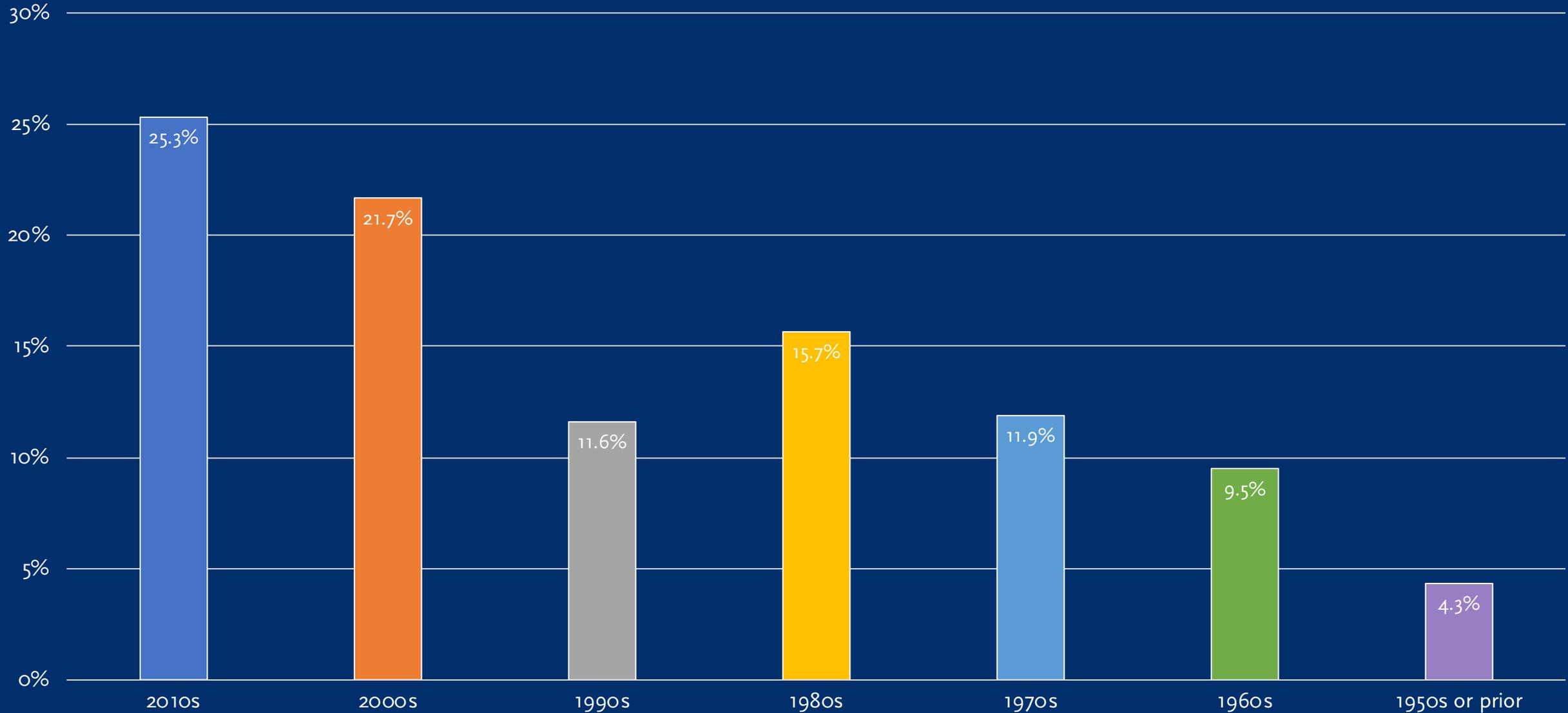
Collegiate School | History & Symbols Task Force

Age Breakdown



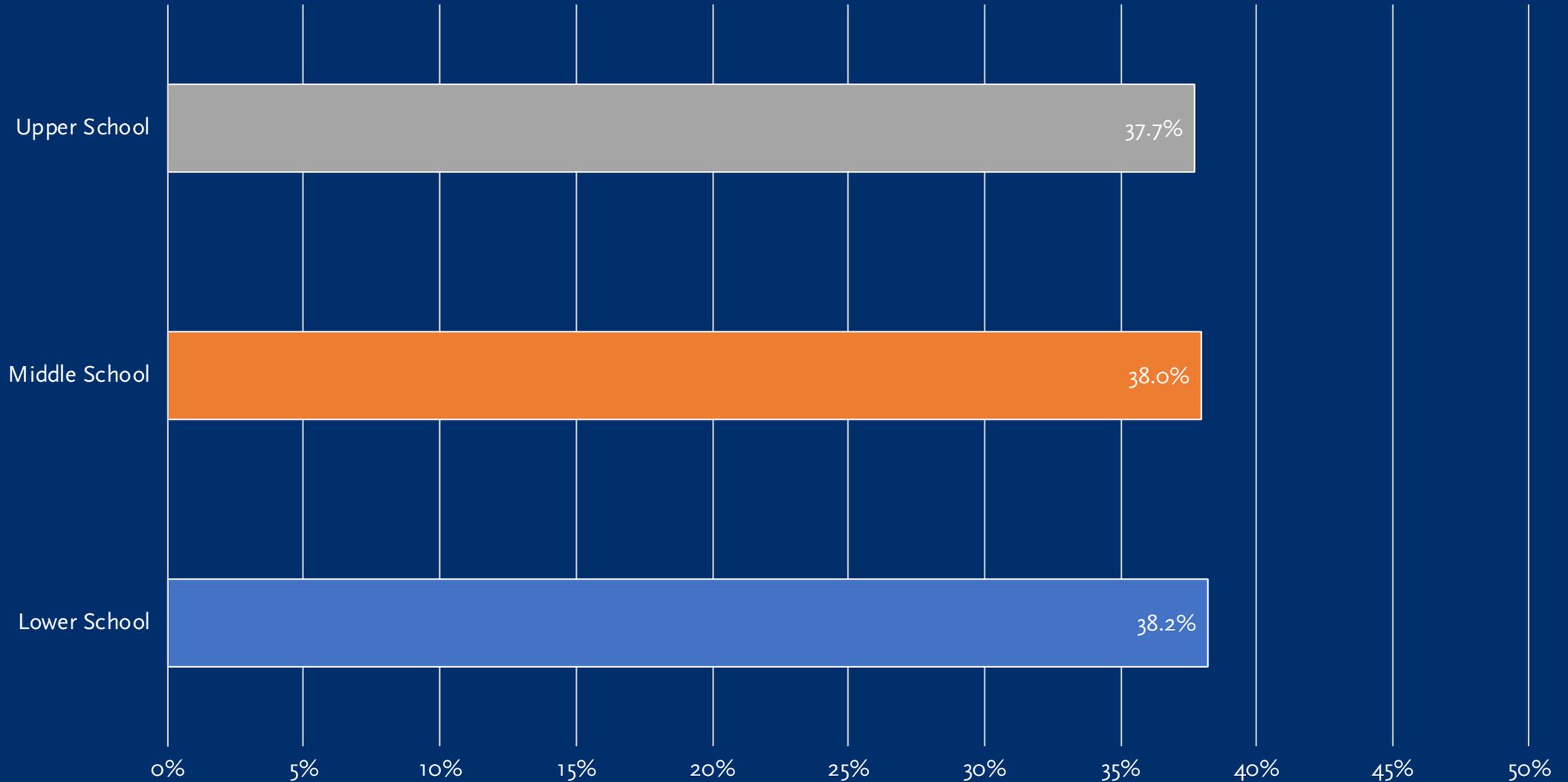
Collegiate School | History & Symbols Task Force

If you are an alumnus, what decade did you graduate?



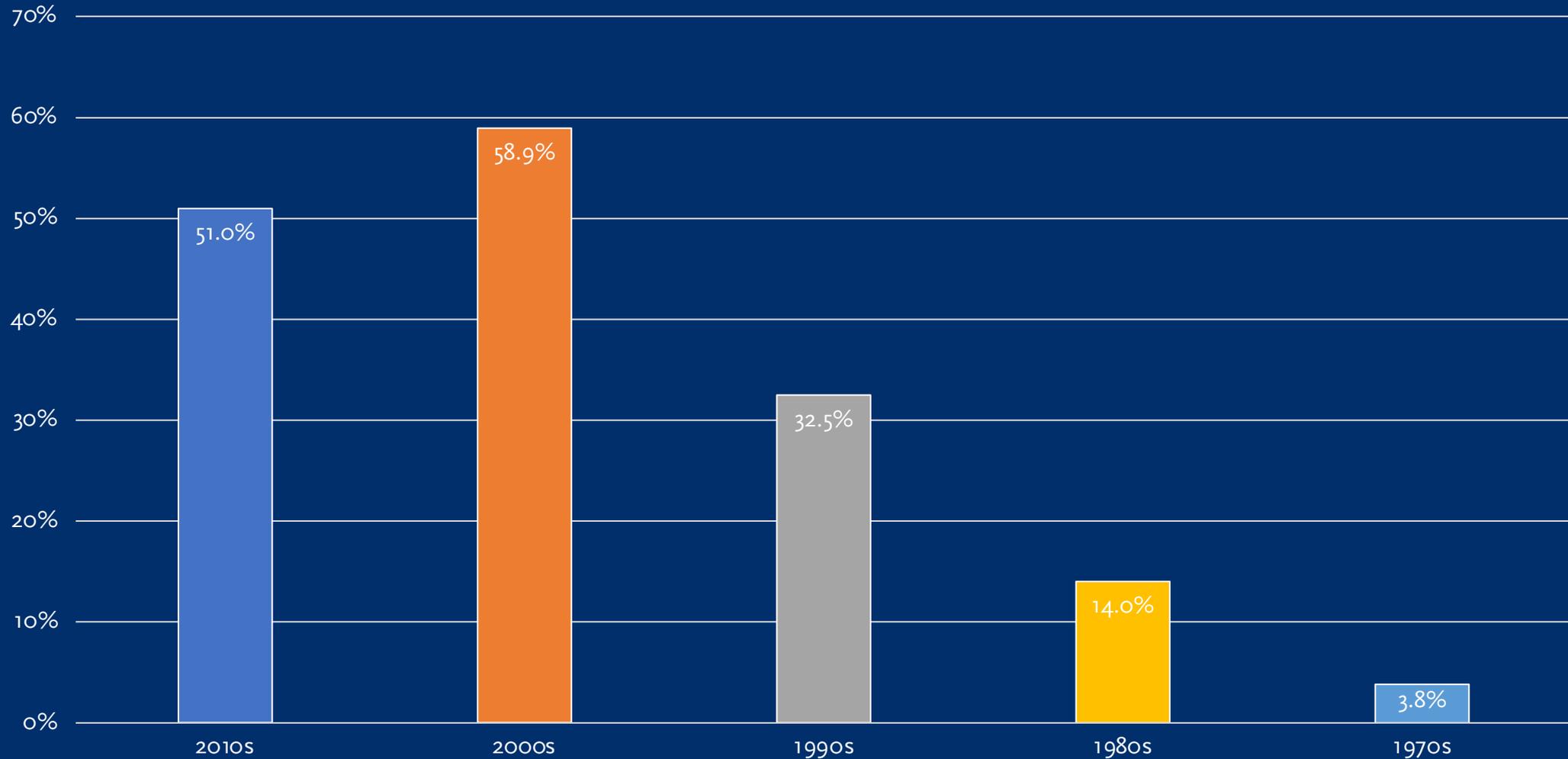
Collegiate School | History & Symbols Task Force

If you currently have a child enrolled at Collegiate, what division(s) are they in?



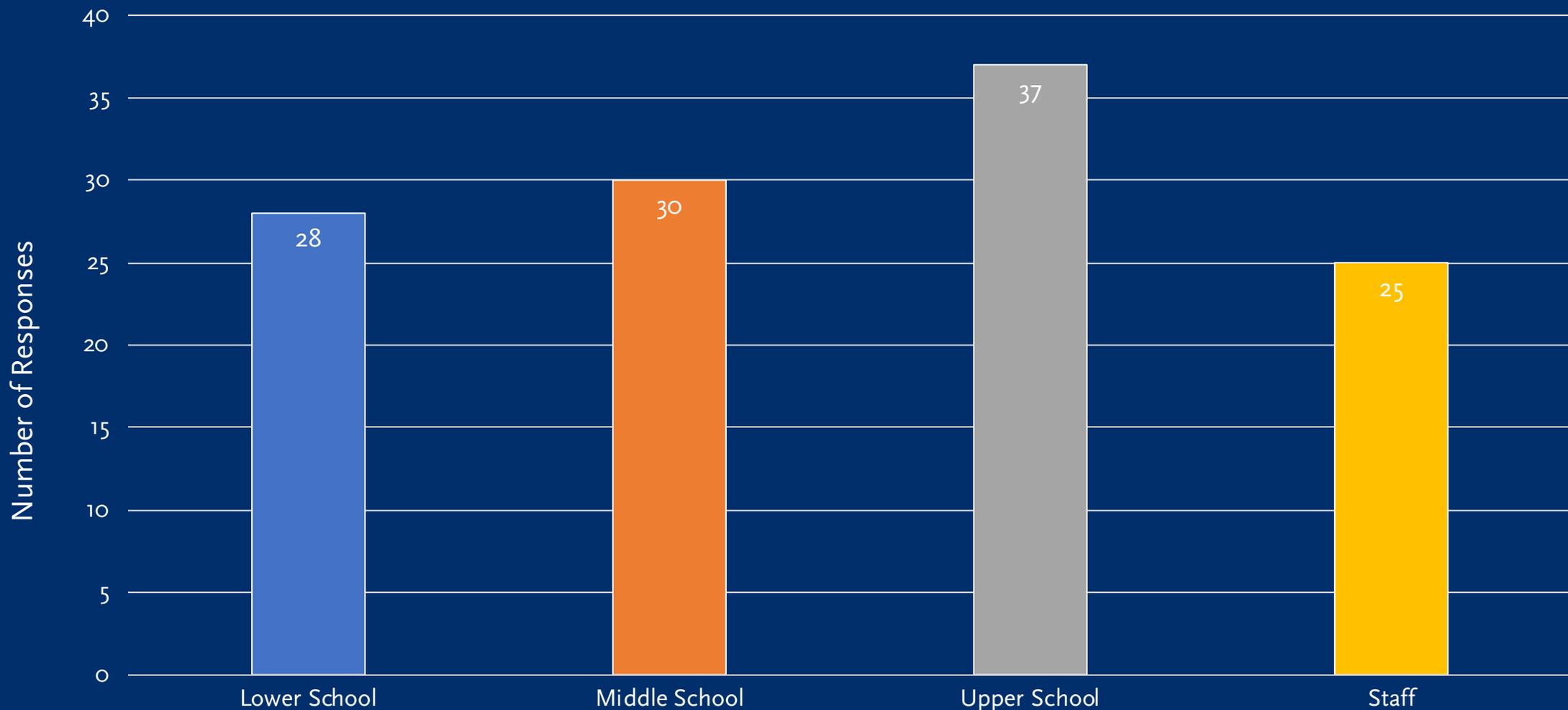
Collegiate School | History & Symbols Task Force

If you previously had children enrolled in Collegiate School,
in what decades were they enrolled?



Collegiate School | History & Symbols Task Force

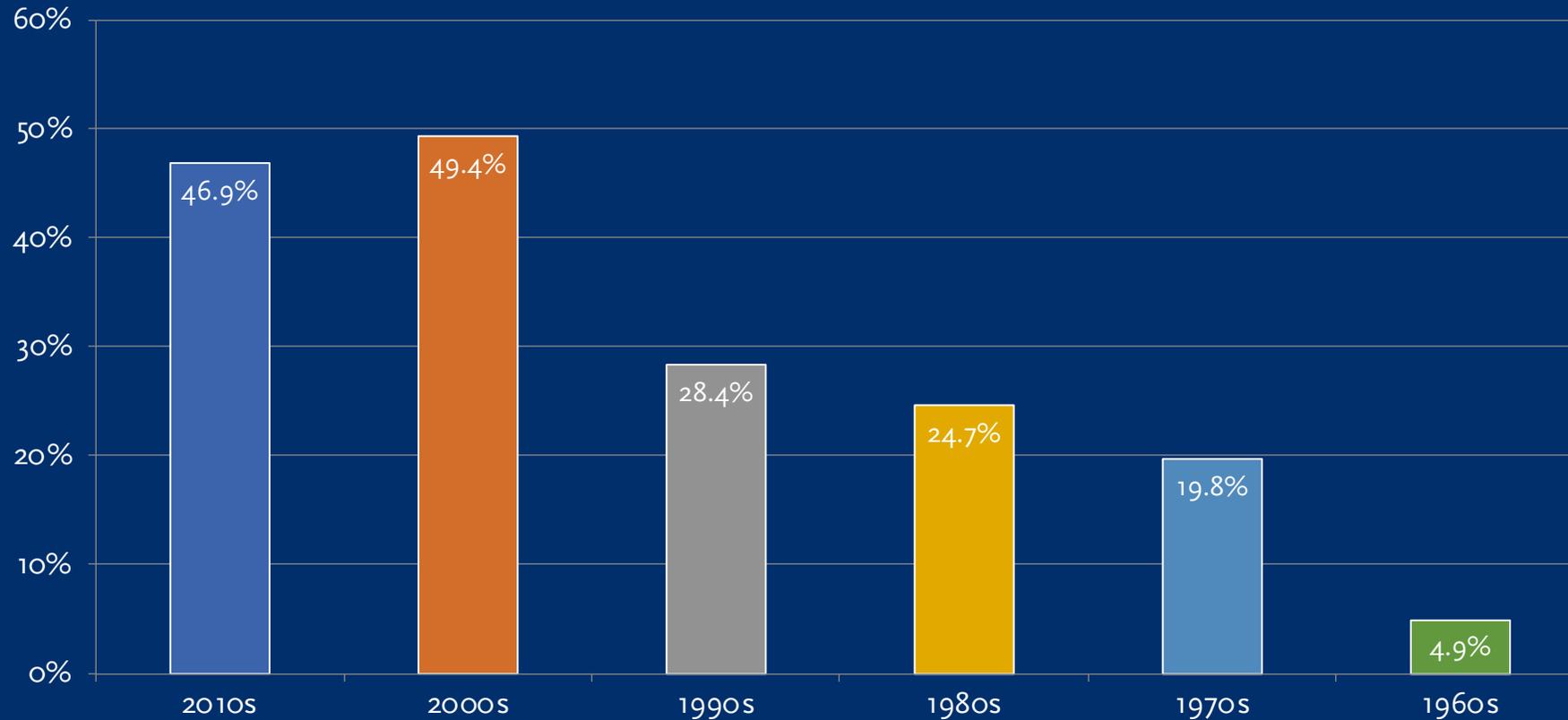
What division(s) do you teach in, or are you staff?



Note: Some faculty are affiliated with more than one division. A total of 92 people answered this question: 67 faculty and 25 staff.

Collegiate School | History & Symbols Task Force

If you are a former Collegiate faculty or staff member, what decade(s) did you work at the School?



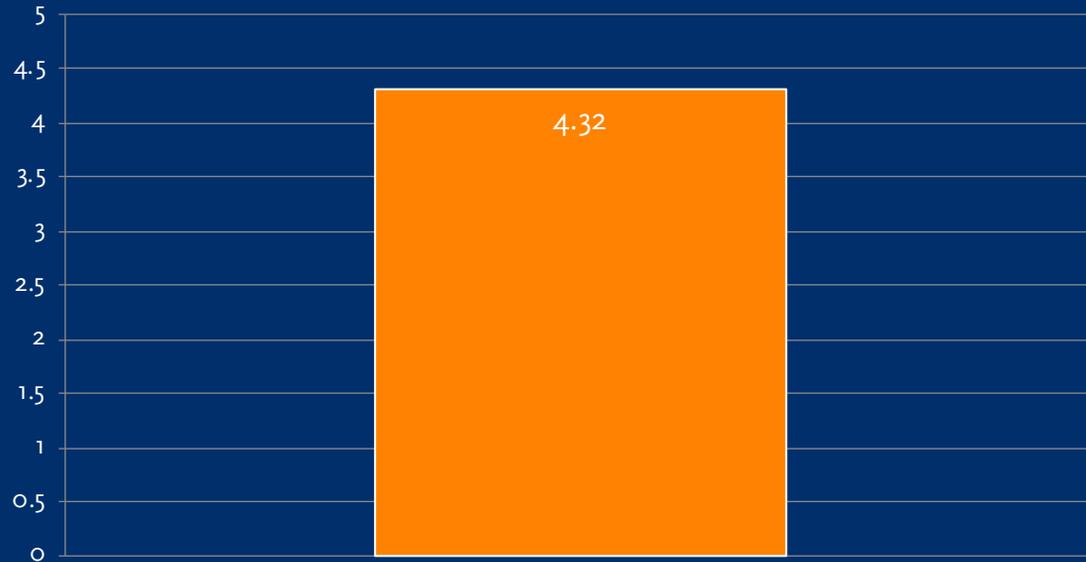
Note: Former faculty and staff responses are combined with current faculty and staff responses in subsequent slides, labeled "Faculty/Staff"

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

Average Response: All Constituents



Average Response: Male vs. Not Male

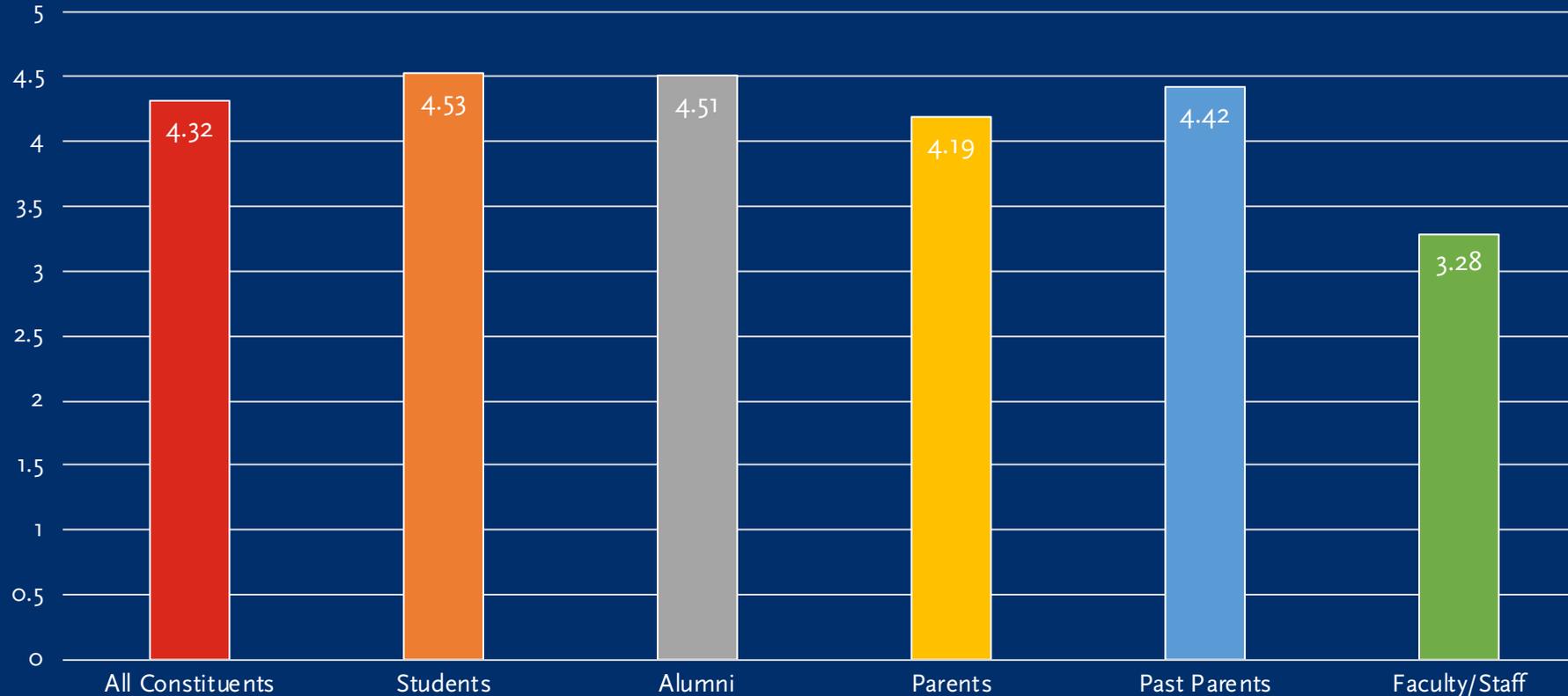


Collegiate School | History & Symbols Task Force

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

Average Response by Constituency

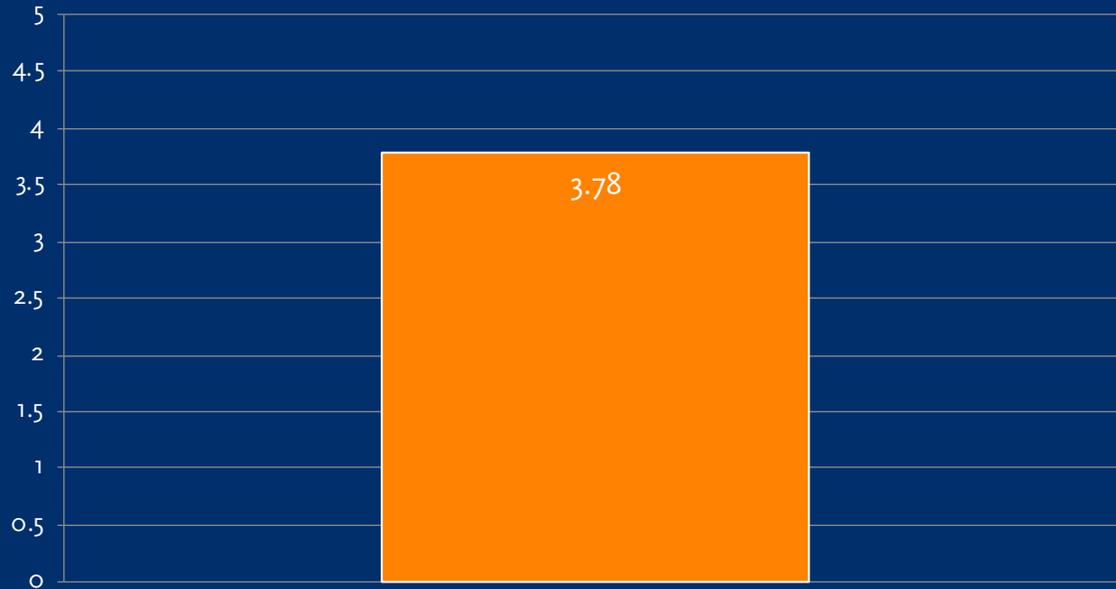


Collegiate School | History & Symbols Task Force

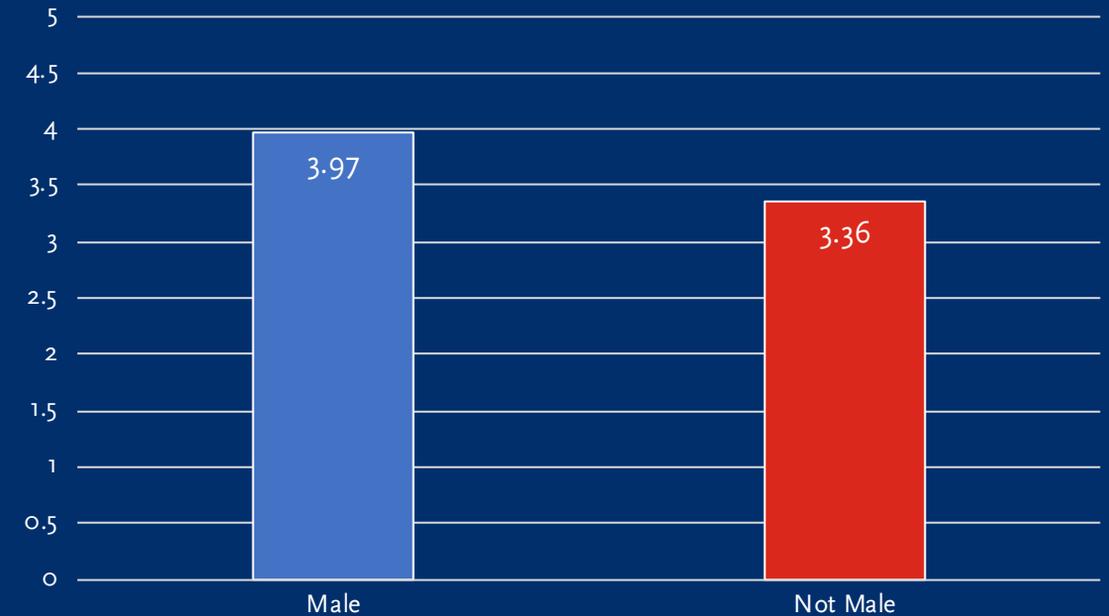
Below are six historical symbols connected to Collegiate School. What are your feelings and responses to these symbols?
Scale: 1 (negative) – 5 (positive)

Mascot

Average Response: All Constituents



Average Response: Male vs. Not Male

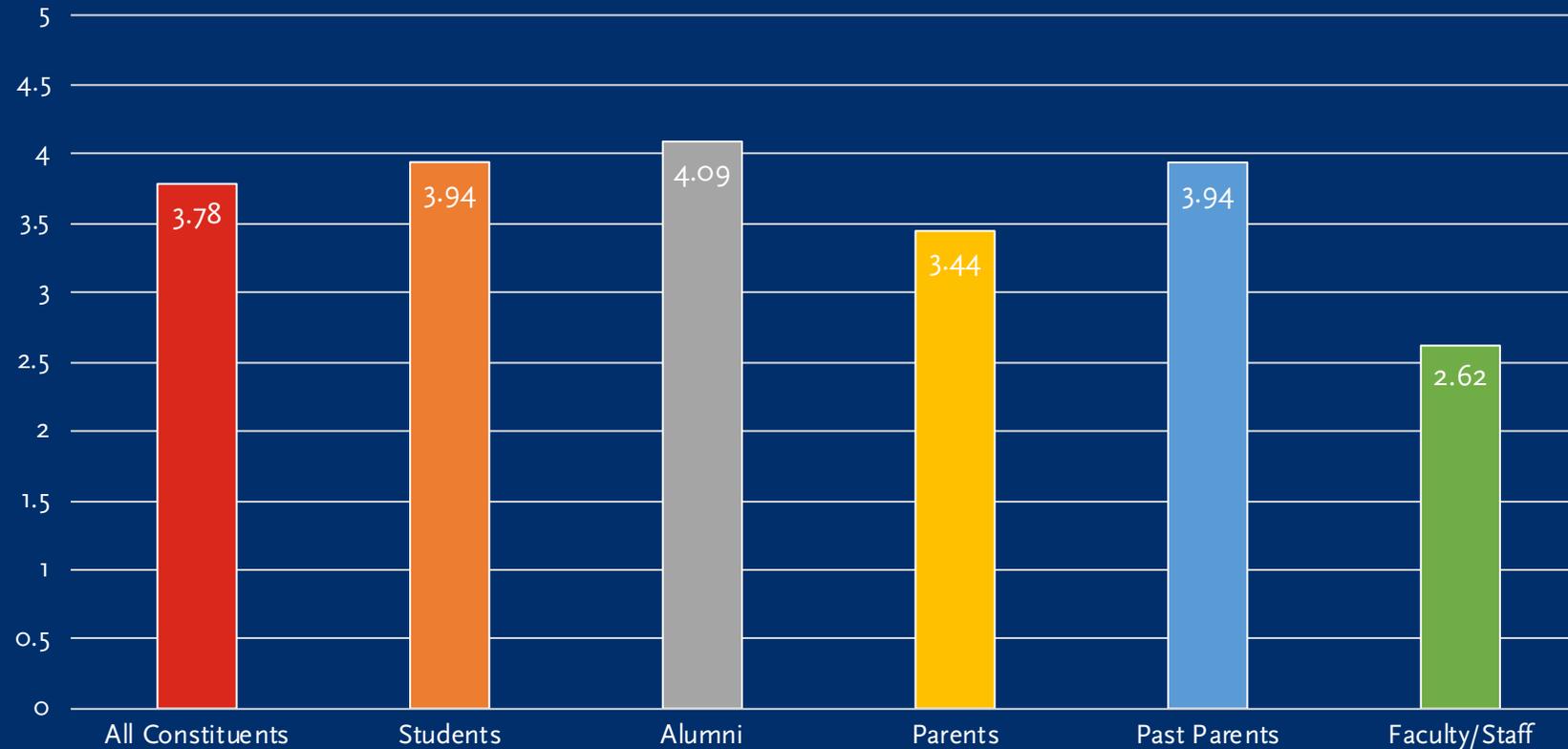


Collegiate School | History & Symbols Task Force

Below are six historical symbols connected to Collegiate School. What are your feelings and responses to these symbols?
Scale: 1 (negative) – 5 (positive)

Mascot

Average Response by Constituency

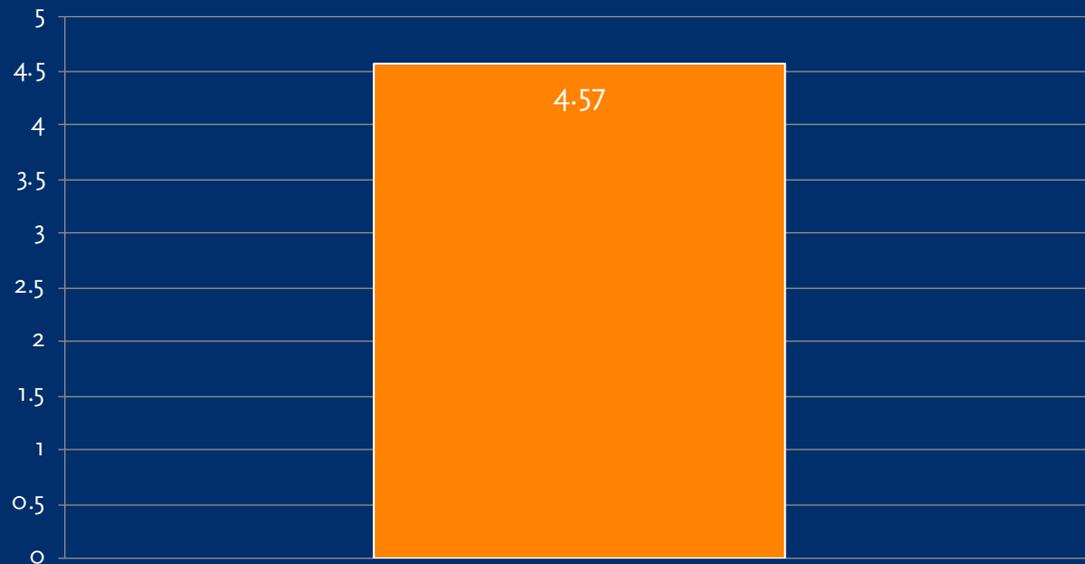


Collegiate School | History & Symbols Task Force

Below are six historical symbols connected to Collegiate School. What are your feelings and responses to these symbols?
Scale: 1 (negative) – 5 (positive)

Collegiate Seal

Average Response: All Constituents



Average Response: Male vs. Not Male

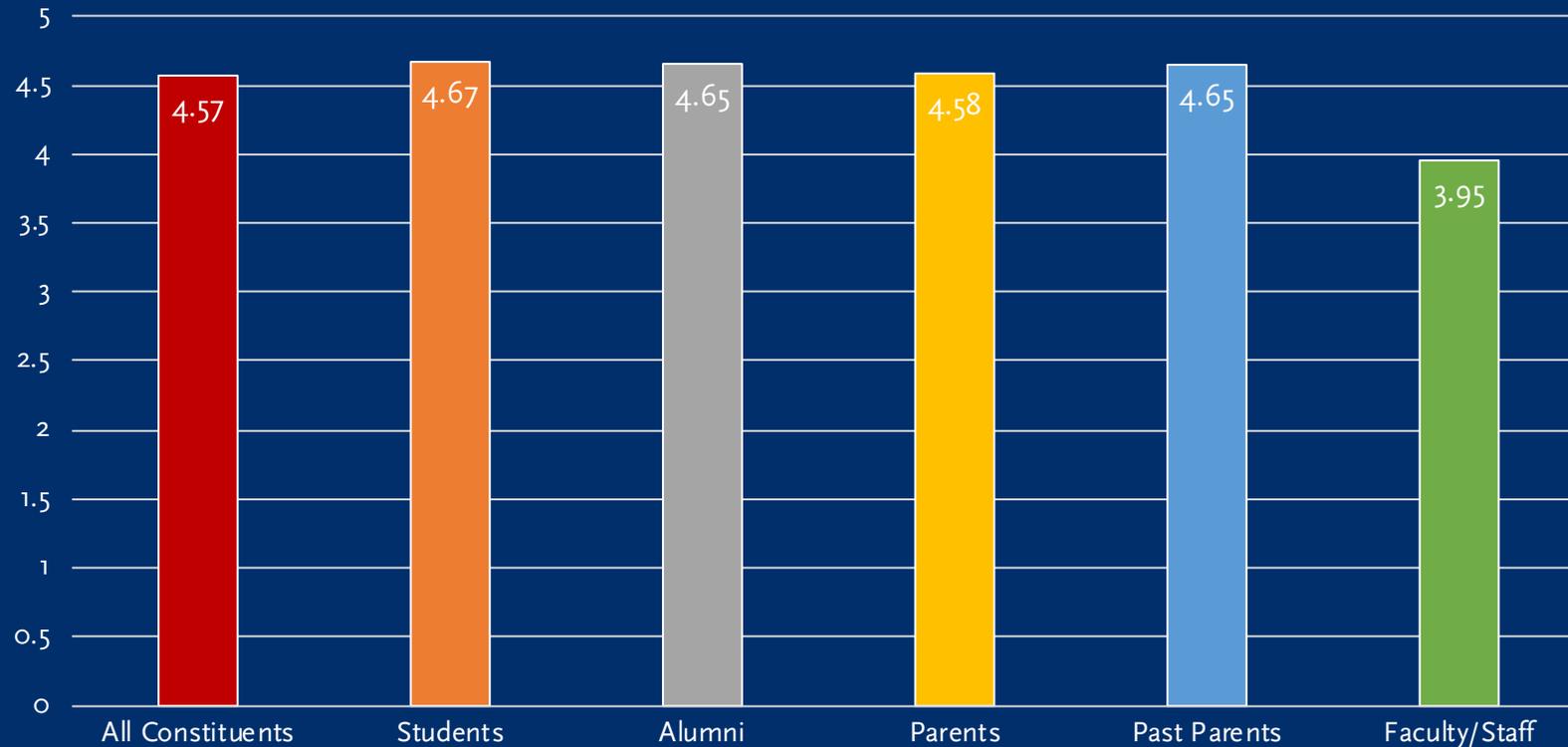


Collegiate School | History & Symbols Task Force

Below are six historical symbols connected to Collegiate School. What are your feelings and responses to these symbols?
Scale: 1 (negative) – 5 (positive)

Collegiate Seal

Average Response by Constituency

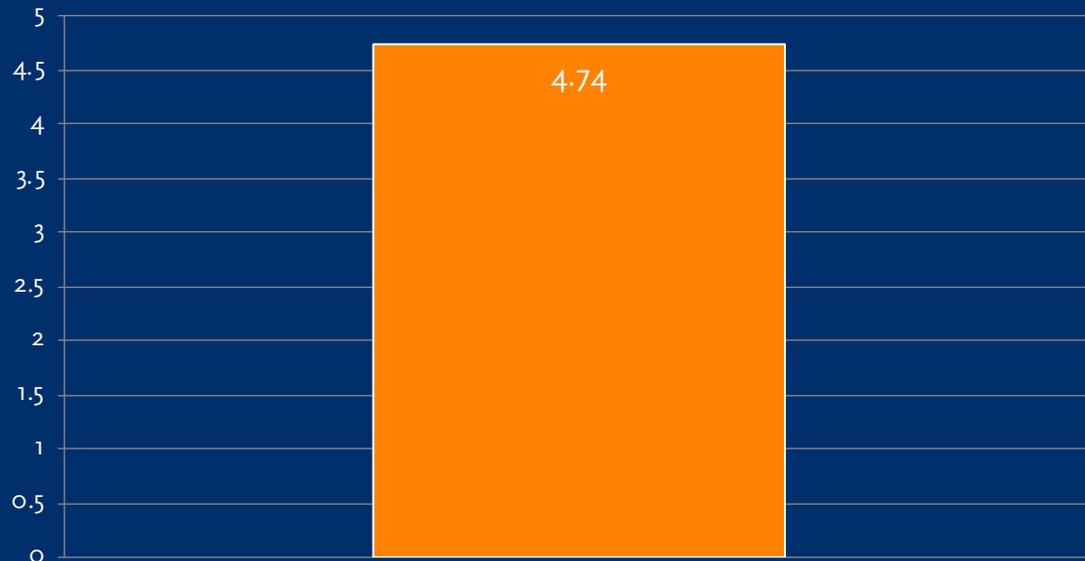


Collegiate School | History & Symbols Task Force

Below are six historical symbols connected to Collegiate School. What are your feelings and responses to these symbols?
Scale: 1 (negative) – 5 (positive)

Colors: Blue and Orange

Average Response: All Constituents



Average Response: Male vs. Not Male

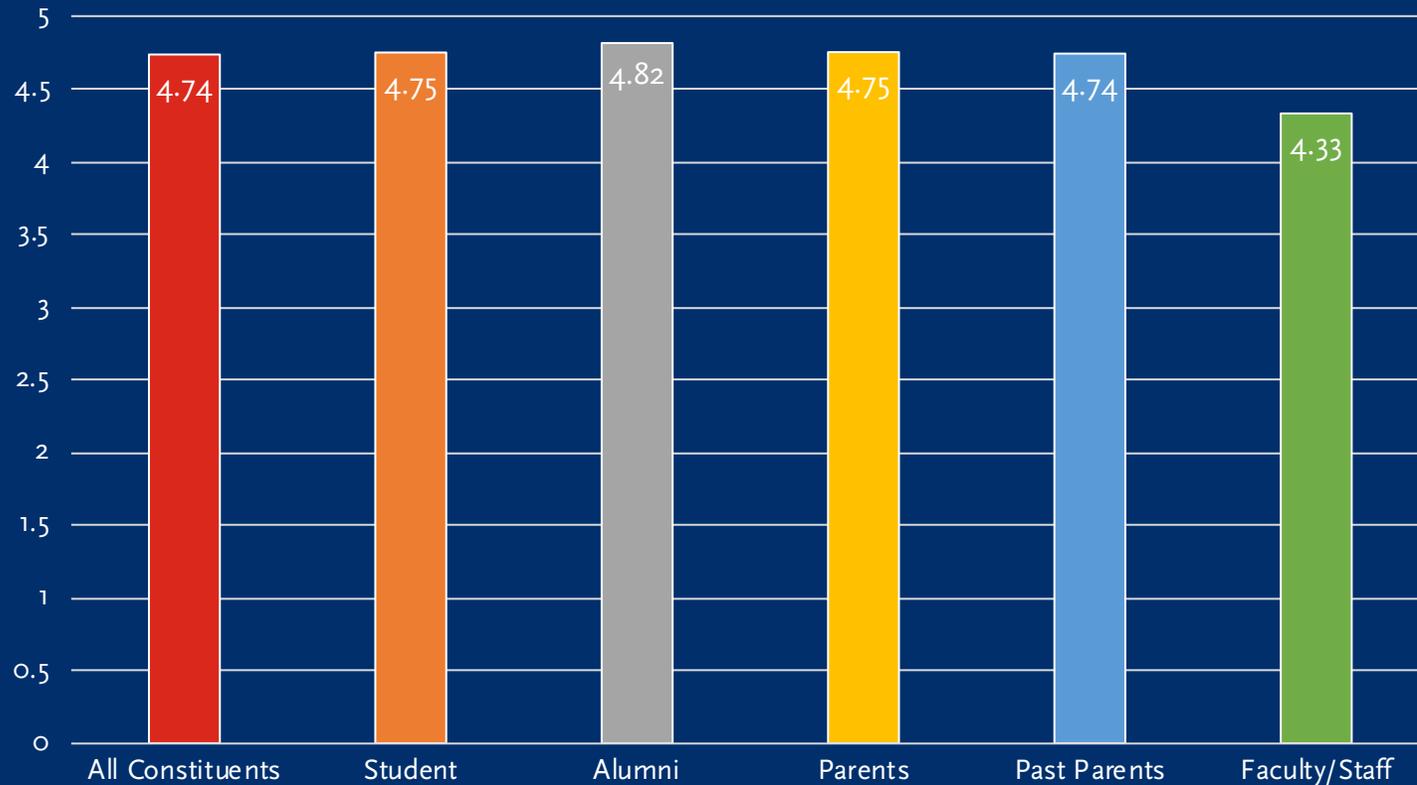


Collegiate School | History & Symbols Task Force

Below are six historical symbols connected to Collegiate School. What are your feelings and responses to these symbols?
Scale: 1 (negative) – 5 (positive)

Colors: Blue and Orange

Average Response by Constituency

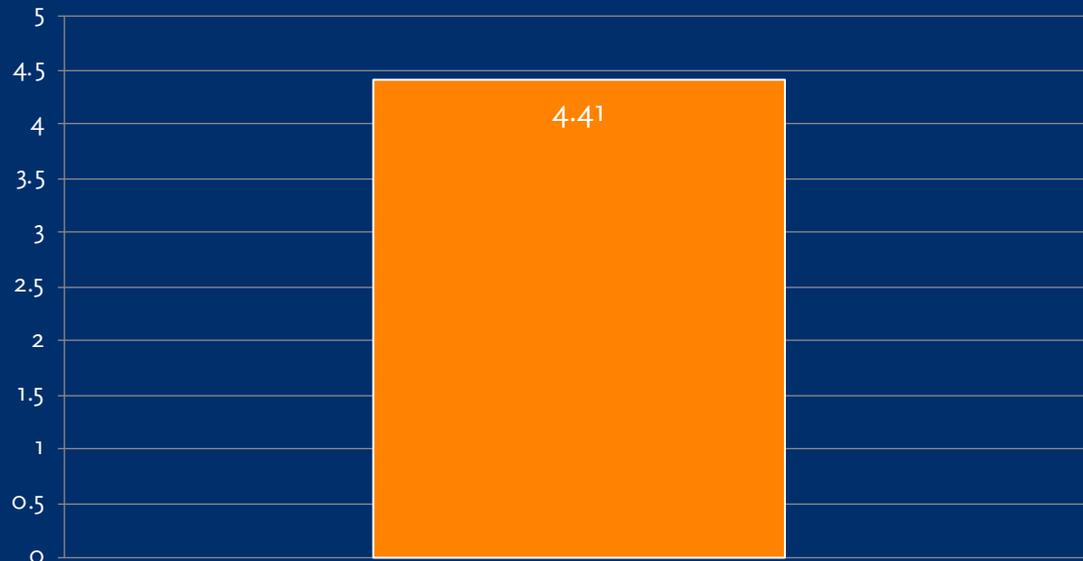


Collegiate School | History & Symbols Task Force

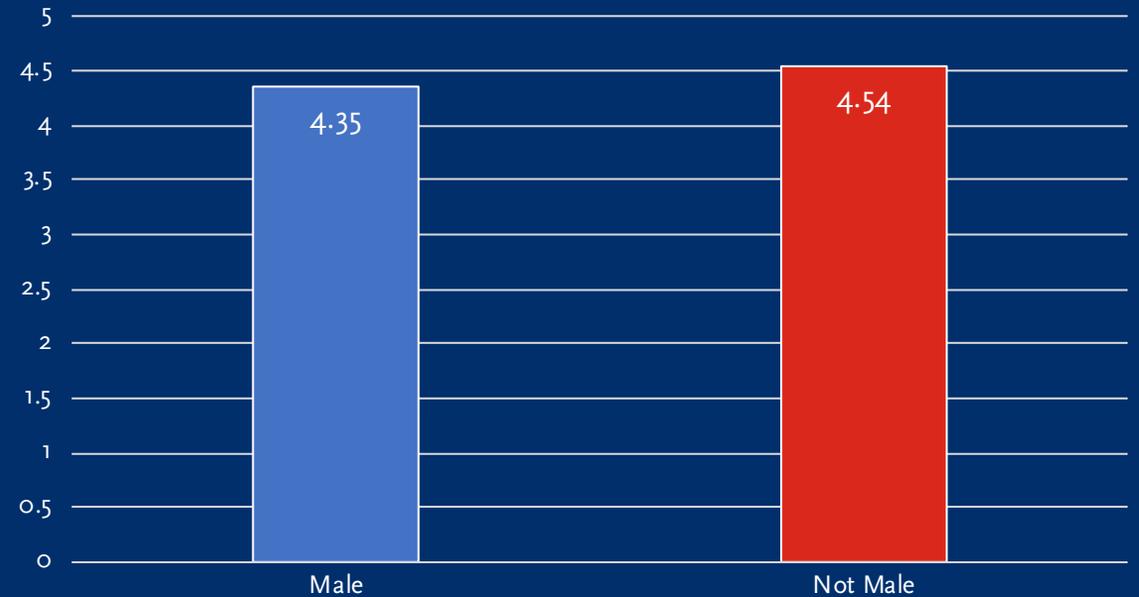
Below are six historical symbols connected to Collegiate School. What are your feelings and responses to these symbols?
Scale: 1 (negative) – 5 (positive)

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

Average Response: All Constituents



Average Response: Male vs. Not Male

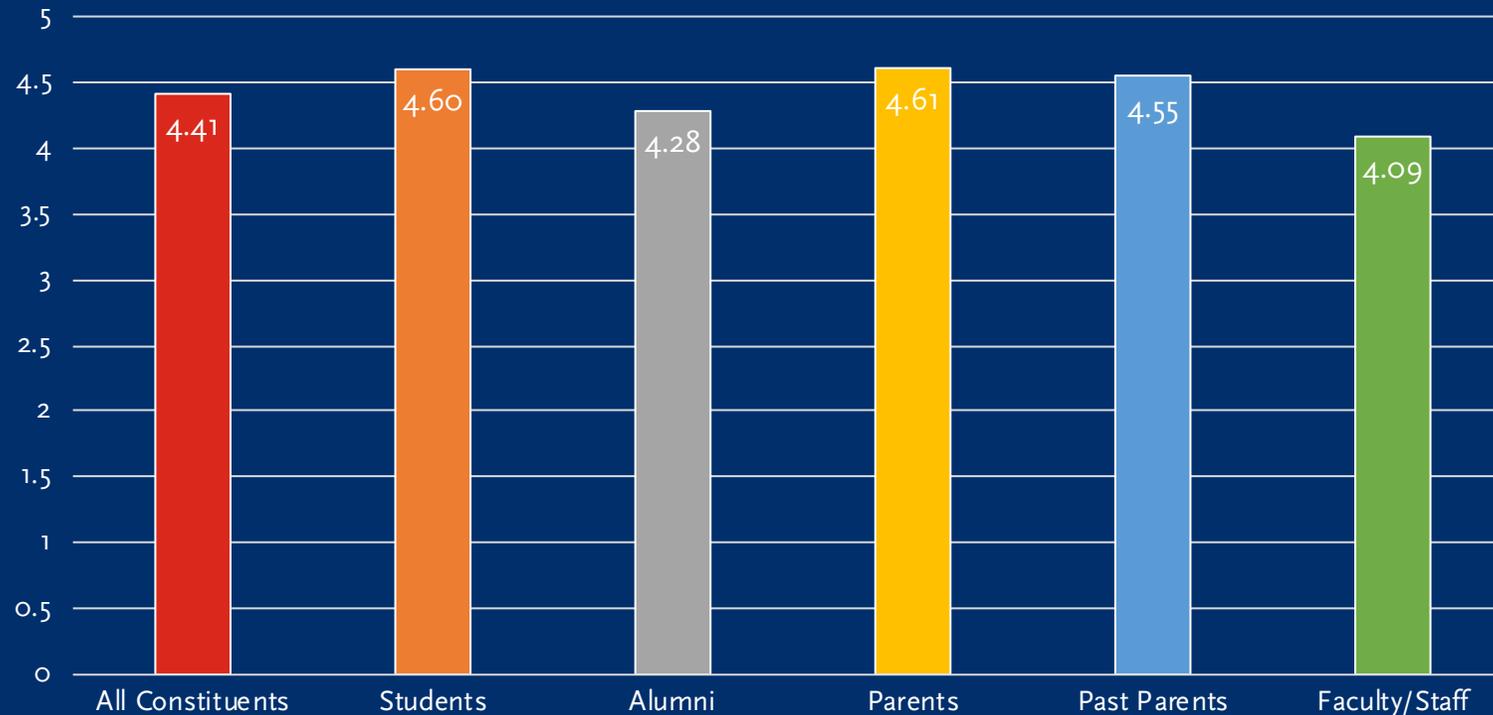


Collegiate School | History & Symbols Task Force

Below are six historical symbols connected to Collegiate School. What are your feelings and responses to these symbols?
Scale: 1 (negative) – 5 (positive)

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

Average Response by Constituency

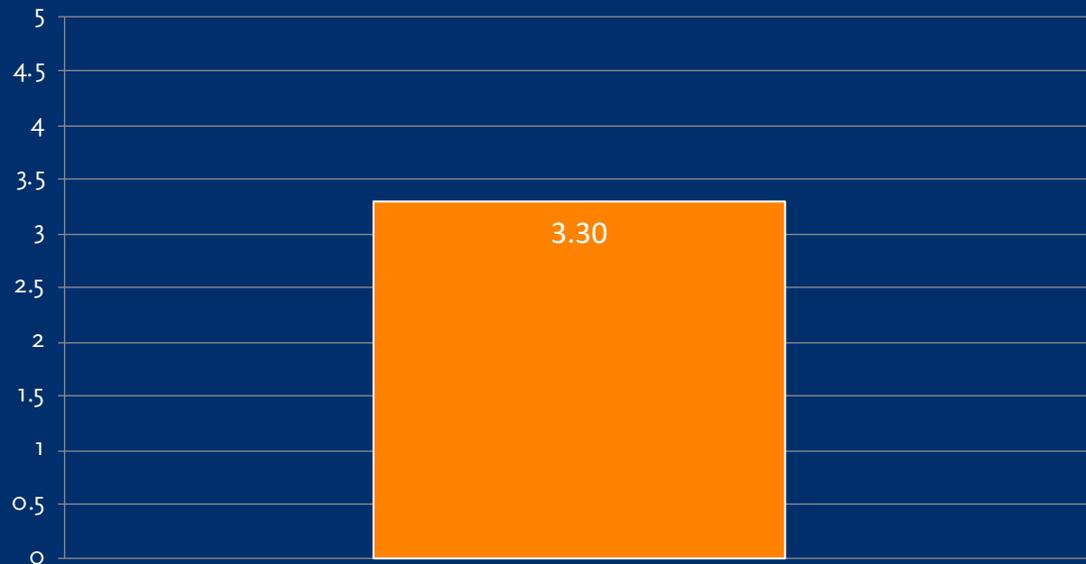


Collegiate School | History & Symbols Task Force

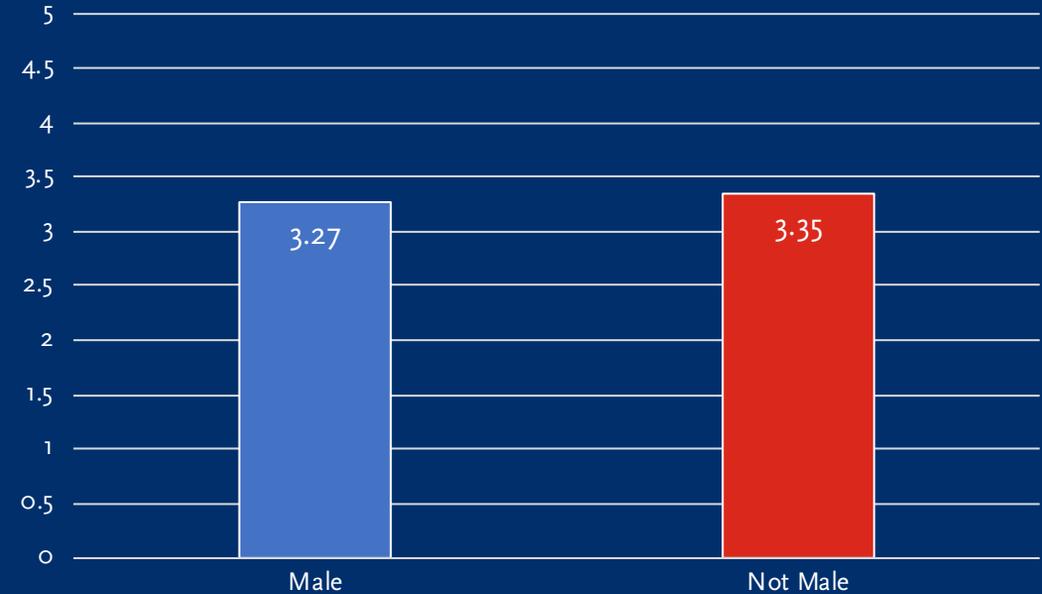
Below are six historical symbols connected to Collegiate School. What are your feelings and responses to these symbols?
Scale: 1 (negative) – 5 (positive)

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

Average Response: All Constituents



Average Response: Male vs. Not Male

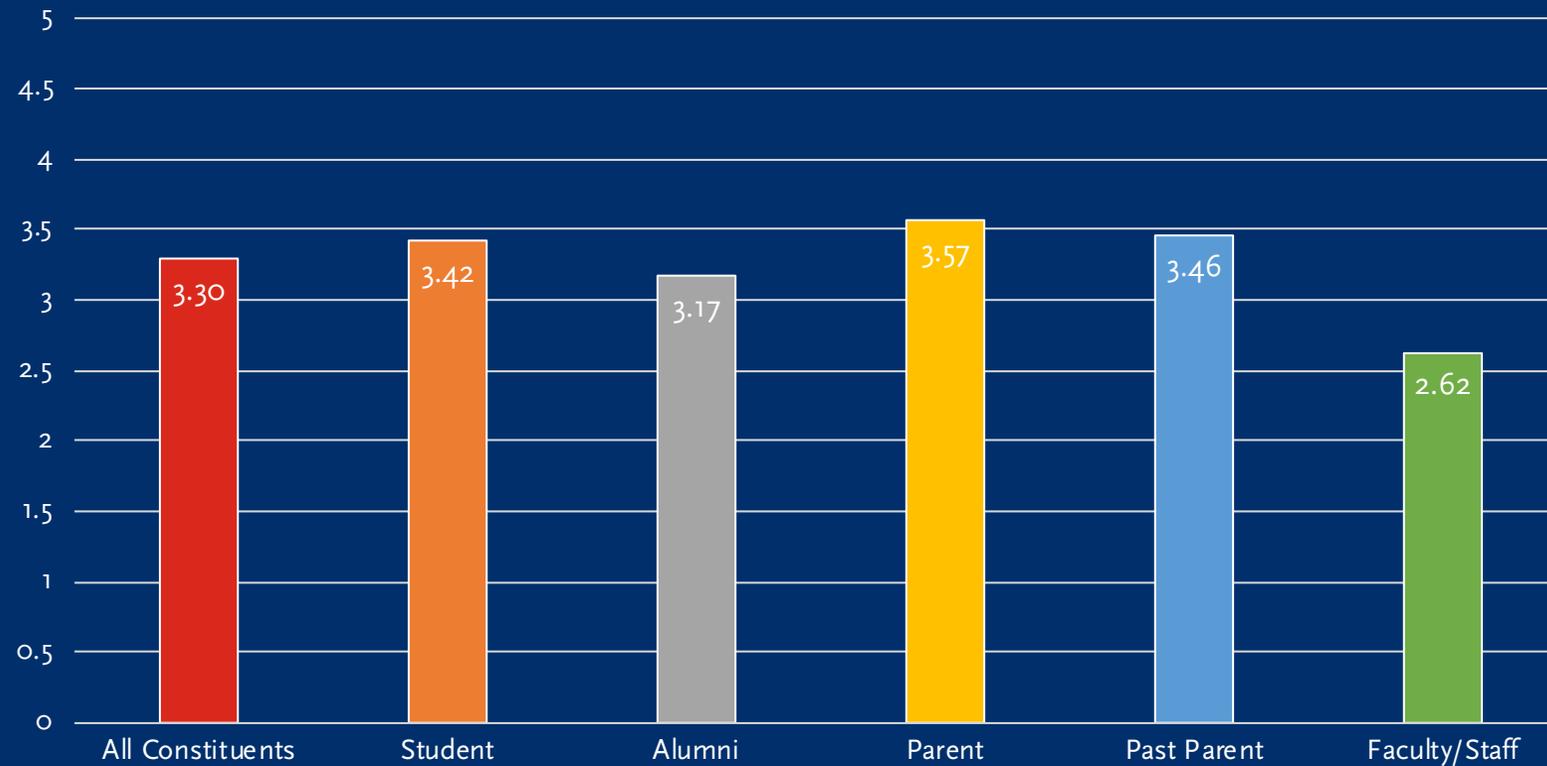


Collegiate School | History & Symbols Task Force

Below are six historical symbols connected to Collegiate School. What are your feelings and responses to these symbols?
Scale: 1 (negative) – 5 (positive)

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

Average Response by Constituency



Collegiate School | History & Symbols Task Force

Which of the following words do you associate with these symbols?

Nickname: Dutchmen – All Constituencies



Collegiate School | History & Symbols Task Force

Which of the following words do you associate with these symbols?

Nickname: Dutchmen

Students



Alumni



Collegiate School | History & Symbols Task Force

Which of the following words do you associate with these symbols?

Nickname: Dutchmen

Parents



Parents of Alumni



Collegiate School | History & Symbols Task Force

Which of the following words do you associate with these symbols?

Nickname: Dutchmen

Faculty/Staff



Collegiate School | History & Symbols Task Force

Which of the following words do you associate with these symbols?

Mascot



Collegiate School | History & Symbols Task Force

Which of the following words do you associate with these symbols?

Mascot

Students



Alumni



Collegiate School | History & Symbols Task Force

Which of the following words do you associate with these symbols?

Mascot

Parents



Parents of Alumni



Collegiate School | History & Symbols Task Force

Which of the following words do you associate with these symbols?

Mascot

Faculty/Staff



Collegiate School | History & Symbols Task Force

Which of the following words do you associate with these symbols?

Collegiate Seal



Collegiate School | History & Symbols Task Force

Which of the following words do you associate with these symbols?

Colors: Blue and Orange



Collegiate School | History & Symbols Task Force

Which of the following words do you associate with these symbols?

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



Collegiate School | History & Symbols Task Force

Which of the following words do you associate with these symbols?

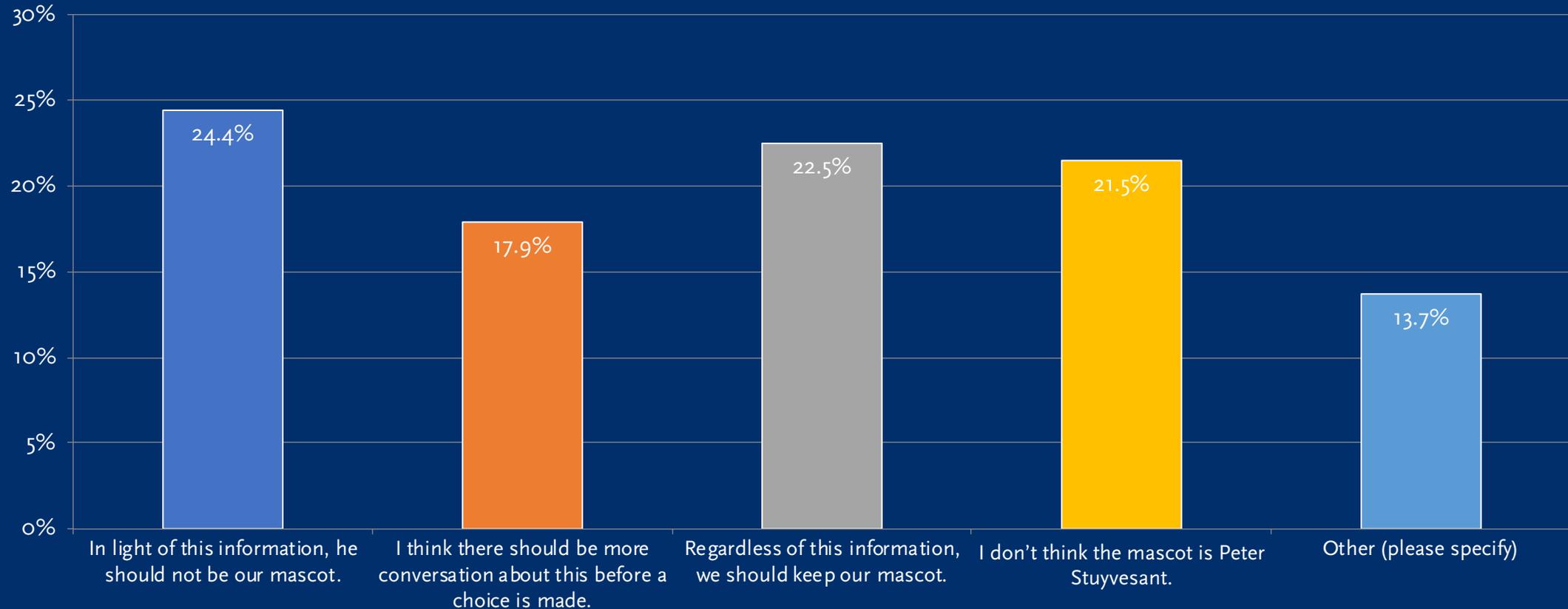
Latin Motto: Nisi Dominus Frustra (Unless God, then in vain)



Collegiate School | History & Symbols Task Force

Recent questions have been raised about whether the mascot is a characterization of Peter Stuyvesant, Director-General of New Netherlands from 1647-1664, who we now know played a key role in the Dutch colony's slave system, with an earned reputation as an anti-Semite and a notable record of religious intolerance. Which statement comes closest to your view of our mascot?

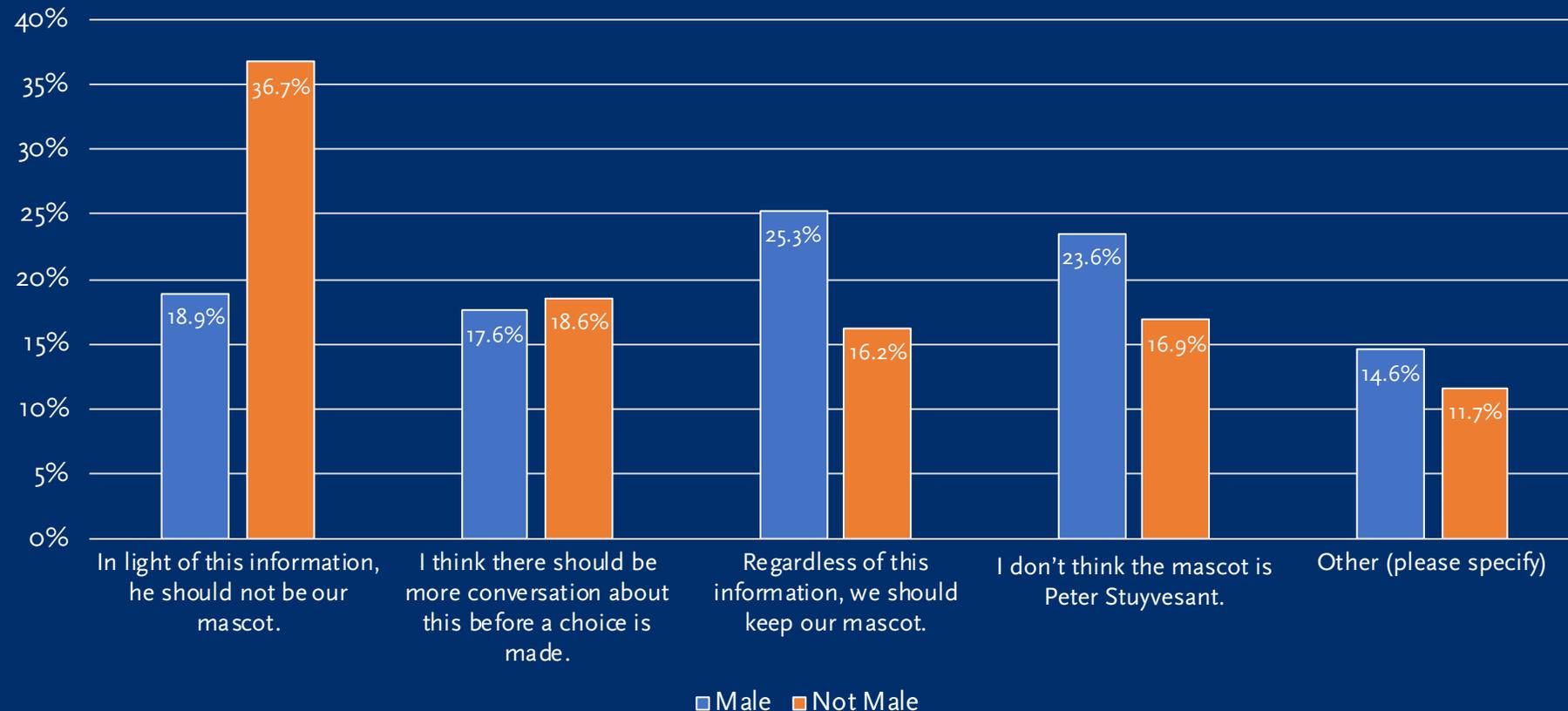
All respondents



Collegiate School | History & Symbols Task Force

Recent questions have been raised about whether the mascot is a characterization of Peter Stuyvesant, Director-General of New Netherlands from 1647-1664, who we now know played a key role in the Dutch colony's slave system, with an earned reputation as an anti-Semite and a notable record of religious intolerance. Which statement comes closest to your view of our mascot?

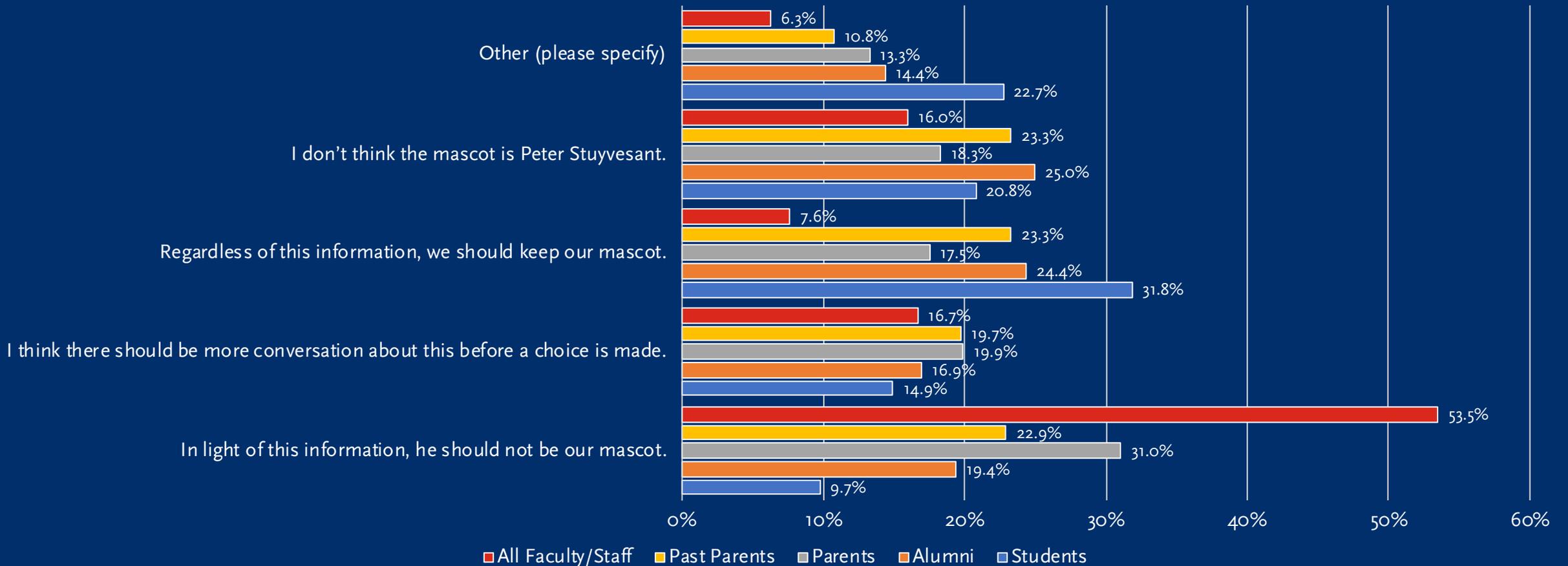
Male versus Not Male



Collegiate School | History & Symbols Task Force

Recent questions have been raised about whether the mascot is a characterization of Peter Stuyvesant, Director-General of New Netherlands from 1647-1664, who we now know played a key role in the Dutch colony's slave system, with an earned reputation as an anti-Semite and a notable record of religious intolerance. Which statement comes closest to your view of our mascot?

Breakdown by Constituency



Collegiate School | History & Symbols Task Force

What words or phrases come to mind to describe what Collegiate School is, or has been, to you?

Faculty/Staff



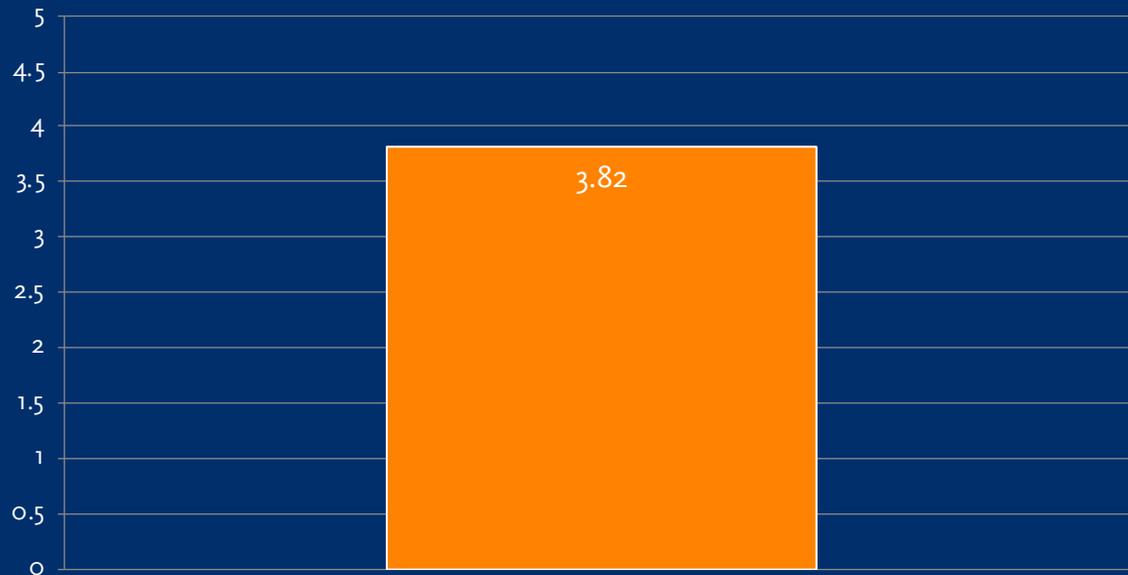
Collegiate School | History & Symbols Task Force

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.

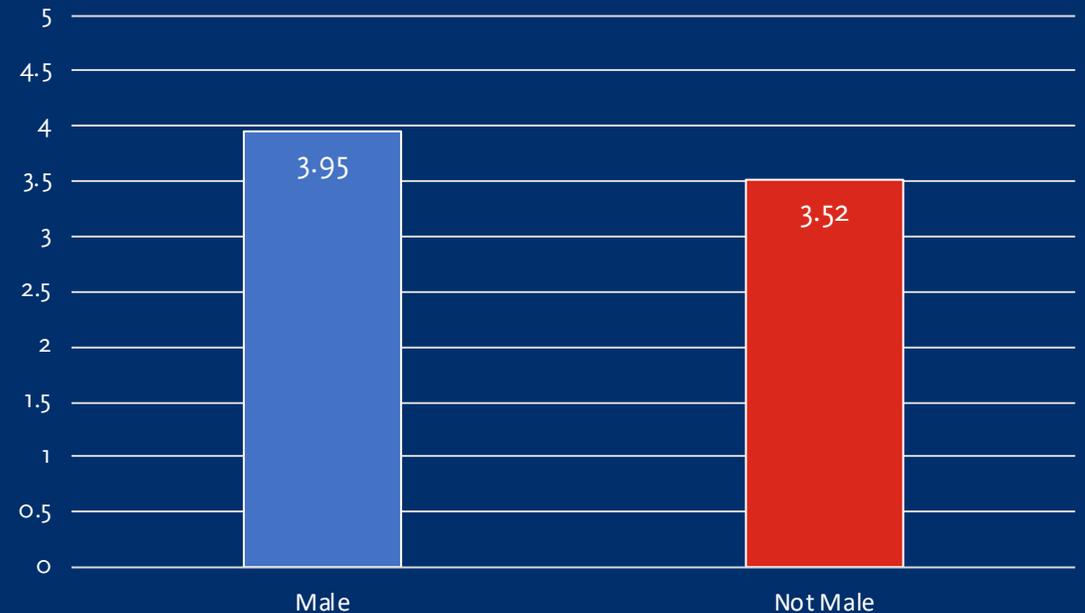
Please indicate whether you think the following symbols reflect these values and qualities on a scale of 1 (does not reflect values) – 5 (does reflect values).

Nickname: Dutchmen

Average Response: All Constituents



Average Response: Male vs. Not Male



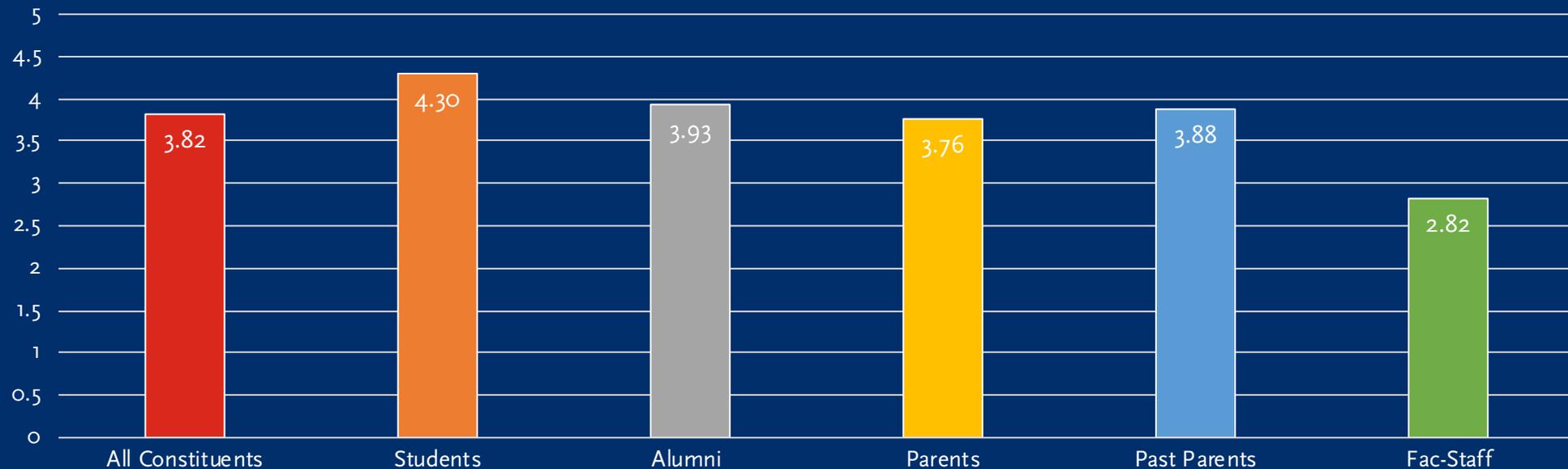
Collegiate School | History & Symbols Task Force

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Nickname: Dutchmen

Average Response by Constituency



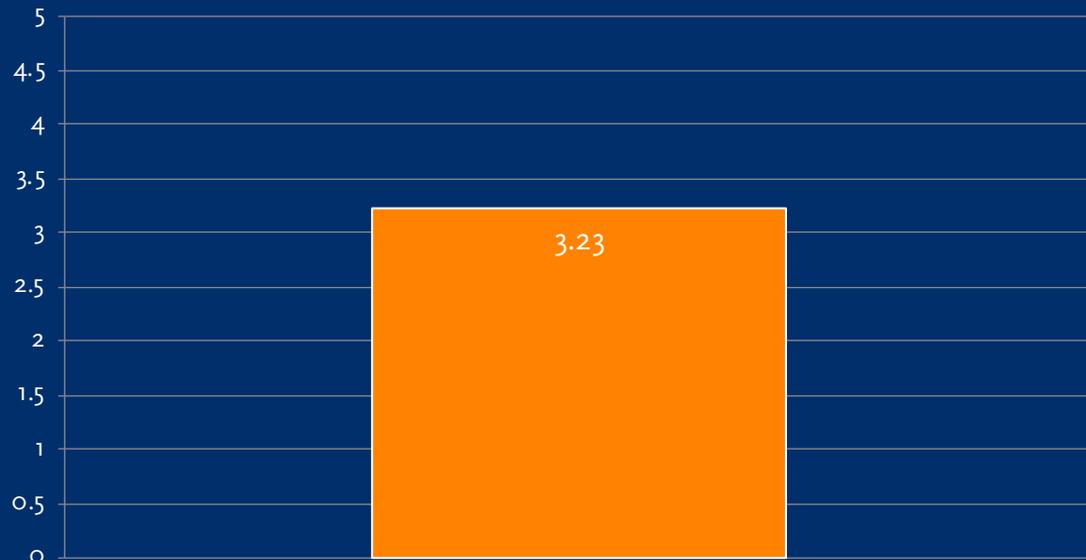
Collegiate School | History & Symbols Task Force

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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).

Mascot

Average Response: All Constituents



Average Response: Male vs. Not Male



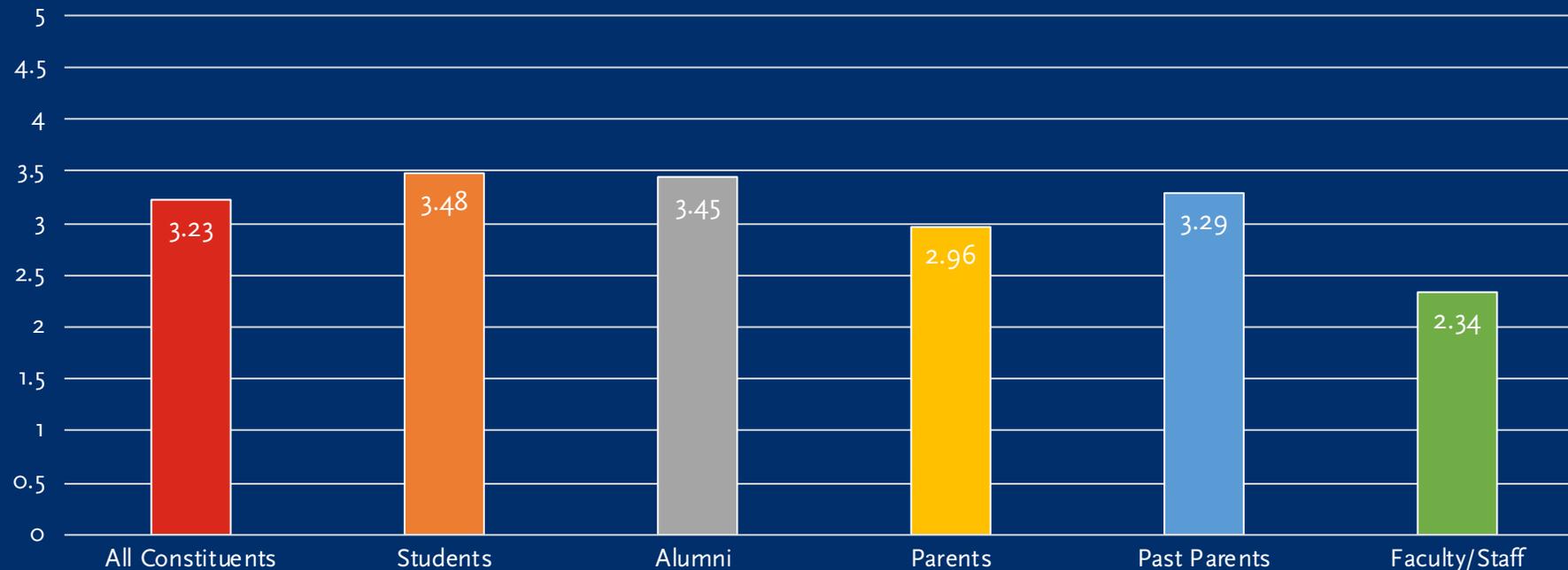
Collegiate School | History & Symbols Task Force

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Mascot

Average Response by Constituency



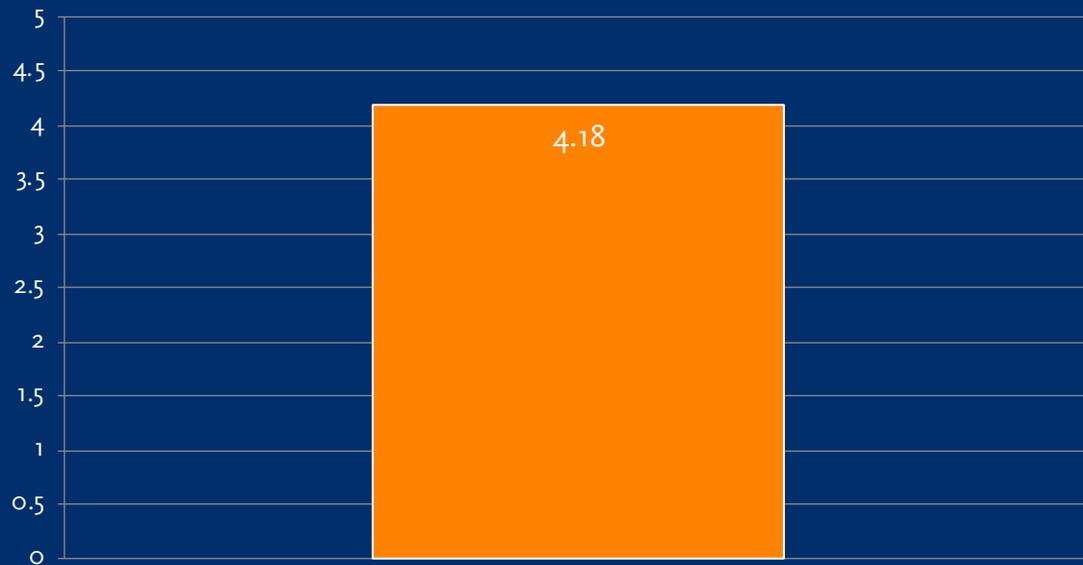
Collegiate School | History & Symbols Task Force

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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).

Collegiate Seal

Average Response: All Constituents



Average Response: Male vs. Not Male



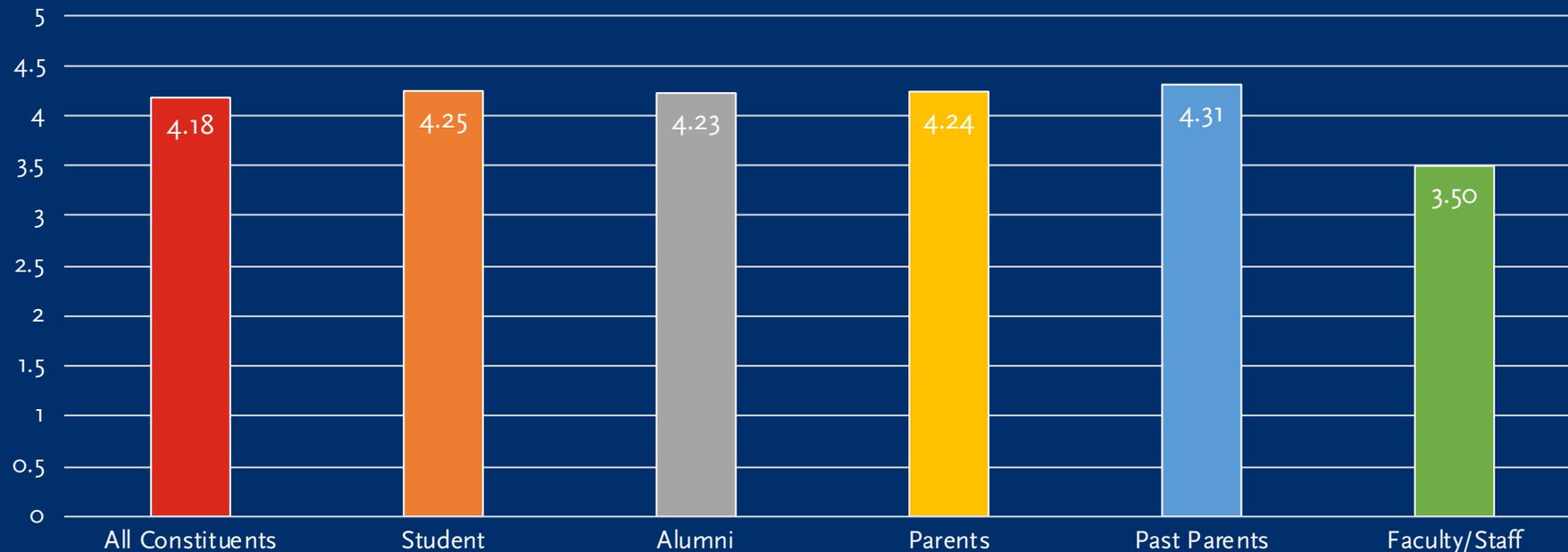
Collegiate School | History & Symbols Task Force

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Collegiate Seal

Average Response by Constituency



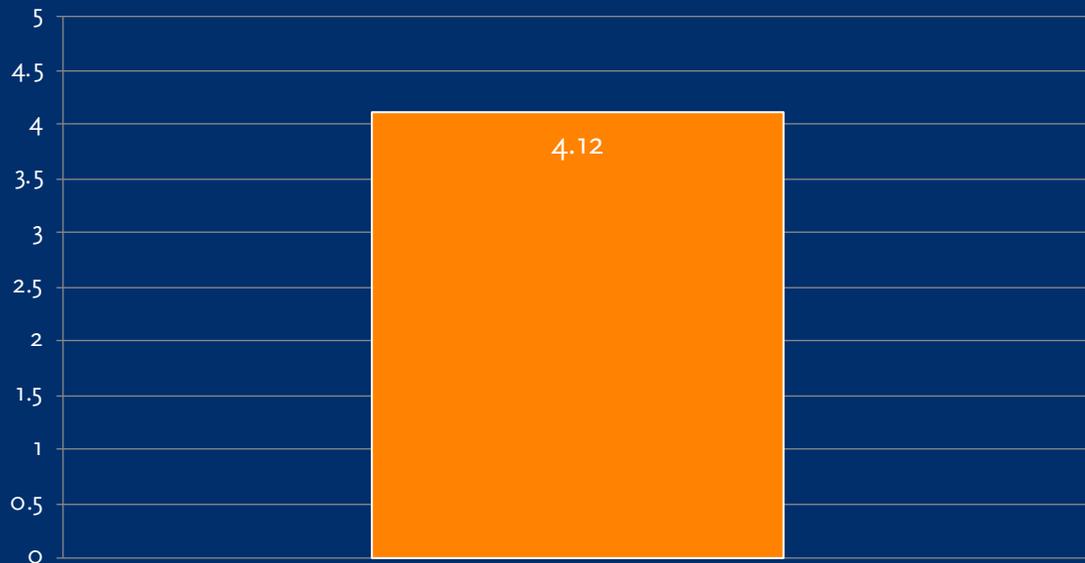
Collegiate School | History & Symbols Task Force

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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).

Colors: Blue and Orange

Average Response: All Constituents



Average Response: Male vs. Not Male

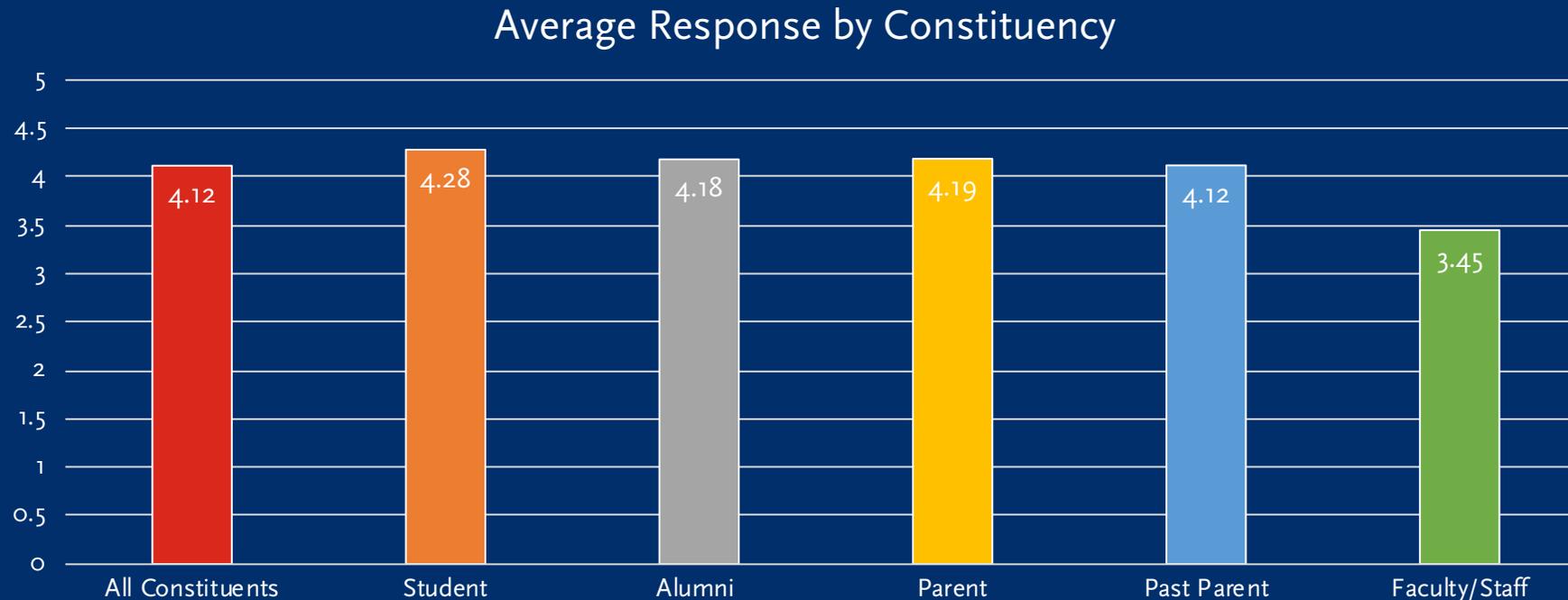


Collegiate School | History & Symbols Task Force

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Colors: Blue and Orange



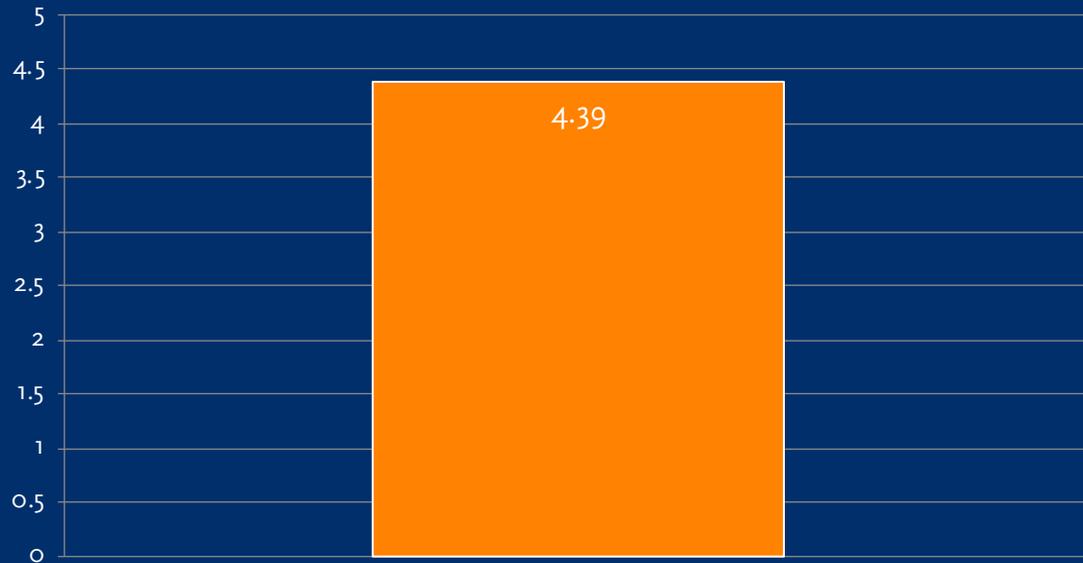
Collegiate School | History & Symbols Task Force

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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).

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

Average Response: All Constituents



Average Response: Male vs. Not Male



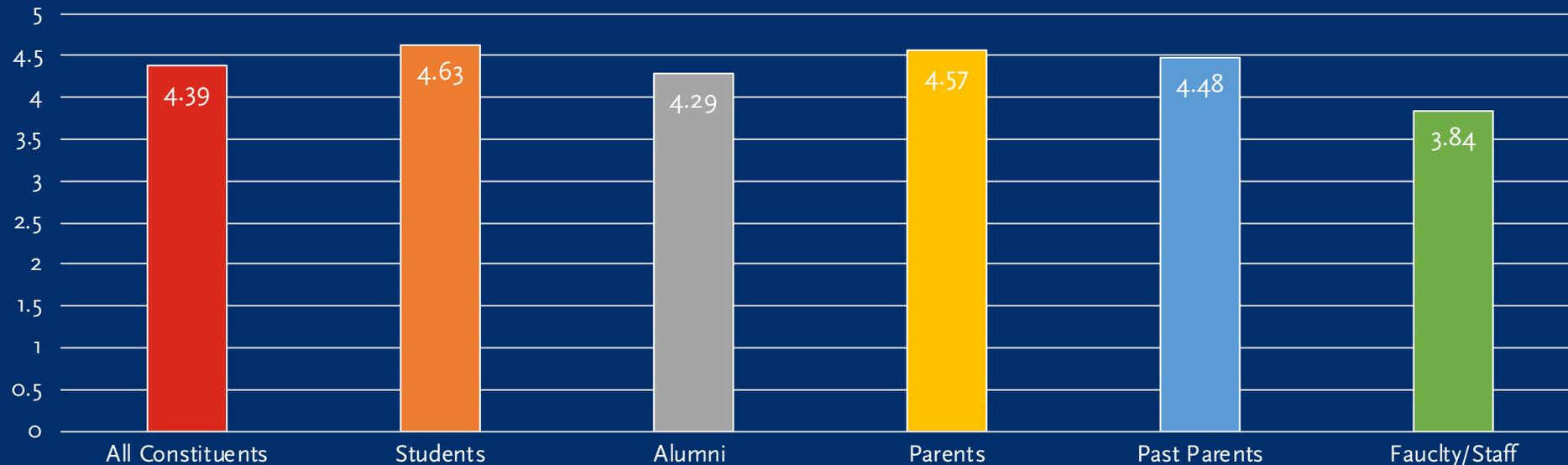
Collegiate School | History & Symbols Task Force

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

Average Response by Constituency



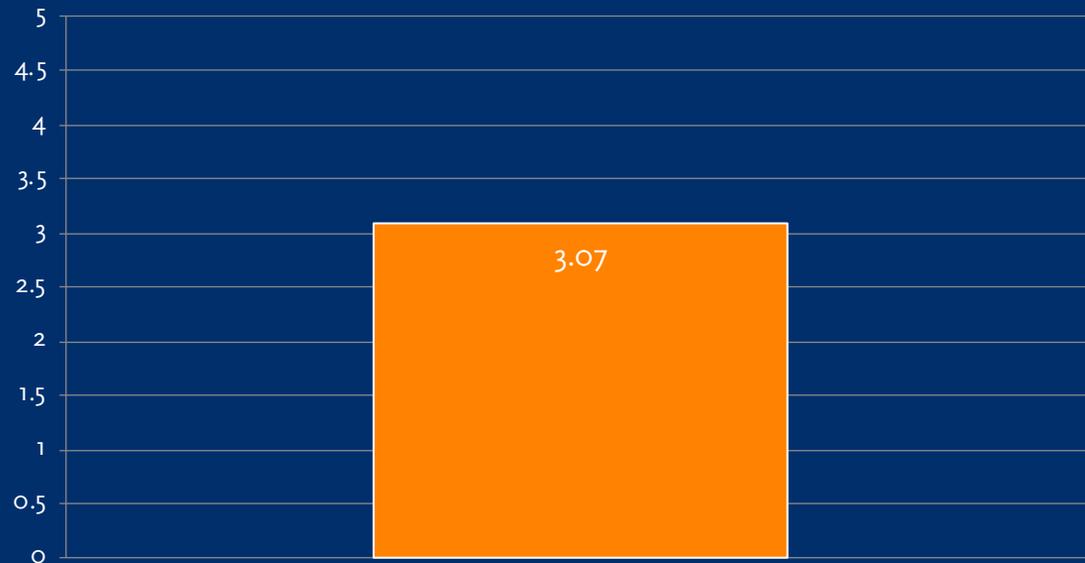
Collegiate School | History & Symbols Task Force

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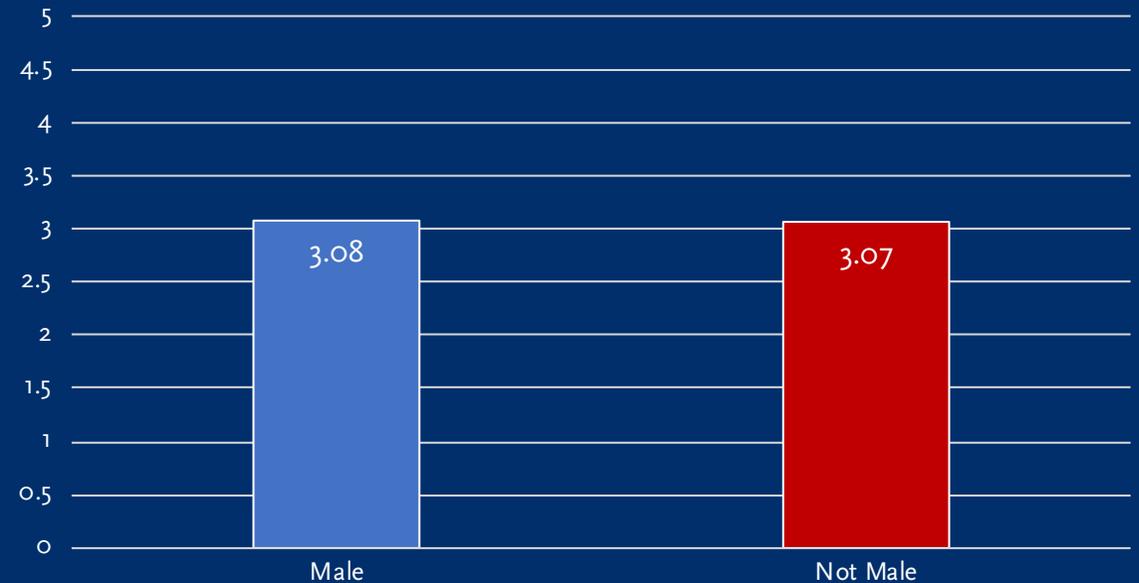
Please indicate whether you think the following symbols reflect these values and qualities on a scale of 1 (does not reflect values) – 5 (does reflect values).

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

Average Response: All Constituents



Average Response: Male vs. Not Male

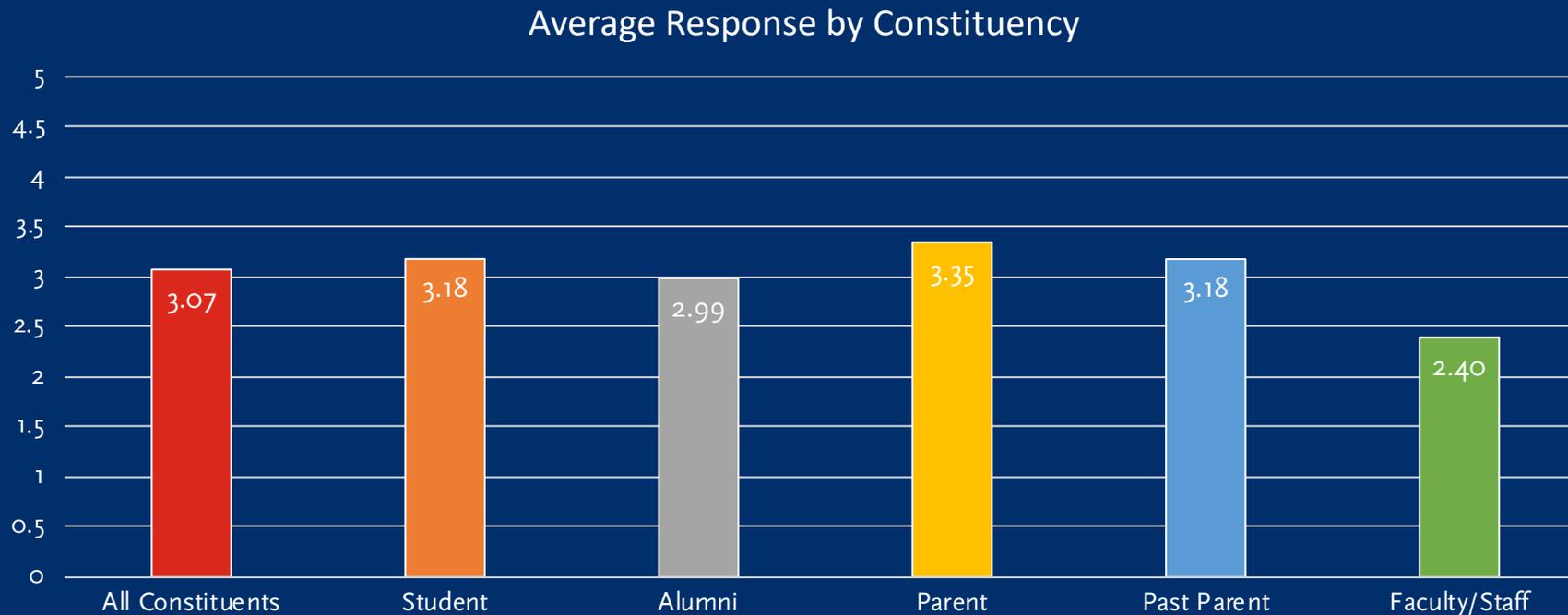


Collegiate School | History & Symbols Task Force

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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).

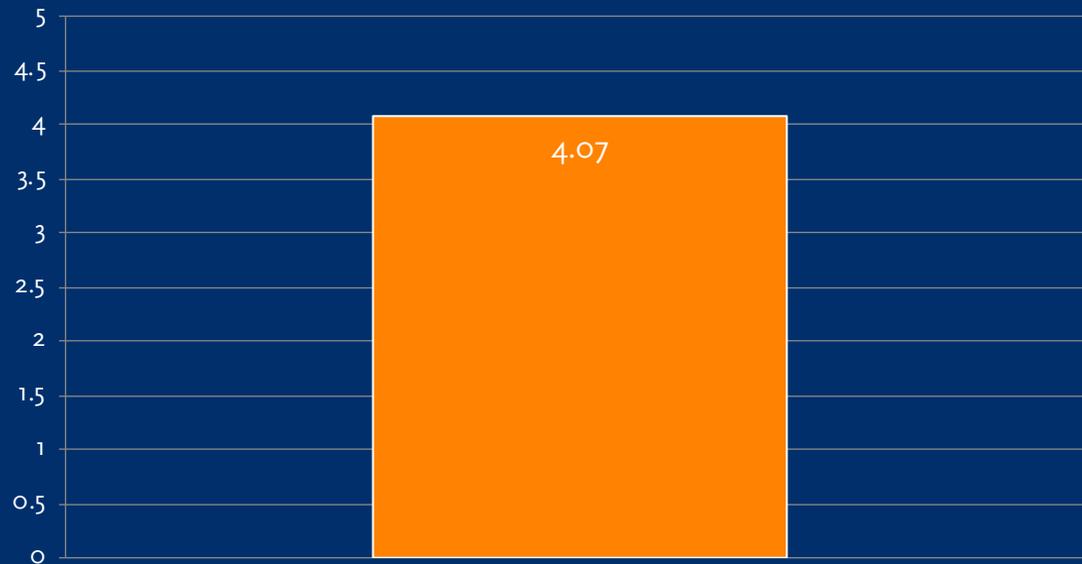
Latin Motto: *Nisi Dominus Frustra* (Unless God, then in vain)



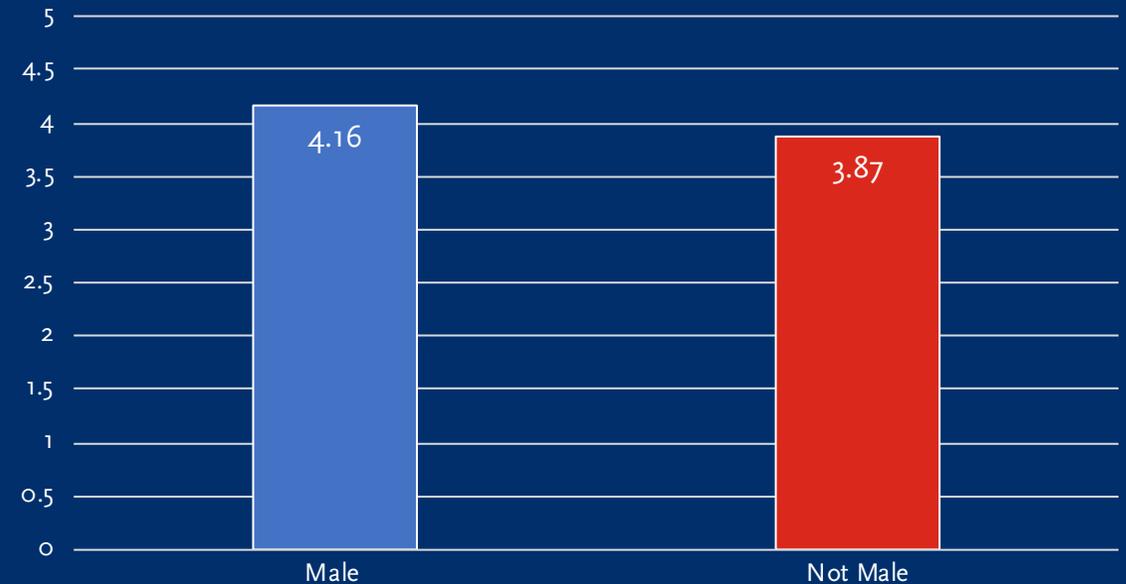
Collegiate School | History & Symbols Task Force

The seal, mottos and colors are historical legacies from Collegiate School's founding by the Dutch Reform 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).

Average Response: All Constituents



Average Response: Male vs. Not Male



Collegiate School | History & Symbols Task Force

The seal, mottos and colors are historical legacies from Collegiate School's founding by the Dutch Reform 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).

Average Response by Constituency

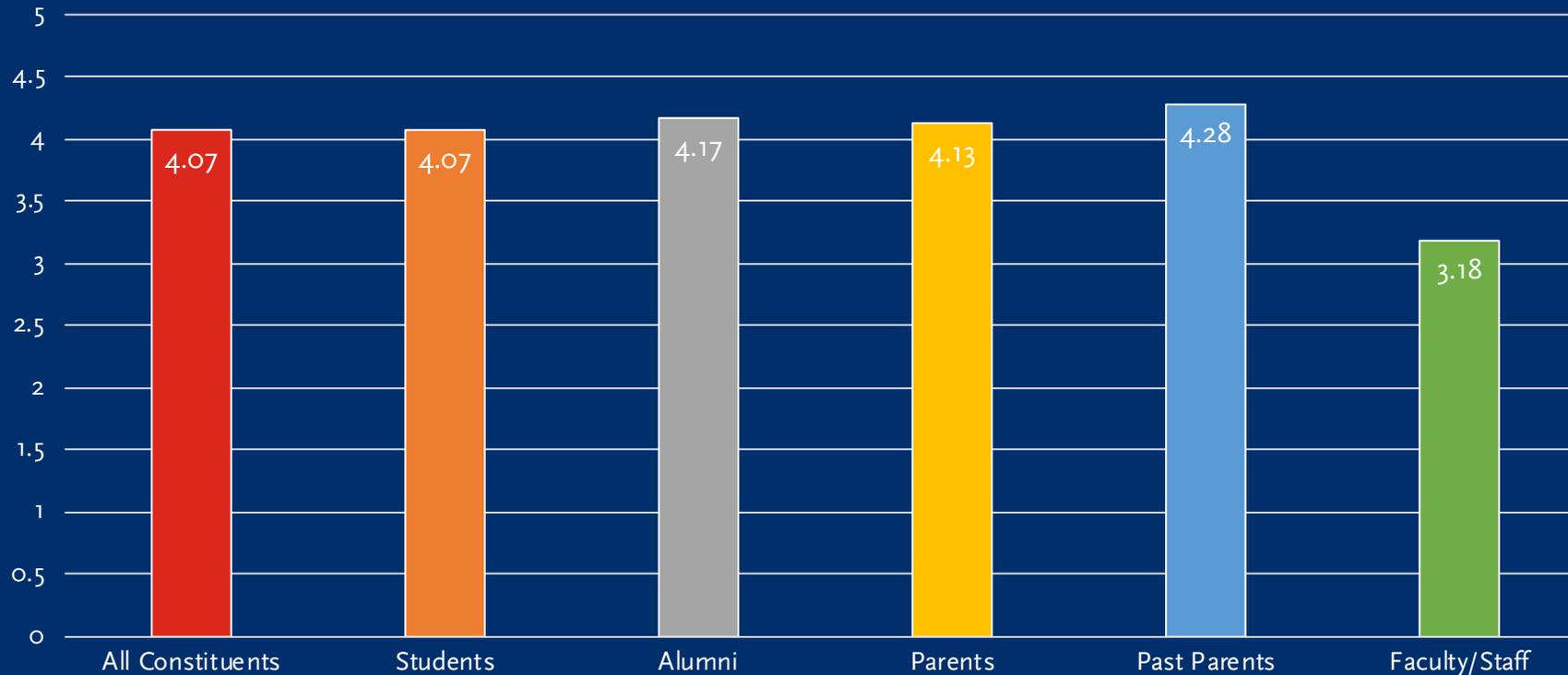


Exhibit E

Collegiate Policy on Gender Diversity

April 16, 2019

Collegiate School

Collegiate Policy on Gender Diversity

Collegiate is a leader in the education of boys, and the oldest independent school in the United States. Over the course of its long history the school has become known for intellectual rigor. But the value of a Collegiate education is also found in the character of its students. Collegiate is called to cultivate empathy, integrity, conscience, and that indelible virtue, honor, in boys and young men. Doing the right thing, in the classroom and the world, should be a hallmark of a Collegiate education, along with a sense of community and camaraderie that endures, not simply during a student's years at the school but, for many graduates, throughout their lives.

Education without inclusion is by definition incomplete. Our community cannot be truly great unless it seeks to welcome diversity in many forms: racially, economically, ethnically, in terms of talents and interests, backgrounds and beliefs.

In this spirit, members of the Collegiate community have been considering the emerging topic of gender diversity.

With confidence that a school of revered history and tradition can embrace the progress essential for a just and equitable society, the Board of Trustees has enacted the following policy:

Collegiate will consider for admission any qualified candidate who identifies as male.

With its customary concern and respect for individuality, Collegiate will seek to support any enrolled student who no longer identifies as a boy.

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.

The school will work with each student and family to consider what is best in order to navigate the concerns posed by a gendered environment.

In translating policy into practice, the administration and faculty will develop meaningful training and protocols that reflect current research and best practices. Moving forward, the administration, in collaboration with the board, will continue to study these issues and oversee implementation.

This policy has been developed in a thoughtful and systematic way, through education, consultation and dialogue with Collegiate administrators, gender diversity experts, and other single-sex schools. We appreciate that these are matters that may be challenging for some members of our community. But what those of us who love Collegiate share is a commitment to open intellectual inquiry, deep human understanding, and the ultimate good of all our students. We have sought to reflect that in this policy.

April 16, 2019

Exhibit F

H&STF Survey Q24: *What Collegiate Is, or Has Been, to You?*

January 2020

Survey Q24: What words or phrases come to mind to describe what Collegiate School is, or has been, to you? Note: Responses listed below by word or phrase, not by individual respondent.

	A	B
1	Constituency	Response
2	Alumni	Teaching of critical thinking skills
3	Alumni	High Quality Education Secondary Education
4	Alumni	Challenging
5	Alumni	Community
6	Alumni	Community
7	Alumni	Source of pride
8	Alumni	Superb education
9	Alumni	'hearts ever loyal'
10	Alumni	"Going to Collegiate is like having 50 brothers"
11	Alumni	"Improve the flying moments"
12	Alumni	"To be able to think independently and for oneself"
13	Alumni	260
14	Alumni	300 years of tradition and you are going throw it away
15	Alumni	78th
16	Alumni	A band of brothers
17	Alumni	A beacon of intellectual pursuit
18	Alumni	A beacon of intellectualism, unmuddied by pseudo-progressivism
19	Alumni	A bubble
20	Alumni	A chance for boys for enter elite Universities
21	Alumni	A collegial, fraternal community
22	Alumni	A Collegiate Boy is a smart and confident, sometimes cocky, person. I am still called a Collegiate Boy when I tell people where I went to high school.
23	Alumni	A community
24	Alumni	A community
25	Alumni	A community
26	Alumni	A community I am still a part of
27	Alumni	A community of friends
28	Alumni	A crucible to make good men out of boys
29	Alumni	A few life-long friendships
30	Alumni	A First-rate Education Is First-and-Foremost.
31	Alumni	A flawed home...but one where I was happy despite the community's values, not because of them
32	Alumni	a focus of my childhood
33	Alumni	A foundation
34	Alumni	A good education
35	Alumni	A great community
36	Alumni	a great experience
37	Alumni	A great first step into the world
38	Alumni	A great foundation for learning
39	Alumni	a great school
40	Alumni	A great school that stimulated my interests and set me on my path in life
41	Alumni	A group of brothers closer than any other school
42	Alumni	a historic institution (in the best way)
43	Alumni	A long and rich history
44	Alumni	A long time ago
45	Alumni	A part of my families future
46	Alumni	a pillar of New York history
47	Alumni	A place for boys to excel
48	Alumni	A place for the rich, cishet, whiteman to thrive at the expense of other identities
49	Alumni	A place of alienation
50	Alumni	A place of find memories
51	Alumni	A place of great learning
52	Alumni	A place of great traditions that should not get in the way of modern progress

	A	B
53	Alumni	A place of learning
54	Alumni	A place of pride
55	Alumni	A place that creates lifelong friendships
56	Alumni	A place that creates lifelong friendships
57	Alumni	A place to celebrate boyhood
58	Alumni	A place to free think, not have a politically correct head up your own ass
59	Alumni	A place where it can be quite difficult to feel at home among your classmates the further you are from the top of the economic ladder
60	Alumni	A premier place for learning and development
61	Alumni	a proud tradition
62	Alumni	A proud, competent, and tolerant community
63	Alumni	A rich historic legacy
64	Alumni	a safe and tight-knit community
65	Alumni	A safe place for boys to learn what it means to be a man
66	Alumni	A school for boys, and unapologetic for that orientation
67	Alumni	A school of academic excellence
68	Alumni	A school with a proud history dating to the earliest founding of education in America
69	Alumni	A second home
70	Alumni	a source of ongoing education
71	Alumni	A source of pride
72	Alumni	A source of pride though in the school itself. The headmaster at the time was not realistic about a boy's potential. I believe top performers were given more help in determining their college choice.
73	Alumni	a source of pride to be involved with that history
74	Alumni	A source of very mixed feelings about privilege and wealth
75	Alumni	A strong environment for education and fostering character
76	Alumni	A touchstone of identity
77	Alumni	A traditional school for boys
78	Alumni	A training ground for excellence
79	Alumni	a treasure
80	Alumni	A vibrant intellectual community
81	Alumni	A wonderful intellectual home
82	Alumni	a wonderful place where people care about learning
83	Alumni	A wonderful, friendly all inclusive atmosphere in which everyone
84	Alumni	Abusive in middle school to many students
85	Alumni	academic
86	Alumni	Academic
87	Alumni	Academic
88	Alumni	academic
89	Alumni	Academic achievement
90	Alumni	Academic excellence
91	Alumni	Academic excellence
92	Alumni	academic excellence
93	Alumni	Academic Excellence
94	Alumni	Academic excellence
95	Alumni	Academic Excellence
96	Alumni	Academic excellence
97	Alumni	Academic excellence
98	Alumni	Academic excellence
99	Alumni	Academic excellence
100	Alumni	Academic Excellence
101	Alumni	Academic Excellence
102	Alumni	academic rigor
103	Alumni	Academic rigor

	A	B
104	Alumni	Academic Rigor
105	Alumni	Academic rigor
106	Alumni	academically challenging
107	Alumni	Academically competitive
108	Alumni	academically focused
109	Alumni	Academically rigorous
110	Alumni	Academically rigorous
111	Alumni	Academically Rigorous
112	Alumni	Academically Rigorous
113	Alumni	Academically Rigorous
114	Alumni	Academics
115	Alumni	Acceptance
116	Alumni	Achievement
117	Alumni	Age
118	Alumni	all boys
119	Alumni	All boys
120	Alumni	All boys school
121	Alumni	All boys school
122	Alumni	all male
123	Alumni	all-boys
124	Alumni	All-boys
125	Alumni	Almost everything
126	Alumni	Alumni friends
127	Alumni	Always there to help students and their families
128	Alumni	Amazing community
129	Alumni	Amazing family dynamic for 12 years of my life and still to this day (I am 47 now)
130	Alumni	Amazing people
131	Alumni	Ambition
132	Alumni	Ambitious
133	Alumni	America's best high school
134	Alumni	Among the best
135	Alumni	An bond that extends forever
136	Alumni	An elitist institution fueled by post-industrial capitalism
137	Alumni	An extremely good place to grow up
138	Alumni	an important link to the beginning of New York/New Amsterdam
139	Alumni	An opportunity
140	Alumni	An outstanding example of a school that reaches out to all members and to the ouride community
141	Alumni	An outstanding learning environment
142	Alumni	anachronistic
143	Alumni	Analytical
144	Alumni	Ancient
145	Alumni	and move on. what a waste of money here that could actually educate someone
146	Alumni	Appreciation
147	Alumni	Arrogant
148	Alumni	As a graduate I am forever part of a respected community that I am proud of.
149	Alumni	aspirational
150	Alumni	Aspiring
151	Alumni	At risk of becoming outdated
152	Alumni	At times outdated and elitist
153	Alumni	Athletic pride
154	Alumni	Authenticity; not trying to change with the times
155	Alumni	Authoritarian
156	Alumni	Basis of looking for at all sides of opinions

	A	B
157	Alumni	Bastion of proper education
158	Alumni	Bastion of rigor
159	Alumni	Bastion of the wealthy
160	Alumni	Be a Student
161	Alumni	bedrock of character and lifelong love of learning
162	Alumni	Belonging
163	Alumni	Best
164	Alumni	Best
165	Alumni	Best education
166	Alumni	best friends
167	Alumni	Best friends
168	Alumni	Best school
169	Alumni	Best School Ever
170	Alumni	Bittersweet
171	Alumni	Bold
172	Alumni	Bonds for life
173	Alumni	Boy's Club
174	Alumni	Boys
175	Alumni	boys
176	Alumni	boys school
177	Alumni	boys will be boys
178	Alumni	brilliant education
179	Alumni	Brotherhood
180	Alumni	Brotherhood
181	Alumni	Brotherhood
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	A	B
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254	Alumni	Brotherhood
255	Alumni	Brotherhood
256	Alumni	Brotherhood
257	Alumni	Brotherhood for life
258	Alumni	Brotherhood, friendship
259	Alumni	Brotherhood/Camaraderie
260	Alumni	Brotherhood/Fellowship
261	Alumni	Brothers
262	Alumni	Brothers
263	Alumni	Brothers
264	Alumni	Brothers

	A	B
265	Alumni	Building future leaders
266	Alumni	Built character
267	Alumni	but still needs something to set it apart from the pack
268	Alumni	Camaraderie
269	Alumni	Camaraderie
270	Alumni	Camaraderie
271	Alumni	Camaraderie
272	Alumni	Camaraderie
273	Alumni	Camaraderie
274	Alumni	Camaraderie
275	Alumni	Camaraderie
276	Alumni	Camaraderie
277	Alumni	Camraderie
278	Alumni	Camraderiee
279	Alumni	Care
280	Alumni	Challenge
281	Alumni	Challenging
282	Alumni	Challenging
283	Alumni	Challenging
284	Alumni	Challenging
285	Alumni	Challenging
286	Alumni	Challenging
287	Alumni	Challenging
288	Alumni	challenging
289	Alumni	Challenging
290	Alumni	challenging
291	Alumni	Challenging
292	Alumni	Challenging
293	Alumni	Challenging
294	Alumni	Challenging academic rigor prepared me for college and life in general
295	Alumni	challenging our brothers to be better
296	Alumni	Challenging personally and academically
297	Alumni	character
298	Alumni	Character building
299	Alumni	Character Building
300	Alumni	Character building
301	Alumni	Character building, formative years
302	Alumni	Character building, great educational foundation.
303	Alumni	Character building.
304	Alumni	Character forming
305	Alumni	Character is as important as the education
306	Alumni	Character molding
307	Alumni	Character-building
308	Alumni	Chauvinist
309	Alumni	Childhood
310	Alumni	Childhood
311	Alumni	Childhood
312	Alumni	Church
313	Alumni	Citizens of the World
314	Alumni	Class
315	Alumni	Class act
316	Alumni	Classes
317	Alumni	Classical
318	Alumni	Classmates

	A	B
319	Alumni	Clear-eyed rationality steady in the face of trendiness
320	Alumni	Cliques/elitist
321	Alumni	Close community
322	Alumni	close friend
323	Alumni	Close knit
324	Alumni	Close relationship between parents and faculty -- my parents became good friends with Joseph Becker and Wilson Parkhill
325	Alumni	Close-knit
326	Alumni	Close-knit
327	Alumni	Close-knit community
328	Alumni	Closeknit
329	Alumni	Coal to diamonds
330	Alumni	Code of conduct
331	Alumni	Cohesive community and brotherhood
332	Alumni	Collapsing
333	Alumni	college
334	Alumni	College Placement
335	Alumni	College prep
336	Alumni	Collegiate defined the person I am today
337	Alumni	Collegiate has a long history, parts more glorious than other parts. It is currently a boys' school with a tradition of decency in personal life and excellence in work or play.
338	Alumni	Collegiate helped me to become who I am today.
339	Alumni	Collegiate is an intellectually rigourous and diverse place - like the dutch colonies.
340	Alumni	Collegiate is going down the tubes
341	Alumni	Comaraderie
342	Alumni	Community
343	Alumni	Community
344	Alumni	community
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424	Alumni	Community

	A	B
425	Alumni	Community
426	Alumni	Community
427	Alumni	Community
428	Alumni	Community
429	Alumni	Community and diversity (though all boys)
430	Alumni	Community minded
431	Alumni	Community of inclusion
432	Alumni	Community of learners
433	Alumni	Community of Scholars
434	Alumni	Community of scholars and friends
435	Alumni	Community service
436	Alumni	Community Spirit
437	Alumni	Community.
438	Alumni	Competitive
439	Alumni	Competitive
440	Alumni	Competitive
441	Alumni	Competitive
442	Alumni	Competitive
443	Alumni	competitive environment, often cold, few friends
444	Alumni	Complacent
445	Alumni	Complacent
446	Alumni	Complicated
447	Alumni	Comraderie
448	Alumni	Comraderie
449	Alumni	Comradery
450	Alumni	comradery
451	Alumni	Confidence builder
452	Alumni	Confidence-building
453	Alumni	Conflicted
454	Alumni	Conflicted
455	Alumni	Conflicted
456	Alumni	Conflicted
457	Alumni	Connecting
458	Alumni	Connection
459	Alumni	Connection to history
460	Alumni	Connections
461	Alumni	conservative
462	Alumni	Consistent
463	Alumni	consistent
464	Alumni	consistent
465	Alumni	Constant
466	Alumni	constantly, thank goodness. becoming more inclusive
467	Alumni	Continues to be an advantage in life.
468	Alumni	Continuity
469	Alumni	Cooperation
470	Alumni	Core
471	Alumni	core of my education
472	Alumni	Creating tough men
473	Alumni	Creative
474	Alumni	Creativity
475	Alumni	creme de la creme de la creme
476	Alumni	Cultural traditions that stand the test of time
477	Alumni	curiosity
478	Alumni	Curiosity

	A	B
479	Alumni	Curious
480	Alumni	Custom
481	Alumni	Damn good school
482	Alumni	dedicated
483	Alumni	Dedicated faculty
484	Alumni	dedicated teachers
485	Alumni	Deep connection to tradition
486	Alumni	Deep foundation in classic / Judeo-Christian education
487	Alumni	Deeply caring faculty and staff
488	Alumni	Deeply Grateful
489	Alumni	Deeply impactful
490	Alumni	Defining
491	Alumni	Demanding
492	Alumni	demanding
493	Alumni	develpoing
494	Alumni	Devotion
495	Alumni	Different
496	Alumni	Difficult
497	Alumni	Diverse
498	Alumni	Door-opening
499	Alumni	Down to earth community
500	Alumni	Driven
501	Alumni	Dutch
502	Alumni	Dutch
503	Alumni	Dutch
504	Alumni	Dutch Protestant
505	Alumni	Dutch reform
506	Alumni	Dutch Reformed Church - 1628
507	Alumni	Dutch thrift
508	Alumni	Dutchman
509	Alumni	Dutchmen
510	Alumni	Dutchmen
511	Alumni	Dutchmen
512	Alumni	Dutchmen
513	Alumni	Dutchmen
514	Alumni	Dutchmen
515	Alumni	Dynamic
516	Alumni	Dynamic
517	Alumni	early ny.
518	Alumni	Earnest
519	Alumni	Education
520	Alumni	Education
521	Alumni	Education
522	Alumni	Education
523	Alumni	Education
524	Alumni	Educatlon
525	Alumni	education
526	Alumni	Education
527	Alumni	Education
528	Alumni	Education
529	Alumni	Education
530	Alumni	Education
531	Alumni	Education
532	Alumni	Education

	A	B
533	Alumni	Educational
534	Alumni	Educational
535	Alumni	Educational
536	Alumni	Educational
537	Alumni	Educational
538	Alumni	Educational
539	Alumni	educational
540	Alumni	Educational
541	Alumni	Educational community
542	Alumni	educational excellence
543	Alumni	Educational institution that provided me the foundation for all future endeavors
544	Alumni	educative
545	Alumni	Egotistical
546	Alumni	Elite
547	Alumni	Elite
548	Alumni	Elite
549	Alumni	Elite
550	Alumni	Elite
551	Alumni	Elite
552	Alumni	Elite
553	Alumni	elite
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562	Alumni	elite
563	Alumni	Elite
564	Alumni	Elite
565	Alumni	Elite
566	Alumni	Elite
567	Alumni	Elite
568	Alumni	Elite
569	Alumni	Elite (in a positive manner)
570	Alumni	Elite (NOT elitist)
571	Alumni	Elite academic institution
572	Alumni	Elite and irreverent
573	Alumni	Elite but not elitist
574	Alumni	Elite education
575	Alumni	elite in a good way, not elite in an exclusionary way
576	Alumni	Elite prep school
577	Alumni	Elite Private School
578	Alumni	elite, privilege, wealth, connected
579	Alumni	elitest and monocultural -- more so every year, pretending that a task force to investigate its symbols addresses the question only illustrates the problem
580	Alumni	Elitist
581	Alumni	Elitist
582	Alumni	Elitist
583	Alumni	Elitist
584	Alumni	Elitist
585	Alumni	Elitist

	A	B
586	Alumni	Elitist
587	Alumni	Elitist
588	Alumni	Elitist
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598	Alumni	Elitist
599	Alumni	Elitist
600	Alumni	Elitist
601	Alumni	Elitist
602	Alumni	elitist
603	Alumni	elitist
604	Alumni	Elitist bastion of white privilege and misogyny
605	Alumni	Elitist but not solely in a bad
606	Alumni	elitist, classist, racist, transphobic
607	Alumni	elitist, sure--so what
608	Alumni	Elitist, unaffordable and exclusive (NOW)
609	Alumni	Embracing
610	Alumni	Empowering
611	Alumni	Emptahy
612	Alumni	encouraged excellence in preference to conformity
613	Alumni	encouraged scholarship
614	Alumni	Encouraging
615	Alumni	encouraging
616	Alumni	Endless community
617	Alumni	endless history, but never better than now
618	Alumni	Enduring
619	Alumni	Enduring
620	Alumni	Enduring
621	Alumni	Enduring
622	Alumni	Energy
623	Alumni	Engaging
624	Alumni	Engaging
625	Alumni	Engaging
626	Alumni	Enlightening
627	Alumni	Enlightening
628	Alumni	enlightening
629	Alumni	Enriching
630	Alumni	Enriching
631	Alumni	Enriching
632	Alumni	Enriching
633	Alumni	Entitled
634	Alumni	Erudition
635	Alumni	Essential (for its contribution to intellectual development and access to higher levels of elite education later in life)
636	Alumni	eternally evolving
637	Alumni	Ethics
638	Alumni	Everlasting friendship

	A	B
639	Alumni	everyone got along with eberyone else.
640	Alumni	Excelence
641	Alumni	Excellance
642	Alumni	Excellence
643	Alumni	Excellence
644	Alumni	Excellence
645	Alumni	Excellence
646	Alumni	Excellence
647	Alumni	Excellence
648	Alumni	excellence
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681	Alumni	Excellence
682	Alumni	Excellence
683	Alumni	Excellence
684	Alumni	Excellence
685	Alumni	Excellence
686	Alumni	Excellence and worthy achievement
687	Alumni	Excellence in Academics
688	Alumni	Excellence in education
689	Alumni	Excellence in education
690	Alumni	Excellence in education
691	Alumni	Excellence, excellent, preeminent
692	Alumni	Excellence.

	A	B
693	Alumni	Excellent
694	Alumni	Excellent
695	Alumni	Excellent
696	Alumni	Excellent
697	Alumni	Excellent
698	Alumni	Excellent
699	Alumni	Excellent academic training
700	Alumni	Excellent at teaching writing
701	Alumni	Excellent education
702	Alumni	Excellent education
703	Alumni	excellent education
704	Alumni	Excellent education
705	Alumni	excellent education
706	Alumni	Excellent education, especially in English grammer and syntax
707	Alumni	excellent education, preparing students for the world, intellectually challenging
708	Alumni	excellent instruters
709	Alumni	Excellent learning institution
710	Alumni	excellent teachers
711	Alumni	Excellent teachers
712	Alumni	Excellent teachers and academic experience
713	Alumni	Excellent teaching
714	Alumni	Excelling at Education
715	Alumni	Exceptional
716	Alumni	exceptional
717	Alumni	Exclusionary
718	Alumni	Exclusive
719	Alumni	Exclusive
720	Alumni	exclusive
721	Alumni	Exclusive
722	Alumni	Exclusive
723	Alumni	Exclusive Prep School
724	Alumni	exclusive, elitist
725	Alumni	Exemplary
726	Alumni	Exemplary education
727	Alumni	Experience
728	Alumni	extremely welcoming and unwelcoming
729	Alumni	fair play
730	Alumni	Family
731	Alumni	Family
732	Alumni	Family
733	Alumni	Family
734	Alumni	Family
735	Alumni	Family
736	Alumni	Family
737	Alumni	Family
738	Alumni	Family
739	Alumni	Family
740	Alumni	Family
741	Alumni	Family
742	Alumni	Family
743	Alumni	Family
744	Alumni	Family
745	Alumni	Family
746	Alumni	Family

	A	B
747	Alumni	Family
748	Alumni	Family
749	Alumni	Family & tradition
750	Alumni	Fantastic
751	Alumni	Fearful of publicity at all costs
752	Alumni	Fellowship
753	Alumni	Fine
754	Alumni	Finest education
755	Alumni	finest imaginable preparation for life
756	Alumni	First boys school in America
757	Alumni	Focus on learning
758	Alumni	Fond
759	Alumni	Fond Memories
760	Alumni	Fondness and affinity for the institution and its values
761	Alumni	Forever
762	Alumni	Forge of the mind and character
763	Alumni	Formalistic more than intellectually adventurous
764	Alumni	formative
765	Alumni	Formative
766	Alumni	Formative
767	Alumni	Formative
768	Alumni	Formative
769	Alumni	Formative
770	Alumni	formative
771	Alumni	Formative
772	Alumni	Formative
773	Alumni	Formative
774	Alumni	formative
775	Alumni	Formative
776	Alumni	formative
777	Alumni	Formative
778	Alumni	Formative
779	Alumni	Formative
780	Alumni	Formative
781	Alumni	Formative
782	Alumni	Formative
783	Alumni	Formative
784	Alumni	Formative
785	Alumni	Formative and inspiring, delivering an education in ethics by the example of my teachers and peers
786	Alumni	Formative in early years
787	Alumni	formative years
788	Alumni	Formative
789	Alumni	Forms Leaders
790	Alumni	Fortunate
791	Alumni	Forward looking
792	Alumni	Forward-looking
793	Alumni	Forward-thinking
794	Alumni	Fostering conversations and promoting individual thinking
795	Alumni	Fostering conversations and promoting individual thinking
796	Alumni	Fosters creativity and individuality
797	Alumni	fosters thoughtfulness, knowledge, and intelligence
798	Alumni	Foundation
799	Alumni	Foundation

	A	B
800	Alumni	Foundation
801	Alumni	Foundation
802	Alumni	Foundation
803	Alumni	Foundation
804	Alumni	Foundation
805	Alumni	Foundation for everyday forward
806	Alumni	Foundation of my education
807	Alumni	Foundational
808	Alumni	Foundational
809	Alumni	Foundational
810	Alumni	foundational
811	Alumni	Foundational
812	Alumni	foundational
813	Alumni	foundational
814	Alumni	Foundational
815	Alumni	Foundational
816	Alumni	Foundational
817	Alumni	foundational
818	Alumni	Foundational
819	Alumni	Foundational experience
820	Alumni	Fraternal
821	Alumni	Fraternal
822	Alumni	Fraternal
823	Alumni	Fraternity
824	Alumni	Fraternity
825	Alumni	Fraternity
826	Alumni	Fraternity
827	Alumni	Free spirited
828	Alumni	Friends
829	Alumni	Friends
830	Alumni	Friends
831	Alumni	Friends and teachers
832	Alumni	Friends for life
833	Alumni	Friends for life
834	Alumni	friendship
835	Alumni	Friendship
836	Alumni	Friendship
837	Alumni	Friendship
838	Alumni	Friendship
839	Alumni	Friendship
840	Alumni	Friendship
841	Alumni	Friendship
842	Alumni	Friendship
843	Alumni	friendship
844	Alumni	Friendship
845	Alumni	Friendship
846	Alumni	Friendship
847	Alumni	Friendship
848	Alumni	Friendship
849	Alumni	Friendship
850	Alumni	Friendship
851	Alumni	Friendship
852	Alumni	Friendship
853	Alumni	Friendship

	A	B
854	Alumni	Friendship
855	Alumni	Friendship
856	Alumni	Friendship
857	Alumni	Friendships
858	Alumni	Friendships
859	Alumni	Fulfilling
860	Alumni	Fun
861	Alumni	Fun
862	Alumni	Fun
863	Alumni	Fundamental to my education and career
864	Alumni	Fundamental to the person I am today
865	Alumni	Gave me a family
866	Alumni	Gave me confidence
867	Alumni	generous
868	Alumni	genuine
869	Alumni	Genuine friendship among young men
870	Alumni	Get it done by whatever means
871	Alumni	Get yer head out yer ass
872	Alumni	Gives boys confidence to voice their opinions
873	Alumni	Gives us the knowledge to send us to college, hurrah!
874	Alumni	Goal & achievement oriented with caring side.
875	Alumni	Good atmosphere
876	Alumni	Good education
877	Alumni	Good education
878	Alumni	Good memories
879	Alumni	Good preparation for further education
880	Alumni	Good scholarship
881	Alumni	Good School
882	Alumni	Good school
883	Alumni	good traditional education
884	Alumni	Good traditions
885	Alumni	Gratitude
886	Alumni	Gratitude for being a part of the long history and tradition of Collegiate
887	Alumni	Great because it emphasized ethical as well as intellectual development
888	Alumni	great community
889	Alumni	great education
890	Alumni	Great Education
891	Alumni	great education
892	Alumni	Great education
893	Alumni	Great education
894	Alumni	Great education
895	Alumni	Great education
896	Alumni	Great education, far above average.
897	Alumni	Great educational foundation
898	Alumni	Great educational institution
899	Alumni	Great friday night basketball memories
900	Alumni	Great legacy
901	Alumni	great lifelong friends
902	Alumni	Great School and wonderful school community.
903	Alumni	Great school that has lasted and served for centuries
904	Alumni	great teachers
905	Alumni	Great teachers
906	Alumni	great teachers
907	Alumni	Great teachers, like Joseph Mitchell.

	A	B
908	Alumni	great!
909	Alumni	Grit
910	Alumni	Grounded in timeless truths
911	Alumni	Grounding
912	Alumni	Growing up
913	Alumni	Growth
914	Alumni	Growth
915	Alumni	Growth
916	Alumni	Growth
917	Alumni	Happiness
918	Alumni	Happy
919	Alumni	hard
920	Alumni	Hard work and dedication
921	Alumni	Hard work for students...
922	Alumni	hard work in good spirit
923	Alumni	Hard-working
924	Alumni	Has avoided the drama that comes from these types of fake controversies up till now
925	Alumni	Has been a springboard to my adulthood
926	Alumni	He is a Dutchman. Not Peter S
927	Alumni	Heart and mind
928	Alumni	hedge fund
929	Alumni	Helped me grow
930	Alumni	helped me learn how to get along with others
931	Alumni	Helped me to be grounded
932	Alumni	helped shape me what I am today
933	Alumni	High academic excellence
934	Alumni	High Standards
935	Alumni	High standards
936	Alumni	High standards
937	Alumni	High standards
938	Alumni	High standards
939	Alumni	highest integrity
940	Alumni	highly competitive
941	Alumni	Historic
942	Alumni	Historic
943	Alumni	Historic
944	Alumni	Historic
945	Alumni	Historic
946	Alumni	Historic
947	Alumni	Historic
948	Alumni	Historic
949	Alumni	Historic
950	Alumni	Historic
951	Alumni	Historic institution
952	Alumni	historic new york
953	Alumni	Historical
954	Alumni	Historical
955	Alumni	Historical
956	Alumni	Historical
957	Alumni	Historical connection
958	Alumni	Historical identity
959	Alumni	Historically significant
960	Alumni	Historically significant
961	Alumni	History

	A	B
962	Alumni	History
963	Alumni	History
964	Alumni	History
965	Alumni	History
966	Alumni	History
967	Alumni	History
968	Alumni	History
969	Alumni	history
970	Alumni	History
971	Alumni	History
972	Alumni	History
973	Alumni	History
974	Alumni	History
975	Alumni	History
976	Alumni	History
977	Alumni	History
978	Alumni	History
979	Alumni	History
980	Alumni	History
981	Alumni	History
982	Alumni	History
983	Alumni	History; Integrity; tradition
984	Alumni	Holding on to identity through the ages, ironically
985	Alumni	Home
986	Alumni	home
987	Alumni	Home
988	Alumni	Home
989	Alumni	Home
990	Alumni	Home
991	Alumni	Home
992	Alumni	Home
993	Alumni	Home
994	Alumni	Home
995	Alumni	Home
996	Alumni	Home
997	Alumni	Home
998	Alumni	Home
999	Alumni	Home
1000	Alumni	Home
1001	Alumni	Home
1002	Alumni	Home
1003	Alumni	Home
1004	Alumni	Home
1005	Alumni	Home
1006	Alumni	Home
1007	Alumni	Home
1008	Alumni	Home
1009	Alumni	Home
1010	Alumni	Home
1011	Alumni	Home
1012	Alumni	Home
1013	Alumni	Home
1014	Alumni	Home
1015	Alumni	Home

	A	B
1016	Alumni	Home
1017	Alumni	Home
1018	Alumni	home
1019	Alumni	Home
1020	Alumni	Home
1021	Alumni	Home
1022	Alumni	Home
1023	Alumni	Home
1024	Alumni	Home
1025	Alumni	Home
1026	Alumni	Home
1027	Alumni	Home (for marking me so deeply and giving me so much in ways I can't even perceive now)
1028	Alumni	Home and family.
1029	Alumni	Home.
1030	Alumni	Homogeneous
1031	Alumni	Homogenous
1032	Alumni	Homophobic, racist, sexist
1033	Alumni	Honor
1034	Alumni	Honor
1035	Alumni	honor
1036	Alumni	Honor
1037	Alumni	Honor
1038	Alumni	Honorable
1039	Alumni	How to work hard
1040	Alumni	Hubris
1041	Alumni	Humanities
1042	Alumni	Hurrah for the orange & blue
1043	Alumni	Hurrah for the Orange-and-Blue.
1044	Alumni	Hyper-critical, intelligent
1045	Alumni	I am actually amazed by some of my fellow Dutchmen
1046	Alumni	I am entitled to feel elitist in a good way
1047	Alumni	I am proud to be an alumnus
1048	Alumni	I can do anything I set my mind to do
1049	Alumni	I like to stick to tradition
1050	Alumni	I used to think high standards
1051	Alumni	I was very fortunate to attend K-12, class of <i>[removed for anonymity]</i>
1052	Alumni	I'll say that again
1053	Alumni	Ideas have consequences
1054	Alumni	identity
1055	Alumni	Identity & Upbringing
1056	Alumni	intimate
1057	Alumni	Impactful
1058	Alumni	important
1059	Alumni	important
1060	Alumni	Important
1061	Alumni	Important
1062	Alumni	Important influence on development
1063	Alumni	Important part of my character
1064	Alumni	Impressive
1065	Alumni	Improve the flying moments
1066	Alumni	Improve the flying moments
1067	Alumni	Incisive
1068	Alumni	Inclusive

	A	B
1069	Alumni	Inclusive
1070	Alumni	Inclusive
1071	Alumni	Inclusive
1072	Alumni	Inclusive
1073	Alumni	Inclusive
1074	Alumni	Inclusive
1075	Alumni	Inclusive
1076	Alumni	Inclusive
1077	Alumni	Inclusive
1078	Alumni	Inclusive
1079	Alumni	Inclusive
1080	Alumni	Inclusive
1081	Alumni	Inclusive
1082	Alumni	inclusivee
1083	Alumni	Incredible education
1084	Alumni	Incredible faculty and staff
1085	Alumni	Incredibly important
1086	Alumni	Indelible
1087	Alumni	Independence
1088	Alumni	Independent
1089	Alumni	Indispensable
1090	Alumni	Influential
1091	Alumni	Influential
1092	Alumni	influential
1093	Alumni	Informative
1094	Alumni	Innovative
1095	Alumni	Inspiration
1096	Alumni	inspiration and model for civil behavior
1097	Alumni	Inspirational
1098	Alumni	inspirational
1099	Alumni	Inspiring
1100	Alumni	inspiring
1101	Alumni	Inspiring
1102	Alumni	Inspiring
1103	Alumni	Inspiring individual thought and debate
1104	Alumni	Inspiring mentors.
1105	Alumni	Inspiring teachers
1106	Alumni	Institution
1107	Alumni	Institution
1108	Alumni	Integral
1109	Alumni	integrity
1110	Alumni	Integrity
1111	Alumni	Intellectual
1112	Alumni	Intellectual
1113	Alumni	Intellectual
1114	Alumni	Intellectual
1115	Alumni	Intellectual
1116	Alumni	Intellectual
1117	Alumni	Intellectual
1118	Alumni	Intellectual
1119	Alumni	Intellectual
1120	Alumni	Intellectual
1121	Alumni	Intellectual
1122	Alumni	Intellectual

	A	B
1123	Alumni	Intellectual
1124	Alumni	Intellectual / religious backbone without exclusion
1125	Alumni	intellectual curiosity
1126	Alumni	Intellectual curiosity
1127	Alumni	Intellectual Freedom
1128	Alumni	Intellectual merit
1129	Alumni	Intellectual rigor
1130	Alumni	Intellectual rigor
1131	Alumni	Intellectually challenging and rigorous
1132	Alumni	Intellectually elite
1133	Alumni	Intellectually rigorous
1134	Alumni	Intellectually rigorous
1135	Alumni	Intellectually stimulating
1136	Alumni	Intelligence
1137	Alumni	Intelligence
1138	Alumni	Intelligence
1139	Alumni	Intelligence
1140	Alumni	Intelligence
1141	Alumni	Intelligent
1142	Alumni	Intelligent
1143	Alumni	Intense
1144	Alumni	Intense
1145	Alumni	Intense
1146	Alumni	Intense
1147	Alumni	Intense pride being a Collegiate graduate (1-12)
1148	Alumni	Interesting
1149	Alumni	Internally stratified which is a negative
1150	Alumni	Intimidating
1151	Alumni	Intolerant
1152	Alumni	Irreplaceable
1153	Alumni	Irreverent humor with sense of humility
1154	Alumni	Irreverent. At least compared to those dinguses at Horace Mann.
1155	Alumni	Issues with tolerance: race/gender/class
1156	Alumni	It was the reason I have formed some of the most important friendships still to this day
1157	Alumni	Joy
1158	Alumni	Jumping through hoops
1159	Alumni	Knolege
1160	Alumni	Knowledge
1161	Alumni	Knowledge
1162	Alumni	Lacking diversity
1163	Alumni	Lasting friendships
1164	Alumni	Lasting Friendships
1165	Alumni	lasting friendships
1166	Alumni	Leadership
1167	Alumni	Leadership
1168	Alumni	Leadership
1169	Alumni	Leadership in all things
1170	Alumni	Learning
1171	Alumni	Learning
1172	Alumni	Learning
1173	Alumni	Learning
1174	Alumni	Learning experiences
1175	Alumni	Learning how to learn
1176	Alumni	Legacy

	A	B
1177	Alumni	legacy
1178	Alumni	Lerned English gooder than others (heard King James each day)
1179	Alumni	Life changing
1180	Alumni	life changing
1181	Alumni	Life forming
1182	Alumni	Life long friends
1183	Alumni	Life long friendships
1184	Alumni	Life-changing
1185	Alumni	Life-Changing
1186	Alumni	Life-changing
1187	Alumni	Life-long friendship
1188	Alumni	Life-shaping
1189	Alumni	Lifelong bonds and attachment
1190	Alumni	Lifelong comaraderie
1191	Alumni	Lifelong comrades
1192	Alumni	Lifelong friends
1193	Alumni	Lifelong Friendships
1194	Alumni	Lifelong friendships
1195	Alumni	long tradition
1196	Alumni	Loss/grief over the loss of the traditions and quirks that made Collegiate so wonderful
1197	Alumni	Love
1198	Alumni	Love
1199	Alumni	love of learning
1200	Alumni	Love of learning
1201	Alumni	Loving
1202	Alumni	Loyal
1203	Alumni	Loyalty
1204	Alumni	Loyalty
1205	Alumni	Loyalty
1206	Alumni	Loyalty
1207	Alumni	Macho
1208	Alumni	Made me aware of importance of cultural debt to the past
1209	Alumni	Male
1210	Alumni	Male
1211	Alumni	Male
1212	Alumni	Male centered
1213	Alumni	Male-dominated
1214	Alumni	Manhood
1215	Alumni	Maturity
1216	Alumni	Meaningful
1217	Alumni	Memorable
1218	Alumni	Memories
1219	Alumni	Memories & Tradition
1220	Alumni	Mentally stimulating (teaching how to think not what to think. Have heard from current students and more recent grads that you do way more of the latter now. Don't teach a leftist agenda! Teach how to think and reward contrarians who come up with compelling arguments. Step it up guys. Don't lose sight of the collegiate all the alums love.
1221	Alumni	Merit
1222	Alumni	Mind Expanding
1223	Alumni	Mind-expanding
1224	Alumni	Misogynistic
1225	Alumni	Miss it
1226	Alumni	molding
1227	Alumni	Moral

	A	B
1228	Alumni	more important than Yale
1229	Alumni	Most important
1230	Alumni	Motivational
1231	Alumni	moving forward
1232	Alumni	Much better as an alum than a student
1233	Alumni	My Alma Mater
1234	Alumni	my best educational experience
1235	Alumni	My childhood
1236	Alumni	My Childhood
1237	Alumni	My family's choice
1238	Alumni	my friends and classmates for 12 year
1239	Alumni	My lifelong friends are former classmates
1240	Alumni	My Salvation.
1241	Alumni	naive, bigoted
1242	Alumni	Needs to be better at cultivating an open-minded environment. No judgement
1243	Alumni	New York
1244	Alumni	New York
1245	Alumni	New York
1246	Alumni	new york
1247	Alumni	new york city
1248	Alumni	New York City
1249	Alumni	Nisi Sapientia Frustra
1250	Alumni	NO girls means less distractions- we learned better
1251	Alumni	nostalgia
1252	Alumni	Nostalgia
1253	Alumni	Not a school with boys, but a school for boys
1254	Alumni	Not as fancy then as it is now
1255	Alumni	Not as progressive as it thinks
1256	Alumni	Not for everyone
1257	Alumni	Not strict
1258	Alumni	not too full of itself
1259	Alumni	Nurturing
1260	Alumni	Nurturing
1261	Alumni	Nurturing
1262	Alumni	Nurturing
1263	Alumni	Nurturing
1264	Alumni	Nurturing all boys environment
1265	Alumni	nurturing environment
1266	Alumni	nuturing
1267	Alumni	Obnoxious white liberal racism in pockets aka typical
1268	Alumni	obsolete
1269	Alumni	Of quality
1270	Alumni	Often imperfect
1271	Alumni	Old
1272	Alumni	Old
1273	Alumni	old and hallowed
1274	Alumni	Old fashioned
1275	Alumni	Oldest institution of learning
1276	Alumni	Oldest school
1277	Alumni	once had a strong sense of school spirit. No more
1278	Alumni	Once was my home. Now I would never go back
1279	Alumni	One of a kind
1280	Alumni	one of the most interesting years of my life
1281	Alumni	Open

	A	B
1282	Alumni	Open
1283	Alumni	Open and honest intellectual debate
1284	Alumni	Open and inclusive
1285	Alumni	Open minded
1286	Alumni	Open-minded
1287	Alumni	Open-minded
1288	Alumni	Openness
1289	Alumni	Opinionated on insignificant matters
1290	Alumni	Opportunity
1291	Alumni	Opportunity
1292	Alumni	Opportunity
1293	Alumni	Opportunity
1294	Alumni	Opportunity
1295	Alumni	Opportunity
1296	Alumni	Opportunity
1297	Alumni	Opportunity
1298	Alumni	Opportunity
1299	Alumni	Opportunity
1300	Alumni	Opportunity of a lifetime
1301	Alumni	Oppressive
1302	Alumni	Origin
1303	Alumni	Origin
1304	Alumni	Original
1305	Alumni	Our House
1306	Alumni	Outdated on gender
1307	Alumni	Outstanding
1308	Alumni	Outstanding academics
1309	Alumni	Outstanding education
1310	Alumni	Pain, oppression, toxic boy's club
1311	Alumni	Parochialism of place and class, I'm afraid
1312	Alumni	Part of my history
1313	Alumni	Passion
1314	Alumni	Pivotal
1315	Alumni	Place of exceptional education
1316	Alumni	Place of growth/identity
1317	Alumni	Place of tradition and pride
1318	Alumni	Place that nurtures excellence
1319	Alumni	Place where I made lifetime friends
1320	Alumni	Point of pride
1321	Alumni	Polyglot
1322	Alumni	Poor social emotional education
1323	Alumni	positive
1324	Alumni	positive
1325	Alumni	Positive
1326	Alumni	Positive
1327	Alumni	Positive experience
1328	Alumni	Positive Foundation
1329	Alumni	Powerful
1330	Alumni	Premier education
1331	Alumni	Preparative
1332	Alumni	preparatory
1333	Alumni	preparatory
1334	Alumni	Prepared me for the world
1335	Alumni	Preparing for adult life, not simply college

	A	B
1336	Alumni	Preparing little boys to become young men
1337	Alumni	Preppy
1338	Alumni	Preppy
1339	Alumni	Pressure cooker
1340	Alumni	Prestige
1341	Alumni	Prestige
1342	Alumni	Pride
1343	Alumni	Pride
1344	Alumni	Pride
1345	Alumni	Pride
1346	Alumni	Pride
1347	Alumni	Pride
1348	Alumni	pride
1349	Alumni	Pride
1350	Alumni	Pride
1351	Alumni	Pride
1352	Alumni	Pride
1353	Alumni	Pride
1354	Alumni	Pride
1355	Alumni	Pride
1356	Alumni	Pride
1357	Alumni	Pride
1358	Alumni	Pride
1359	Alumni	Pride
1360	Alumni	pride
1361	Alumni	Pride
1362	Alumni	Pride
1363	Alumni	Pride
1364	Alumni	Pride
1365	Alumni	Pride
1366	Alumni	Pride
1367	Alumni	Pride
1368	Alumni	Pride
1369	Alumni	Pride
1370	Alumni	Pride
1371	Alumni	Pride
1372	Alumni	Pride
1373	Alumni	Pride
1374	Alumni	Pride
1375	Alumni	Pride
1376	Alumni	Pride
1377	Alumni	Pride
1378	Alumni	Pride
1379	Alumni	Pride
1380	Alumni	Pride
1381	Alumni	Pride
1382	Alumni	Pride
1383	Alumni	Pride
1384	Alumni	Pride
1385	Alumni	Pride
1386	Alumni	Pride
1387	Alumni	Pride in community
1388	Alumni	Pride in its history and values

	A	B
1389	Alumni	Pride in the History of the school, even though we believed the school started in 1637, not 1628
1390	Alumni	pride in the school's academic heritage and reputation
1391	Alumni	Pride, yes being a Collegiate alum is a strong statement
1392	Alumni	Pride.
1393	Alumni	Prideful
1394	Alumni	Prideful
1395	Alumni	private boys school
1396	Alumni	Privilege
1397	Alumni	Privilege
1398	Alumni	Privileged
1399	Alumni	Privileged
1400	Alumni	Profesionalism
1401	Alumni	profound gratitude
1402	Alumni	Progressive
1403	Alumni	Progressive
1404	Alumni	Progressive
1405	Alumni	Proud
1406	Alumni	Proud
1407	Alumni	Proud
1408	Alumni	Proud
1409	Alumni	Proud
1410	Alumni	Proud brotherhood
1411	Alumni	Proud history/tradition
1412	Alumni	Proud of its role in the city
1413	Alumni	Proud of our unique history
1414	Alumni	provided me with an absolutely outstanding education
1415	Alumni	Provided the skills/education needed to lead a successful career in college and beyond
1416	Alumni	Providing basis for tolerance for others
1417	Alumni	Providing foundation for successful and fulfilling life
1418	Alumni	Proving ground
1419	Alumni	pursuing excellence
1420	Alumni	Pursuit of academic excellence
1421	Alumni	Pursuit of Excellence
1422	Alumni	Pursuit of knowledge as an end in itself.
1423	Alumni	quaker values, non-hierarchical, inclusive
1424	Alumni	Quality
1425	Alumni	Quality Education
1426	Alumni	quality education
1427	Alumni	queerphobic, male-centric, patriarchal, femmephobic
1428	Alumni	Quest for educational eqxcellence
1429	Alumni	Quick to misdiagnose "issues"
1430	Alumni	Racially and culturally insensitive
1431	Alumni	Racially and economically diverse and inclusive
1432	Alumni	Realization of one's full human potential
1433	Alumni	Reflective of a city that no longer really exists
1434	Alumni	Relationships
1435	Alumni	Reputation that has demonstrated who I am my entire life
1436	Alumni	Resistant to change
1437	Alumni	Respect
1438	Alumni	Respect amongst students for excellence across academics, the arts, and athletics
1439	Alumni	Respectful irreverence
1440	Alumni	respectful of all pursuits-academics/athletics/extracurriculars
1441	Alumni	respectful of the past, not just the present

	A	B
1442	Alumni	Respectful of tradition while forward looking
1443	Alumni	Rich
1444	Alumni	Rife with unpunished thefts by the football team '69
1445	Alumni	Rigerous
1446	Alumni	Rigor
1447	Alumni	Rigor
1448	Alumni	Rigor
1449	Alumni	Rigorous
1450	Alumni	Rigorous
1451	Alumni	Rigorous
1452	Alumni	Rigorous
1453	Alumni	Rigorous
1454	Alumni	Rigorous
1455	Alumni	rigorous
1456	Alumni	Rigorous
1457	Alumni	Rigorous
1458	Alumni	Rigorous
1459	Alumni	Rigorous
1460	Alumni	Rigorous
1461	Alumni	Rigorous
1462	Alumni	Rigorous
1463	Alumni	Rigorous
1464	Alumni	rigorous
1465	Alumni	Rigorous
1466	Alumni	Rigorous
1467	Alumni	Rigorous
1468	Alumni	rigorous
1469	Alumni	Rigorous
1470	Alumni	Rigorous
1471	Alumni	Rigorous
1472	Alumni	Rigorous
1473	Alumni	Rigorous
1474	Alumni	Rigorous
1475	Alumni	Rigorous academics
1476	Alumni	Rigorous academics
1477	Alumni	Rigorous education
1478	Alumni	Rigorous education
1479	Alumni	Rigorous in all things especially academics
1480	Alumni	Rigorous work
1481	Alumni	Rigorously challenging & empathetic
1482	Alumni	Rooted in history
1483	Alumni	Roots
1484	Alumni	Roots
1485	Alumni	rough transition from my public school
1486	Alumni	Sacred
1487	Alumni	Safe space
1488	Alumni	Sanctuary
1489	Alumni	Scholarly
1490	Alumni	scholarly
1491	Alumni	Scholarship
1492	Alumni	Scholarship
1493	Alumni	Scholarship
1494	Alumni	Scholarship
1495	Alumni	scholarship

	A	B
1496	Alumni	Scholarship
1497	Alumni	School
1498	Alumni	School
1499	Alumni	School for boys and young men
1500	Alumni	school spirit
1501	Alumni	Second home
1502	Alumni	Secular Pluralism
1503	Alumni	Self-belief
1504	Alumni	Self-centered institution
1505	Alumni	Self-confidence
1506	Alumni	self-critical in a good way
1507	Alumni	Self-important
1508	Alumni	Sense of connection to all who've passed through the red doors before and after
1509	Alumni	Sense of history of lifelong learning
1510	Alumni	sense of humor
1511	Alumni	Service to the wider world
1512	Alumni	Set me up for success
1513	Alumni	Sexist but self-aware in many ways
1514	Alumni	Single sex
1515	Alumni	Single sex boys education
1516	Alumni	Slow to Change
1517	Alumni	small
1518	Alumni	Small
1519	Alumni	Small community
1520	Alumni	Small, tight-knit community among staff and alumni
1521	Alumni	Smart
1522	Alumni	Smart boys
1523	Alumni	Smart students
1524	Alumni	Soccer
1525	Alumni	Social scene
1526	Alumni	Socially broadening and inclusive
1527	Alumni	Solid
1528	Alumni	Solid education
1529	Alumni	solidarity
1530	Alumni	Some great teachers
1531	Alumni	Sometimes elitist
1532	Alumni	Sophisticated
1533	Alumni	Sound academics
1534	Alumni	Source of comfort and inspiration, pride and strength
1535	Alumni	Source of love/community/brotherhood
1536	Alumni	Source of pride
1537	Alumni	Source of Pride
1538	Alumni	Source of pride
1539	Alumni	Source of pride and fulfillment
1540	Alumni	Source of pride, with a unique and incredible culture tied to its deep history
1541	Alumni	Source of tradition and pride
1542	Alumni	Special
1543	Alumni	Special
1544	Alumni	Special
1545	Alumni	special talents
1546	Alumni	Spirit
1547	Alumni	Spirit
1548	Alumni	spirited
1549	Alumni	Sports prowess above its size

	A	B
1550	Alumni	Spring Board
1551	Alumni	strongly academic
1552	Alumni	stability
1553	Alumni	Stability
1554	Alumni	Stability
1555	Alumni	stable
1556	Alumni	Stand and deliver
1557	Alumni	Stellar education
1558	Alumni	Still elitist but mindful of elitism's dangers.
1559	Alumni	Stimulating
1560	Alumni	Stimulating
1561	Alumni	street
1562	Alumni	Strength
1563	Alumni	Strength
1564	Alumni	strength building
1565	Alumni	Stressful
1566	Alumni	Stressful
1567	Alumni	Strict
1568	Alumni	Strive for Excellence
1569	Alumni	Striving
1570	Alumni	Strong academic/educational institution.
1571	Alumni	Strong academics
1572	Alumni	Strong brotherhood
1573	Alumni	Strong camaraderie with my fellow alumni
1574	Alumni	Strong collegial atmosphere
1575	Alumni	Strong education
1576	Alumni	Strong in peer solidarity and friendship
1577	Alumni	Strong purpose
1578	Alumni	Strong, tightknit community
1579	Alumni	struggle
1580	Alumni	struggle (a good way)
1581	Alumni	Struggle for inclusivity
1582	Alumni	Success
1583	Alumni	Success
1584	Alumni	success
1585	Alumni	Success
1586	Alumni	Successful
1587	Alumni	Superb education
1588	Alumni	Superior (as I now see what a "top-ranked" suburban public school is like, and think 'I wish my kid were a Collegiate boy')
1589	Alumni	Support
1590	Alumni	support
1591	Alumni	Support system
1592	Alumni	supportive
1593	Alumni	supportive
1594	Alumni	Supportive
1595	Alumni	Supportive
1596	Alumni	supportive
1597	Alumni	Supportive
1598	Alumni	Supportive
1599	Alumni	Supportive community
1600	Alumni	Supportive of a young man's growth emotionally and educationally
1601	Alumni	Supportive of a young man's growth emotionally and educationally
1602	Alumni	supportively competitive

	A	B
1603	Alumni	Survivor meant something - you put a lot in and got more out
1604	Alumni	Taught me how to think critically
1605	Alumni	taught me how to write and how to learn
1606	Alumni	Teaching the importance of striving for excellence and maintaining high standards
1607	Alumni	Team building
1608	Alumni	Teamwork
1609	Alumni	Teamwork
1610	Alumni	Terrific education
1611	Alumni	terrific student population
1612	Alumni	The absolute pinnacle of educational process, with a history that--while worth examining--should not be tossed aside or demeaned. I, and many of my colleagues, would not be where I am today if not for my Collegiate education.
1613	Alumni	The best
1614	Alumni	The best come from there
1615	Alumni	The best experience of my life and the place where I made life-long friends
1616	Alumni	The best school in North America
1617	Alumni	The distinctiveness of our history and community; that we are not generic.
1618	Alumni	The footsteps of generations past and future
1619	Alumni	The mascot is fine and should be kept
1620	Alumni	The most formative experience of my life
1621	Alumni	the most fruitful years of my education
1622	Alumni	The most important educational experience of my life
1623	Alumni	The most important part of my upbringing
1624	Alumni	The place that taught me to think critically, for myself, and not to be swayed by fashion and opinion.
1625	Alumni	The school helped establish the foundation for my life
1626	Alumni	the source of several very good friends
1627	Alumni	They give you the knowledge that sends you to college
1628	Alumni	thought-provoking
1629	Alumni	Thoughtful
1630	Alumni	Thoughtful
1631	Alumni	Thoughtful
1632	Alumni	Thoughtful and introspective
1633	Alumni	Threatened
1634	Alumni	Three centuries of traditions
1635	Alumni	Tight community
1636	Alumni	Tight community
1637	Alumni	Tight-knit
1638	Alumni	Timeless
1639	Alumni	To Collegiate we'll ever be true
1640	Alumni	To Collegiate We'll Ever Be True.
1641	Alumni	to encourage and bring out the best of each student
1642	Alumni	Togetherness
1643	Alumni	Tolerance
1644	Alumni	Tolerant
1645	Alumni	tolerant
1646	Alumni	Tolerant
1647	Alumni	Tolerant
1648	Alumni	tone deaf
1649	Alumni	tone deaf
1650	Alumni	too much homework!
1651	Alumni	Too new age
1652	Alumni	Took pride in the history of the school
1653	Alumni	top flight education

	A	B
1654	Alumni	Top tier
1655	Alumni	Touchstone
1656	Alumni	tough
1657	Alumni	Tough
1658	Alumni	Tough but fair
1659	Alumni	Tough love
1660	Alumni	Tradition
1661	Alumni	Tradition
1662	Alumni	Tradition
1663	Alumni	tradition
1664	Alumni	Tradition
1665	Alumni	Tradition
1666	Alumni	Tradition
1667	Alumni	Tradition
1668	Alumni	Tradition
1669	Alumni	Tradition
1670	Alumni	Tradition
1671	Alumni	Tradition
1672	Alumni	Tradition
1673	Alumni	Tradition
1674	Alumni	Tradition
1675	Alumni	tradition
1676	Alumni	Tradition
1677	Alumni	Tradition
1678	Alumni	Tradition
1679	Alumni	Tradition
1680	Alumni	Tradition
1681	Alumni	Tradition
1682	Alumni	Tradition
1683	Alumni	Tradition
1684	Alumni	Tradition
1685	Alumni	Tradition
1686	Alumni	Tradition
1687	Alumni	Tradition
1688	Alumni	Tradition
1689	Alumni	Tradition
1690	Alumni	Tradition
1691	Alumni	Tradition
1692	Alumni	Tradition
1693	Alumni	Tradition
1694	Alumni	Tradition
1695	Alumni	Tradition
1696	Alumni	Tradition
1697	Alumni	Tradition
1698	Alumni	Tradition
1699	Alumni	Tradition
1700	Alumni	Tradition
1701	Alumni	Tradition
1702	Alumni	Tradition
1703	Alumni	Tradition
1704	Alumni	Tradition
1705	Alumni	Tradition
1706	Alumni	Tradition
1707	Alumni	Tradition

	A	B
1708	Alumni	Tradition
1709	Alumni	Tradition
1710	Alumni	Tradition
1711	Alumni	Tradition
1712	Alumni	Tradition
1713	Alumni	Tradition (in a positive sense)
1714	Alumni	Tradition and disciplined thought
1715	Alumni	Tradition without pretension
1716	Alumni	Tradition, an historic New York institution
1717	Alumni	Tradition and Excellence
1718	Alumni	Traditional
1719	Alumni	Traditional
1720	Alumni	Traditional
1721	Alumni	traditional
1722	Alumni	Traditional
1723	Alumni	Traditional
1724	Alumni	Traditional
1725	Alumni	Traditional
1726	Alumni	Traditional
1727	Alumni	Traditional
1728	Alumni	Traditional
1729	Alumni	Traditional
1730	Alumni	traditional and also innovative
1731	Alumni	traditional and slow to change
1732	Alumni	Traditional and tradition laden (Positive)
1733	Alumni	Traditional but rigorous education
1734	Alumni	Traditional education
1735	Alumni	traditional historic background
1736	Alumni	traditional not always in a good way
1737	Alumni	Traditional yet forward thinking
1738	Alumni	traditionalists
1739	Alumni	Transformational
1740	Alumni	Transformative
1741	Alumni	transformative
1742	Alumni	Transformative
1743	Alumni	Transformative
1744	Alumni	Trust
1745	Alumni	truth
1746	Alumni	truth and honesty above all
1747	Alumni	Unbelievable education
1748	Alumni	Unbelievable education
1749	Alumni	Uncomfortable (as a minority and as a lower-middle-class/middle-class kid, esp. in a generation where talking about the past and race and colonialism and slavery and segregation were not well handled sometimes)
1750	Alumni	Uncompassionate
1751	Alumni	unconcerned with student well being beyond academics
1752	Alumni	under-appreciated
1753	Alumni	Unifying
1754	Alumni	Unique
1755	Alumni	Unique
1756	Alumni	Unique
1757	Alumni	unique
1758	Alumni	Unique
1759	Alumni	Unique

	A	B
1760	Alumni	Unique
1761	Alumni	Unique
1762	Alumni	Unique (only 1 (excl. Browning) versus many all-girls' schools in NYC)
1763	Alumni	Unique and Irreplaceable
1764	Alumni	Unique camaraderie and tradition is a source of pride
1765	Alumni	Unique institution
1766	Alumni	Unique opportunity
1767	Alumni	Unity
1768	Alumni	unity
1769	Alumni	Unity
1770	Alumni	Unparalleled education, preparation
1771	Alumni	Unpretentious
1772	Alumni	Unsurpassable academic excellence
1773	Alumni	upbringing
1774	Alumni	Upbringing
1775	Alumni	Upper class
1776	Alumni	Upper West Side
1777	Alumni	Used to mean a lot more
1778	Alumni	Useful
1779	Alumni	valuable
1780	Alumni	Value
1781	Alumni	Valued history
1782	Alumni	Values
1783	Alumni	Values athletics and the arts.
1784	Alumni	Values diversity.
1785	Alumni	Very demanding learning environment.
1786	Alumni	Very fond memories
1787	Alumni	Very inclusive school; first place I came to know Chinese and Jewish boys
1788	Alumni	very proud of itself
1789	Alumni	Vibrant
1790	Alumni	vibrant intellectual discourse
1791	Alumni	vital
1792	Alumni	Was a rock and standard-bearer of tradition and excellence before all these recent changes to the facility, culture and community, some of which threaten to render the school unrecognizable to its alumni
1793	Alumni	We were - and remain - Dutchman
1794	Alumni	Wealthy
1795	Alumni	wealthy
1796	Alumni	Wealthy elite
1797	Alumni	Weirdly conservative
1798	Alumni	welcoming
1799	Alumni	Welcoming
1800	Alumni	Welcoming
1801	Alumni	Well rounded
1802	Alumni	West
1803	Alumni	What a prep school should be
1804	Alumni	What made me me
1805	Alumni	where I learned a great deal from some of the best teachers I've ever had
1806	Alumni	where I made many close and enduring friendships
1807	Alumni	White
1808	Alumni	white
1809	Alumni	White
1810	Alumni	Why erase history
1811	Alumni	wonderful

	A	B
1812	Alumni	Wonderful people
1813	Alumni	Wonderfully weird
1814	Alumni	Work
1815	Alumni	Work hard but play hard
1816	Alumni	World Expander
1817	Alumni	youth
1818		
1819	Faculty/Staff	"Home"
1820	Faculty/Staff	"They say all-boys education has no effect - they're wrong."
1821	Faculty/Staff	a boys and mens club, inevitably exclusive and arrogant
1822	Faculty/Staff	A dynamic, fun, and charismatic student body
1823	Faculty/Staff	a former place of employment
1824	Faculty/Staff	a fraternal order that promises access to power and life-long friendships
1825	Faculty/Staff	a great place to teach
1826	Faculty/Staff	a happy place
1827	Faculty/Staff	A joyful place with a rigorous academic tradition
1828	Faculty/Staff	a little outdated
1829	Faculty/Staff	A long time ago
1830	Faculty/Staff	A place that creates lifelong friendships
1831	Faculty/Staff	A place that is aware and proud of its history, but wears it lightly
1832	Faculty/Staff	A place that values educational achievement
1833	Faculty/Staff	A place that values the humanities as part of educating our students
1834	Faculty/Staff	A place to foster tolerance, kindness, and brotherhood
1835	Faculty/Staff	a place where it is okay to be smart/intellectual
1836	Faculty/Staff	A privilege to work alongside and collaborate with the faculty of the school
1837	Faculty/Staff	A refuge where ALL students can be encouraged and supported and become young scholars and thinkers
1838	Faculty/Staff	A school full of wonderful talented students and a devoted faculty
1839	Faculty/Staff	A second home
1840	Faculty/Staff	A supportive brotherhood, but a selective brotherhood that excludes
1841	Faculty/Staff	A thoughtful and well-run institution with some flaws but working through them
1842	Faculty/Staff	A unique place.
1843	Faculty/Staff	A unique school for boys that is anything but Darwinian
1844	Faculty/Staff	A value based instutution
1845	Faculty/Staff	A wonderful intellectual home
1846	Faculty/Staff	academic
1847	Faculty/Staff	Academic
1848	Faculty/Staff	Academic
1849	Faculty/Staff	academic
1850	Faculty/Staff	Academic
1851	Faculty/Staff	Academic
1852	Faculty/Staff	Academic Excellence
1853	Faculty/Staff	Academic excellence
1854	Faculty/Staff	Academic powerhouse
1855	Faculty/Staff	Academically challenging
1856	Faculty/Staff	academically demanding
1857	Faculty/Staff	academically focused
1858	Faculty/Staff	Academics
1859	Faculty/Staff	Admin hesitant to make real progress toward equity/justice
1860	Faculty/Staff	All Boys
1861	Faculty/Staff	An incredible network
1862	Faculty/Staff	An incredible school with a strong tradition
1863	Faculty/Staff	aspirational

	A	B
1864	Faculty/Staff	At times, Collegiate has been a place that allows people to openly express and teach their own microaggressions without any consequences, mainly in reference to faculty.
1865	Faculty/Staff	At times, conservative (non-progressive)
1866	Faculty/Staff	At times, not inviting
1867	Faculty/Staff	Band of Brothers is a false image
1868	Faculty/Staff	Best working place.
1869	Faculty/Staff	Bold
1870	Faculty/Staff	Boys
1871	Faculty/Staff	Boys education at its best
1872	Faculty/Staff	Brilliant
1873	Faculty/Staff	Brotherhood
1874	Faculty/Staff	brotherhood
1875	Faculty/Staff	Brotherhood
1876	Faculty/Staff	Brotherhood
1877	Faculty/Staff	Brotherhood
1878	Faculty/Staff	Brotherhood
1879	Faculty/Staff	Brotherhood
1880	Faculty/Staff	Brotherhood
1881	Faculty/Staff	Camaraderie
1882	Faculty/Staff	Camaraderie
1883	Faculty/Staff	Cameraderie
1884	Faculty/Staff	Caring
1885	Faculty/Staff	Caring
1886	Faculty/Staff	Challenge
1887	Faculty/Staff	Challenging
1888	Faculty/Staff	Challenging
1889	Faculty/Staff	Challenging
1890	Faculty/Staff	Challenging
1891	Faculty/Staff	close knit, a joyous school
1892	Faculty/Staff	Collaborative
1893	Faculty/Staff	Collaborative, creative and inspiring faculty (lower school)
1894	Faculty/Staff	collegial
1895	Faculty/Staff	Collegial atmosphere
1896	Faculty/Staff	Collegiate has been our home for the last 28 years.
1897	Faculty/Staff	community
1898	Faculty/Staff	Community
1899	Faculty/Staff	Community
1900	Faculty/Staff	community
1901	Faculty/Staff	Community
1902	Faculty/Staff	community
1903	Faculty/Staff	Community
1904	Faculty/Staff	Community
1905	Faculty/Staff	Community
1906	Faculty/Staff	Community
1907	Faculty/Staff	Community
1908	Faculty/Staff	Community
1909	Faculty/Staff	Community
1910	Faculty/Staff	community
1911	Faculty/Staff	Community
1912	Faculty/Staff	Community
1913	Faculty/Staff	Community
1914	Faculty/Staff	Community
1915	Faculty/Staff	Community
1916	Faculty/Staff	community

	A	B
1917	Faculty/Staff	community
1918	Faculty/Staff	Community
1919	Faculty/Staff	Community
1920	Faculty/Staff	Community
1921	Faculty/Staff	Community
1922	Faculty/Staff	Community
1923	Faculty/Staff	Community of learners
1924	Faculty/Staff	Community of learners
1925	Faculty/Staff	Community reaching across boundaries in education, arts, sports, and globally
1926	Faculty/Staff	community-centered
1927	Faculty/Staff	Community, but one that has changed
1928	Faculty/Staff	Competitive
1929	Faculty/Staff	Complicated
1930	Faculty/Staff	Conflicted
1931	Faculty/Staff	conservative
1932	Faculty/Staff	Creative
1933	Faculty/Staff	Deeply innovative
1934	Faculty/Staff	Dissapointing
1935	Faculty/Staff	Diversity
1936	Faculty/Staff	Educational community of diverse individuals pursuing growth intellectually and ethically
1937	Faculty/Staff	Elite
1938	Faculty/Staff	Elite
1939	Faculty/Staff	Elite
1940	Faculty/Staff	elite
1941	Faculty/Staff	Elite
1942	Faculty/Staff	Elite and in areas elitist
1943	Faculty/Staff	Elite/high standards/primarily white/
1944	Faculty/Staff	Elitism
1945	Faculty/Staff	Elitist
1946	Faculty/Staff	Elitist
1947	Faculty/Staff	Elitist
1948	Faculty/Staff	Elitist
1949	Faculty/Staff	Elitist
1950	Faculty/Staff	Elitist
1951	Faculty/Staff	Engagement
1952	Faculty/Staff	engaging
1953	Faculty/Staff	Engaging in questioning and reexamining in the pursuit of truth and knowledge.
1954	Faculty/Staff	Entitled
1955	Faculty/Staff	Entitlement
1956	Faculty/Staff	Erudition
1957	Faculty/Staff	Evolved Unity
1958	Faculty/Staff	Excellence
1959	Faculty/Staff	Excellence
1960	Faculty/Staff	Excellence
1961	Faculty/Staff	Excellence
1962	Faculty/Staff	Excellence
1963	Faculty/Staff	Excellent
1964	Faculty/Staff	Excellent Education
1965	Faculty/Staff	Excellent education if you're brilliant, not supporting if your not
1966	Faculty/Staff	excellent employer
1967	Faculty/Staff	Exceptional
1968	Faculty/Staff	Exciting
1969	Faculty/Staff	Exclusive
1970	Faculty/Staff	Exclusive

	A	B
1971	Faculty/Staff	Exclusive
1972	Faculty/Staff	Exclusive
1973	Faculty/Staff	Exclusive
1974	Faculty/Staff	Exclusive (as opposed to inclusive)
1975	Faculty/Staff	exclusive, elitist
1976	Faculty/Staff	Eye-opening
1977	Faculty/Staff	Family
1978	Faculty/Staff	Family
1979	Faculty/Staff	Fellowship
1980	Faculty/Staff	Fostering conversations and promoting individual thinking
1981	Faculty/Staff	Fragility
1982	Faculty/Staff	Friendly spirited community
1983	Faculty/Staff	Friends
1984	Faculty/Staff	Friendship
1985	Faculty/Staff	Friendships
1986	Faculty/Staff	Fun
1987	Faculty/Staff	Fun
1988	Faculty/Staff	Fun
1989	Faculty/Staff	generous
1990	Faculty/Staff	Generous
1991	Faculty/Staff	Good education
1992	Faculty/Staff	Good school, but not perfect
1993	Faculty/Staff	great faculty
1994	Faculty/Staff	growth and learning
1995	Faculty/Staff	Happiness
1996	Faculty/Staff	has difficulty understanding other points of view
1997	Faculty/Staff	Heartbreaking
1998	Faculty/Staff	helpful and excellent leadership
1999	Faculty/Staff	High academic and intellectual standards
2000	Faculty/Staff	high academic standards and excellence
2001	Faculty/Staff	high academics
2002	Faculty/Staff	high energy
2003	Faculty/Staff	Highly motivated parent body
2004	Faculty/Staff	Historic
2005	Faculty/Staff	historic
2006	Faculty/Staff	Historical
2007	Faculty/Staff	History
2008	Faculty/Staff	History
2009	Faculty/Staff	History
2010	Faculty/Staff	Home
2011	Faculty/Staff	home
2012	Faculty/Staff	Home
2013	Faculty/Staff	home
2014	Faculty/Staff	Home
2015	Faculty/Staff	Honor the proud past as we lead and excel in the future !!
2016	Faculty/Staff	Honoring tradition while preparing for the future.
2017	Faculty/Staff	I can do anything I set my mind to do
2018	Faculty/Staff	I feel lucky to have been part of the Collegiate community.
2019	Faculty/Staff	Important
2020	Faculty/Staff	Improve the flying moments
2021	Faculty/Staff	Inclusion
2022	Faculty/Staff	Inclusive
2023	Faculty/Staff	Inclusive
2024	Faculty/Staff	Inclusive

	A	B
2025	Faculty/Staff	inclusive
2026	Faculty/Staff	Inclusive
2027	Faculty/Staff	Inclusive community
2028	Faculty/Staff	Innovative
2029	Faculty/Staff	Inspiring
2030	Faculty/Staff	inspiring
2031	Faculty/Staff	Inspiring
2032	Faculty/Staff	Intellectual
2033	Faculty/Staff	intellectual
2034	Faculty/Staff	Intellectual
2035	Faculty/Staff	Intellectual
2036	Faculty/Staff	Intellectual And student centric
2037	Faculty/Staff	Intellectual Exploration
2038	Faculty/Staff	Intellectually alive
2039	Faculty/Staff	Intellectually stimulating
2040	Faculty/Staff	Intellectually stimulating
2041	Faculty/Staff	Intense and playful
2042	Faculty/Staff	Interesting, bright students. Now less so than in earlier years.
2043	Faculty/Staff	JAMAA
2044	Faculty/Staff	Joy
2045	Faculty/Staff	Kind
2046	Faculty/Staff	Lacking in diversity
2047	Faculty/Staff	Leader and hard worker
2048	Faculty/Staff	Leaders are not trained to properly handle bias
2049	Faculty/Staff	Learning Environment
2050	Faculty/Staff	Lee Levison gets paid to sleep through meetings.
2051	Faculty/Staff	Let us not be trapped by a sense of the glory days that were not as glorious as we might like to think.
2052	Faculty/Staff	Lifelong Friendships
2053	Faculty/Staff	Lifelong friendships
2054	Faculty/Staff	Lots of talk and no real action
2055	Faculty/Staff	Love
2056	Faculty/Staff	Love, Respect & GREAT Environment.
2057	Faculty/Staff	Male
2058	Faculty/Staff	male
2059	Faculty/Staff	Meritocratic
2060	Faculty/Staff	Moral values and social consciousness
2061	Faculty/Staff	more important than Yale
2062	Faculty/Staff	Mother Collegiate
2063	Faculty/Staff	Motivational
2064	Faculty/Staff	Moving away from church roots
2065	Faculty/Staff	Multi-talented students
2066	Faculty/Staff	my students were wonderfully smart, caring boys who deserved a better social emotional education and genuine practices of inclusivity than what was being provided in the lower school
2067	Faculty/Staff	naive, bigoted
2068	Faculty/Staff	Negativity towards female faculty
2069	Faculty/Staff	Never rest on your laurels - always look to improve - applaud recent re-focus
2070	Faculty/Staff	New building is beautiful, but feels antiseptic and glossy
2071	Faculty/Staff	New York
2072	Faculty/Staff	New York City
2073	Faculty/Staff	Non-diverse
2074	Faculty/Staff	Not really inclusive but pretends to be
2075	Faculty/Staff	Not responsive to change

	A	B
2076	Faculty/Staff	not usually so concerned with political correctness
2077	Faculty/Staff	Nothing about the school will change because it operates as the sexist, elitist, racist school it was intended to be.
2078	Faculty/Staff	Nurturing
2079	Faculty/Staff	Oldest school in the country
2080	Faculty/Staff	Open
2081	Faculty/Staff	Open minded
2082	Faculty/Staff	Openness
2083	Faculty/Staff	Opportunities
2084	Faculty/Staff	Opportunity
2085	Faculty/Staff	Paradigm of academic excellence
2086	Faculty/Staff	Part of my history
2087	Faculty/Staff	Place of growth
2088	Faculty/Staff	Place of integrity
2089	Faculty/Staff	Premier boys school in NYC
2090	Faculty/Staff	Prestigious
2091	Faculty/Staff	Pride
2092	Faculty/Staff	pride
2093	Faculty/Staff	Pride
2094	Faculty/Staff	Pride
2095	Faculty/Staff	Pride
2096	Faculty/Staff	Privilege
2097	Faculty/Staff	Prizing academics
2098	Faculty/Staff	Professional Network
2099	Faculty/Staff	Progressive
2100	Faculty/Staff	Progressive
2101	Faculty/Staff	quirky
2102	Faculty/Staff	Racist
2103	Faculty/Staff	reflexively resistant to change in the fear that it will result in the school losing its "superior" status
2104	Faculty/Staff	Relationships
2105	Faculty/Staff	Resistant to change
2106	Faculty/Staff	Rewarding yet frustrating
2107	Faculty/Staff	Rigor
2108	Faculty/Staff	Rigorous
2109	Faculty/Staff	Rigorous
2110	Faculty/Staff	Rigorous academically but fun-loving and unpretentious
2111	Faculty/Staff	Rigorous academics
2112	Faculty/Staff	Rigorous teaching and learning, hunger for knowledge
2113	Faculty/Staff	Safe
2114	Faculty/Staff	scholarly
2115	Faculty/Staff	School full of positive energy and extraordinary intellectual curiosity
2116	Faculty/Staff	school with high academic standards
2117	Faculty/Staff	Second Home
2118	Faculty/Staff	sense of community
2119	Faculty/Staff	service
2120	Faculty/Staff	Service
2121	Faculty/Staff	slow to accept
2122	Faculty/Staff	small
2123	Faculty/Staff	Source of pride
2124	Faculty/Staff	Strength
2125	Faculty/Staff	Striving to be inclusive
2126	Faculty/Staff	Striving to increase diversity & diverse points of few
2127	Faculty/Staff	Strong

	A	B
2128	Faculty/Staff	Strong community
2129	Faculty/Staff	Strong community.
2130	Faculty/Staff	Strong in character development
2131	Faculty/Staff	Strong sense of tradition that draws newcomers in
2132	Faculty/Staff	Student body has become more diverse and inclusive which adds to the school's strength
2133	Faculty/Staff	Success
2134	Faculty/Staff	Supportive
2135	Faculty/Staff	supportive
2136	Faculty/Staff	Supportive Community
2137	Faculty/Staff	Supportive of a young man's growth emotionally and educationally
2138	Faculty/Staff	supportively competitive
2139	Faculty/Staff	Teacher/coach/advisor
2140	Faculty/Staff	The divisions are not unified in what they stand for
2141	Faculty/Staff	The faculty is still quirky and intense and increasingly diverse.
2142	Faculty/Staff	The students are quirky, intense, and diverse.
2143	Faculty/Staff	The Upper Administration is emotionally abusive to faculty and students.
2144	Faculty/Staff	There is nothing like Collegiate.
2145	Faculty/Staff	Thoughtful
2146	Faculty/Staff	Tight knit
2147	Faculty/Staff	Too prideful
2148	Faculty/Staff	Too white, too patriarchal
2149	Faculty/Staff	Tradition
2150	Faculty/Staff	Tradition
2151	Faculty/Staff	Tradition
2152	Faculty/Staff	Tradition
2153	Faculty/Staff	traditional
2154	Faculty/Staff	traditional
2155	Faculty/Staff	traditional
2156	Faculty/Staff	Traditional
2157	Faculty/Staff	Traditional
2158	Faculty/Staff	traditional
2159	Faculty/Staff	Unfortunate resistance to change
2160	Faculty/Staff	Unifying
2161	Faculty/Staff	Unique
2162	Faculty/Staff	Unique in celebrating and appreciating excellence and mocking mediocrity
2163	Faculty/Staff	Unity
2164	Faculty/Staff	Unsafe working as a female teacher
2165	Faculty/Staff	Upholding systems of whiteness
2166	Faculty/Staff	Upper West Side
2167	Faculty/Staff	Values knowledge
2168	Faculty/Staff	Versatile, talented students, athletes, artists.
2169	Faculty/Staff	Warm and Supportive
2170	Faculty/Staff	Warm, caring, nurturing
2171	Faculty/Staff	Was artsy, quirky, interesting. Now too corporate
2172	Faculty/Staff	We are less than we were - less artistic, less courageous and less committed.
2173	Faculty/Staff	Welcoming
2174	Faculty/Staff	welcoming
2175	Faculty/Staff	What made me me
2176	Faculty/Staff	where learning/education is highly competitive, where more is more, and the test more valued than the essay
2177	Faculty/Staff	where the habits, skills, and expectation of achievement, success, and leadership are reasonably assured
2178	Faculty/Staff	wonderful and highly educated faculty
2179	Faculty/Staff	Wonderful memories of colleagues and students

	A	B
2180	Faculty/Staff	wonderful student body
2181	Faculty/Staff	Wonderfully weird
2182	Faculty/Staff	Work
2183	Faculty/Staff	Working at Collegiate was permanently traumatizing.
2184	Faculty/Staff	working to be more inclusive
2185	Faculty/Staff	working to be more self-aware
2186	Faculty/Staff	Workplace
2187	Faculty/Staff	youth
2188		
2189	Past Parents	A welcoming and supportive community
2190	Past Parents	a boys school
2191	Past Parents	A community of brothers
2192	Past Parents	A cut above
2193	Past Parents	A fine educational institution
2194	Past Parents	A great community
2195	Past Parents	A great education for boys in NYC
2196	Past Parents	A great parent community
2197	Past Parents	A haven that took a stand against bullying
2198	Past Parents	A long tradition of uncompromising education
2199	Past Parents	A place that has a soul that remains even after the boys leave and that is able to engender similar feelings within graduates across generations.
2200	Past Parents	A place where boys can be who they are and be accepted
2201	Past Parents	A place where values were upheld
2202	Past Parents	A place which allowed young boys and men to develop and be themselves.
2203	Past Parents	A school that welcomes all if those boys who show academic promise
2204	Past Parents	A special place which gave me the comfort to leave my small kindergarten age boy, which made me proud of the student my son became 13 years later, and which leaves me in awe of the friendships and close bond my son feels for a large number of his classmates.
2205	Past Parents	A touchstone of identity
2206	Past Parents	A value based instutution
2207	Past Parents	a very important school in NYC
2208	Past Parents	A vibrant intellectual community
2209	Past Parents	A way of life based on the highest ideals
2210	Past Parents	A welcoming and caring community which breeds friends for life not only amongst the students but also their families.
2211	Past Parents	academic
2212	Past Parents	academic
2213	Past Parents	academic
2214	Past Parents	academic
2215	Past Parents	Academic
2216	Past Parents	academic
2217	Past Parents	Academic excellence
2218	Past Parents	academic excellence
2219	Past Parents	Academic excellence
2220	Past Parents	Academic excellence
2221	Past Parents	Academic excellence
2222	Past Parents	Academic excellence
2223	Past Parents	Academic excellence
2224	Past Parents	Academic excellence
2225	Past Parents	Academic excellence
2226	Past Parents	Academic excellence
2227	Past Parents	Academic excellence
2228	Past Parents	Academic excellence
2229	Past Parents	Academic excellence

	A	B
2230	Past Parents	Academic Excellence
2231	Past Parents	Academic excellence and strong students flourish
2232	Past Parents	Academic excellence combined with an ethical core.
2233	Past Parents	academic high standards
2234	Past Parents	Academic opportunity for our children
2235	Past Parents	academic rigor
2236	Past Parents	Academic rigor
2237	Past Parents	Academic rigor
2238	Past Parents	Academic seriousness
2239	Past Parents	Academic, creative and athletic excellence
2240	Past Parents	Academically challenging
2241	Past Parents	academically challenging
2242	Past Parents	Academically rigorous
2243	Past Parents	academically rigorous
2244	Past Parents	Achievement, excellence, striving
2245	Past Parents	All boys
2246	Past Parents	All boys
2247	Past Parents	Always there to help students and their families
2248	Past Parents	amazing education
2249	Past Parents	ambitious
2250	Past Parents	An academically strong schools for boys
2251	Past Parents	An bond that extends forever
2252	Past Parents	An elite institution that has become somewhat more diverse
2253	Past Parents	An incredible school with a strong tradition
2254	Past Parents	Anti-intellectual
2255	Past Parents	attention to ethics
2256	Past Parents	Band of Brothers
2257	Past Parents	Band of brothers
2258	Past Parents	Band of Brothers
2259	Past Parents	Band of brothers.
2260	Past Parents	Belonging
2261	Past Parents	Best
2262	Past Parents	best experience of my son's life
2263	Past Parents	Best Private High Scool in NYC for Boys(Co-ed or Boys only)
2264	Past Parents	Best school for boys ever!!
2265	Past Parents	Boy-centered
2266	Past Parents	Boys
2267	Past Parents	boys
2268	Past Parents	Boys
2269	Past Parents	boys are put first - love the school!
2270	Past Parents	Boys could find their passions
2271	Past Parents	Boys school
2272	Past Parents	Boys School
2273	Past Parents	Boys will be boys
2274	Past Parents	Boys with boys
2275	Past Parents	Brotherhood
2276	Past Parents	Brotherhood
2277	Past Parents	brotherhood
2278	Past Parents	Brotherhood
2279	Past Parents	Brotherhood
2280	Past Parents	Brotherhood
2281	Past Parents	Brotherhood
2282	Past Parents	brotherhood
2283	Past Parents	brotherhood

	A	B
2284	Past Parents	Brotherhood
2285	Past Parents	brotherhood
2286	Past Parents	brotherhood
2287	Past Parents	Brotherhood
2288	Past Parents	Brotherhood
2289	Past Parents	Brotherhood
2290	Past Parents	Brotherhood
2291	Past Parents	Brotherhood
2292	Past Parents	brotherhood
2293	Past Parents	Brotherhood
2294	Past Parents	brotherhood
2295	Past Parents	brotherhood
2296	Past Parents	Brotherhood
2297	Past Parents	brotherhood
2298	Past Parents	Brotherhood
2299	Past Parents	brotherhood
2300	Past Parents	Brotherhood
2301	Past Parents	Brotherhood for the students
2302	Past Parents	brotherly
2303	Past Parents	camaraderie
2304	Past Parents	camaraderie
2305	Past Parents	Camaraderie
2306	Past Parents	Camaraderie
2307	Past Parents	camaraderie
2308	Past Parents	camaraderie
2309	Past Parents	Camaraderie, inclusiveness, cultural and religious sensitivity
2310	Past Parents	Camraderie
2311	Past Parents	Camraderie
2312	Past Parents	careful and inclusive decision making
2313	Past Parents	Caring
2314	Past Parents	Caring
2315	Past Parents	Caring faculty and staff
2316	Past Parents	Celebration of openminded inquiry
2317	Past Parents	celebration of the individual
2318	Past Parents	challenging
2319	Past Parents	Challenging
2320	Past Parents	Challenging intellectually
2321	Past Parents	Character building
2322	Past Parents	Character building.
2323	Past Parents	Character is as important as the education
2324	Past Parents	Clear-eyed rationality steady in the face of trendiness
2325	Past Parents	close community
2326	Past Parents	Close community
2327	Past Parents	Close community and acceptance of differences
2328	Past Parents	Close knit community
2329	Past Parents	Closed community
2330	Past Parents	Cohesive Student Body
2331	Past Parents	Collegial
2332	Past Parents	collegial
2333	Past Parents	collegial
2334	Past Parents	Collegial
2335	Past Parents	Collegial atmosphere
2336	Past Parents	Collegiality

	A	B
2337	Past Parents	Collegiate fostered what appear to be deep, enduring friendships among the boys. They have weathered a lot of storms together, and continue to have enormous fun as well.
2338	Past Parents	Collegiate has a long history, parts more glorious than other parts. It is currently a boys' school with a tradition of decency in personal life and excellence in work or play.
2339	Past Parents	Collegiate provided a superlative education to my sons, and first-class educators and administrators who understood their needs and nurtured their development at every age.
2340	Past Parents	Commitment to teaching the importance of contributing to society
2341	Past Parents	Commitment: students, teachers, alumni
2342	Past Parents	Community
2343	Past Parents	Community
2344	Past Parents	Community
2345	Past Parents	Community
2346	Past Parents	community
2347	Past Parents	Community
2348	Past Parents	Community
2349	Past Parents	community
2350	Past Parents	Community
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2383	Past Parents	Community
2384	Past Parents	Community
2385	Past Parents	Community
2386	Past Parents	Community
2387	Past Parents	Community

	A	B
2388	Past Parents	Community
2389	Past Parents	Community for life
2390	Past Parents	community minded
2391	Past Parents	Community of inclusion
2392	Past Parents	Community of smart unique and interesting boys
2393	Past Parents	Community of tolerant, independent thinkers and doers.
2394	Past Parents	community pride and love for the school
2395	Past Parents	Community reaching across boundaries in education, arts, sports, and globally
2396	Past Parents	Community: The parents of our class have been meeting each year on Curriculum night since the boys were at school and we still do.
2397	Past Parents	Community.
2398	Past Parents	Community/Commraderie
2399	Past Parents	Competition
2400	Past Parents	Competitive
2401	Past Parents	Competitive
2402	Past Parents	Competitive and challenging in environment, yet incorporating collaborative methodologies.
2403	Past Parents	Competitive, in a good way.
2404	Past Parents	Comraderie
2405	Past Parents	Comradery - Striving for unity
2406	Past Parents	Comunity
2407	Past Parents	concern for individual boy
2408	Past Parents	Concern for the individual and his specific needs
2409	Past Parents	Confidence builder
2410	Past Parents	confidence building
2411	Past Parents	Confident
2412	Past Parents	Connection to the beginning of the U.S. and the role (now often forgotten, unfortunately) the Dutch played in the development of the country and New York City in particular (somebody read Russell Shorto's book)
2413	Past Parents	Conservative
2414	Past Parents	consistant
2415	Past Parents	Constantly evolving but respectful of tradition
2416	Past Parents	contemporary
2417	Past Parents	Core curriculum
2418	Past Parents	core of my education
2419	Past Parents	Courteous
2420	Past Parents	Creative
2421	Past Parents	Creatively inspiring
2422	Past Parents	crème de la crème
2423	Past Parents	Dear Friends
2424	Past Parents	Decent academically
2425	Past Parents	Deeply caring faculty and staff
2426	Past Parents	Developing the whole boy
2427	Past Parents	Development of the self within ethical systems
2428	Past Parents	Did not have a good experience
2429	Past Parents	Disappointing
2430	Past Parents	Diverse
2431	Past Parents	Diversity
2432	Past Parents	Diversity
2433	Past Parents	Diversity
2434	Past Parents	Diversity of opinions, thoughts accepted
2435	Past Parents	Down to earth community
2436	Past Parents	Dutch
2437	Past Parents	Dutch founding/heritage has not created any disadvantage

	A	B
2438	Past Parents	Dutch thrift
2439	Past Parents	Ebullient spirit and individuality of its students and alumni
2440	Past Parents	Economically, ethnically and culturally diverse
2441	Past Parents	Educating
2442	Past Parents	education
2443	Past Parents	education
2444	Past Parents	Education
2445	Past Parents	education well-rounded young men
2446	Past Parents	Educational community of diverse individuals pursuing growth intellectually and ethically
2447	Past Parents	Educational excellence
2448	Past Parents	Effective
2449	Past Parents	Elite
2450	Past Parents	Elite
2451	Past Parents	elite
2452	Past Parents	Elite
2453	Past Parents	elite school
2454	Past Parents	Elite/high standards/primarily white/
2455	Past Parents	Elitism
2456	Past Parents	Elitist
2457	Past Parents	Elitist
2458	Past Parents	Elitist
2459	Past Parents	elitist
2460	Past Parents	Elitist
2461	Past Parents	Elitist (at times)
2462	Past Parents	eltist
2463	Past Parents	Embracing
2464	Past Parents	enchanted by the school's unique/special history
2465	Past Parents	Encouraging
2466	Past Parents	Engaging
2467	Past Parents	Enriching
2468	Past Parents	Ethical
2469	Past Parents	Ethical values-driven culture
2470	Past Parents	every boy/person counts
2471	Past Parents	evolving
2472	Past Parents	excekkece, tradition, male
2473	Past Parents	Excellence
2474	Past Parents	Excellence
2475	Past Parents	Excellence
2476	Past Parents	Excellence
2477	Past Parents	Excellence
2478	Past Parents	Excellence
2479	Past Parents	Excellence
2480	Past Parents	Excellence
2481	Past Parents	Excellence
2482	Past Parents	excellence
2483	Past Parents	Excellence
2484	Past Parents	Excellence
2485	Past Parents	Excellence
2486	Past Parents	Excellence
2487	Past Parents	Excellence
2488	Past Parents	excellence
2489	Past Parents	Excellence
2490	Past Parents	Excellence
2491	Past Parents	excellence

	A	B
2492	Past Parents	Excellence
2493	Past Parents	excellence
2494	Past Parents	Excellence
2495	Past Parents	Excellence
2496	Past Parents	Excellence
2497	Past Parents	Excellence
2498	Past Parents	excellence
2499	Past Parents	Excellence
2500	Past Parents	Excellence
2501	Past Parents	Excellence in administration
2502	Past Parents	Excellence in education
2503	Past Parents	Excellence in Education
2504	Past Parents	Excellence in education
2505	Past Parents	Excellence in faculty
2506	Past Parents	Excellence in multicultural student body
2507	Past Parents	Excellence in very long history of accomplishments
2508	Past Parents	Excellent
2509	Past Parents	Excellent
2510	Past Parents	Excellent
2511	Past Parents	Excellent education
2512	Past Parents	Excellent education
2513	Past Parents	Excellent education
2514	Past Parents	excellent education
2515	Past Parents	excellent education
2516	Past Parents	Excellent Education
2517	Past Parents	Excellent Education
2518	Past Parents	excellent education
2519	Past Parents	Excellent education
2520	Past Parents	Excellent Education and in All Things, all fully Prized
2521	Past Parents	Excellent education if you're brilliant, not supporting if your not
2522	Past Parents	Excellent recent administration
2523	Past Parents	Excellent school
2524	Past Parents	Excellent studies
2525	Past Parents	Excellent teachers in HS
2526	Past Parents	Exceptional educators who understand how to educate and celebrate boys and young men, especially at a time when boys/men seem to be under siege.
2527	Past Parents	Exceptionalism
2528	Past Parents	Exciting
2529	Past Parents	Exclusive
2530	Past Parents	exclusively male
2531	Past Parents	exemplary
2532	Past Parents	Exemplary
2533	Past Parents	expensive
2534	Past Parents	Expensive, but worth it
2535	Past Parents	Extraordinary character building
2536	Past Parents	Extraordinary education
2537	Past Parents	Extraordinary experience that further shaped the character of our two sons.
2538	Past Parents	Extraordinary opportunity
2539	Past Parents	Family
2540	Past Parents	Family
2541	Past Parents	family
2542	Past Parents	Family
2543	Past Parents	Fantastic
2544	Past Parents	Fantastic education

	A	B
2545	Past Parents	Fierce
2546	Past Parents	Fine institution of learning, promoting excellence
2547	Past Parents	Forward thinking
2548	Past Parents	Fostering moral honesty
2549	Past Parents	Foundation of my education
2550	Past Parents	Fraternity (Brotherhood)
2551	Past Parents	Fratty - hazing really did happen
2552	Past Parents	Fratty - sexist,elitist
2553	Past Parents	Freethinking
2554	Past Parents	friends
2555	Past Parents	Friendship
2556	Past Parents	Friendship
2557	Past Parents	Fun
2558	Past Parents	fun
2559	Past Parents	Gender sensitive
2560	Past Parents	Generous
2561	Past Parents	gentlemen
2562	Past Parents	Genuine friendship among young men
2563	Past Parents	Gives boys confidence to voice their opinions
2564	Past Parents	Go to school for socially prominent and super wealthy - their kids are well taken care of
2565	Past Parents	Good education
2566	Past Parents	Good education
2567	Past Parents	Good Values
2568	Past Parents	Great education
2569	Past Parents	great education
2570	Past Parents	great education for boys
2571	Past Parents	great education for sons
2572	Past Parents	great educational opportunity
2573	Past Parents	Great faculty
2574	Past Parents	great learning place
2575	Past Parents	Great legacy
2576	Past Parents	great relationships
2577	Past Parents	Great School and wonderful school community.
2578	Past Parents	Great tradition
2579	Past Parents	Harsh
2580	Past Parents	has a Dutch tradition, which mean on the American side of the revolution
2581	Past Parents	Helpful for college acceptances
2582	Past Parents	High academic standards
2583	Past Parents	high energy
2584	Past Parents	High scholastic standards
2585	Past Parents	High Standards
2586	Past Parents	High-achieving
2587	Past Parents	High-quality learning
2588	Past Parents	Highest form of education
2589	Past Parents	Highest Moral and Personal Values
2590	Past Parents	highest quality
2591	Past Parents	Highest Standard of Education to the life of the mind
2592	Past Parents	highest standards intellectually and morally
2593	Past Parents	Highly motivated parent body
2594	Past Parents	historic
2595	Past Parents	Historic
2596	Past Parents	History
2597	Past Parents	History
2598	Past Parents	History

	A	B
2599	Past Parents	History
2600	Past Parents	History
2601	Past Parents	history
2602	Past Parents	History
2603	Past Parents	history
2604	Past Parents	History and Tradition
2605	Past Parents	history and tradition as oldest school
2606	Past Parents	History as being one of the oldest schools in the country with a tradition of academic excellence.
2607	Past Parents	History, Pride, Tradition
2608	Past Parents	History, tradition, tolerance,
2609	Past Parents	history/tradition
2610	Past Parents	Home
2611	Past Parents	Home
2612	Past Parents	Home
2613	Past Parents	Home and family.
2614	Past Parents	Honor the proud past as we lead and excel in the future !!
2615	Past Parents	Honorable
2616	Past Parents	humble
2617	Past Parents	I have followed the current issues at hand. If someone does not want to identify as male, then they are in the wrong school. Unless Collegiate intends to become co-ed (please, no!), I find this self-examination process to be excessive.
2618	Past Parents	I wish I had another son to send to Collegiate
2619	Past Parents	Idealistic
2620	Past Parents	Idiosyncratic
2621	Past Parents	Image conscious
2622	Past Parents	Important
2623	Past Parents	In decline
2624	Past Parents	Inclusion
2625	Past Parents	inclusive
2626	Past Parents	Inclusive
2627	Past Parents	Inclusive
2628	Past Parents	Inclusive
2629	Past Parents	inclusive
2630	Past Parents	inclusive
2631	Past Parents	Inclusive
2632	Past Parents	Inclusive
2633	Past Parents	Inclusive
2634	Past Parents	Inclusive
2635	Past Parents	Inclusive for an elite group
2636	Past Parents	Inclusiveness
2637	Past Parents	Inclusivity
2638	Past Parents	Incomparable education
2639	Past Parents	Increasingly plagued by political correctness
2640	Past Parents	Individualism within strong community
2641	Past Parents	Innovative
2642	Past Parents	Innovative and Inclusive Environment
2643	Past Parents	Insensitively presumptuous
2644	Past Parents	Inspiration
2645	Past Parents	inspiring
2646	Past Parents	Inspiring
2647	Past Parents	inspiring
2648	Past Parents	instills strong good values
2649	Past Parents	Insular

	A	B
2650	Past Parents	intellectual
2651	Past Parents	Intellectual
2652	Past Parents	Intellectual
2653	Past Parents	Intellectual
2654	Past Parents	Intellectual
2655	Past Parents	Intellectual
2656	Past Parents	Intellectual competitiveness
2657	Past Parents	intellectual curiosity
2658	Past Parents	Intellectual curiosity
2659	Past Parents	intellectual curiosity
2660	Past Parents	intellectual curiosity
2661	Past Parents	Intellectual Stimulating-Great Books-Great Thoughts-Critical thinking
2662	Past Parents	Intellectually Challenging
2663	Past Parents	intellectually curious educators and boys
2664	Past Parents	Intellectually engaging
2665	Past Parents	Intellectually rigorous
2666	Past Parents	intellectually stimulating
2667	Past Parents	Intelligence
2668	Past Parents	Intense
2669	Past Parents	Intense
2670	Past Parents	intolerant elitist underbelly
2671	Past Parents	Intolerant of difference
2672	Past Parents	Irreverent humor with sense of humility
2673	Past Parents	It's a hard school academically - it teaches boys that you must work in life. A good lesson to learn early.
2674	Past Parents	Kind, decent, "human"
2675	Past Parents	Knowledgeable and committed teachers
2676	Past Parents	Lacking in diversity
2677	Past Parents	Last friendships
2678	Past Parents	Leader
2679	Past Parents	Leader and hard worker
2680	Past Parents	Leadership
2681	Past Parents	Leadership
2682	Past Parents	Leadership
2683	Past Parents	Leadership
2684	Past Parents	Leading exemplar among schools; not elitist
2685	Past Parents	Learning and teaching
2686	Past Parents	Legendary
2687	Past Parents	Let us not be trapped by a sense of the glory days that were not as glorious as we might like to think.
2688	Past Parents	liberal
2689	Past Parents	liberal
2690	Past Parents	liberal arts
2691	Past Parents	liberal arts education
2692	Past Parents	Liberal, yet traditional
2693	Past Parents	Liberating
2694	Past Parents	Life long friendship
2695	Past Parents	Lifelong
2696	Past Parents	Lifelong friendships
2697	Past Parents	Lifelong friendships
2698	Past Parents	long history of great education
2699	Past Parents	Long lived
2700	Past Parents	Long tradition
2701	Past Parents	Long tradition of excellence

	A	B
2702	Past Parents	Love
2703	Past Parents	Loyal and loving
2704	Past Parents	Loyalty
2705	Past Parents	Male
2706	Past Parents	Male
2707	Past Parents	male-oriented
2708	Past Parents	maturing
2709	Past Parents	men of character
2710	Past Parents	Merit based
2711	Past Parents	meritocratic
2712	Past Parents	Moral compass
2713	Past Parents	morally responsible
2714	Past Parents	Most important, we found that Collegiate would be helpful and patient and work with the "Keep Austin Weird" boys...those who really make the school with their quirkiness and less-then-A's beings.
2715	Past Parents	my son got a first class education at collegiate
2716	Past Parents	My son was well nurtured at Collegiate
2717	Past Parents	Narrow
2718	Past Parents	Now apparently losing its way to various interruptions
2719	Past Parents	Nurturing
2720	Past Parents	Nurturing
2721	Past Parents	Nurturing all boys environment
2722	Past Parents	Nurturing of mind and body for my son
2723	Past Parents	nYc institution
2724	Past Parents	Old-fashioned
2725	Past Parents	Oldest
2726	Past Parents	Oldest all boys school in the country
2727	Past Parents	Oldest school
2728	Past Parents	One of the finest schools in the country
2729	Past Parents	open and accepting from a parent's lens
2730	Past Parents	Open community
2731	Past Parents	open minded
2732	Past Parents	Open to all
2733	Past Parents	Open-minded
2734	Past Parents	Our boys and their friends love Collegiate
2735	Past Parents	Outreach and ties to the community
2736	Past Parents	Outstanding faculty
2737	Past Parents	Overrated
2738	Past Parents	Overrated
2739	Past Parents	painful experiences - "you're not one of us"
2740	Past Parents	Personal accountability
2741	Past Parents	place for boys to become young men
2742	Past Parents	Place of exceptional education
2743	Past Parents	Place of integrity
2744	Past Parents	Polyglot
2745	Past Parents	positive values
2746	Past Parents	Preparation for a good life
2747	Past Parents	Pressure
2748	Past Parents	Pressure cooker
2749	Past Parents	Prestigious (but resting on laurels)
2750	Past Parents	Pride
2751	Past Parents	Pride
2752	Past Parents	Pride
2753	Past Parents	Pride

	A	B
2754	Past Parents	Pride
2755	Past Parents	pride
2756	Past Parents	Pride
2757	Past Parents	Pride
2758	Past Parents	Pride
2759	Past Parents	Pride
2760	Past Parents	Pride
2761	Past Parents	Pride
2762	Past Parents	Pride
2763	Past Parents	pride
2764	Past Parents	Pride
2765	Past Parents	Pride
2766	Past Parents	Pride
2767	Past Parents	Pride in academic achievement
2768	Past Parents	Pride in its traditions and goals
2769	Past Parents	Pride in School with Strong Sense of School Spirit
2770	Past Parents	Pride.
2771	Past Parents	Principled
2772	Past Parents	private school providing an excellent education for boys and young men
2773	Past Parents	Privilege
2774	Past Parents	Profesionalism
2775	Past Parents	Progressive
2776	Past Parents	Proud of its history and traditions, strong educational reputation and supportive of athletics
2777	Past Parents	Proud student body
2778	Past Parents	Provides the space to share thoughts and concerns even when controversial
2779	Past Parents	pursuing excellence
2780	Past Parents	quality
2781	Past Parents	Quality education
2782	Past Parents	Quality education to produce fine men
2783	Past Parents	Quirky
2784	Past Parents	Racially and Socio-economically insensitive
2785	Past Parents	Relevant
2786	Past Parents	remarkable community
2787	Past Parents	Respect for the individual's uniqueness
2788	Past Parents	Respect, civility and responsibility
2789	Past Parents	rich history
2790	Past Parents	Rich history of intellectualism
2791	Past Parents	Rigid
2792	Past Parents	Rigid
2793	Past Parents	Rigor
2794	Past Parents	Rigor
2795	Past Parents	Rigor
2796	Past Parents	rigorous
2797	Past Parents	Rigorous
2798	Past Parents	Rigorous
2799	Past Parents	Rigorous
2800	Past Parents	Rigorous
2801	Past Parents	Rigorous
2802	Past Parents	Rigorous
2803	Past Parents	Rigorous academic standards
2804	Past Parents	Rigorous and eschewing of groupthink and identity politics
2805	Past Parents	Role Models
2806	Past Parents	Rough and tumble

	A	B
2807	Past Parents	sadly all three in jeopardy because of the power/money culture overtaking the institution due to the needs of the capital campaign
2808	Past Parents	Sadly intolerant in certain ways
2809	Past Parents	school spirit
2810	Past Parents	School spirit
2811	Past Parents	Secretive
2812	Past Parents	seeking excellence
2813	Past Parents	Self-regarding
2814	Past Parents	sense of community
2815	Past Parents	Sense of community
2816	Past Parents	Sense of community, tradition and history
2817	Past Parents	Sensitivity to the needs of boys
2818	Past Parents	serious
2819	Past Parents	Sexist
2820	Past Parents	slow to change
2821	Past Parents	Smart and sweet.
2822	Past Parents	Solid education
2823	Past Parents	solid education for our boys
2824	Past Parents	Some kind and some very unkind people and children
2825	Past Parents	sometimes arrogant
2826	Past Parents	Sophisticated
2827	Past Parents	Special
2828	Past Parents	Special
2829	Past Parents	special and/or exceptional
2830	Past Parents	Special community, extended family
2831	Past Parents	Special talented faculty
2832	Past Parents	Spirited
2833	Past Parents	Spirited
2834	Past Parents	spirited
2835	Past Parents	Spirited
2836	Past Parents	Spirited and raucous, yet introspective and intellectual.
2837	Past Parents	sports
2838	Past Parents	sports
2839	Past Parents	Sports prowess above its size
2840	Past Parents	Standards
2841	Past Parents	Steeped in history, but expansive in vision.
2842	Past Parents	steeped in tradition
2843	Past Parents	Strength
2844	Past Parents	Strength
2845	Past Parents	Strength, devotion
2846	Past Parents	striving for excellence
2847	Past Parents	Striving for strength of character for each boy via examples from teachers, leaders etc.
2848	Past Parents	Strong brotherhood
2849	Past Parents	strong character
2850	Past Parents	Strong commitment to instilling positive values
2851	Past Parents	Strong community
2852	Past Parents	strong community of parents, alumni, students and staff
2853	Past Parents	Strong education
2854	Past Parents	Strong emphasis on writing, literature, history, theater
2855	Past Parents	Strong friendships and enduring relationships
2856	Past Parents	Strong history
2857	Past Parents	Strong in character development
2858	Past Parents	Strong school character and tradition
2859	Past Parents	strong sense of community

	A	B
2860	Past Parents	Strong sense of community.
2861	Past Parents	Strong, positive values
2862	Past Parents	Strongly Academic
2863	Past Parents	Student body has become more diverse and inclusive which adds to the school's strength
2864	Past Parents	Student body represents the diversity of NYC
2865	Past Parents	Superb education
2866	Past Parents	Superior education
2867	Past Parents	Superior education for our children
2868	Past Parents	Superlative
2869	Past Parents	Supportive
2870	Past Parents	Supportive
2871	Past Parents	supportive
2872	Past Parents	Supportive
2873	Past Parents	supportive
2874	Past Parents	Supportive
2875	Past Parents	supportive community
2876	Past Parents	Supportive environment to students
2877	Past Parents	supportive of students, nurturing
2878	Past Parents	team
2879	Past Parents	The best
2880	Past Parents	The Collegiate parent community was diverse. Yes, a little quirky, but cohesive and supportive of one another.
2881	Past Parents	The faculty is still quirky and intense and increasingly diverse.
2882	Past Parents	The footsteps of generations past and future
2883	Past Parents	The oldest school in the U.S., among the best in the world
2884	Past Parents	The school tries to have the highest level of academic learning via it's teachers and others
2885	Past Parents	The students are quirky, intense, and diverse.
2886	Past Parents	Three centuries of traditions
2887	Past Parents	Thrilling and satisfying experience for 16 years as a parent of two survivors.
2888	Past Parents	Tight community
2889	Past Parents	Tight knit community
2890	Past Parents	Tight knit community.
2891	Past Parents	Tight-knit community
2892	Past Parents	tolerance
2893	Past Parents	Tolerant
2894	Past Parents	tolerant
2895	Past Parents	Tolerant
2896	Past Parents	tolerant
2897	Past Parents	Tolerant
2898	Past Parents	Tolerant and respectful of all views whether Liberal or Conservative
2899	Past Parents	Tolerant community
2900	Past Parents	Too oriented to financial community
2901	Past Parents	Too small population of boys. Better in lower school with acceptance of more minorities
2902	Past Parents	top academics
2903	Past Parents	top notch
2904	Past Parents	Top rated
2905	Past Parents	Tradition
2906	Past Parents	tradition
2907	Past Parents	tradition
2908	Past Parents	Tradition
2909	Past Parents	tradition
2910	Past Parents	Tradition
2911	Past Parents	Tradition
2912	Past Parents	Tradition

	A	B
2913	Past Parents	Tradition
2914	Past Parents	Tradition
2915	Past Parents	Tradition
2916	Past Parents	Tradition
2917	Past Parents	Tradition
2918	Past Parents	Tradition
2919	Past Parents	Tradition
2920	Past Parents	Tradition
2921	Past Parents	Tradition
2922	Past Parents	Tradition
2923	Past Parents	tradition
2924	Past Parents	Tradition
2925	Past Parents	tradition
2926	Past Parents	Tradition
2927	Past Parents	Tradition
2928	Past Parents	Tradition
2929	Past Parents	Tradition
2930	Past Parents	Tradition
2931	Past Parents	Tradition
2932	Past Parents	Tradition and history
2933	Past Parents	Tradition and pride
2934	Past Parents	tradition, history. Dutch origins included (New York/New Amsterdam)
2935	Past Parents	Traditional
2936	Past Parents	Traditional
2937	Past Parents	Traditional
2938	Past Parents	traditional
2939	Past Parents	Traditional
2940	Past Parents	traditional
2941	Past Parents	Traditional
2942	Past Parents	traditional
2943	Past Parents	traditional
2944	Past Parents	Traditional
2945	Past Parents	traditional
2946	Past Parents	Traditional
2947	Past Parents	Traditional
2948	Past Parents	Traditional but inclusive . Truly unique
2949	Past Parents	traditional but inclusive values
2950	Past Parents	Traditional but not staid
2951	Past Parents	Traditional but rigorous education
2952	Past Parents	Traditional education
2953	Past Parents	traditional not always in a good way
2954	Past Parents	Traditional, yet inclusive.
2955	Past Parents	transformational
2956	Past Parents	Trying to be too politically correct
2957	Past Parents	Understated
2958	Past Parents	Unexcelled education
2959	Past Parents	Unified community
2960	Past Parents	Unique
2961	Past Parents	Unique
2962	Past Parents	unique
2963	Past Parents	unique
2964	Past Parents	unique
2965	Past Parents	Unique individuals
2966	Past Parents	Uniquely sensitive to the needs of young men and boys

	A	B
2967	Past Parents	Unity
2968	Past Parents	Unkind
2969	Past Parents	Unmatched education
2970	Past Parents	Unpretentious
2971	Past Parents	Unsurpassable academic excellence
2972	Past Parents	Upholder of excellence.
2973	Past Parents	Used to be a tolerant place to educate young men
2974	Past Parents	Very long tradition
2975	Past Parents	very, very old
2976	Past Parents	vibrant intellectual discourse
2977	Past Parents	Visionary
2978	Past Parents	Warm
2979	Past Parents	Warm and welcoming
2980	Past Parents	Warm, caring and nurturing environment.
2981	Past Parents	We always felt welcome at Collegiate
2982	Past Parents	welcoming
2983	Past Parents	welcoming
2984	Past Parents	welcoming
2985	Past Parents	Welcoming and supportive environment
2986	Past Parents	welcoming community of parents
2987	Past Parents	Welcoming to all
2988	Past Parents	Welcoming to new boys and good sports team, theatre and music
2989	Past Parents	Well-rounded citizens
2990	Past Parents	Well-rounded education
2991	Past Parents	Where I met Heather Schaffzin, an extraordinary and inspiring woman
2992	Past Parents	Wonderful and serious education for my son.
2993	Past Parents	Wonderful caring nurturing community for boys
2994	Past Parents	Wonderful education
2995	Past Parents	Wonderful faculty
2996	Past Parents	Work hard but play hard
2997		
2998	Parents	"Home"
2999	Parents	1st class
3000	Parents	400 years of history and pride
3001	Parents	a bit difficult to navigate as a family that did not begin in lower grades
3002	Parents	A boy's Education
3003	Parents	A community of people who care about learning above all else
3004	Parents	a community of wonderful families with shared values
3005	Parents	A creative and quirky, diverse community
3006	Parents	A culture of excellence
3007	Parents	A Family
3008	Parents	A grand, proud tradition of excellence
3009	Parents	A great education
3010	Parents	a great school
3011	Parents	A great school for boys
3012	Parents	A once great school with great potential that is beginning to grow and change
3013	Parents	A place for boys to excel
3014	Parents	A place for strong learners
3015	Parents	A place of brotherhood for my son (positive)
3016	Parents	a place of incredible learning
3017	Parents	A place that is self-confident in itself and that gives it the freedom to be a bit quirky
3018	Parents	A place that it trying to be more inclusive
3019	Parents	A place to celebrate boyhood
3020	Parents	A place to foster tolerance, kindness, and brotherhood

	A	B
3021	Parents	A place where boys can really flourish
3022	Parents	a place where my son flourishes
3023	Parents	A place where some great friendships are made
3024	Parents	A Privilege earned
3025	Parents	A rich historic legacy
3026	Parents	A school proud of its Dutch founders
3027	Parents	A school with a great sense of community
3028	Parents	A school with history
3029	Parents	A school with strong, ethical values
3030	Parents	a second home
3031	Parents	a second home
3032	Parents	A second home
3033	Parents	a sense of community
3034	Parents	A Source of Pride
3035	Parents	A source of pride
3036	Parents	A Tradition of Excellence
3037	Parents	A traditional school for boys
3038	Parents	A traditional, academically rigorous all boys school
3039	Parents	a wonderful school with great strengths and like all schools can always improve and become better by listening to its students and parent body
3040	Parents	Ability to ask difficult questions and seek answers
3041	Parents	Above the PC noise
3042	Parents	Academic
3043	Parents	Academic
3044	Parents	Academic
3045	Parents	Academic
3046	Parents	Academic
3047	Parents	Academic
3048	Parents	Academic
3049	Parents	Academic
3050	Parents	Academic
3051	Parents	Academic
3052	Parents	Academic - Rigid/Structured/Arrogant
3053	Parents	Academic Excellence
3054	Parents	academic excellence
3055	Parents	Academic excellence
3056	Parents	Academic Excellence
3057	Parents	Academic excellence
3058	Parents	Academic Excellence
3059	Parents	academic excellence
3060	Parents	Academic excellence
3061	Parents	Academic Excellence
3062	Parents	Academic Excellence
3063	Parents	Academic excellence
3064	Parents	Academic Excellence
3065	Parents	academic excellence
3066	Parents	Academic excellence
3067	Parents	Academic Excellence
3068	Parents	academic excellence
3069	Parents	Academic Excellence
3070	Parents	Academic excellence
3071	Parents	Academic excellence
3072	Parents	Academic excellence
3073	Parents	Academic excellence

	A	B
3074	Parents	academic excellence
3075	Parents	Academic excellence
3076	Parents	Academic excellence
3077	Parents	Academic excellence
3078	Parents	Academic Excellence and Rigor
3079	Parents	Academic excellence.
3080	Parents	Academic intensity
3081	Parents	Academic pioneer
3082	Parents	academic rigor
3083	Parents	Academic rigor
3084	Parents	Academic rigor
3085	Parents	Academic Rigor
3086	Parents	Academic rigor
3087	Parents	Academic rigor and focused on excellence
3088	Parents	Academically challenging
3089	Parents	Academically Challenging
3090	Parents	academically challenging
3091	Parents	Academically Demanding
3092	Parents	Academically rigorous
3093	Parents	Academically rigorous
3094	Parents	Academically rigorous
3095	Parents	academically rigorous
3096	Parents	Academically Rigorous
3097	Parents	academically rigorous
3098	Parents	Academically Rigorous
3099	Parents	academically rigorous but slow to incorporate change into curriculum
3100	Parents	academically rigorous
3101	Parents	Academically strong
3102	Parents	academics
3103	Parents	Academics
3104	Parents	Academics
3105	Parents	Academics
3106	Parents	Academics
3107	Parents	Active and Warm Community
3108	Parents	Add bike rack parking
3109	Parents	Admissions office that builds walls, not bridges - excludes with no explanations
3110	Parents	adults/teacher who nurture and care for the boys
3111	Parents	aims to instill good values--kindness, acceptance, support--but not always succeeding
3112	Parents	All boys
3113	Parents	All boys
3114	Parents	All of which has nothing to do with iconography
3115	Parents	Almost everything
3116	Parents	Aloof
3117	Parents	Amazing comraderie
3118	Parents	Amazing history and tradition
3119	Parents	Ambitious
3120	Parents	among the oldest schools
3121	Parents	an excellent school - teaches kids to think and learn
3122	Parents	an school environment that needs to inspire more respect and sense of responsibility from the boys
3123	Parents	Anti-intellectual
3124	Parents	appreciation of being a boy
3125	Parents	Arrogant
3126	Parents	arrogant

	A	B
3127	Parents	athletic
3128	Parents	Athletic Excellence
3129	Parents	Attitude - Entrenched in history
3130	Parents	backward looking
3131	Parents	Balanced
3132	Parents	Band of brothers
3133	Parents	Basketball
3134	Parents	Beginning to open up to change and new ideas
3135	Parents	Benefiting from tradition, in sometimes-inarticulable ways
3136	Parents	Best boys school
3137	Parents	Blind
3138	Parents	Bold
3139	Parents	bold
3140	Parents	Boys
3141	Parents	boys
3142	Parents	Boys
3143	Parents	Boys / brotherhood
3144	Parents	Boys become men
3145	Parents	boys education
3146	Parents	boys feeling comfortable in their school
3147	Parents	Boys school
3148	Parents	Boys School
3149	Parents	breeds arrogance
3150	Parents	bright minds
3151	Parents	Brotherhood
3152	Parents	Brotherhood
3153	Parents	Brotherhood
3154	Parents	Brotherhood
3155	Parents	brotherhood
3156	Parents	brotherhood
3157	Parents	brotherhood
3158	Parents	Brotherhood
3159	Parents	Brotherhood
3160	Parents	Brotherhood
3161	Parents	Brotherhood
3162	Parents	Brotherhood
3163	Parents	Brotherhood
3164	Parents	Brotherhood
3165	Parents	Brotherhood
3166	Parents	Brotherhood
3167	Parents	Brotherhood
3168	Parents	brotherhood
3169	Parents	Brotherhood
3170	Parents	Brotherhood
3171	Parents	Brotherhood
3172	Parents	Brotherhood
3173	Parents	Brotherhood
3174	Parents	Brotherhood
3175	Parents	Brotherhood
3176	Parents	Brotherhood
3177	Parents	Brotherhood
3178	Parents	Brotherhood
3179	Parents	brotherhood
3180	Parents	Brotherhood

	A	B
3181	Parents	Brotherhood
3182	Parents	Brotherhood
3183	Parents	Brotherhood
3184	Parents	Brotherhood
3185	Parents	Brotherhood
3186	Parents	Brotherhood
3187	Parents	brotherhood
3188	Parents	Brotherhood
3189	Parents	Brotherhood
3190	Parents	Brotherhood
3191	Parents	Brotherhood
3192	Parents	Brotherhood (a fine thing)
3193	Parents	Brotherhood for our son
3194	Parents	Brotherhood for the boys
3195	Parents	Brotherhood spirit among the boys
3196	Parents	Brotherhood that transends time
3197	Parents	brotherhood with a deep proud history
3198	Parents	brotherhood, community, warm
3199	Parents	But, I am concerned about the direction the school is moving due to the social justice agenda being promulgated.
3200	Parents	Camaraderie
3201	Parents	Camaraderie
3202	Parents	Camaraderie
3203	Parents	Camaraderie
3204	Parents	Camaraderie
3205	Parents	camaraderie
3206	Parents	camaraderie
3207	Parents	Camaraderie
3208	Parents	Camaraderie
3209	Parents	Camaraderie
3210	Parents	Camaraderie
3211	Parents	camaraderie - for kids and parents!
3212	Parents	Camaraderie and brotherhood
3213	Parents	Camaraderie and community
3214	Parents	Camraderie
3215	Parents	camraderie
3216	Parents	Caring
3217	Parents	Caring
3218	Parents	Caring
3219	Parents	caring community
3220	Parents	Caring faculty and administration
3221	Parents	challenging
3222	Parents	Challenging academics
3223	Parents	Changing
3224	Parents	Character
3225	Parents	Character building
3226	Parents	Character/earnest in trying to do the right thing
3227	Parents	Chauvinism
3228	Parents	Childhood
3229	Parents	Classic
3230	Parents	Classic curriculum that is quite robust
3231	Parents	Closed community
3232	Parents	closed ranks
3233	Parents	Closeknit

	A	B
3234	Parents	Collaborative
3235	Parents	College preparatory
3236	Parents	Collegial
3237	Parents	Collegial
3238	Parents	collegial
3239	Parents	Collegiate
3240	Parents	comaraderie
3241	Parents	commitment to a liberal arts education
3242	Parents	Commitment to teaching the importance of contributing to society
3243	Parents	Committed to improvement
3244	Parents	Committed to Values
3245	Parents	Community
3246	Parents	Community
3247	Parents	Community
3248	Parents	Community
3249	Parents	Community
3250	Parents	Community
3251	Parents	Community
3252	Parents	Community
3253	Parents	community
3254	Parents	Community
3255	Parents	Community
3256	Parents	Community
3257	Parents	Community
3258	Parents	Community
3259	Parents	community
3260	Parents	Community
3261	Parents	community
3262	Parents	Community
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3283	Parents	community
3284	Parents	Community
3285	Parents	Community
3286	Parents	Community
3287	Parents	Community

	A	B
3288	Parents	Community
3289	Parents	Community
3290	Parents	Community
3291	Parents	Community
3292	Parents	Community
3293	Parents	Community
3294	Parents	Community
3295	Parents	community
3296	Parents	Community
3297	Parents	Community
3298	Parents	Community
3299	Parents	Community
3300	Parents	Community
3301	Parents	Community
3302	Parents	Community
3303	Parents	Community
3304	Parents	community
3305	Parents	Community
3306	Parents	Community
3307	Parents	Community
3308	Parents	Community
3309	Parents	Community
3310	Parents	Community
3311	Parents	Community
3312	Parents	Community
3313	Parents	Community
3314	Parents	Community
3315	Parents	Community
3316	Parents	Community
3317	Parents	Community
3318	Parents	Community
3319	Parents	Community
3320	Parents	Community
3321	Parents	Community
3322	Parents	Community
3323	Parents	community and brotherhood
3324	Parents	community minded
3325	Parents	Community of boys
3326	Parents	Community of Scholars
3327	Parents	community of scholars, athletes & artists
3328	Parents	community of young men in community of NYC
3329	Parents	Community pride
3330	Parents	Community reaching across boundaries in education, arts, sports, and globally
3331	Parents	community that values excellence in learning
3332	Parents	Community with camaraderie (for some)
3333	Parents	community-oriented
3334	Parents	Community.
3335	Parents	Community/Commraderie
3336	Parents	competent
3337	Parents	Competition
3338	Parents	competitive
3339	Parents	Competitive
3340	Parents	Comraderie
3341	Parents	Comradery - Striving for unity

	A	B
3342	Parents	Comradeship
3343	Parents	Confidence in its long standing approach to educating boys
3344	Parents	Confident
3345	Parents	Confident
3346	Parents	conflicted
3347	Parents	Conflicted
3348	Parents	conscience, courage and compassion
3349	Parents	Conscientious community
3350	Parents	conservative institution that is trying to modernize
3351	Parents	considered
3352	Parents	Continuity
3353	Parents	Contrarian and unafraid to speak one's mind
3354	Parents	creates strong men
3355	Parents	creating all around men
3356	Parents	Cultural traditions that stand the test of time
3357	Parents	Curators of a well rounded student
3358	Parents	Dated
3359	Parents	Decent academically
3360	Parents	Dedication to Academics
3361	Parents	Deep History
3362	Parents	Deep History
3363	Parents	Deep school spirit and pride
3364	Parents	Defining
3365	Parents	Demanding
3366	Parents	Demanding Academics (too demanding?)
3367	Parents	Different types of boys
3368	Parents	Difficult community
3369	Parents	Discipline
3370	Parents	Disciplined
3371	Parents	Diverse
3372	Parents	Diverse
3373	Parents	diverse
3374	Parents	Diverse
3375	Parents	Diverse
3376	Parents	Diverse
3377	Parents	diverse
3378	Parents	diverse and inclusive
3379	Parents	Diverse and Inclusive
3380	Parents	Diverse community that embraces and welcomes people from different backgrounds
3381	Parents	Diversity
3382	Parents	Doesn't need to be the latest fad in education
3383	Parents	Dutchmen
3384	Parents	Dutchmen
3385	Parents	Dutchmen
3386	Parents	Dynamic
3387	Parents	Educating young men
3388	Parents	Education
3389	Parents	Education
3390	Parents	Education
3391	Parents	Education
3392	Parents	Education
3393	Parents	Education
3394	Parents	Education
3395	Parents	Education

	A	B
3396	Parents	education
3397	Parents	Education
3398	Parents	Education
3399	Parents	education
3400	Parents	Education
3401	Parents	Education
3402	Parents	Educational
3403	Parents	educational
3404	Parents	Educational
3405	Parents	Educational community of diverse individuals pursuing growth intellectually and ethically
3406	Parents	Educational excellence
3407	Parents	Educational Excellence
3408	Parents	Educational growth
3409	Parents	Elite
3410	Parents	elite
3411	Parents	Elite
3412	Parents	Elite
3413	Parents	elite
3414	Parents	elite
3415	Parents	Elite
3416	Parents	elite
3417	Parents	Elite
3418	Parents	Elite
3419	Parents	Elite (NOT elitist)
3420	Parents	Elite and excellent
3421	Parents	Elite performance
3422	Parents	Elite/high standards/primarily white/
3423	Parents	elitest and monocultural -- more so every year, pretending that a task force to investigate its symbols addresses the question only illustrates the probelm
3424	Parents	Elitist
3425	Parents	Elitist
3426	Parents	Elitist
3427	Parents	Elitist
3428	Parents	Elitist
3429	Parents	Elitist
3430	Parents	Embedded in history
3431	Parents	Empowering
3432	Parents	Enduring
3433	Parents	energizing
3434	Parents	Energy
3435	Parents	Engaging
3436	Parents	Enlightened
3437	Parents	Enriching
3438	Parents	ethical
3439	Parents	Ethics
3440	Parents	Ever-present risk of elitism
3441	Parents	Evolving
3442	Parents	Excelence
3443	Parents	Excellence
3444	Parents	Excellence
3445	Parents	Excellence
3446	Parents	excellence
3447	Parents	Excellence
3448	Parents	Excellence

	A	B
3449	Parents	Excellence
3450	Parents	Excellence
3451	Parents	Excellence
3452	Parents	Excellence
3453	Parents	Excellence
3454	Parents	Excellence
3455	Parents	Excellence
3456	Parents	excellence
3457	Parents	Excellence
3458	Parents	Excellence
3459	Parents	Excellence
3460	Parents	Excellence
3461	Parents	Excellence
3462	Parents	Excellence
3463	Parents	Excellence
3464	Parents	excellence
3465	Parents	Excellence
3466	Parents	Excellence
3467	Parents	Excellence
3468	Parents	excellence
3469	Parents	excellence
3470	Parents	Excellence
3471	Parents	Excellence
3472	Parents	Excellence
3473	Parents	excellence
3474	Parents	Excellence
3475	Parents	Excellence
3476	Parents	excellence
3477	Parents	Excellence
3478	Parents	excellence
3479	Parents	excellence
3480	Parents	Excellence
3481	Parents	Excellence
3482	Parents	Excellence
3483	Parents	Excellence
3484	Parents	Excellence
3485	Parents	Excellence
3486	Parents	Excellence
3487	Parents	Excellence
3488	Parents	Excellence
3489	Parents	Excellence
3490	Parents	Excellence
3491	Parents	Excellence
3492	Parents	excellence in all endeavors
3493	Parents	Excellence in education
3494	Parents	Excellent
3495	Parents	Excellent
3496	Parents	Excellent
3497	Parents	Excellent
3498	Parents	Excellent
3499	Parents	Excellent
3500	Parents	Excellent Academics
3501	Parents	Excellent education
3502	Parents	Excellent Faculty

	A	B
3503	Parents	Excellent in academics
3504	Parents	Excellent students. Top notch teachers.
3505	Parents	Excellent teachers in HS
3506	Parents	Exceptional
3507	Parents	expensive
3508	Parents	expensive
3509	Parents	experience is diminished by a faction of boys with entitled, disrespectful, unkind behavior
3510	Parents	Extraordinary faculty
3511	Parents	Family
3512	Parents	Family
3513	Parents	Family
3514	Parents	Family
3515	Parents	Family
3516	Parents	Family
3517	Parents	Family oriented
3518	Parents	fantastic education
3519	Parents	Fascinating history of Dutch New York
3520	Parents	Fatuous
3521	Parents	Fellowship
3522	Parents	feminist
3523	Parents	Fine
3524	Parents	Fine school
3525	Parents	Focus
3526	Parents	Focus - Backwards looking
3527	Parents	Follower
3528	Parents	Fondness and affinity for the institution and its values
3529	Parents	For BOYS - and that's a good thing
3530	Parents	Formal
3531	Parents	formative
3532	Parents	Foundational
3533	Parents	Founded by the Dutch
3534	Parents	Freedom
3535	Parents	Friends
3536	Parents	Friends for life
3537	Parents	Friendship
3538	Parents	Friendship
3539	Parents	Friendship
3540	Parents	Friendship
3541	Parents	Friendship
3542	Parents	Friendship
3543	Parents	Friendship
3544	Parents	Friendships
3545	Parents	Frustrating
3546	Parents	Fun
3547	Parents	Fun
3548	Parents	Fundamental to my education and career
3549	Parents	future
3550	Parents	Generous
3551	Parents	Gentlemen
3552	Parents	genuine
3553	Parents	Good education
3554	Parents	Good people
3555	Parents	Great community
3556	Parents	great community

	A	B
3557	Parents	Great community
3558	Parents	Great community and camaraderie
3559	Parents	Great education
3560	Parents	Great education
3561	Parents	Great education
3562	Parents	Great history and tradition (don't undermine it with this!)
3563	Parents	Great Parents (in our grade)
3564	Parents	Guiding boys to manhood
3565	Parents	Happy
3566	Parents	having a rich education history
3567	Parents	High academic standards
3568	Parents	high achieving
3569	Parents	High level education
3570	Parents	High scholarly standards
3571	Parents	High standards
3572	Parents	Highest moral and value driven standards
3573	Parents	Highly Academic environment
3574	Parents	Highly reputable
3575	Parents	Historic
3576	Parents	Historic
3577	Parents	Historical
3578	Parents	Historical
3579	Parents	Historical
3580	Parents	Historical significance as an institution
3581	Parents	History
3582	Parents	History
3583	Parents	History
3584	Parents	History
3585	Parents	History
3586	Parents	History
3587	Parents	history
3588	Parents	History
3589	Parents	History
3590	Parents	History
3591	Parents	history
3592	Parents	History
3593	Parents	History and tradition
3594	Parents	History and tradition
3595	Parents	History and tradition.
3596	Parents	history/tradition/pride
3597	Parents	Home
3598	Parents	Home
3599	Parents	Home
3600	Parents	Home
3601	Parents	Home
3602	Parents	Home
3603	Parents	Home
3604	Parents	Home
3605	Parents	Home away from home- community
3606	Parents	Home for my son
3607	Parents	honor
3608	Parents	Honor
3609	Parents	Honor
3610	Parents	Hubristic

	A	B
3611	Parents	Humanistic
3612	Parents	Humanities
3613	Parents	Humble
3614	Parents	Humor
3615	Parents	I like existing motos
3616	Parents	I thought Collegiate was on the moderate political end compared to many schools and that it still sought and encouraged different points of view.
3617	Parents	I used to think high standards
3618	Parents	I wholeheartedly support the goal of striving toward a diverse and inclusive community and making the mascot something everyone connected with Collegiate can be proud of. So all for change where warranted.
3619	Parents	Inclusion & community
3620	Parents	inclusive
3621	Parents	Inclusive
3622	Parents	Inclusive
3623	Parents	Inclusive
3624	Parents	Inclusive
3625	Parents	Inclusive
3626	Parents	Inclusive
3627	Parents	Inclusive
3628	Parents	Inclusive
3629	Parents	Inclusive
3630	Parents	Inclusive
3631	Parents	Inclusive
3632	Parents	Inclusive community
3633	Parents	Inclusive Community
3634	Parents	Inclusive Community
3635	Parents	Inclusive community of boys
3636	Parents	Inclusive.
3637	Parents	Inclusiveness
3638	Parents	Inclusivity
3639	Parents	Incredible Community
3640	Parents	Independent free thinkers
3641	Parents	Individualistic
3642	Parents	Informative
3643	Parents	Innovation and creativity within an established tradition
3644	Parents	Inquisitive
3645	Parents	insensitive, uptight, out of touch
3646	Parents	Inspiring
3647	Parents	inspiring
3648	Parents	Inspiring
3649	Parents	Instills respect, independence, and love of learning
3650	Parents	insular
3651	Parents	Integrity
3652	Parents	Integrity
3653	Parents	Intellectual
3654	Parents	intellectual
3655	Parents	Intellectual
3656	Parents	Intellectual
3657	Parents	Intellectual
3658	Parents	Intellectual
3659	Parents	Intellectual
3660	Parents	intellectual and rigorous
3661	Parents	intellectual community

	A	B
3662	Parents	Intellectual curiosity
3663	Parents	intellectual curiosity
3664	Parents	Intellectual curiosity
3665	Parents	Intellectual honesty
3666	Parents	Intellectual rigor
3667	Parents	Intellectually challenging
3668	Parents	Intellectually honest
3669	Parents	Intellectually rigorous
3670	Parents	Intellectually rigorous
3671	Parents	Intellectually Stimulating
3672	Parents	intellectually stimulating
3673	Parents	Intelligence
3674	Parents	Intelligence
3675	Parents	intelligent
3676	Parents	Intense
3677	Parents	Intense
3678	Parents	Introspection
3679	Parents	It's my son's "family"
3680	Parents	Kind
3681	Parents	kind
3682	Parents	Kinship
3683	Parents	knowledge
3684	Parents	knowledge
3685	Parents	lacking leadership
3686	Parents	Lacks leadership at the top
3687	Parents	Leadership
3688	Parents	leadership
3689	Parents	Leadership
3690	Parents	learning community
3691	Parents	Less supportive of some aspects of student life
3692	Parents	Liberal
3693	Parents	liberal
3694	Parents	Liberal arts education, weak in science and math
3695	Parents	Liberal Arts focus
3696	Parents	Long history
3697	Parents	Long history, rich tradition
3698	Parents	long tradition
3699	Parents	Long tradition
3700	Parents	Long-lasting bonds and friendships among the students
3701	Parents	Long-standing
3702	Parents	Losing sight of academics in admissions deteriorating strength of students.
3703	Parents	Love of learning
3704	Parents	low key and unpretentious
3705	Parents	Low-key intensity
3706	Parents	loyalty
3707	Parents	Loyalty
3708	Parents	Male
3709	Parents	Male
3710	Parents	Male training
3711	Parents	moderate and traditionalist, not progressive
3712	Parents	Morally upstanding
3713	Parents	Mostly inclusive
3714	Parents	Mostly progressive
3715	Parents	Much better as an alum than a student

	A	B
3716	Parents	Needs improvement
3717	Parents	New York
3718	Parents	New York City
3719	Parents	Not a kow-tower to the winds of political correctness
3720	Parents	Not apolitical, sadly
3721	Parents	not happy with the changes going on at the school
3722	Parents	Not welcoming of others
3723	Parents	Not willing to yield to the prevailing narrative
3724	Parents	nurture/shepard boys into young adulthood
3725	Parents	Nurturing
3726	Parents	Nurturing
3727	Parents	Objective
3728	Parents	old school
3729	Parents	Old-fashioned
3730	Parents	Oldest all boys school in the country
3731	Parents	oldest boys school
3732	Parents	Oldest school
3733	Parents	Oldest school in the country
3734	Parents	oldest school inthe US -pre revolution
3735	Parents	one of the oldest schools/ tradition
3736	Parents	Open
3737	Parents	Open and honest intellectual debate
3738	Parents	Open minded
3739	Parents	open-minded
3740	Parents	Open-minded
3741	Parents	Opportunities
3742	Parents	opportunity
3743	Parents	Opportunity
3744	Parents	Opportunity
3745	Parents	Opportunity
3746	Parents	Organization
3747	Parents	Our boys and their friends love Collegiate
3748	Parents	Our children growing into fine young men
3749	Parents	Outdated curriculum
3750	Parents	Outstanding
3751	Parents	Outstanding faculty who push the boys to think and grow both intellectually and emotionally
3752	Parents	Overly sensitive
3753	Parents	OVERRATED
3754	Parents	partnership with kindness
3755	Parents	passionate
3756	Parents	Pedigree
3757	Parents	People - Community
3758	Parents	Persistence and Courage
3759	Parents	personal and academic excellence
3760	Parents	Place for my son to put his intellect to work
3761	Parents	place of growth
3762	Parents	place of growth
3763	Parents	Place of joy for my son
3764	Parents	place of rigorous, critical thinking
3765	Parents	pleased with itself
3766	Parents	Poor Communication
3767	Parents	Positive male role models
3768	Parents	Powerful intellectual formation

	A	B
3769	Parents	Preparation for life
3770	Parents	preparing boys for college
3771	Parents	Preparing little boys to become young men
3772	Parents	Prestigious
3773	Parents	prestigious
3774	Parents	Pride
3775	Parents	Pride
3776	Parents	Pride
3777	Parents	Pride
3778	Parents	Pride
3779	Parents	Pride
3780	Parents	Pride
3781	Parents	Pride
3782	Parents	Pride
3783	Parents	Pride
3784	Parents	pride
3785	Parents	Pride
3786	Parents	Pride
3787	Parents	Pride
3788	Parents	pride
3789	Parents	Pride
3790	Parents	Pride
3791	Parents	Pride
3792	Parents	Pride
3793	Parents	Pride
3794	Parents	Pride
3795	Parents	Pride
3796	Parents	Pride
3797	Parents	pride
3798	Parents	Pride
3799	Parents	Pride
3800	Parents	Pride
3801	Parents	Pride
3802	Parents	Pride
3803	Parents	Pride
3804	Parents	Pride/school spirit
3805	Parents	Privilege
3806	Parents	Privilege
3807	Parents	Progressive
3808	Parents	Progressive thinking
3809	Parents	Proud
3810	Parents	Proud
3811	Parents	proud of its traditions
3812	Parents	Proud student body
3813	Parents	Provides the space to share thoughts and concerns even when controversial
3814	Parents	Pursuit of excellence (academic/athletic)
3815	Parents	quirky
3816	Parents	Racially and culturally insensitive
3817	Parents	Racially insensitive
3818	Parents	Raise class diversity by admitting white low/middle income students.
3819	Parents	Raise racial diversity by admitting more Latinos & native blacks from Manhattan.
3820	Parents	real
3821	Parents	respect
3822	Parents	Respect

	A	B
3823	Parents	Respect amongst students for excellence across academics, the arts, and athletics
3824	Parents	Respect for scholarship
3825	Parents	Respect, civility and responsibility
3826	Parents	Respectful irreverence
3827	Parents	respectful of the past, but not stuck in it; open to the new, eyes on the horizon
3828	Parents	Respectful traditions
3829	Parents	Rich history and tradition
3830	Parents	Rich history and tradition which should be maintained
3831	Parents	Rich in tradition
3832	Parents	Rich tradition
3833	Parents	Rigor
3834	Parents	Rigor
3835	Parents	Rigor
3836	Parents	Rigor
3837	Parents	Rigorous
3838	Parents	rigorous
3839	Parents	Rigorous
3840	Parents	Rigorous
3841	Parents	Rigorous
3842	Parents	Rigorous
3843	Parents	Rigorous
3844	Parents	rigorous
3845	Parents	Rigorous
3846	Parents	Rigorous
3847	Parents	Rigorous
3848	Parents	Rigorous
3849	Parents	Rigorous
3850	Parents	Rigorous
3851	Parents	Rigorous
3852	Parents	Rigorous academic standards
3853	Parents	rigorous academics
3854	Parents	rigorous education
3855	Parents	Rigorous standards
3856	Parents	Rigorous teaching and learning, hunger for knowledge
3857	Parents	Rigorous academic education
3858	Parents	Risk of over-emphasis on uncritical, "politically correct" thought and remedies
3859	Parents	Sadly intolerant in certain ways
3860	Parents	Scholar
3861	Parents	Scholarly
3862	Parents	Scholarly
3863	Parents	Scholarly
3864	Parents	Scholarship
3865	Parents	scholarship
3866	Parents	Scholarship
3867	Parents	School for boys and young men
3868	Parents	School Pride
3869	Parents	Second Home
3870	Parents	Secretive
3871	Parents	secretive and open to those in the know
3872	Parents	Secularize Latin motto to "Nisi sapientia frustra" (i.e. "without knowledge/wisdom, all is in vain")
3873	Parents	seeking excellence
3874	Parents	Self confidence
3875	Parents	Sense of spirit and pride

	A	B
3876	Parents	Sense of traditon
3877	Parents	Serious
3878	Parents	Seriousness
3879	Parents	Sexist
3880	Parents	Single Sex
3881	Parents	Singular focus on Academics
3882	Parents	Slow to Change
3883	Parents	Smart
3884	Parents	Smart boys
3885	Parents	Socially aware/responsible
3886	Parents	Soft
3887	Parents	Somber
3888	Parents	Some kind and some very unkind people and children
3889	Parents	sophistication
3890	Parents	Source of comfort and inspiration, pride and strength
3891	Parents	Source of pride and fulfillment
3892	Parents	Source of Tradition, Stability and Pride
3893	Parents	Special
3894	Parents	Special
3895	Parents	Special
3896	Parents	Special place for my son
3897	Parents	spirit
3898	Parents	Spirit
3899	Parents	Spirited
3900	Parents	Spirited
3901	Parents	Spirited
3902	Parents	Springboard to the future
3903	Parents	Staid
3904	Parents	Standards
3905	Parents	Statement of Beliefs
3906	Parents	Steadfast
3907	Parents	Steadfast
3908	Parents	Strength
3909	Parents	Strength
3910	Parents	Strength
3911	Parents	Strength
3912	Parents	Strength
3913	Parents	Strength of character
3914	Parents	Stressful
3915	Parents	striving for excellence
3916	Parents	strong
3917	Parents	strong
3918	Parents	strong
3919	Parents	Strong academics
3920	Parents	strong brotherhood
3921	Parents	Strong brotherhood
3922	Parents	Strong community
3923	Parents	Strong community of boys
3924	Parents	Strong community of boys
3925	Parents	Strong History with active passionate alumni
3926	Parents	strong moral values
3927	Parents	Strong regard for tradition by the boys
3928	Parents	Strong school character and tradition
3929	Parents	Strong school spirit / pride

	A	B
3930	Parents	Strong Tradition
3931	Parents	Strong tradition
3932	Parents	Strong Values
3933	Parents	Stuck in tradition
3934	Parents	Student-Centric
3935	Parents	Student-focused/it's about the boys
3936	Parents	students support each other
3937	Parents	Superior education
3938	Parents	Supportive
3939	Parents	Supportive
3940	Parents	Supportive
3941	Parents	Supportive
3942	Parents	Supportive
3943	Parents	supportive
3944	Parents	Supportive
3945	Parents	Supportive
3946	Parents	Supportive environment
3947	Parents	Supportive environment to students
3948	Parents	Supportive faculty
3949	Parents	Supportive, strong community of independent thinkers
3950	Parents	Talent
3951	Parents	talk not walk
3952	Parents	Team oriented
3953	Parents	team spirit and a belief that all can do well when supported by whole and diverse community
3954	Parents	terrific boys
3955	Parents	The best come from there
3956	Parents	The best of old and new
3957	Parents	the boys are very proud to call themselves dutchman and collegiate students
3958	Parents	The rare mix of challenging but warm
3959	Parents	Thoughtful
3960	Parents	thoughtful
3961	Parents	thoughtful
3962	Parents	thoughtful
3963	Parents	to encourage and bring out the best of each student
3964	Parents	Tolerance
3965	Parents	Tolerance
3966	Parents	Tolerance
3967	Parents	Tolerance
3968	Parents	Tolerant
3969	Parents	Tolerant
3970	Parents	too liberal
3971	Parents	Too small population of boys. Better in lower school with acceptance of more minorities
3972	Parents	top notch education
3973	Parents	Top-notch, the best
3974	Parents	Toxic
3975	Parents	tradition
3976	Parents	tradition
3977	Parents	Tradition
3978	Parents	tradition
3979	Parents	Tradition
3980	Parents	Tradition
3981	Parents	tradition
3982	Parents	Tradition

	A	B
3983	Parents	Tradition
3984	Parents	Tradition
3985	Parents	Tradition
3986	Parents	Tradition
3987	Parents	Tradition
3988	Parents	Tradition
3989	Parents	Tradition
3990	Parents	Tradition
3991	Parents	Tradition
3992	Parents	Tradition
3993	Parents	Tradition
3994	Parents	Tradition
3995	Parents	Tradition
3996	Parents	tradition
3997	Parents	Tradition
3998	Parents	Tradition
3999	Parents	Tradition
4000	Parents	Tradition
4001	Parents	tradition
4002	Parents	Tradition
4003	Parents	Tradition
4004	Parents	Tradition
4005	Parents	Tradition
4006	Parents	Tradition
4007	Parents	Tradition
4008	Parents	Tradition
4009	Parents	Tradition
4010	Parents	tradition
4011	Parents	Tradition
4012	Parents	Tradition
4013	Parents	Tradition
4014	Parents	Tradition
4015	Parents	Tradition
4016	Parents	Tradition
4017	Parents	Tradition
4018	Parents	Tradition
4019	Parents	Tradition
4020	Parents	Tradition
4021	Parents	Tradition
4022	Parents	Tradition
4023	Parents	Tradition
4024	Parents	Tradition
4025	Parents	Tradition
4026	Parents	Tradition
4027	Parents	tradition
4028	Parents	Tradition
4029	Parents	Tradition
4030	Parents	Tradition
4031	Parents	Tradition
4032	Parents	Tradition and history
4033	Parents	Tradition and History
4034	Parents	tradition of academic excellence with value place on integrity and high moral standard
4035	Parents	tradition-based
4036	Parents	tradition, history. Dutch origins included (New York/New Amsterdam)

	A	B
4037	Parents	Traditional
4038	Parents	Traditional
4039	Parents	Traditional
4040	Parents	traditional
4041	Parents	Traditional
4042	Parents	Traditional
4043	Parents	traditional
4044	Parents	Traditional
4045	Parents	Traditional
4046	Parents	Traditional
4047	Parents	Traditional
4048	Parents	Traditional
4049	Parents	Traditional
4050	Parents	Traditional
4051	Parents	Traditional
4052	Parents	Traditional
4053	Parents	traditional
4054	Parents	Traditional
4055	Parents	traditional and also innovative
4056	Parents	Traditional school that should be proud of its history
4057	Parents	Traditional school with more focus on academic achievement than growth of individual as part of a community
4058	Parents	Traditional with a progressive feel
4059	Parents	traditional, long history, oldest school
4060	Parents	Traditionally one of the best boys' schools in the world
4061	Parents	Traditions
4062	Parents	Transformative
4063	Parents	Trust
4064	Parents	Trying to be more inclusive
4065	Parents	trying to do the right thing
4066	Parents	turn boys into men
4067	Parents	Understand how to educate my son
4068	Parents	Understated
4069	Parents	Unfortunately, a community that only seems to care about itself. A huge focus on diversity right now, but all inward looking- not looking beyond themselves to learn empathy for those OUTSIDE collegiate.
4070	Parents	Unfriendly Administration
4071	Parents	Unified community
4072	Parents	Unique
4073	Parents	Unique
4074	Parents	Unique school for boys and developing young men
4075	Parents	Unique school. Pride in self.
4076	Parents	Unique, magical
4077	Parents	unique, quirky
4078	Parents	Uniqueness
4079	Parents	Unity
4080	Parents	Unity
4081	Parents	Unity/Brotherhood
4082	Parents	Unity/Tolerance/Acceptance
4083	Parents	Upholding systems of whiteness
4084	Parents	upstanding
4085	Parents	Value driven
4086	Parents	Values
4087	Parents	Values

	A	B
4088	Parents	Values driven
4089	Parents	Values/Integrity
4090	Parents	very inclusive
4091	Parents	Vibrant
4092	Parents	Warm
4093	Parents	Warm
4094	Parents	warm
4095	Parents	Warm
4096	Parents	Warm
4097	Parents	Welcoming
4098	Parents	Welcoming
4099	Parents	Welcoming
4100	Parents	welcoming
4101	Parents	welcoming
4102	Parents	Welcoming
4103	Parents	welcoming and respectful of all
4104	Parents	Well mannered boys
4105	Parents	well oiled machine
4106	Parents	Well Rounded Boys
4107	Parents	white, upper class, privilege
4108	Parents	Wonderful boys
4109	Parents	Wonderful history
4110		
4111	Students	A bastion of traditional educational excellence
4112	Students	A brotherhood
4113	Students	A bubble
4114	Students	A community
4115	Students	A conflicted community
4116	Students	A family
4117	Students	A fun group of people
4118	Students	A heartless institution
4119	Students	A Home
4120	Students	A place of culture
4121	Students	A school with pride for its history
4122	Students	A school with unique connections to history
4123	Students	A second home
4124	Students	A teacher
4125	Students	A tradition
4126	Students	Academic
4127	Students	Academic
4128	Students	academic excellence
4129	Students	Academic excellence
4130	Students	Academic excellence
4131	Students	Academically Tough
4132	Students	Academics
4133	Students	Acceptance
4134	Students	Accepting
4135	Students	Accepting
4136	Students	Accepting
4137	Students	Advantageous
4138	Students	Afternoon sports
4139	Students	Amazing
4140	Students	Amazing
4141	Students	Amazing

	A	B
4142	Students	An experience
4143	Students	An intellectual hub
4144	Students	An opportunity
4145	Students	Ancient
4146	Students	Another home
4147	Students	Arrogant
4148	Students	Athletic
4149	Students	Best
4150	Students	Bizarre
4151	Students	Bonds
4152	Students	brotherhood
4153	Students	Brotherhood
4154	Students	Brotherhood
4155	Students	Brotherhood
4156	Students	Brotherhood
4157	Students	Brotherhood
4158	Students	Brotherhood
4159	Students	Brotherhood
4160	Students	Brotherhood
4161	Students	Brotherhood
4162	Students	Brotherhood
4163	Students	Brotherhood
4164	Students	Brotherhood
4165	Students	Brotherhood
4166	Students	Brotherhood
4167	Students	Brotherhood
4168	Students	Brotherhood
4169	Students	Brotherhood
4170	Students	Brotherhood
4171	Students	Brotherhood
4172	Students	Brotherhood
4173	Students	Brotherhood
4174	Students	Brotherhood
4175	Students	Brotherhood
4176	Students	Brotherhood
4177	Students	Brotherhood
4178	Students	Brotherhood
4179	Students	Brotherhood
4180	Students	Brotherhood
4181	Students	brotherhood
4182	Students	Brotherhood
4183	Students	Brotherhood
4184	Students	Brotherhood
4185	Students	Brotherhood
4186	Students	Brotherhood
4187	Students	Brotherhood
4188	Students	Brotherhood
4189	Students	Brotherhood
4190	Students	Brotherhood
4191	Students	Brotherhood
4192	Students	Brotherhood
4193	Students	Brotherhood
4194	Students	Brotherhood
4195	Students	Brotherhood

	A	B
4196	Students	Brotherhood
4197	Students	Brotherhood
4198	Students	Brotherhood
4199	Students	Brotherhood
4200	Students	Brotherhood
4201	Students	Brotherhood
4202	Students	Brotherhood
4203	Students	Brotherhood
4204	Students	Brotherhood
4205	Students	Brotherhood
4206	Students	brotherhood
4207	Students	Brotherhood
4208	Students	Brotherhood
4209	Students	Brotherhood
4210	Students	Brotherhood
4211	Students	Brotherhood
4212	Students	Brotherhood/family
4213	Students	Brotherly
4214	Students	Brothers in Arms
4215	Students	Brothers to the grave
4216	Students	Bureaucratic
4217	Students	But quickly losing most good things
4218	Students	Camaraderie
4219	Students	Camaraderie
4220	Students	Challenge
4221	Students	Challenge
4222	Students	Challenging
4223	Students	Challenging
4224	Students	Challenging
4225	Students	Childhood
4226	Students	Childhood
4227	Students	Classy
4228	Students	cliquey
4229	Students	close
4230	Students	Close-knit (among certain groups)
4231	Students	Collective
4232	Students	Collegiate
4233	Students	Collegiate has been an excellent community and positive influence on who I have become.
4234	Students	Collegiate has shaped who I am as a person and changing the mascot that I and my classmates have grown up with would be taking away a part of our long-lasting tradition and effectively a part of our Dutchmen pride as a whole
4235	Students	Comfortable
4236	Students	Comfortable
4237	Students	Comfortable
4238	Students	Community
4239	Students	Community
4240	Students	Community
4241	Students	Community
4242	Students	Community
4243	Students	Community
4244	Students	Community
4245	Students	Community
4246	Students	community
4247	Students	Community

	A	B
4248	Students	Community
4249	Students	Community
4250	Students	Community
4251	Students	Community
4252	Students	Community
4253	Students	Community
4254	Students	community
4255	Students	Community
4256	Students	Community
4257	Students	Community
4258	Students	Community
4259	Students	community
4260	Students	Community
4261	Students	community
4262	Students	Community
4263	Students	Community
4264	Students	community
4265	Students	Community
4266	Students	Community
4267	Students	Community
4268	Students	Community
4269	Students	Community
4270	Students	community
4271	Students	Community
4272	Students	Community
4273	Students	Community of Sons, Brothers, Fathers
4274	Students	Community/brotherhood/friendships/
4275	Students	Competition
4276	Students	Competitive
4277	Students	Competitive
4278	Students	Confusing
4279	Students	Considerate
4280	Students	Considerate
4281	Students	Dedicated teaching
4282	Students	Depressing
4283	Students	Difficult
4284	Students	Difficult
4285	Students	Difficult
4286	Students	difficult to be a student (small things like being able to get breakfast with a 7:30 class, having 5-6 classes in a row before lunch on Friday, tests and assessments piling up on one week, etc.)
4287	Students	Dutchman
4288	Students	Dutchmen
4289	Students	Dutchmen
4290	Students	Dutchmen
4291	Students	dutchmen
4292	Students	Dutchmen
4293	Students	Dutchmen
4294	Students	Education
4295	Students	Education
4296	Students	Education
4297	Students	Education
4298	Students	Education
4299	Students	Education

	A	B
4300	Students	Educational
4301	Students	Elite
4302	Students	Elite
4303	Students	Elite
4304	Students	Elitism
4305	Students	Elitist
4306	Students	Elitist
4307	Students	Empowering
4308	Students	engagement
4309	Students	Enjoyable Classes
4310	Students	Excellence
4311	Students	Excellence
4312	Students	Excellence
4313	Students	Excellence
4314	Students	Excellence
4315	Students	Excellence
4316	Students	Excellence
4317	Students	Excellence
4318	Students	Excellence
4319	Students	Excellent
4320	Students	Extremely good academics
4321	Students	Fair
4322	Students	Fair
4323	Students	Family
4324	Students	Family
4325	Students	Family
4326	Students	Family
4327	Students	Family
4328	Students	Family
4329	Students	Family
4330	Students	Family
4331	Students	Family
4332	Students	Family
4333	Students	Family
4334	Students	Family
4335	Students	Family/Brotherhood
4336	Students	For me as a student, Collegiate has been a second home, defined by its culture and tradition. The Dutchman which I have seen every morning throughout my early childhood into my adolescence represents not this nation and our society's ugly past but instead represents the community which has fostered an ever lasting brotherhood for me and made me into the man I am today.
4337	Students	Formative
4338	Students	Formative
4339	Students	Formative
4340	Students	Fraternity
4341	Students	Friendly
4342	Students	Friendly
4343	Students	Friends
4344	Students	Friends
4345	Students	Friends
4346	Students	Friends
4347	Students	Friends
4348	Students	Friendship
4349	Students	Friendship

	A	B
4350	Students	Fun
4351	Students	Fun
4352	Students	fun
4353	Students	Fun
4354	Students	Fun
4355	Students	Funny
4356	Students	Good community
4357	Students	Good culture
4358	Students	Good humored, warm, playful
4359	Students	Good learning environment
4360	Students	Good learning environment
4361	Students	Growth
4362	Students	Growth
4363	Students	Growth
4364	Students	Guide
4365	Students	Hard work
4366	Students	hard work
4367	Students	has taught me to laugh at myself (and at others)
4368	Students	Heritage
4369	Students	High pressured
4370	Students	Historical
4371	Students	Historical
4372	Students	Historical
4373	Students	Historically Controversial
4374	Students	History
4375	Students	History
4376	Students	History
4377	Students	History
4378	Students	History
4379	Students	History
4380	Students	History
4381	Students	History (neutral connotation)
4382	Students	Home
4383	Students	Home
4384	Students	Home
4385	Students	Home
4386	Students	Home
4387	Students	Home
4388	Students	Home
4389	Students	Home
4390	Students	Home
4391	Students	Home
4392	Students	Home
4393	Students	Home
4394	Students	Home
4395	Students	Home
4396	Students	home
4397	Students	Home
4398	Students	Hypermasculine
4399	Students	Iconic/Unforgettable
4400	Students	Immovable Force
4401	Students	Important
4402	Students	Inclusive
4403	Students	Inclusive

	A	B
4404	Students	Inclusive
4405	Students	Inclusive
4406	Students	Inclusive
4407	Students	Inclusive
4408	Students	Inclusive
4409	Students	Inclusive
4410	Students	Inclusive
4411	Students	Inclusive (usually)
4412	Students	Inclusiveness
4413	Students	Inclusivity
4414	Students	Incredible
4415	Students	Incredible
4416	Students	Incredibly challenging
4417	Students	Incredibly educating
4418	Students	Influence (positive and negative)
4419	Students	Influential
4420	Students	Insensitivity
4421	Students	Inspiring
4422	Students	Insufferable
4423	Students	Intellectual
4424	Students	Intellectual
4425	Students	Intellectual focus
4426	Students	intelligent
4427	Students	Intense
4428	Students	Intense
4429	Students	Intense academics
4430	Students	Inviting
4431	Students	Kind
4432	Students	Kind
4433	Students	Kind
4434	Students	Knowledge
4435	Students	Learning
4436	Students	learning
4437	Students	Learning environment
4438	Students	Legacy
4439	Students	Legendary
4440	Students	Life
4441	Students	Lifelong
4442	Students	Like a second home
4443	Students	Like home
4444	Students	Long history
4445	Students	Love
4446	Students	Love
4447	Students	Loving
4448	Students	Magnificent
4449	Students	Makes me proud
4450	Students	Male
4451	Students	Male-Centric
4452	Students	meaningful
4453	Students	Mediocre
4454	Students	My greatest source of pride
4455	Students	My home
4456	Students	Nostalgia
4457	Students	Not communicative

	A	B
4458	Students	Not perfect
4459	Students	Nourishing
4460	Students	Nurturing
4461	Students	Old
4462	Students	Opportunity
4463	Students	Opportunity
4464	Students	Opportunity to learn under incredibly intelligent teachers
4465	Students	Our mascot and nickname is part of who we are and I do not want to change everything about the school, which is what seems to be happening.
4466	Students	Ours
4467	Students	Painful
4468	Students	Parents being too easy on their kids
4469	Students	Part of my identity
4470	Students	Petty
4471	Students	Preppy
4472	Students	Prestigious
4473	Students	Pretentious
4474	Students	Pride
4475	Students	Pride
4476	Students	Pride
4477	Students	Pride
4478	Students	pride
4479	Students	Pride
4480	Students	Pride
4481	Students	Pride
4482	Students	Pride
4483	Students	Pride
4484	Students	Pride
4485	Students	Pride
4486	Students	Pride
4487	Students	Pride
4488	Students	Pride
4489	Students	Pride
4490	Students	Pride
4491	Students	Pride
4492	Students	Pride
4493	Students	Pride
4494	Students	Pride
4495	Students	Pride
4496	Students	Pride
4497	Students	Pride to be on my team (track and cross country)
4498	Students	Pride/arrogance
4499	Students	Prideful
4500	Students	Prideful
4501	Students	Prideful
4502	Students	Privileged
4503	Students	Progressive
4504	Students	Proud
4505	Students	proud
4506	Students	Proud
4507	Students	Proud
4508	Students	Proud (sometimes arrogant)
4509	Students	Reluctance to discuss or consider the perspectives of others
4510	Students	Reluctant Change

	A	B
4511	Students	Repressive Administration
4512	Students	Resilience
4513	Students	Respect
4514	Students	Ridiculously conservative old institution pretending to be progressive
4515	Students	Rigorous
4516	Students	Rigorous
4517	Students	Rigorous
4518	Students	Rooted in history
4519	Students	Safe
4520	Students	Safe space
4521	Students	Safe space
4522	Students	Same
4523	Students	Save-facing
4524	Students	Scholarship
4525	Students	School spirit
4526	Students	School spirit
4527	Students	Second Home
4528	Students	Secular
4529	Students	Self-betterment/learning
4530	Students	smart people
4531	Students	Somewhat diverse and universally waspy
4532	Students	Somewhat rewarding after completely exhausting yourself
4533	Students	Special
4534	Students	Sports
4535	Students	Stress
4536	Students	Struggle
4537	Students	Supportive
4538	Students	Supportive
4539	Students	Teacher investment in students
4540	Students	Team
4541	Students	Team Spirit
4542	Students	There should be at least a modicum of respect for tradition at the school, which we currently have next to none.
4543	Students	This has become a problem for practically no reason at all, or at least I don't understand why.
4544	Students	Thoughtful
4545	Students	tight knit
4546	Students	Tightly knit community
4547	Students	Together
4548	Students	Togetherness
4549	Students	Togetherness
4550	Students	Too small
4551	Students	Tough
4552	Students	Trad
4553	Students	Tradition
4554	Students	Tradition
4555	Students	tradition
4556	Students	tradition
4557	Students	Tradition
4558	Students	Tradition
4559	Students	Tradition
4560	Students	Tradition
4561	Students	Tradition (more so before)
4562	Students	Tradition-Driven

	A	B
4563	Students	Traditional
4564	Students	Trying
4565	Students	Un inclusive (at times)
4566	Students	Unique
4567	Students	Unique
4568	Students	Unique
4569	Students	Unique
4570	Students	Unique
4571	Students	United
4572	Students	Unity
4573	Students	Unity
4574	Students	Unity
4575	Students	Unity
4576	Students	Unity
4577	Students	Unity
4578	Students	Unity
4579	Students	unity
4580	Students	Validating of certain parts of me, but not others
4581	Students	Variety
4582	Students	Very PR conscious (In the higher ups, it feels like the decisions are made to look good and not be good)
4583	Students	Warm
4584	Students	Welcoming
4585	Students	Welcoming
4586	Students	Welcoming
4587	Students	where I formed my closest friendships
4588	Students	Where Lifelong bonds are formed
4589	Students	Where scholarship is developed
4590	Students	White
4591	Students	Whole
4592	Students	Wonderful faculty
4593	Students	Work
4594	Students	Work
4595	Students	work

Exhibit G

H&STF Survey Q32: *Symbols Linked to Dutch Reformed Church?*

January 2020

Survey Question 32: **What are the reasons for your answer to Survey Question 31?**

Q 31 - 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?

	A	B
1	Constituency	Response
2	Alumni	Using historically continuous symbols seems fine to me as long as they aren't alienating to people who don't identify with the Church. I think the school colors look nice and are unobjectionable. I can't even tell what is on the seal, so I don't really have any opinions on it other than that it should be more legible. "Eendracht maakt macht" seems fine as long as 'unity' is distinguished from 'conformism'. "Nisi Dominus frustra" is absolute garbage, get that shit out of here immediately. Seems incredibly dismissive of all the hard work done by nonreligious and non-Christian people at the school, or even by Christians who think that there are good reasons for doing things in life other than for their god.
3	Alumni	Collegiate should celebrate its heritage as a product of the religiously pluralistic colony in which it was founded. If the Dutchman mascot is indeed believed to portray Stuyvesant, then it is not a reflection of those values and must be modified or replaced. The same can be said for our Latin motto, which might be changed to something like "nisi sapientia frustra", which I believe approximates "unless knowledge, then in vain", though I am not a Latin scholar.
4	Alumni	"In unity there is strength..." is a way of minimizing difference. I would say in DIVERSITY there is strength
5	Alumni	While I think it is important to maintain some traditions at a school as old as Collegiate (especially in light of the new move), if people feel uncomfortable with any of the above they should be changed. They played a very limited role in my time at Collegiate and are not fundamental to the school. We should be able to change and follow what our community values and not feel bound to the past (especially considering some of these traditions are fairly new anyway).
6	Alumni	rejecting our founders should be avoided but the problematic links with the historical legacies should also be avoided. so i'm neutral, but not because i have no opinion. i think you should try to find a way to retain a positive connection to our past while also embracing our future. Very simple task, right? :-) Good luck!
7	Alumni	Unequivocally clear separation of church and school.
8	Alumni	"The past is a foreign country; they do things differently there." Each generation of Collegiate remakes the institution in their image, but built on the the legacy of the past generations, good and ill. Like the Dutch colonial stuff, you can't erase the shared history with the Church -- but that doesn't mean you have to embrace ALL of it, either, especially if it is problematic for our contemporary conceptions of diversity and equality.
9	Alumni	My family is Jewish. The Church has been an integral part of the school's history. I have never felt that this connection is alienating to, for example, non-Christians, including me. New York, the Church, Peter Stuyvesant all have checkered pasts. I think Collegiate has done a good job in maintaining connections to its roots without being overwhelmed by them. I also think that the school has done a good job in recent years of taking a measured approach to larger cultural trends to sweep away complicated histories. I am glad that this thoughtful process is now taking place. I commend the school for engaging in this effort and larger conversation. And I am in favor of keeping our symbolic connections intact as we move forward.
10	Alumni	Detaching from the past is like disavowing ones' identity.
11	Alumni	I believe the nickname is a non-issue and as a student, it served as a base for creating community and a sense of belonging I don't agree that the mascot implies that Collegiate endorses or is associated with anti-semitism or slavery. I believe that we can't judge 17th century institutions and people with 21st century standards. This would equate with deligitimizing T. Jefferson and George Washington, as they were slave owners.
11		The historical origins in the dutch reformed church, more than religious, are social, as the school was a charity school in the 1700's.
12	Alumni	History / Tradition

	A	B
13	Alumni	We have been in existence for almost 300 years and now under the current wave of liberalism we are going to cater to this passing fad. Teach what happened and move on.
14	Alumni	Traditions hold, cultural trends change
15	Alumni	Just because our past is complicated, doesn't mean we should fall to the current social tide (which is a passing phase, like all social tides) and sweep away what makes Collegiate unique. Also, I am unsure how two colors can 'reflect' a our value of kindness more than any other. The same for our seal.
16	Alumni	The colors transcend 17th century Dutch Church, as does the seal, but I am not wild about the motto being so linked to the church.
17	Alumni	History is something to be learned from and placed in context. We should honor those that built the school in the past, not runaway from symbols that have clearly taken on new meanings.
18	Alumni	I'm not a huge fan of religion
19	Alumni	They have taken on their own meaning as part of our school, regardless of their origins.
20	Alumni	Proof of progress is that we now realize that past people and institutions were flawed. Discussing the past flaws, giving them context, helps us progress. Don't hide the flaws, use them to educate.
21	Alumni	Tradition. It's just a fact that the majority of people in the 17th century, especially those coming to the Americas, engaged in behavior and prejudices that are utterly unacceptable (slavery and racism namely). We're not actually honoring them (and obviously not such behavior/prejudices) but rather the deep tradition of the school. We're not the Trinity Tigers or something meaningless - we're the Dutchmen. I think to change that would be a huge dishonor to the school itself and all those who grew up walking its halls proud of that tradition - even if there were parts of its history that are deeply unacceptable by today's or any standards.
22	Alumni	Tradition should not be thrown out altogether - it's part of what makes Collegiate a unique place. But some symbols with quite directly negative links could and should be dropped.
23	Alumni	History is full of injustices. You can't go back and change them. Preserve and honor the good from our past. Don't erase. It's intellectually dishonest.
24	Alumni	Most of it seems highly irrelevant and potentially inappropriate in 2020. I'm not aware that we have a current connection to the Dutch Reform Church so it doesn't make a lot of sense to use symbols and mottos connected to it. (The colors are great.) I say this as someone who loved seeing the painted Dutchman on the elevator at Platten Hall. It's great that you/we are taking a look at this.
25	Alumni	History is a point of reflection as much as a point of pride. It would be a disservice, doing away with longstanding symbols, to the responsibilities they endow upon us, warts and all.
26	Alumni	Because those symbols are a part of the history of the school, and to deny or hide them is to hide a piece of Collegiate's history.
27	Alumni	I believe in tradition, and learning from history. It's okay for things to evolve over time, as we obtain better information, but I don't support a complete pivot.
28	Alumni	The Dutch motto is relevant to nothing. The Latin motto is offensive and has no place in a school setting. Peter S is just dated and silly, regardless of his personal history. The colors are ugly, but that's OK. A nod to the DR Church will always be around in photographs and artifacts (and, I suppose, in its colors), but the church has long been pretty irrelevant, no?
29	Alumni	All of these symbols underpin an aspect of Collegiate that is completely unique--its history! Nobody has ever argued that Collegiate's founders were perfect men, but they built a special institution that has stood the test of time. I'm disappointed that such a venerable tradition might be upended so thoughtlessly. We should be proud of what we are, and try to understand the moral failings of what we are not. This attempt to whitewash the deeds and misdeeds of our forefathers is unworthy of any critically thinking Collegiate Man.
30	Alumni	The seal and colors have no contemporary relationship with the church. They have transcended their original association.
31	Alumni	respect for legacy and history. This should be part of Statement of Beliefs

	A	B
32	Alumni	<p>Collegiate's founding by the Dutch Reform Church in the 17th century is immutable, and it's an unusual characteristic that contributes to a sense of pride--not in the church and its values at the time of the founding, but in the many years of growth that followed. Thinking of the alma mater, which I hope doesn't come under the knife, there is pride in connecting with "three centuries" (now almost 4) of history, which can coexist with being open and honest about how far the institution has come since those days. We're clearly not Dutch settlers, nor do we still share their values, yet that's our lineage, like it or not. We weren't founded yesterday. And it would be odd to pretend we were. We learn from history--that's one thing Collegiate taught me well.</p> <p>I think the Latin motto has rightfully been given little prominence in the Collegiate culture (at least in the 80s and 90s) as times have changed, and that's ok too.</p>
33	Alumni	I think we can embrace and respect the schools history while still being conscious that the history isn't perfect.
34	Alumni	It's not religious school ; ie Catholic ,. Collegiate should represent an all inclusive , nurturing, character building, educational environment.
35	Alumni	Collegiate enjoys a longer history than any other school in New York. It would be a disservice and a disadvantage to the school to ignore our past. One of the (many) things that makes collegiate great is our unique place in history as New York's oldest school.
36	Alumni	It is not a parochial school
37	Alumni	Our history is part of who we are. We can change as an organization, but to disregard our history would be to lose that past
38	Alumni	Enough with political correctness!pas
39	Alumni	Because my Collegiate education afforded me the ability to understand the significance of a school mascot as a symbol of pride and not reflective of an unverified sentiment from 400 years ago. I doubt many, if any, relics from our founding years would fit today's interpretation of political correctness. Ridding ourselves of our mascots and mottos to fit this narrow minded agenda does not fit with Collegiate's most important value, the ability to think for oneself. Please do not do that.
40	Alumni	Because it is based in reality, ie. our actual history. Can't change that.
41	Alumni	One cannot change Collegiate's historical legacy dating back to the 17th Century with the stroke of a 21st Century pen. The seal, mottos, and colors are reminders of this long history. Picking new colors or a different seal will do nothing to change Collegiate's history. We may not agree with everything that occurred over the course of Collegiate's history, but that doesn't mean we should seek to abandon it or pretend that it no longer exists.
42	Alumni	Collegiate's long and unique history should be a source of strength and pride for all students. The school has been through so many iterations that each generation gets a chance to change what it means to be a Dutchman. Carrying symbols and labels "four centuries along" should continue to give the Dutchmen the sense that their actions have weight for centuries to come. When Collegiate achieves the goal of making every kid a to be great and to be included (which I believe it is close to), it will be all the better for doing so with its full legacy. Those who wish to change the symbols, erase some of the significance of the achievements of every class and administration that follows them.
43	Alumni	Although the seal and mottos may have, at one time, been directly tied to the Dutch Reform Church, in the context of Collegiate, they are symbols of the tradition of Collegiate.
44	Alumni	Yes, they are part of what made and continue to make Collegiate a top quality secondary school
45	Alumni	Linking to history, New Amsterdam, New York, team work / brotherhood are positive. Linking to a specific religion and/or God seems outdated and not respectful of diversity.
46	Alumni	I would be appalled if the school abandoned such a tried and true testament to its past and future alumni.
47	Alumni	Religious studies are fine, but Collegiate is not a religious institution.
48	Alumni	Further discussion needed

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49	Alumni	Our history is a piece of the distinctiveness of our community. There is no institution of our longevity whose history is without conflicted feelings or unsavory, even highly regrettable moments, especially in a country, and city, in whose founding slavery played such a terrible role. Embracing our history is part of embracing our community. It doesn't mean lionizing the Dutch Reform Church of the 1600s, or Peter Stuyvesant. Indeed, should Stuyvesant High School rename itself? I would say no, not because its name pays homage to Stuyvesant, but because it expresses part of the distinctive history of our great city. Likewise, generations of Collegiate Dutchmen share a valuable identity, a certain love for and fealty to a distinctive community and institution, not just another New York City private school. Even that goofy cartoon Dutch settler to me expresses part of that identity and spirit.
50	Alumni	Tradition and History are important
51	Alumni	It is the school's heritage and history!
52	Alumni	Humility. Every generation and each individual has the obligation to reflect in their own lives, and life's work, excellence and betterment, and in that discover our own limitations of fortitude and generosity-- and so commit to expanding them.
53	Alumni	Against that rubric of beliefs - in which 'boys learn best when they are members of a diverse and just community' - there needs to be a broader conversation about a predominately male (and affluent) community being diverse. Dutchmen is window dressing. Let's contextualize it and proceed, not sweep it under the rug.
54	Alumni	The church was still relevant at Collegiate when I went there in the 1960s and 1970s, which was ironic since most students were Jewish. The idea that anything associated with the Dutch Reformed Church is still part of Collegiate's ethos seems extraneous and strange. That said, the school is very different from what it was when most of the kids were the children of intellectuals and professionals who had not achieved much celebrity, apart from the occasional Rockefeller or Kennedy. I got a good education at Collegiate but had bad experiences there, and I never have wanted to have anything to do with the school since then. I feel about it the same way that I feel about the upper West Side of Manhattan on my sojourns in New York--the empire of capital has swept the streets clean. I do think it would be good for you all to move past the Peter Stuyvesant/DRC stuff, and I also see inklings of sincerity in some of the initiatives, like this one, that show up in my mailbox periodically. I am sure it is still one of a handful of great schools in NYC, and that's a good thing. I've not wished the school any harm. It seems like moving forward in this area may be good for it.
55	Alumni	My pride in the school. When people ask where I went to school my response is always Collegiate and not birthing school, college or law school
56	Alumni	The school was founded by the Church, maintained by the Church, and only became a separate legal entity 80 years ago. We have moved away from the Church (or vice versa) but we should maintain the symbols from the past to keep everyone clear as to how long our history is, and of what it is comprised.
57	Alumni	I really like Collegiate's symbols and mottos; the only thing I do not feel positively about is the religious aspect of the Latin motto, but even that I understand as traditional rather than as a source of any offense. Though I do not personally have faith, I believe the motto still connects us to the Collegiate boys who went before, and to those who will come after.
58	Alumni	They are simply part of a wonderful history and tradition of the school.
59	Alumni	You have to respect an institution's unique traditions and features, especially if there is nothing directly offensive/bad about them. Why are we considering changing the colors? The seal? Who do blue and orange offend? If we change too much about Collegiate then it ceases to be Collegiate, and what would the point of even having colors or a motto be? Consider getting rid of the mascot, fine...but Peter Stuyvesant stood for a lot of things aside from slavery and anti-semitism. Let's not ignore them. Instead of trying to erase things we find problematic, why don't we rebrand them in a positive light? The Dutchman means what we want it to mean, and we can make it reflect the values that we want to reflect.
60	Alumni	It's our history. Isn't that where symbols are often derived? If not these, then what?
61	Alumni	It's a part of the school's history and there's no reason to disavow that.
62	Alumni	I don't believe that traditional mottos and symbols should be evaluated on the basis of a code adopted in the past three years.
63	Alumni	Collegiate's past is just as important as its present and future.

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64	Alumni	The seals and colors reflect a non-discriminatory history. I find nothing offensive about them. The Mottos; eh, not so much.
65	Alumni	Aside from the current Mascot, I do not have a preference. There needs to be a discussion on how to handle the predicament with the current Mascot. While I did not see an issue with the Mascot, if it genuinely represents systematic oppression etc. then it should not be the Mascot of the school. I also believe that any religious components are outdated.
66	Alumni	The history of the school is what it is. If certain problematic qualities have come to light, they should be admitted. They can be changed, but most importantly, they need to be acknowledged.
67	Alumni	Not relevant to mission of school
68	Alumni	I don't believe that any religious identity, sect, or institution should be privileged above others in the Collegiate community. While some of these symbols may not generally be associated with their religious origins, I think the School should err on the side of inclusivity.
69	Alumni	The Church is part of the school's history and that's not something to hide or be ashamed of. Our symbols should not be overtly religious but they can include imagery that we share with the church and indicates our history and relationship with it.
70	Alumni	The religious, colonialist, and racially problematic history from which Collegiate draws its traditional identity are at odds with the 21st century values I know the institution aspires to. It's an especially bad look that a place dedicated to critical thought would turn a blind eye to its own troubling origins and how those roots are still in many ways its public face.
71	Alumni	I think history is part of who we are
72	Alumni	Collegiate should not be connected to any Church
73	Alumni	Tradition.
74	Alumni	Tradition matters. All historical characters and institutions are flawed. To toss them out is to deny our past..
75	Alumni	Tradition is meaningful.
76	Alumni	Community, brotherhood, history, tradition, legacy
77	Alumni	Collegiate has always taken pride in our history. We were formed in association with the Dutch Reformed church but it does not define us today. Prayers in convocations were always non-denominational which is appropriate. But we shouldn't turn our back on what makes us unique. Our history is intertwined with the Dutch origins of our city and we should celebrate that. The nickname, mascot, seal, colors, etc are all unique and quirky. As a Jew who attended Collegiate I never felt unwelcome or unwanted and if I did, I doubt changing a mascot would make a difference. I know of no other school with the mascot or nickname of the "Dutchmen". I would not for any price want to be another tiger, eagle, or other anodyne mascot.
78	Alumni	I feel strongly that the colors should stay. These are also the colors of New Amsterdam / New York City, as evidenced by teams like the Knicks to this day. I don't think anyone would see the colors and think of the legacy of the Dutch Reformed Church. The other symbols I don't care for. Also, and this feels imp't to say, the runners of Collegiate were often called "the flying Dutchmen", which is also the name of a legendary Dutch ghost ship popularized by Pirates of the Caribbean. There are ways to keep the mascot without Stuyvesant.
79	Alumni	Need a balance between history and moving forward. Do not give up the tie to tradition but move away from outdated aspects to what the school stands for today(e.g. God reference)
80	Alumni	The history of Collegiate, and of related Dutch institutions, is rich and varied. Much of it merits pride; other parts are regrettable, and some are frankly offensive. We cannot change the regrettable parts, and disconnecting Collegiate from its past feels like trying to run away from truths we do not like. Better to recognize all that has happened, both good and bad, and from it to learn how we may improve our community today.
81	Alumni	The seal is classic, the colors have historical meaning to graduates, but the mottos seems out of date and, most likely, not remembered by many.
82	Alumni	Collegiate should be proud of its heritage and I see no issues with any of the symbols or mascots remaining in place.
83	Alumni	The community of school does not in any way reflect a relationship with any religious institution.

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84	Alumni	<p>I find the ties to organized religion (and specifically white Christian colonialists) less inclusive and possibly more "problematic" than any perceived tie to a particular individual (re: the Dutchmen mascot).</p> <p>I think the church is part of our history and shouldn't be wiped but the Latin motto is particularly polarizing in the current era, in my opinion.</p>
85	Alumni	<p>Collegiate's origins may be singular, but its personality now is certainly pluralistic, as it should be to reflect the current demographics of New York City and, increasingly, the world. If the school still pursued policies from the 17th century, I'd think it would be wise to review and reform them. But the seal and the mottos are such a small part of daily life and in no way (during my years, at least) affected the instruction, socialization, or ideology of the community. That's either a reason to deem them harmless or to wonder if a new symbol might be more appropriate to reflect the school's 21st century ethos. In any case, if there are structures of hatred or intolerance that are the legacy of these mottos and symbols, then the more incisive (and meaningful and perhaps also more difficult) move would be to uproot those structures. I do not think changing a symbol will miraculously change behavior or thinking unless other steps are taken to make the 21st-century Collegiate embody its newly stated values.</p>
86	Alumni	<p>We can not throw away tradition when it is not inherently offensive. It is inappropriate to hyperanalyze all facets of the schools history as it progresses into the future. While I believe in and am impressed by the students and faculty who have raised concerns, I believe that the articles under review do not express a legacy of racism. Lastly, by nature our nations history is embroiled in inequity and racial persecution, however we do not attempt to remove symbols that do not remind of this history as they remind us where we come from and where we are going.</p>
87	Alumni	<p>I think the derived symbols are reasonable (colors, seal, and the Dutch motto). However, the explicit Latin reference to God is exclusive and the mascot of Peter is more problematic than I had previously understood.</p>
88	Alumni	<p>Why not?</p>
89	Alumni	<p>Other than the Latin motto, none are overtly intolerant. It requires large inferential leaps to reach the conclusion that they are. And I do not think such leaps are warranted. Rather they are political correctness taken to an extreme. I also don't think the Latin motto is inherently intolerant, but I do not think is is appropriate to have a religious motto (or at least one that references god) when the school community transcends any one religion.</p>
90	Alumni	<p>Our origins are an immense form of pride. Although the Dutch of course made terrible decisions, from the point of view of modern and more equal societies, they were lightyears ahead of their contemporaries across Europe.</p>
91	Alumni	<p>There is no horrible Dutch Reform Church of NYC outrage that requires sundering this unique and long standing tie to Collegiate</p>
92	Alumni	<p>There were only about two or three members of the the Reformed Church in the school when I was there. That does not mean that its values were not imparted.</p> <p>The church in New YOrk traditionally stood for intellectual and even liberal values, and I believe it does now.</p> <p>I profited greatly from Bible classes, and even participation in the chapel and church services, as I learned the hymns, stories, and a basic work of culture, even though I do not belong to the church.</p> <p>Doing away with history and tradition is the height of folly.</p>
93	Alumni	<p>It is part of Collegiate's unique</p> <p>It's the root of where we are from, we shouldn't eliminate that.</p>

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94	Alumni	I think it is important to remember and not erase history. Collegiate is the product of slavery and colonialism, as is almost all of American history. It is important to dismantle these systems of supremacy and violence that continue to pervade our society and culture in increasingly obvious and insidious ways. I think one way to do this is at the level of symbol. To change the mascot, the colors, the emblem. This is one way to make a symbolic gesture towards undoing the colonial fabric of our culture. Another way, in addition, would be more concrete: as in providing more scholarship and funding for students of color, lgbtq students, students from a working class/middle class background, students with disabilities, other students from marginalized positions. And to cultivate a curriculum and faculty that reflects these positions at the level of identity and ideology. A pedagogy grounded in anti colonialism. A classroom that refigures the assumptions inherited from outdated methods of teaching and practice. This is all lofty. This is a lot of words. But I think the underpinning is this: yes, symbols matter and I support a movement to reconsider how Collegiate wants to envision itself. And, but, so, also, the practicalities of tuition and classroom pedagogy matter a whole lot. And any sort of superficial fixing at the level of symbol without taking into account the potentially more structural issues involved in who gets to attend Collegiate and what they are taught... if this isn't also taken into account, then the changing of the mascot will be a false gesture that only further buries the important history of colonial violence that we must be aware of.
95	Alumni	Traditions like these help inspire curiosity about our past and a greater connection to it, in aspects that seem both good and bad to us today, inviting further thought.
96	Alumni	You cannot change the past. Changing the past does nothing to increase diversity. Do not judge events of the past through the lens of today.
97	Alumni	Church - State - Private separation
98	Alumni	Who really cares ? If there is even a tiny issue then change it - can't imagine why anyone would have a problem with it
99	Alumni	Nobody at collegiate actually endorses Peter Stuyvesant's racism or anti-Semitism. The Dutchman is a unique and fun logo completely dissociated from any actions of Dutch colonizers. I am a Jewish former student. Almost half my class was Jewish. Am I really to believe collegiate endorses antisemitism? Absolutely not. Here's a question: has anybody in recent memory actually accused collegiate faculty or students of representing racist ideology due to its logo? No? In other words, there isn't an actual problem to resolve. This is made up. Are teachers racist and anti-Semitic? No. Is the board? No. Is the administration? No. I fail to see how collegiate has, at least in my time there, ever been guided by any problematic ideology, so I don't even understand what this is meant to resolve. We do not have exclusionary admission processes favoring Dutch students, nor even a strong Dutch heritage present in our school's culture. We do, however, have a Dutch history- that's a fact. And, if anything, the dissonance between our historical symbols and our present is what gives our symbols and mascot such a unique flavor. We are Dutchmen. Not Dutch. Not Peter Stuyvesant enthusiasts. The time spent by this committee really could be better spent elsewhere- finding a way to make collegiate more accessible to underprivileged or outer-borough students, or finding a way to make Collegiate more inclusive of LGBTQ students, to name a few. In summation, the sentiment to change our mascot and logos is clearly a response to the current cultural climate in the country. That in itself doesn't make these sentiments a bad thing. What makes them a bad thing, however, is that it wastes our time on unimportant issues and alienates alumni. Just because a few people express the idea that something may be a problem, it doesn't mean that it is a problem. The board and administration should've stamped this issue out immediately and used its discernment to ignore this. Finally, I'm a donating alumnus. Problems like these just alienate me from the school. It's so clear that this issue is a fad. If the board did nothing about it, a year from now no one would even remember the controversy. You are making this a problem by treating it as a problem when it is really- and I hate to say it- empty virtues signaling. Changing the logo will lead to NO SUBSTANTIAL CHANGE IN THE SCHOOL'S CULTURE.
100	Alumni	positive heritage
101	Alumni	The school has largely and wisely separated from the Church, but that should not mean that traditional symbols should automatically be eliminated and/or replaced
102	Alumni	Think we shouldn't 100% walk away from our roots. We need to find the elements we can keep, update and reinterpret so we have a link back to our rich history.
103	Alumni	School alumni

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104	Alumni	I think that the colors, seal, mascot, and team names are more representative of our status as the oldest school in the country and association with the founding of NYC than any statement on race/religion/ethnicity and inclusion or lack thereof.
105	Alumni	Tradition is very important. But so is not offending people.
106	Alumni	Atheist
107	Alumni	Pride in Collegiate and it's past
108	Alumni	No one even knows about the link unless it is constantly brought up, and even then it is a bit of trivia irrelevant to today's school. Keep talking about it for educational purposes internally, but don't change it.
109	Alumni	Collegiate is clearly no longer a religious institution and the colors have taken on a secondary meaning - they reflect the magnitude of Collegiate's history without promoting anything negative
110	Alumni	I consider it productive to examine these symbols individually. I think getting rid of all of them is whitewashing, is a slippery slope, and creates institutional amnesia. The colors orange and blue are NY's colors -- the Mets, Knicks and Islanders all use them as well. The seal... I don't think I've ever even looked at it closely until this survey. Is there something offensive about it? You can point to almost any historical symbol and find some connection to intolerance, and a more intolerant time. That said, I am a white, half-Jewish male. Despite Stuyvesant being an anti-Semite, I never felt unwelcome, but half my class was Jewish. The opinions of students, staff and alumni of color may be different, and no less valid. In my opinion, a bigger problem is that only the children of millionaires can afford to attend the school. How can the student experience be anything other than a bubble of privilege? You should be focusing on THAT.
111	Alumni	We should acknowledge the flaws in our history not run from them
112	Alumni	Symbols connect the community across different generations and points in time, but there come times when they need to change. Collegiate, in my opinion, has always been a school that is willing and ready to make changes for the good when necessary. We cannot
113	Alumni	General ignorance brought a certain bliss. no more.
114	Alumni	If Collegiate loses its historic links, then it is going to be just another private school. Those are a dime a dozen in every metro area where there are wealthy people. Nobody pays much mind to the creation stories of Dalton, Sidwell Friends or Harvard Westlake. We do not want Collegiate to be like everybody else - scrambling to validate itself exclusively on "modern" metrics like funds raised, notable parents enrolled, facilities and college admissions.
115	Alumni	The religious and political origins of our symbols are not necessarily relevant to how they are perceived today. Discarding traditions that link Dutchmen past and present in light of this would be a mistake.
116	Alumni	I am an ardent Jew and I strongly believe these symbols are important for our school. Collegiate is the oldest school in the country. There are traditions and histories that matter. It would be horrifying for Collegiate to abandon their traditions and begin new ones. I attended the School for thirteen wonderful years. I continue to live and breath Collegiate and think fondly about my experience there. The School instilled on me certain values that I continue to carry with me to this day. A shift from basic symbols is also a shift in the direction of the School's attitude towards education and life.
117	Alumni	The symbols should be updated in accordance with the times, but the school ought to maintain its history, tradition, and quirkiness.
118	Alumni	Myself, along with every other Alumnus I have communicated with, would be absolutely appalled if there were to be a change in any of the symbols listed above. The alumni I have communicated with are diversified by age, class, etc and they would all feel offended by a change.
119	Alumni	There is value in the history.
120	Alumni	Respect for tradition and Collegiate's long history.
121	Alumni	The school was founded in this tradition and it never was pushed upon the students for religious reasons. In Unity, There is Strength. We learned to understand and play with each other, to support each other, to push each other to try new things.
122	Alumni	I think the Mascot should probably be altered slightly if it is deemed to be too near a portrayal of Peter Stuyvesant, whose actions/beliefs do not reflect the school's values (listed above).
123	Alumni	There has to remain some link to the past to understand and not forget despite what controversies there may be. We can transform the symbols to something positive.
124	Alumni	I do not believe these symbols to be deeply problematic and they are certainly a part of the school's legacy.

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125	Alumni	One should not try to cover up one's history--even if one comes to understand it in different ways and, perhaps, to be embarrassed by parts of it and/or to criticize parts of it.
126	Alumni	If this indelible connection to the Dutch Reform church is a recorded part of the history, we should decide to perpetuate, complicate, and/or affirm these symbols. Evaluating the school through a modern lens will be the key to our dynamism for centuries more to come.
127	Alumni	They are part of the school's history and are now pretty much neutral for most people.
128	Alumni	I am proud of the history and traditions of Collegiate. Also, the Dutch society, for it's time, was much more open minded than other societies. Purely in terms of Dutch society, we should take it into context and they were liberal for their times. They were more liberal than many societies and places in America today.
129	Alumni	History. Tradition. Cannot erase the past just because it is unpleasant.
130	Alumni	symbols without intrinsic religious connotation - ie the colors or the dutch motto - keep some link to the past without problematic overtones
131	Alumni	If we aren't a religious institution we don't need to be using religious symbols that are 400 years old. It subconsciously places Christianity in a place of superiority when we have multiple religions represented in the student body, faculty, and staff.
132	Alumni	These representations elicit generally fond memories of my years at the school for me. But I'm definitely not wedded to them in any way that would make me object to retiring any of them in the name of moving the school forward and making it a more inclusive place.
133	Alumni	It's impossible to be a 400 year old institution without carrying beliefs/traditions/symbols from 400 years ago. We can pretend otherwise but it's all part of 400 years.
134	Alumni	I believe in tradition and they show they heritage of the school.
135	Alumni	We cannot deny our history. We can learn from it and acknowledge it's weaknesses but we can't just erase it because of a few voices in this one moment of time.
136	Alumni	I think it's important to fully understand, honor and respect the history of the Collegiate School. Each of these symbols provides a connection to the past that can and should be a positive part of our identity going forward. Erasing and denying the past is a terrible mistake. I also think understanding the history of the iconography is just as important as knowing the history of the Dutch in America. Robin Bachelor, head of the Art Department in the 1960s, created the caricature of Peter Stuyvesant. This whimsical fellow was not handed down to us after decades of revering a slave owner. He was created by a member of the Collegiate community hundreds of years later to serve as a silly mascot. I believe he should be stripped of the baggage that is unfairly applied to him, and allowed to be a generic Dutchman who can represent our school team spirit. As for the crest and colors, I think these have meaning not just by jumping back in time to 400 years ago, but by respecting the continuity of boys proudly wearing the orange and blue, and the crest on their blazers for all the years between then and now. None ever did so to celebrate the negative parts of our past, and none ever will.
137	Alumni	I think the statement of beliefs needs to be reordered so that excellence, integrity, respect, and spirited engagement lead the way. The church connection is very meaningful but does not require the use of every old motto - the Dutch motto being adequate to the school's purpose in modern times. The seal and colors remain relevant through the ages. These days it seems as if the Dutchmen should at least be the the Demon Dutchmen or some more bellicose option. As a former cartoonist for the Journal and yearbook, it was always fun to have the mascot. Never sure whether he was really any specific person, just a colonially garbled exhorter of school spirit. Back in my day the issue of his peg leg was never a cause for concern - like Captain Hook's hook; it was just a colorful cartoon character relating to the founding fathers and Dutch seafaring and mercantile traditions. My own college abandoned its Indian symbols in favor of the politically correct 'big green' So perhaps it's time for a change. Perhaps the 'windmillers' would work given both Dutch precedent and new interest in turbines and ecology?
138	Alumni	I don't believe history should be rewritten. I believe Collegiate's contemporary inclusion of all people/religions is sufficient and is not marred by a historical reference to its religious roots.
139	Alumni	Because that is the root of the system from which all the fruit grows
140	Alumni	Our symbols should align with and represent and be consistent with our values

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141	Alumni	The roots are planted so deep. One of the great parts of Collegiate is the history behind it. I know some of that history is questionable and at times horrifying. But, at the end of the day, within Collegiate's walls only the best parts of those Dutch colonialist ideals have been preserved. Beliefs of unity, friendship, ambition, and excellence. That being said, I know how sensitive this topic can be. If the rest of the world is going to perceive our past relationship with this church, and the legacy that it has had on our school (Peter Stuyvesant logo, Dutchmen name...), as a sign of intolerance than we must separate ourselves from that part of the history. We do condone prejudice and violence, but if others believe we do, we must act to accommodate that.
142	Alumni	We should not forget our history. We should embrace it and our evolution away from some of the questionable beginnings.
143	Alumni	They reflect the foundation and basic tenets of the older school in the county. That history is crucial to the character and stature of the school. It would be unwise decision to part with them.
144	Alumni	The colors are fine. The seal is fine. The mottos, especially the Latin one, aren't great.
145	Alumni	It is our history: we should declare, not hide, it.
146	Alumni	Colors aren't a big deal and a recognition of the tradition, but mascot and name feel exclusive and laced with a history of oppression (coming from a white, Christian student). Given that they are all tied, if it's all or nothing they should all be replaced.
147	Alumni	The colors are severed from that history, the rest is more visibly problematic
148	Alumni	Orange and Blue are the colors of NYC! Knicks and Mets both wear them, they are iconic. While attending Collegiate for twelve years, i never once thought of the Dutchmen as Peter Styuvesant, just thought it represented a Dutch settler. If you take Collegiate's history away, what separates it from the other schools? Collegiate is its history, good and bad.
149	Alumni	Dutchmen captures Collegiate's longevity and legacy as the oldest education institution in the country. The Dutchman mascot is a nice image that has always distinguished Collegiate in a special way from all other schools who have mascots like Eagles and Tigers.
150	Alumni	You don't throw away hundreds of years of legacy and tradition for no good reason. Stare decisis must apply. It's a way for us to keep a tie to our old 78th street location, which will be missed.
151	Alumni	Continuity with the past imparts importance to an institution, and suggests that the experience with it transcends generation, creating a bridge among past, present and future alumni. Within this framework the student can embrace its existing culture, take pride in the institution, and desire to improve it. Without a past and future, these actions are not possible. To match, I believe Collegiate is exceptionable, and it is only fitting that it has as an exceptional history.
152	Alumni	Tradition overrides everything

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153	Alumni	<p>Respect for the history and legacy of our storied institution.</p> <p>One cannot apply the standards of the present to those raised in a wholly different era and expect any to fully live up, lest we expect to be deemed unfit for respect ourselves by those who will succeed us.</p> <p>The way we make progress as a society is not by condemning all our forebears as evil, malicious figures regardless of their important works. We must celebrate the accomplishments of the past though we acknowledge the weaknesses of those who achieved them and seek not to repeat their mistakes.</p> <p>Even Barack Obama himself was once an opponent of the presently widely celebrated marriage equality policies he later carried out as president, as were many other citizens who today are its proponents. But people change, societies change, and we cannot deem these people enemies of progress and equality because once they thought differently as a result of their present environment.</p> <p>If through the ages we fail to maintain a continuity of commonly respected and donned colors, mascots, and logos, then we fail to maintain a continuity of identity and one must question whether Collegiate is indeed the same storied institution founded by the Dutch in 1628. If Theseus' ship were to be renovated to include a solar-powered electric engine in place of its sails and the figurehead at the bow recreated in the likeness of Elon Musk, there would be no question as to whether or not it was the same ship once captained by Theseus himself. The strength of affiliation with the vessel of those who were once its crew would diminish or disappear entirely.</p>
154	Alumni	<p>With the exception of the "unless god, then in vain" motto, which clearly does not reflect the status quo of Collegiate as a secular private school, it's truly beyond my comprehension that we would consider changing our colors or seal just because of its origins. Blue and Orange are New York Knicks colors, NOT an endorsement of our founders' values!</p>
155	Alumni	<p>I think the colors reflect the city of New York as well as the dutch heritage -- and I'm glad the city represents the city. The dutch motto also reflects the value of the school whereas the latin motto feels way too religious for Collegiate (which I always considered a proud secular institution). If Collegiate plans on keeping the mascot, which I love, it might make sense to give him a unique name and backstory that makes him reflect the values.</p>
156	Alumni	<p>Too blatant of a connection btwn religion and the school. Can make some students feel like outsiders to the community if they dont identify at all with the religious institution. In its day to day, Collegiate doesn't push this religious connection--this is only identifiable in the seal and mottos thus it's unnecessary</p>
157	Alumni	<p>History</p>
158	Alumni	<p>We should be proud of and connect to our historical tradition, especially as the oldest educational institution in the country</p>
159	Alumni	<p>History must be studied and understood; erasing older symbols and legacies actually mars our understanding of how respected institutions have a lot of negative foundations.</p>
160	Alumni	<p>Tremendous history, and links to the past, which the seal and the colors reflect. The strength of the Collegiate community which is reflected in the dutch motto is also still appropriate.</p>

	A	B
161	Alumni	We are all tied to the history of the school, it is that history which created the values and excellence that is Collegiate today, and permitted its alumni to go out and make a difference in the world, which many have. For me the symbols you are asking about represent today's school and all the good it has achieved. While it is important to explore and shed light on the school's past, I would set a very high bar to breaking the link's to the school's traditions and ex post attributing values, attitudes etc to the symbols which do not reflect what the school is today. The historical efforts are justified, for the benefit of all -- but they are in my view foremost a historical exercise. To give an example, if the school's coat of arms contained swastika's, I would vote to change it ASAP. However, if a negative association is more nuanced and requires an essay to explore and explain, I would think twice about it.
162	Alumni	As an alumnus, I take pride in Collegiate's storied history. I furthermore don't feel that much of Collegiate is defined by its past; unlike other institutions, we do not keep many of our traditions/physical objections from beyond a few decades, and it really only is the seal, mottos, colors, and symbols that harken back to the 17th century. As such, while some are certainly problematic, others remain anchors that Collegiate uses to hold true to the abstract pride we hold to our longstanding school.
163	Alumni	Collegiate students should be prideful about the historical legacy of the school. It is a privilege to get to go to Collegiate and to go to a school with the rich history that it has. That Collegiate predates the United States was always something I took pride in. That my going to Collegiate made me within a unique brotherhood of New Yorkers was something I honored. Whether the origination of the seals, mottos, and colors have ties to the Dutch Reform Church is irrelevant. Collegiate is not a religious school and hasn't been for quite some time. The school should embrace its history, as there is nothing in these mottos, colors, or seal that is shameful. If someone their child or themself to go to a school with no history, then there are plenty of alternatives in New York City for them to pick from.
164	Alumni	It is acceptable to use the seal, colors and "in unity there is strength". I prefer to drop the "unless God, the in vain" as many people are not religious.
165	Alumni	Collegiate is in a position to lead, and not to follow fashion. I also suspect Collegiate is becoming, like so many educational institutions, too administrator heavy, and the administrative staff, deans, etc. is looking for things to keep them busy/ justify their jobs/ keep up with what other in their profession are doing, without asking if the profession is pushing things that are, in fact, healthy.
166	Alumni	The seal and colors are inexorably linked with Collegiate's historical legacy. Roxbury Latin's and even Harvard's founding dates aside, the acknowledgement of 1628 and of our Dutch heritage are important in that they tie us to our own history in a very immediate and concrete way. As to the mottoes, I confess after having spent 12 years in the halls I cannot say I ever knew those words to be our own. The Dutch motto makes more sense to me than the Latin as we are not only accepting of all faiths but mostly a secular institution, but even the Dutch seems a little out of place with my personal idea of what Collegiate is all about. Yes, "in unity there is strength" is more often than not a true statement. Yet, Collegiate felt like a place where teamwork was celebrated when it was right to do so while at the same time, individuality could be encouraged and solo achievements be lauded just as well. It was a place to explore one's own possibilities and even what one's "self" could even mean. But that of course is merely my own interpretation.
167	Alumni	It is no longer a Church based education. Time to move forward.
168	Alumni	Over playing political correctness. You shouldn't destroy your past and the culture has played up the positive aspects of the history.
169	Alumni	I think "Nisi Dominus Frustra" does not match the institution, as Collegiate is one of the few top K-12 institutes that is secular. Peg-leg Pete is certainly outdated, and likely could do with some updating to match current values. I think "Dutchmen" adequately pays tribute to Collegiate's history.

	A	B
170	Alumni	While I do believe that if a mascot offends many (ie Washington Redskins, St John's Redmen) it should be retired. I've never associated the mascot as Stuyvesant. I associated the mascot as a Dutchman...with a peg-leg-who is unique to Collegiate. When being taught about Mark Twain in 7th grade along with comparative religion in 9th grade envelope pushing conversations were had in a healthy manner. Affirmative action was a hot topic in the late 80s and early 90s and I only wish that all Americans coming of age were made aware of it and other socio-economic issues while in the classroom too. These days, society is polarized and there is not enough room being made for gray areas & critical thought. If the mascot is viewed as Peter Stuyvesant by "many" then maybe it should be retired. However, if it's not, then in my opinion it should remain as a symbol of Collegiate's unique place in NY history. Perhaps naming the mascot would help disassociate it from Stuyvesant. Humbly, I would suggest "Bruce" for the legendary Mr. Breimer. Although I'm not sure if he would approve :)
171	Alumni	It's an essential part of what Collegiate is today.
172	Alumni	I don't believe in God, but believe in the power of tradition; however, tradition must undergo a healthy amount of reflection in order to grow and remain a positive influence on the present moment.
173	Alumni	Part of The School's history and tradition
174	Alumni	Historical legacies give Collegiate an unique character and is especially important to provide continuity in its new home
175	Alumni	<p>Whether or not the mascot has any ties to Peter Stuyvesant it is a cartoon. In my 12 years at collegiate, and as an alumnus since, I have never correlated the mascot to peter Stuyvesant or any single individual. As far as mascots go, the Dutchman is highly unique, a point I think Collegiate should be proud of and own. The mascot ties Collegiate to its origins, as the oldest school in America and in NYC, by the original founders of New York.</p> <p>The Dutch were entrepreneurial and adventurous people in the 1600s that created both our school and City. Rather than change the mascot, colors or seal, let's figure out how to speak about these symbols with those qualities in mind.</p> <p>Please focus your attention on more important matters, like how to deliver a word class science and mathematics education to students.</p>
176	Alumni	<p>It was a product of the era.</p> <p>It would be false to repudiate that.</p>
177	Alumni	We take pride in surfing and thriving for almost 400 years and being the oldest school in US This political correctness to change the mascot and nickname are another part of the erosion in our society. Hundreds of years have gone by and Collegiate has sustained a great reputation without changing these elements.
178	Alumni	I don't really care about the motto, the seal, the mascot or even the colors (which I can't imagine would be an object of anyone's school-improvement campaign... I'm "orange" as it happens and have been so more than 50 years). The Dutch motto seems slightly ominous (I'd never heard it before), the seal is fusty and mascots are silly as a matter of course. So should the school wish to advance replacements for any or all, I won't feel forsaken. Collegiate should, however, always ensure that a nod to the past is part of its public image and I've always been proud of the associations.
179	Alumni	I don't believe that the institution needs to be revisionist. Collegiate needs to be accurate as the "why" symbols are being used and "how" they are still applicable and on what the institution was found. Those were fairly extraordinary at the time and during its history. Some, like the maskot are inappropriate. Collegiate is also seperated from the church, and that seems inappropriate given values.
180	Alumni	Too difficult to slide circle

	A	B
181	Alumni	The school is nothing without its roots. A tree is known by its fruit. The fruit of this tree has been very good. Cutting down the tree to start over is a bad idea. It is also completely unnecessary; evolutionary improvement has served Collegiate well and can continue to do so. Denying the past and attempting to abolish it, in the way of the revolutionary Jacobins, can lead to nothing good. If Collegiate denies the tree from which it has sprung, it will soon wither and die.
182	Alumni	One of the things that makes Collegiate unique and special IS its long history ("three centuries [sic] along"). And the Dutch presence in New York is an important chapter in the American experience. Personally, I have direct ancestors who attended and were active in the school (and of course the church) in the 17th and 18th centuries, and one who fought with Stuyvesant against New Sweden. I am sure this is true of many others, whether they know it or now (in the way that Louis IX of France is estimated to be an ancestor of around 1/4 of Europeans).
183	Alumni	"Tradition" seems to be missing from the school's list of values. Collegiate's connection with the past can say as much about adaptability, innovation and flexibility as about ancient religion and social credos. It's all in the intepretation.
184	Alumni	Liked the school
185	Alumni	Acknowledging the school's history does not imply a lack of evolution. Whitewashing the past is antithetical to this school's mission.
186	Alumni	Since 1628, Collegiate has always reflected the values of unity and camaraderie. Although Collegiate did not become an all-male institution until the late 1890s, the brotherhood that developed amongst classes since then is unparalleled. This closeness was formed around the identity of being Dutchmen. For that reason alone, we should not change the name, mascot, mottos, or colors of the Collegiate School. Collegiate will alienate scores of current students, parents, faculty, and alumni if it abandons the symbols that have brought generations of Dutchmen together.
187	Alumni	It is part of our history. I do not believe we should live with our history
188	Alumni	The school's religious founding is not a rose garden without thorns but it is a point of great pride and provides the school much of the tradition, rigor, and temperament that makes it a great place today - and hopefully will continue to in the future.
189	Alumni	None of the symbols are all that troubling. The connection to the past has an importance that outweighs the negatives.
190	Alumni	Collegiate's character and identity are linked to its history. Much of that has already been undermined by moving to a new building that has upgraded facilities but no link to the past. Signs and symbols matter, and while it's fine to change with the times, it would be a mistake to abandon what has defined the school since it's founding in the process.
191	Alumni	Tradition and New York City history and the positive influence of the Dutch on nyc
192	Alumni	The seal is historic/non-offensive. The Dutchman makes many uncomfortable. The colors/mottos are strong and important part of history and are not offensive.
193	Alumni	Collegiate historical connection to the founding of New York by the Dutch under the banner of their Church is an important underpinning for the school
194	Alumni	Collegiate is no longer affiliated with the Dutch-reformed church so why continue to foster or note such a legacy? Promote the values and beliefs of a democratic republic, diversity, open inquiry, etc. we should be proud of our history and heritage, and not waste time on fashionable (in some quarters) trying to revise or hide the past. Virtue signalling is a waste of time - we would spend our resources of time and money balancing and broadening our inclusive admissions and scholarship policies at the school. You cannot change history- hiding it is the sign of a intellectually dishonest cowardice; revisionism is just an excuse to feel good, not to do better...and doing better in the future for ourselves, the students and potential students, and the school community is what the school should be focused upon.
195	Alumni	
196	Alumni	Tradition. Caving into Cancel Culture won't work. Pretty soon you'll need to be changing the name of the school and having easy work because excellence isn't inclusive enough. Keep the symbols as they are.
197	Alumni	There's something about values that have held sway for centuries.
198	Alumni	Sometimes, traditions and legends are important. This is one of those cases.

	A	B
199	Alumni	If you are going to change the mascot, seal and mottos change the name of the school and start over again. It won't be the collegiate that thousand of boys over the last couple hundred years went to.
200	Alumni	The seal and mottos are relics from the school's past. But the Latin motto in particular should go. It does not reflect the school's values.
201	Alumni	If we don't want to use symbols, etc. associated with the Dutch Reform Church and the school's "historical legacies," then why even call the school Collegiate, now that it's not attached to the West End Collegiate Church?
202	Alumni	Our centuries-long history is important
203	Alumni	I believe that Collegiate's ties to religion should be balanced with the realities of today, where that religious institution condoned despicable acts like slavery and anti-semitism.
204	Alumni	I think some of Collegiate's great strength is in tradition. I do not find the mascot or mottos offensive, and I worry that we're in a brief moment in time where we are quick to overturn tradition without being thoughtful about it. I believe things like "dutchmen" and the mascot are anachronistic but harmless and make me feel connected to the school I attended -- and it's hard to establish a connection to an institution. The latin motto, on the other hand, feels less memorable and more religious, in a way that I don't love. But I'm also indifferent
205	Alumni	As they were the basis for this outstanding, historic educational institution's founding, then as the song goes, "let it be". We don't have a time machine to change our our school's, the country's or our world's past negative actions in regard to others.
206	Alumni	For all intents and purposes, Collegiate is a secular educational institution. I think these values can be taught without being related to a specific religion.
		I see no compelling reason to change these symbols, which accurately reflect what Collegiate is: an elite all-boys school whose long history began in the Dutch New Netherlands colony, predating this country by more than a century.
		Even if the Dutchman mascot is a representation of Peter Stuyvesant, it should remain unchanged. Colonialism and slave-holding were, regrettably, traits of practically every founder of an enduring institution in this country. If that renders someone ineligible from memory, then let's be consistent and stop flying the New York State and United States flags on school property as well. The very fact that many people do not even know that the Dutchman icon is Stuyvesant argues strongly that our use of it is not interpreted as some sort of present-day institutional endorsement of slavery or antisemitism.
	Alumni	The vast majority of living alumni are already separated from the Collegiate they knew by the recent facilities change; let's not also take away the mascot that continues to mark some of their clothes, the colors they wore on the court or field; and the very name - "Dutchmen" - they *still* call themselves with pride.
		The hypocrisy of both proudly proclaiming Collegiate the oldest independent school in the nation and, at the same time, seeking to erase our most visible ties to that history ought not go unnoticed. I do not think we have anything special to atone for, nor do I think that Collegiate's real issues can be meaningfully addressed by taking what is - in the most literal sense possible - merely symbolic action.
207		This exercise has been very useful in teaching us all more of our school's history, and that work should continue. Changing well-loved, time-tested symbols, however, will only cut the school off from

	A	B
208	Alumni	Many of Collegiate's symbols may have originated from the church, but now they have taken on a new meaning and aren't overtly religious (with the exception of the Latin motto which in my opinion seems less unique to Collegiate and could be changed). I think a school like Collegiate needs to be proud of its history especially during this transitional time.
209	Alumni	Collegiate perfectly reflects the values it holds dear. I never felt like any of our core goals were being passed over while I was a student at collegiate.
210	Alumni	I have no problem with how these symbols were originally derived, as I feel that collegiate as a community has collectively, over our history, given new and better meaning to these symbols
211	Alumni	While inclusive of all religion, reference to it through "God" should be removed.
212	Alumni	Ask anyone from Collegiate what the first thing is that he says when asked about where he went to high school. "I went to Collegiate, the oldest school in the country." Collegiate's history is core to its identity. Its current symbols reflect that history and reinforce my feelings of pride about the school, its community, and its identity. As an alumnus who proudly read Hebrew from the pulpit of the Collegiate Church during a winter convocation, never have I felt uncomfortable by the school's loose association with the Dutch Reformed Church. In fact, the Rev was one of my favorite teachers of all time--and I'm hardly the only non-Christian student that would say that. People who claim to feel marginalized by the school's history need to better appreciate historical context. In the 17th century, almost all schools had religious affiliations, and anti-Semitism and racism were de rigueur. In the 24th century, I'm certain that symbols currently thought of as completely innocuous may come to be thought of in a different and more negative light, too. We should be able to appreciate our historical identity and celebrate it while simultaneously recognizing that our society is constantly evolving, and that Collegiate will continue to evolve with it as it already has for nearly 400 years. That evolution need not require shedding all symbols of the past.
213	Alumni	The symbols are no longer the church's; they are the schools. With the passage of time, symbols can change drastically in their meaning, and I think Collegiate's are fundamentally Collegiate's.
214	Alumni	I was amongst the first Jewish students at Collegiate. There were no black students in my era. Now there are many. By remembering how Colligiate started, the extent of its progress is emphasized.
215	Alumni	If you completely lose history, you also lose identity and lose memory . There is a balance that is appropriate.
216	Alumni	I don't think religion should be a central element in the philosophy of the school. We are in a very different time with broader concerns.
217	Alumni	Tradition is very important. It's amazing how far you can travel and the strength of Dutchmen connections. I would not have changed a single thing from my Collegiate experience. The older I get, the more I appreciate how teachers and faculty wouldn't let me try to bend rules and push them around. I hope Collegiate can resist the politically correct trend that permeates academia.
218	Alumni	I think to completely eliminate certain things only because they're linked to the Church is a shortsighted view that gives up on the current context in which some of the symbols exist. I'm fine with moving away from the Latin motto, since that makes explicit the religious nature and doesn't fit the school's secular (and religiously diverse) nature. But I think it would be a mistake to move away from the seal just because it's from the Church.
219	Alumni	Collegiate should celebrate its history--it did begin at a certain time--but that understanding should not alienate others.
220	Alumni	The school's notion of history and tradition doesn't exist only in its tie to a church. Most of us didn't even know this story while attending. Feels outdated to be so closely tied to a religious institution, especially one that doesn't represent the current student body.
221	Alumni	Collegiate is an historical institution, whose history should not be abandoned.
222	Alumni	Why preserve religious connections? We are no longer even connected to the Church! Look, the school is for the wealthy and has been for centuries. But it is a special place that protects boys from the parochial influences of their own families and communities by delivering an old, charming school culture of unworldliness and unfettered pursuit of the truth and of excellence. How it has done this requires a historical perspective I myself lack, but done it it has. Now, the Church: the simple fact is we don't colocalize any longer. The special holy spirit of the church, which I felt even as a non-Christian at convocations and holiday services, is no longer relevant. Therefore, I see the church connection as anachronistic.

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223	Alumni	The origin of the traditions is only one aspect of them; they have been imbued with meaning far beyond the Dutch Reform Church. Moreover, nothing about the Dutch Reform Church appears inherently problematic.
224	Alumni	It's history. Good or bad, we shouldn't try to whitewash our history. We should be judged by our present values and behavior, not that of our ancestors.
225	Alumni	This is our heritage, our moral basis. We should be open to all but should also respect and honor our heritage which has brought us to our present position as an educational leader.
226	Alumni	History can be acknowledged without being unconditionally upheld as a model for the future.
227	Alumni	The seal, colors, and mottos are less explicitly tied to the colonization and slave trade and on face value seem relatively benign.
228	Alumni	I never felt that collegiate's connection with the church was anything more than historical and traditional, and in no way ideological or exclusionary.
229	Alumni	The history of collegiate, since its founding in 1628, is something all Dutchmen take pride in and shouldn't be thrown away. It would definitely make me think far less of the school to the point where I may not even recognize the institution that formed me as a man.
230	Alumni	I do not like change to simply to appease
231	Alumni	I don't know much about the Dutch Reform Church (which might reflect the school's approach to educating its students about it, at least from 2000–13), but the mottos and mascots seem incongruous with the 2017 values. I don't imagine Peg-leg preaching kindness and diversity. And while I understand the school's historical relationship to the Church, the Latin motto seems like an arbitrary vestige. Love the colors (which for me have as much to do with New York as the school).
232	Alumni	Institutions evolve; their origin in one system does not mandate blind obedience to traditions
233	Alumni	The mascot/symbols/mottos inherently reflect the values and beliefs of Collegiate. When people see the mascot or seal or say "Dutchman" they think of "Collegiate School" and therefore its rich and respected reputation.
234	Alumni	Using these symbols acknowledges the facts of the school's history. If any are problematic, they should be clearly and visibly explained and any issues forthrightly acknowledged.
235	Alumni	The school is no longer associated with religion, but keeping these historic ties add to the feeling that you are part of something larger and creates a force that creates strong community bonds and motivates you to be your best self.
236	Alumni	As the oldest independent school in the United States, Collegiate should honor and emphasize its history where possible. The DRC is at the root of Collegiate's past, and the school would not exist as it does today without it.
237	Alumni	Because it's sectarian.
238	Alumni	While adjustments/changes are certainly necessary, to ignore completely our history feels like too big of a course correction.
239	Alumni	What's wrong with doing so?
240	Alumni	I think the connection to the church is not as important to students and alumnae as it once was 100+ years ago.
241	Alumni	Tradition and historical significance to the school should be celebrated, and these symbols are part of Collegiate's wonderful history.
242	Alumni	I don't tie use of these symbols to the church.
243	Alumni	These are enduring symbols of our school. The liberal impulse is to tear everything down about the past but what will they replace it with? Something so expansive that it is hollow and meaningless. Our history is our pride, why do we want to destroy it when there is nothing inherently negative about it?
244	Alumni	Please stop virtue signaling by insinuating that symbols and mascots are "racist" when nobody thinks they are. Stop wasting resources on nonsense that nobody thinks is a problem.
245	Alumni	Collegiate is really old and steeped in tradition. There's no need to shed all of that. I favor some de-emphasizing of religious aspects, so, I guess I would de-emphasize the church links without completely nixing them.
246	Alumni	What is the justification to change the symbols that are directly tied to the history and heritage of the school? Might as well erase everything and reincorporate the school under a new name
247	Alumni	Its goddam history, in rewriting it and trying to whitewash the past you BREED ignorance, not eradicate it.
248	Alumni	I believe in the deep tradition of Collegiate as an institution.

	A	B
249	Alumni	We should take pride in being the oldest school in the country. We should take in who those founding fathers of education were and where they came from. In addition, it would be discriminatory to negatively associate the Dutch Reform Church.
250	Alumni	Because the odds are no one in 2020, despite their huffing and puffing of outrage (some fake, some justified) is going to propose something that reflects encapsulates the school's history.
251	Alumni	There is a historical reason for it, but I wouldn't mind severing links with any church.
252	Alumni	Tradition and history of the school. We should not pretend that Collegiate was something different than its 300+ year history suggests.
253	Alumni	See above comment
254	Alumni	The symbols of a 392 year old institution will almost never reflect the values of the present moment. The question is whether the institution itself continues to evolve with the times, meet the values of the moment, and instill them in its students.
255	Alumni	I think only the Latin motto feels directly connected to the church.
256	Alumni	Oldest school in the country; from before there WAS a country, has the same colors as the city of NY / Nieuw Amsterdam. This is not offensive. It is our unique selling point.
257	Alumni	Our history is our history, and we have evolved in many important and meaningful ways in the almost 400 years since our founding. The motto and seal represent the entire history of Collegiate, not just our founding.
258	Alumni	The symbols may have that association, but they have long since transcended it and become integral parts of the school
259	Alumni	Collegiate, it's history, and it's symbols are inherently good
260	Alumni	I believe the latin motto is discriminatory and should be changed or just removed and not replaced. Otherwise, the seal, colors, and nickname neither affirm nor contradict the schools values and I believe they should be kept to honor our long history and tradition. In particular, the blue and orange colors also link to the flag of the City of New York. The person Peter Stuyvesant may have acted in a manner contrary to the school's current beliefs, we should not be so quick to disassociate from history that made the very existence of the school possible. As a society we have reached an inflection point where behaviors of the past are no longer deemed acceptable, it would be impossible to remove all references to history that contradict our current view - that would be a step towards Orwellian denial and constant rewriting of history.
261	Alumni	I think the seal and the colors reflect the traditions and long, positive history of the school. Never in my six years at Collegiate did I ever see them referred to in any way that was intolerant or elitist or connected with any religious idea. "Eendracht Maakt Macht" seems to me to be an entirely unexceptionable bromide. I was not aware that "Nisi Dominus Frustra" was a school motto, and don't have any positive or negative feelings about it.
262	Alumni	I am not too quick to remove historical figures. I prefer to identify their shortcomings, and use them more as a teaching item. I find they have a lot of traditional appeal to me. And tradition is a unique aspect of Collegiate.
263	Alumni	What happened in the 17th century stays in the 17th century. But I am not a fan of any present religious affiliation at all.
264	Alumni	The colors and symbols are part of the long-standing history. Not everyone sees "unless God, then in vain" as being a guide. I think there is "Strength in Unity"
265	Alumni	The Dutchmen are unique--every other school has some banal mascot (a cardinal, a tiger, etc.)--and there's a reason for it. We were founded by the Dutch, and that's something to celebrate.
266	Alumni	no need for overt religious motto
267	Alumni	The religious connection is part of the schools history
268	Alumni	Symbols are what you make of them. The church and the school have been intertwined for centuries. We do not simply shed any "bad" history by getting rid of these symbols. In fact, we lose the opportunity to discuss them and the history that was never taught to me at Collegiate and that would only compound the tragedies of the past and waste a valuable opportunity.
269	Alumni	Honor the traditions unless facts show something today that would be disqualifying, ie slavery, anti-semitic, religious, race or gender intolerance, corruption etc.

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270	Alumni	I think people take immense pride in the history of collegiate, though there are problematic aspects to it. I think it's important to teach students about the problems in our history when learning about the Dutch new Amsterdam, but also teach them about how the church that started the school had admirable characteristics as well.
271	Alumni	I am neutral on these. They represent the long history of the school. As a student in the 70's, the mottos and seal were never mentioned. The colors say Collegiate. the mascot is outdated.
272	Alumni	the history of collegiate is inextricably linked to the church and to sever these links would possibly end up in collegiate muddying it's identification. plenty of non christians went to collegiate knowing it was linked to a church while also knowing the education and spirit of comraderie were paramount.
273	Alumni	If you celebrate your history by claiming to be the oldest educational institution in North America, then you should embrace your mascots.
274	Alumni	Tradition
275	Alumni	There has to be some continuity in the face of changing times.
276	Alumni	It is tradition, and one cannot view history without context. We have all given in some small way to Collegiate. Changing symbols negates the past and by association the alumni.
277	Alumni	See above fill ins. Much ado about nothing, in my opinion.
278	Alumni	Nobody's history is perfect. This is our school's history. Are we going to pretend it never happened? Are we going to change the name of our nation's capital because Washington was a slave owner? The Dutch did many good things for New York and for and through Collegiate. We can acknowledge what was not good without throwing the baby out with the bath water.
279	Alumni	We know what our symbols stand for and what they mean to us and the school. We strive to embody them every day. They reflect years of excellence and tradition, and changing them because of the "optics" is throwing aside our history without proper cause. We obviously stand against racism and anti semitism and in no way is that what our mascot stands for. Our mascot is a reflection of our school and our history.
280	Alumni	It's tradition, unique, totally embodies Collegiate. Don't listen to the ridiculous faux intellectual Social Justice Warriors (evidently we're breeding them young now) to say otherwise. There's truly nothing intolerant about them. Plenty of past generations (and recent past) have loved them and they're points of unity. Alumni will revolt if we change these mascots. I will personally think twice about giving.
281	Alumni	I think that collegiate has been more than it's historical motto for a long time. Those symbols which do not independently bring up problematic images of the past, such as Peter Stuyvesant, belong in maintaining the rich history and positive aspects of Collegiate's identity.
282	Alumni	It is the actual history of the school. We should not ignore/erase history to please some misguided progressives.
283	Alumni	History is filled with terrible deeds, but the Dutch were far more progressive and diverse than Plymouth or Virginia - which is why Manhattan is the unique place it is today. This is an absolutely hollow argument that has nothing to do with the history of the school.
284	Alumni	It's history. There's no reason to deny the ancestry.
285	Alumni	History should not be erased as an reflexive process but instead discussed, analyzed and on expunged if necessary as unduly offensive or otherwise counterproductive.
286	Alumni	If we erase symbols of the past and history, no matter how uncomfortable, we erase the legacy of the mistakes made.
287	Alumni	The church is an important aspect of Collegiate's past as well as its current values.
288	Alumni	The school should address it's grotesque lack of economic, social and racial diversity in meaningful ways as opposed to a discussion about its symbols which seems more reactive to legal counsel than than the actual problem.
289	Alumni	While new information has come to light, the schools mascot and traditions are not reflective of this negative light. They have evolved with the times.
290	Alumni	Because Collegiate should not capitulate to the current fad of knee-jerk political correctness. ENOUGH already.
291	Alumni	They are part of the school's history. I view them as being benign and are only offensive creatively viewed in an offensive manner

	A	B
292	Alumni	One of Collegiate's greatest strengths lies in its foundation built almost 400 years ago. We can continue to evolve without needing to jettison the past. Symbols, mascots, flags all have roots in tradition, but also continue to evolve as the school does. The school (i.e. its culture, student body) gives as much meaning to these seals, mascots and colors as tradition does.
293	Alumni	History per se is more honest than well intentioned people trying to lean with today's wind let alone predict tomorrow's.
294	Alumni	History matters, respect for history is part of identity
295	Alumni	unless there is extreme uproar, I don't feel the need to change what our history is
296	Alumni	Generally speaking, I do not believe that erasing old symbols is the best way to address historic injustices (one major exception: Civil War monuments in the South that were erected to protest desegregation).
297	Alumni	History is a real force. Grow with it. Ignore and you repeat it.
		Twelve years at Collegiate imprinted a great deal of affection and loyalty in me for the school's history and symbols, as well as a degree of affection for the companion church, where we had Monday morning chapel.
	Alumni	<p>However, I'm not sure how much the nostalgia of old alumni should count in this exercise. I do recognize now that the school's traditions helped foster a self-centered environment that could have - and likely frequently did - have felt unwelcoming to students from different backgrounds. I naively assumed that the presence of one or two African-American students in each class meant that the school community was immune to issues of racism, The school probably made efforts to address these issues in the early 1960s, but I don't recall being aware of them. I do recall efforts being made in the late 1960s (I was in the class of 1971) by some faculty members, particularly a fiery sermon from Mr. Barker, the history teacher, about racism as Collegiate.</p> <p>I'm hopeful that the school can retain an identity that celebrates its Dutch history while embracing diversity in its current values.</p> <p>A comment about the word-association questions. I answered them quickly and perhaps superficially, deliberately so. A lot depends on the context in which a particular symbol is used. The fact that I didn't check other words that would reflect criticism of the school's symbols should not be taken to mean that I would reject the views of community members who did.</p>
298		
299	Alumni	A single religious affiliation is antedelluvain. I grew up an atheist and while I didn't object to church services they seemed odd given the diversity of the student body even in the 70s and 89s.
	Alumni	The church was a very important part of the school and as far as the seal, colors, and Dutch motto they carry no connotations of religious affiliation. Personally I believe the Dutch motto to be more reflective of Collegiate's culture, values, and history and if one thing must be changed it could be the dropping of the Latin motto. Firstly because 2 mottos is redundant, and secondly due to the evident movement to distance the school from anything that could be misconstrued as not being inclusive or progressive. I for one loved my time at Collegiate and believe the reverence for the past that is extremely present at the school to be constructive for its culture.
300		
	Alumni	This feels like a response to actual problems with traditions and history in this country's tradition. NO ONE that I had met in the 13 years I went to collegiate considered a Dutchman anything more than a "Dutchman." Lord Jeffrey Amherst is a completely different story. If the mascot was the "Amherstman", allegedly based on Lord Jeffrey, I think it would and should be a different narrative.
301		
302	Alumni	I have no love for religion. But it seems like this is all just swapping names around superficially.
303	Alumni	You'd basically be destroying a piece of history. What's the point of that?
304	Alumni	To deny history is to deny reality.
305	Alumni	The mascot should probably be replaced; the Latin motto is outdated and not inclusive

	A	B
306	Alumni	<p>The seal and mottos are not the sum of the behaviors of all who passed through Collegiate – they represent values and ideals. We have all fallen short of those ideals at some point, but that is no reason to discard our values and start new. To continue using these symbols is an affirmation of our beliefs, and not a show of solidarity with every action that came before.</p> <p>Additionally, the colors have a meaning far broader than the Dutch Reform Church. They represent our city and our school's place within it; we have worn them with pride on athletic fields; we have worked to give those colors (and thus our school) a meaning and identity that should not be discarded.</p>
307	Alumni	Collegiate School owes its existence to the firm foundation laid by its founders. We should continue to remember and honor their commitment to education, even though our community's views on many issues have evolved over four centuries, and will continue to evolve in the centuries to come. Just as the City of New York has a blue, white and orange flag emblazoned with a seal commemorating the Dutch settlement in 1625, Collegiate School should maintain its traditional seal and colors.
308	Alumni	If you want to whitewash history, go for it. You'll be in good company. The giants of totalitarianism have had great success with that strategy.
309	Alumni	I don't associate them with that at all
310	Alumni	I like the seal and the colors. But could part ways with the mottos and update the mascot
311	Alumni	The school with the new location away from the church doesn't really give off a religious vibe so I'm not really sensing it.
312	Alumni	I believe the controversy is arising from the social issues of the time. The good ideas of the church are timeless and untarnished by the historical characters involved.
313	Alumni	Our history (good or bad) is our history. Whitewashing it, or hiding it from view, is misguided. If our perceived mistakes are not visible, how will future generations learn from them and avoid repeating them?
314	Alumni	Tradition is important, even if today's beliefs are different .
315	Alumni	These seals and mottos seem like relics from a bygone age that serve no purpose. I'm be happy to keep the colors since that does serve to enhance an identity in neutral terms. And Dutchmen given the school's Dutch ancestry and all male student body seems an inoffensive nick name also further a specific but non-exclusionary identity. But I'd get rid of the rest.
316	Alumni	I think positively about my time at Collegiate and the friendships that I had and still have. I believe there was a sense of community and student pride that was unique during my time at Collegiate. Of course there were challenging moments, but I appreciated the experience and was proud to be a Collegiate student. When I see our mascot, colors and seal I am reminded of my experience at the school, and I feel a unique bond/familiarity with those symbols. I never knew the mascot to be associated with a specific individual or one individual's behavior. I thought it was a slightly funny, quirky symbol representing our unique history/founding. The motto of, "Unless God, then in vain" is not one that I remember.
317	Alumni	Tradition
318	Alumni	historic roots / tradition
319	Alumni	Running away from our history is dumb. We are an elite school on the upper west side that should be proud of the fact we have a history dating back to 1628. We should teach our history and be proud of it. Further, anything more that is invented is almost guaranteed to have some sort of questionable association that could be spun into something offensive or is too generic.
320	Alumni	Collegiate's mottos, values, colors and mascot have contributed to the culture on which our school should pride itself. I grew up for 13 years at Collegiate: our spirit (mascot/colors) helped me build character and gain a lifelong brotherhood, and our values/mottos helped me learn how to drive myself forward to a greater success than I knew would be possible. To remove some of these values, mottos, and spirit-related symbols would be an affront to hundreds of Collegiate boys who grew up, found themselves, and succeeded because of them.
321	Alumni	Collegiate has maintained a diverse, inclusive community while retaining links to its storied past. Preserving that legacy is key to maintaining the school's traditions of inclusivity and excellence.
322	Alumni	History of the Reformed church as people who fled religious persecution

	A	B
323	Alumni	Don't use bc it's the church; use if it has always been used and generations remember it. I don't remember the Latin motto so no connection there. Dutch Motto I remember and like - other than the German sounding part
324	Alumni	I think some symbols of the school's heritage - particularly its colors, the Dutch motto, and its seal - are enough to provide a link to the past. However, the school might use this as an opportunity to make a break from prior, Protestant symbols of power and white privilege. All the same, this is all secondary to the contemporary issues of class and socio-economic inclusion - as in, what kinds of students are attending the school now.
325	Alumni	It is part of the heritage of the school and its students
326	Alumni	There should be a balance of of appropriate symbols that look back to honor Collegiate's past and new ones to recognize the modern institution and values it aspires to.
327	Alumni	History and tradition
328	Alumni	Symbols develop new meaning over time. Any decision should be influenced by the origin and history of the symbols but that alone should not determine whether the school continues to use the symbols.
329	Alumni	These are part of my history. They were and continue to be deeply ingrained in my life. Yes, let's continue to discuss and educate our community about the source of these symbols. But to jettison them feels rash.
330	Alumni	Collegiate's history is unique, and it is worth preserving even as the school continues to evolve in the 21st century. Perhaps the mottos could benefit from some updating to more closely reflect what the school stands for today, but the seal and particularly the colors reflect an authenticity about the school's provenance and place in history and in New York City.
331	Alumni	Don't change anything. This is a complete wasted effort and valuable time should be spent on other pursuits.
332	Alumni	Traditions and Esprit de Corps. Stop being so ashamed of things -- the structure of these questions is designed to "flunk" seal, mottos, colors, etc. PC run amok.
333	Alumni	Collegiate should value its traditions and history. Our roots in the Dutch Reformed Church are integral to grounding our community and instilling pride in it. It was Stuyvesant, not the Dutch themselves, who was intolerant. As many of us learned in AP US History, the Dutch actually chided Stuyvesant for his intolerance and forced him to accept Jewish immigrants in New Amsterdam. While we should distance ourselves from Stuyvesant's legacy, we should not distance ourselves' from that of the Dutch Reformed Church, which was one of struggle and tolerance.
334	Alumni	The school is no longer run by a church. I think if the symbols are not intrinsically religious, its ok to keep them for the sake of history and tradition, but if they are overtly religious, it is time to evolve, just as the school has.
335	Alumni	Neutral on the association of Church with education
336	Alumni	It would be silly to ignore the school's history for fear of cultural insensitivity to a people who would probably not take any issue with it. I think the symbolism surrounding being a Collegiate Dutchman is unique compared to other schools, and I associate fond memories with the imagery. We are honoring our Dutch history.
337	Alumni	Unique
338	Alumni	The history of the schooling New York is important and integral to the school. Without them, we are mediocre, not special, unimportant!
339	Alumni	Historical revisionism encourages ignorance. We can improve ourselves without ignoring the past.
340	Alumni	Collegiate's identity is based so thoroughly on its long history, that trying to sterilize and/or ignore it's past would be a disservice.

	A	B
341	Alumni	<p>I find engaging in a full-out criticism of the problematic historical and religious underpinnings of the school's symbols because there are elements of both I can appreciate. One of the most fruitful parts of my education at Collegiate was engaging with the classics under Drs. Keller and Russell, which I felt was privileged access to wisdom from antiquity in an educational/societal sphere that increasingly emphasizes STEM competency and rejection of the old because of the problematic assumptions and societies from which they were engendered. I think this is a disservice, because on some level I think it is academic intolerance and a refusal to separate the good from the bad. For this reason, I can't fully reject the Greek or Latin mottos. The Latin motto does strike me as less universally engaging than the Greek one, especially were I to look at it from the lens of an atheistic or non-religious Dutchman. I don't think that unwelcoming feeling is desirable, so I would support changing it. 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.</p> <p>I feel less strongly of an opinion on the whole Peter Stuyvesant issue, but I do understand the criticism brought forth. As mentioned previously, I do think finding a more exemplary man in Collegiate's rich history to use as a model would be better. Whether that's a founding member or a headmaster, or even someone still alive. I just don't know how to present that in a way that doesn't devolve into a mere popularity contest. I just think it's important to have a representation of someone that our young boys themselves can relate to, rather than some sterilized ideal who exists as a form rather than a reality. I think the current mascot doesn't carry too much in the way of that type of meaning, so it could use change.</p>
342	Alumni	Nice to keep some traditions alive but not if at the expense of excluding certain demographics
343	Alumni	We love our history. Absolutely no need to change anything. A very large majority of my Class of 2019 agrees based on our conversations. Many of the members of the original group that wrote the "Open Letter" are in strict and blatant violation of Collegiate's values and general morality.
344	Alumni	Heritage does not define the present nor should we suppress its weaknesses. If we can't learn from the past, we may well repeat it.
345	Alumni	The only controversial symbol is our mascot, if it is a characterization of Stuyvesant. The other symbols represent values that have lasted through 4 centuries and should not be discarded because of their link to the Dutch Reform Church
346	Alumni	Keeping traditions are important
347	Alumni	The West, and America, have achieved something extremely precious: an ordering of society and politics that provides better for its citizens, by any conceivable metric, than any other known ordering of society and politics. The West has nurtured traditions that Collegiate epitomizes: open inquiry; exchange of ideas; free speech; individualism; achievement on the basis of merit; liberalism (rooted in the word "liberty"); fair standards/rule of law; participatory democracy (practiced in the seminar setting); pluralism; guaranteed rights. Any serious attempt to understand the West fairly traces the origins of many of these customs and mores to the West's sacred texts -- those texts inform who we are and why we think, act, and live as we do. The Dutch have been exemplars of all that is best about the West, particularly in the age in which they settled New Amsterdam and founded Collegiate. Students benefit from being steeped in these traditions: you cannot find a Collegiate school outside the Western world, or outside the Judeo-Christian tradition. You cannot find a Collegiate school even in the Slavic, or Mediterranean Catholic tradition and its offshoots (I say this as a Catholic). The only countries with institutions comparable to Collegiate are found in Northern/Western Europe (others have excelled in the sciences, but not at capturing the spirit of open inquiry). Why would we try to pretend that the cultural milieu from which Collegiate emerged was not essential to Collegiate being the exemplary institution it is today? Throughout much of history, right up to the founding and administration of nearly all the most elite academic institutions in our country, religious institutions have been the preserve of intellectual inquiry. The Dutch exploration of the world in the age of exploration was an astounding human achievement that helps us understand why Collegiate came to be what it is, where it is. This is who we are. What is making us fret, in the form of this symbols survey, about these facts?
348	Alumni	Historical
349	Alumni	Because that is our history

	A	B
350	Alumni	The association of the seal, mottos, and colors, may well reflect the school's founding by the Reformed Church. But that doesn't mean that new associations can't be made--as indeed they have over the school's history. The Reformed Church represents many, many good things and positive values. Meaning is not always static nor necessarily fixed. Colors are abstract; yes, they are rooted in the history of the school's founding, but why not create and apply to them additional values and ideals?
351	Alumni	Why not choose something better?
352	Alumni	Some of the past traditions make sense in the present. Orange and blue have no true association or connotation beyond collegiate. The dutch motto is inclusive and welcoming. The latin motto is archaic (see spence's motto for an actual good one). Dutchman is not great neither is peter stuy. It's a unique mascot but def a little dated at this point in time.
353	Alumni	As an atheist, I feel that symbols directly linked to a religious institution are non-inclusive both to non-theists and religious people who profess a different faith than Christianity.
354	Alumni	No strong feelings about these symbols beyond perhaps "dutchmen."
355	Alumni	There is nothing religious about the colors, seal and the "Unity" motto. The "God" motto doesn't have to reflect just Christianity.
356	Alumni	<p>The colors are New York's colors as well. They connect the school not just to a historical legacy but a living one. Of all the issues at hand, I find these one the least fraught and the greatest potential loss of changed.</p> <p>The Latin motto is disconnected from the school's areligious approach and should be dropped, which shouldn't be a problem, because I never even knew it existed.</p> <p>The Dutch motto strikes me as valuable, in that it it provides historical context and offers a worthwhile (if bland) lesson — it also distinguishes Collegiate as it is not latinate like nearly every other motto.</p> <p>To the extent the seal is a painful reminder to students of Dutch colonial crimes, I think it is totally fine to change and this is not a core part of the identity.</p> <p>I like the name Dutchmen, but on the other hand, we should make Collegiate coeducational and revise it then.</p>
357	Alumni	Better to be aware of history/tradition than to deny it
358	Alumni	I think the seal and colors are fine.
359	Alumni	Collegiate can maintain its history while actively
360	Alumni	Whether the "Statement of Beliefs" were written a few years ago or decades ago, these have always been values Collegiate students hold dear.
361	Alumni	Unless the school is practicing Dutch Reform religion than religion motos, etc are not appropriate.

	A	B
362	Alumni	The problem, to me (a white Jew, for reference, though it shouldn't matter), isn't so much the connection with the church—that's clearly delineated as history, and the active separation of church and school isn't something that ever felt at risk in my Collegiate education. Growing up in that beautiful space carried the weight of tradition in a good way. The problem with having symbols that are linked with PEOPLE who actively constructed systems of racial oppression (and religious exclusion, though this is less relevant to our current sociopolitical context), by contrast, is precisely that those systems are still incredibly active in contemporary America (and, more directly, at today's Collegiate). Collegiate's secularism is well established—and so is the casual racism of its community. That's why removing the references to Stuyvesant is such a moral imperative for the school in a way that taking out the religious references are not—because it would represent an active commitment, albeit a symbolic one, to address ongoing issues within the community.
363	Alumni	It is the history of the school. Association with aspects of history that may have very negative aspects is not a reason to abandon the symbols. However, it is a reason to be open about consciousness of negative history and be open to discussion of how aspects of the history of the school no longer represent the current values of the institution.
364	Alumni	I am of Dutch descent, and I do think it's important not to erase their achievement in establishing this very important and multicultural tolerant colony in the New World (despite Stuyvesant). Let's not erase the achievements of the Dutch.
365	Alumni	Collegiate has never pushed religion in a negative sense. A broad variety of options were available to fulfill the religion class requirement. It does not color the content of our classes, the actions of students or faculty. It is an anchor to collegiate's history and legacy more than anything else.
366	Alumni	Whatever their origin, these aspects are now so closely associated with the school, that their origin matters little. In a world hurtling towards the new every day, there is a need to retain historical and traditional elements. If we don't know where we've been we can know where we're going.
367	Alumni	Regardless of their origins, these symbols have become more than just analogs. And since they are not overtly insensitive to anyone or anything, it would be pointless to change them. They represent Collegiate, and as long as those involved in the school are positive and productive, the symbols will also be.
368	Alumni	I don't think as a student that we ever looked upon the seal, mottos or colors with a historical perspective. They were just what they were.
369	Alumni	Tricky balancing act here. If retained then there should probably be an ongoing discussion about expiration date. Also the issue of WHERE these are used with how much emphasis.
370	Alumni	They're good colors, regardless of other affiliation, and for me do not represent a religious connection. I don't think the mascot is Stuyvesant. I would opt to drop the Latin quote with "God".
371	Alumni	An institution can evolve with time as far as values, policies, etc. without having to entirely re-brand itself. There is meaning to holding onto some traditions even if they may seem somewhat outdated. I think that changing these symbols would be an excessive and precipitous reaction to recent criticism. Having attended Collegiate for twelve years I can adamantly say that there is nothing closed minded or outdated about the culture of the school.
372	Alumni	We should honor the school's history. Nothing is perfect, and holding historical actors to contemporary standards is madness. It's a Dutch Reform school. We shouldn't be shy about that.
373	Alumni	Our history as a the oldest school in North America is a point of immense pride and distinction. That history is linked to the School's religious past. That is the truth. We do nothing to promote our values (past present and future) by whitewashing our historical connection. We dishonor ourselves and our history by cutting ties to a storied legacy in light of momentary trends or secular fads. Moreover, there is nothing wrong with religion. Indeed many billions would tell you that it is at the essence of their being. Even for nonbelievers, Collegiate's ties to the church are a crucial reminder that our lives should not be lived for ourselves alone but for higher purposes. And the connection to a religious institution does nothing to frustrate the religious views of a diverse student body. I say this as an agnostic — take it from me—any claim that Collegiate's religious history either imposed ecclesiastical thinking or stifles free thinking is not supported by events. Finally, for boys and men buffeted by hyperkinetic contemporary trends, ties to ancient institutions can be like a ship's ballast in a stormy sea. Steadying oneself through treacherous waters toward a brighter shore. Don't take that source of stability away.

	A	B
374	Alumni	1. The Dutch Reform Church and its adherents were part of a society that was almost uniquely tolerant for its time. 2. This is our history. The DR Church was critically supportive of the School over more than three centuries, for much of which time it was a school for poor children.
375	Alumni	We should strive to be more inclusive of other religions, cultures, etc.
376	Alumni	The school and its reputation are steeped in tradition and its uniqueness among other private schools derives in large part from its early foundations.
377	Alumni	It's part of the history of the school and in fact of New York
378	Alumni	I understand the reason to retire certain of the symbols that more closely align with the unfortunate (and despicable) history of the Dutch in NY. However, some of those symbols lend themselves more to reflect the history of school itself, its place in New York, and the students that have attended there. Ideally a conscious and open choice can be made to retain some of those symbols while trashing the more offensive ones.
379	Alumni	The connection to the Dutch Reform Church is not directly apparent except in the case of the Latin motto, which I don't like. A few hundred years later, the symbols have a much stronger connection to the school than to the church as far as I am concerned. I'm irreligious but have no problem with the symbols/Dutch motto.
380	Alumni	Doesn't have to be all symbols and colors, but the linkage to the past is part of what makes Collegiate special. Traditions are important and create bonds across the years. I think the specific religiously linked factors are ones not to maintain as the school is non-denominational now (so no need to have reference to God in school motto). For me, the blue and orange color and the nickname Dutchmen are the most important to preserve. Next would be the mascot, though I'm open to further discussion. Last would be the seal and the mottos (with the Latin one the least appropriate).
381	Alumni	When you've gone to the oldest school in the country, you're going to feel the weight of history. Sometimes that anchor weighs you down, sometimes it holds you in place in the gale, but it's always there, and the symbols of the school should reflect that history. Let's agree immediately that Peter Stuyvesant was an unusually awful person even for the unusually awful period in which he lived. But is the Dutchman a sanitized caricature of him? I'd argue that it isn't. Certainly there are elements reminiscent of him in there, though I'd be willing to bet that he was far from the only one-eyed, one-legged guy in leeches-and-bloodletting New Amsterdam. But the clothes and the plaited wig are wrong for the period, his coloration is wrong, and the Dutchman's cheery demeanor is miles away from String-Em-Up Pete. Besides, the Dutchman is cool, unique, timeless, and grounded in history, just like the institution he represents. Does the world really need another tiger/panther/hornet school mascot? That said, for completely personal reasons, I hate the Latin motto. I can't even pretend to be objective about it. My personal feeling is that putting God before all else is responsible for a lot of the mess we find ourselves in as a culture, and that maybe science, compassion and rationality should be prioritized instead.
382	Alumni	I'm conflicted about continuing to use the mascot/seal/mottos, but I think changing the colors is really unnecessary.
383	Alumni	it is where the school came from
384	Alumni	I think the breadth of collegiate school's history has allowed it to give its own life to these symbols rather than tie them to the church
385	Alumni	Because we must honor those who came before us and who made it possible for this school to exist.

	A	B
386	Alumni	you can uphold tradition and still be inclusive
387	Alumni	There were too many items lumped together in the last question. The seal could be updated with words like respect, kindness, integrity, excellence, diversity, compassion. What is being proposed for a motto? I could understand changing the motto. The school colors are Dutch colors, not just the church colors, so I see no reason to change the blue & orange.
388	Alumni	It is important for students to have a constant reminder of the rich history of the school. Social mores have obviously evolved for the better over 400 years, but I do not believe these symbols represent any antiquated historical notions of white, male-centric culture. Rather, they stand as a reminder to students of what a privilege it is to be a part of such a fine institution that has stood the test of time.
389	Alumni	300 years of history and association with the church are a unique part of Collegiate's past
390	Alumni	It's not fair to judge past decisions by current cultural norms. I believe small tweaks can be made, but nothing in collegiate identity/symbols is egregious enough to merit a complete overhaul. So much of what is special about collegiate is its history, traditions, and uniqueness, and I worry greatly about the future of the school if these values are severely challenged. I am proud of the steps collegiate has recently made to combat issues of racism, homophobia, and toxic masculinity. These are examples of helpful innovations that are improving the school and its culture. I think completely changing the schools symbols would constitute a negative change that would challenge the very culture and fabric that makes collegiate special.
391	Alumni	I believe honoring the school's legacy and historical connection to the church is fully appropriate, but that the explicit motto "Unless Good, then in vain") probably goes overboard. Either way, wouldn't lose sleep over it.
392	Alumni	Collegiate's present values are admirable and while some of its historical symbols are problematic, in the end, it can use these symbols to denote progress. Collegiate need not be beholden to its problematic past.
393	Alumni	Collegiate should treasure its long history. The Dutch founded NY and the Dutchman is a great mascot and symbol of the school's impressive past. I am shocked that people have nothing better to do than spend time overthinking the school's historic symbols.
394	Alumni	I think the school's symbols are unique and intrinsic to our great history. When I see and think about our symbols, I am proud and immediately filled with fond memories I have of my time at Collegiate. To change our symbols would be a disservice to our history and community.
395	Alumni	Almost 400 years of tradition
396	Alumni	Orange and blue are NYC colors. I always loved that they were our colors too because we were founded with NYC. I always liked being the Quirky Dutchmen.
397	Alumni	This is history--not present. History should be examined and understood; and when history forms the foundation for something that is, in its unique and unparalleled way, excellent as is Collegiate, it can be celebrated for its positive aspects and examined and studied for its negatives.
398	Alumni	I think it is important to stay connected to the school's legacy. The history is part of who we are.
399	Alumni	Why would you not? Will you abandon all of them, because abandoning one on one or two while keep long others only maintains the connection. Do you want to reconstitute the school and no longer be established in the 1600s because you'd like separation from the church thus disconnecting yourselves from 3 centuries of academic excellence? Should you get rid of the iconography and choose colors that people find distasteful will this reassessment and task force become an annual event? If not, will you have implicitly chose to ignore one portion of the community, of which you try to be inclusive, over another?
400	Alumni	I would say that I link the colors to the NY flag more--perhaps that's why they were chosen for that flag as well, though? I don't find the colors to be triggering of a direct relationship with religion or connections to slavery. The 1628 on the seal is, I understand, a point of pride but also brings up important and challenging questions--that's why this conversation is taking place. I could be OK (I think) with the seal if it didn't have the year. I never knew the mottos at all, they feel irrelevant or exclusionary to me. The Dutchman "mascot" never felt like more than a painting on the elevator in the old building--I didn't think of him as being so meaningful to the school in the 20th and 21st centuries--I'm sure a new figure could be found.

	A	B
401	Alumni	Colors, seal and motto do not push God on someone.
402	Alumni	Collegiate's long history is important to the school and to me
403	Alumni	We should keep some of the history acknowledging our connection without promoting symbols of hate or exclusion. Keep the colors, the Dutch motto, and the seal. Lose peg leg Pete and the Latin motto.
404	Alumni	The history is what it is. Why delink the school from its history?
405	Alumni	Remembering the past is not the same as honoring it.
406	Alumni	Collegiate hasn't been a religious institution for generations. Why would it remain connected to one, especially when the community is so diverse. One of the great advantages of the move is being able to make that break.
407	Alumni	If the school wishes to maintain the centuries old traditions, then these symbols should remain. If the school feels that the traditions are no longer viable, then those symbols should be replaced. This should be a very intentional decision on Collegiate's part.
408	Alumni	Collegiate is, and has always been, associated with the Dutch Reform Church. We had convocation in the church when I was a student, and there are so many great memories of that connection. I did not think religion was thrust upon us when we were at Collegiate; the church and references to it were instead part of the school's very identity. Collegiate cannot be Collegiate without a connection to the Dutch Reform Church and the Dutchmen. They form the bastion on which the school's excellence was built, and it would be a huge mistake to cast them away now. Colleges, schools, Government buildings and institutions throughout the country reference God - just like the dollar bill and courthouses all say "In God We Trust" - it is not a religious statement, but a solemnizing statement. Attempts to villainize our school's history make very real the possibility that the school will alienate its alumni community, many of whom will not recognize the new physical plant as the place they went to school. If the names and other traditions are removed, what if anything will remain of the Collegiate that we all knew and loved?
409	Alumni	Institutions and their symbols should change over time
410	Alumni	tradition is a comfort
411	Alumni	These symbols now have a new role. They are part of the fabric that is collegiate. Trying to connect them to something else that no one has thought about for 300 years is a pointless exercise.
412	Alumni	Our past is our past; why NOT be proud of the origins of the school and our past affiliation with the church? These are positive attributes of the school brand - why sacrifice them? Especially when - to take one example - there is no evidence presented that the Dutchman mascot is in any way based on Peter Stuyvesant. Collegiate was here when New York was Nieuw Amsterdam. If you don't like the historic origins of the school, you can't go back in history and change our origin. But you could attend a newer school like Avenues whose history goes back a decade.
413	Alumni	For better or worse, that is the history of the institution. Other institutions do not have that history. There are options for people who take issue with it.
414	Alumni	Keeping an idea of religious values and humility connected with education and ambition is a good thing to me, but others may not feel the same.
415	Alumni	We need to establish and maintain continuity with that past, even as we critique it. We are what we are, and the whole point of the school is the connection to its long lineage. I could see perhaps adding to the colors for example something that might reflect a more modern and inclusive ethos, but dropping them is an erasure that counters the idea that we descend from that past but improve upon it.
416	Alumni	The school sets the values by the way it conducts itself and what it instills in the boys - the symbols do not!!! They are legacy symbols which reflect our history and they connote whatever the perception of the school is in the community and larger world; not the other way around. We should own and discuss the issues, but not all Dutchmen were bad and not everything is black and white - they can stand for the good if that is what we preach and say and will not represent the negative aspects if we disavow them. None of us are perfect just as none of the symbols are.
417	Alumni	Erasing history is dishonest and against the intellectual mission of a school like Collegiate. Rather, the symbols can serve as lightning rods for informed debate. What better way for young minds to grapple with the ever-changing values of history.

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418	Alumni	Tradition and history are what makes Collegiate a special and unique place. The school has moved from location to location but has kept the same traditions for close to 400 years. Having just moved to a new physical location, I think it is important to keep as many traditions intact. It is the traditions that allow every student and alum to have a bond that no other school can recreate.
419	Alumni	There is no value is in denying the School's origins in the church. Best to include, acknowledge, and give context .
420	Alumni	Reflecting values? Nonsense. It is a matter of history. Respect history. This attitude of damnatio memoriae is troubling.
421	Alumni	Tradition and history are important
422	Alumni	The church founded the school, therefore I have no issues with the association, it is well earned. The values of the school come from its founding, and if you discard them in favor of the latest trend you will be left with nothing.
423	Alumni	These are important parts of our history. You can't really delete them without losing the school's identity. TheY should only be changed for compelling reasons. With the exception of the Latin motto, the others should be left alone.
424	Alumni	I'd prefer Collegiate to be completely secular.
425	Alumni	Whether we like it or not (I'm agnostic) this is the tradition of the school and I'm not sure why we cannot accept history for what it was while holding our own views as well. Collegiate taught us to think for ourselves and we shouldn't feel we need to erase history in order to feel more comfortable. The motto referring to a god is the one area where I feel like that could change.
426	Alumni	OK to move forward with updates! Proceed! Thanks
427	Alumni	History is important. As long as the school does not presently discriminate against any religion, I think it is fine to recognize previous association with a particular religion.
428	Alumni	Limiting the new symbols to the: Seal, Dutch Motto and colors, acknowledges the origin story without placing an insensitive image or overtly religious phrase into the forefront. I haven't done a close read of the details in the seal. But given its scale, and complexity, the possibility doesn't bother me.
429	Alumni	I'm just not convinced that holding historical figures and values to a modern sensibility is a constructive exercise. I understand I'm not someone who feels persecuted in this so maybe I'm not entitled to an opinion but I don't think this is comparable to southern war general statues who are best known for defending slavery. These are complicated figures who are best known for other qualities that we embrace.
430	Alumni	I have several family members who, in early 20th century, attended the school. That helps underlie my feelings about the school.
431	Alumni	There is no point in erasing the schools history and sterilizing all traditions to the point that it is unrecognizable. We can learn from the implications of these symbols, but to abandon them is to abandon our tradition. It will break the continuity of the collegiate community.
432	Alumni	The symbols and mottos are together the concept of Collegiate which, after all of my years, I feel very fondly of and have pride that I attended school there.
433	Alumni	The history of collegiate's founding can't be unwritten or white-washed away. It should be discussed, understood, and viewed in context. Every institution as old as collegiate has parts of its history that, when viewed in today's context, are regrettable. We shouldn't erase this but understand it. The symbols of collegiate are part of that past. Diversity isn't down and elitism rampant because of the Dutchman, orange/blue, or seal. These issue persist because of collegiate's cost of education and admissions policies. Fix those not erase our past.
434	Alumni	The history matters, and provides a foundation that many schools lack. 21st century value judgments about these things seem to elevate feelings over anything else; I don't respect that point of view very much. Anyone can find things about Collegiate's history to which offense can be taken, but there is noting inherently offensive about any of these symbols.
435	Alumni	It is what it is. You cannot re revisionist about the facts. It is a unique aspect of Collegiate that it was founded in New York by the Dutch.
436	Alumni	With the possible exception of linking the mascot to Peter Stuyvesant, I find nothing offensive about any of the symbols. Just as the history of our country and our city evolved, so has our school. As this task force has tried to do, we should embrace that which is inherently good, acknowledge when there are potential conflicts which may arise over time, and to disavow that which is egregious.

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437	Alumni	That's part of the history and tradition of the school. As a non-Christian, I do not feel excluded by that.
438	Alumni	To carry on the tradition/history upon which Collegiate came from.
439	Alumni	It is a part of the school's history, as well as the history of New York (which is why these same colors appear on the New York State flag). To disavow them because not every feature of that history does not conform to our current values is narrow and leads down a bad path. Do we scrub from history the fact that Collegiate was founded in the 17th century because that century was a time of religious intolerance, slavery, and colonialism? Or that it existed in the early US, when suffrage was restricted and slavery was legal? Will we disavow the Ten Commandments because they order people to "Honor Thy Father and thy Mother," without reference to same-sex couples or trans-sexual/trans-gender parents? At a certain point if we try to get rid of every part of our legacy that isn't what we want, we will have nothing.
440	Alumni	I like the tradition of the colors & mascot, they reflect & remind me of just how long Collegiate has been around & pay homage to the first settlers of our great city
441	Alumni	These symbols have mostly lost whatever historical meaning they may have had. I had no clue the dutchman mascot was supposed to be a representation of Peter Stuyvesant - he's just a quirky pirate-looking guy. I feel like in general the focus on these symbols is missing the forest for the trees. There's no doubt that an institution like Collegiate is going to struggle with questions of diversity and inclusion given the makeup of the student body, but I feel like those issues frankly are better addressed through changes to the curriculum (highlighting, for example, the brutality of Dutch colonialists and their involvement in the slave trade), via more inclusive admissions policies and regular discussion of the importance of diversity and inclusion among teachers and students.
442	Alumni	Tradition. If we change our symbols etc, as well as our location, are we even the same institution? Shouldn't something of the past remain?
443	Alumni	They are part of Collegiate's fabric and history and are more associated with the school and school pride than a 17th century religious institution. And history is history; it shouldn't be obliterated to reflect today's perspectives.
444	Alumni	Recognition of the school's history is important. Further contextualization and education of students about that history is equally important, but should not fully supplant the history. Where symbols are both contrary to our school's statement of beliefs and replaceable or disposable--such as, perhaps, the mascot and the mottos--they should be replaced or eliminated. Where not--such as, for example, the nickname and the colors--they should be contextualized and taken as an educational opportunity for the student body.
445	Alumni	Because they've come to represent Collegiate and its history, not that of the Dutch Reform Church. Furthermore, it is no good to bury or cut off the past but to be cognizant of it and to TEACH it.
446	Alumni	They foster spirited engagement and a tradition of excellence,
447	Alumni	It is the schools history.
448	Alumni	Because our school has a long rich history that we should continue to take pride in. Collegiate is a nurturing environment that draws strength from its history, we have nothing to be ashamed of.
449	Alumni	It's the history of the school. As someone with a secular Jewish background, I saw value in understanding that history even if it was not my personal belief system
450	Alumni	I would think there's room to acknowledge and embrace our history, but all of it. If there are issues related to the symbols, we should know and unpack them.
451	Alumni	I don't think of the symbols as reflecting certain principles (hence neutral) so much as reflecting a connection to the school and prior students, teachers and alumni of the school.
452	Alumni	I believe I already expressed it. So much of this school is tradition and the legacy of the place for centuries. If this committee is willing to completely disregard it, my relationship - and that of countless other alumni - will greatly suffer. I know for a fact that it already is with the blatant disregard for those who care about the place. Why is nobody sticking up for the school and the values of integrity, honor, honesty, companionship that it has upheld?
453	Alumni	colors of the city of New York
454	Alumni	Without it's symbols, without its legacy -how would an outsider distinguish collegiate from some other unremarkable private school for boys?
455	Alumni	The traditions and history give us a "common" background
456	Alumni	The historical legacy has it's own validity.
457	Alumni	Part of the school's history

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458	Alumni	Our history is our history. No matter what, we are responsible for it and must address it, drawing on its perceived virtues and learning from its perceived evils.
459	Alumni	It's not a religious school. I don't believe it is supported by the church.
460	Alumni	I enjoy the tradition and continuity of these symbols and have no objection to them. I don't find them the least bit objectionable
461	Alumni	Our history is firmly tied to the Collegiate Church, and it's important to preserve these ties even in light of the new building and the decoupling of the shared space.
462	Alumni	Historic institution
463	Alumni	the church is an important part of collegiate's history -- and of the city's history. there's no reason to run away from that.
464	Alumni	They are not historical legacies. They are symbols coopted and recontextualized by the present and much more recent associations with them.
465	Alumni	Why not? We have used them for hundreds of years and they no longer symbolize the Church for Collegians.
466	Alumni	Use the ones that have aged well, get rid of the ones that haven't.
467	Alumni	These are important parts of Collegiate's tradition. In 30+ years of affiliation with the school none of these symbols ever had any symbolism beyond their association with Collegiate and our legacy of community, excellence, and friendship.
468	Alumni	It is part of the history
469	Alumni	I do not support Peter Stuyvesant as the symbol/mascot of the school. I am totally ok with Dutchman as a generic term. I am white but not Dutch and I am Jewish, and I do not feel Dutchman is racially insensitive or non-inclusive.
470	Alumni	Tradition is important and, as a historian, we need to understand the history behind the institution.
471	Alumni	They are an entrenched part of centuries of alumni and community and are a part of the identity of thousands and thousands of students.
472	Alumni	The school has moved and is no longer associated with a church.
473	Alumni	I personally am proud of Collegiate's rich history, and I would find it a shame if we were to cut ties with that, symbolically or otherwise.
474	Alumni	Collegiate should be proud of its history. It's an old school and that is nothing to be ashamed of. Pegleg Pete is a cute cartoon and the Dutchmen is an interesting name reflecting the school's long history.
475	Alumni	I don't particularly care
476	Faculty/Staff	We are no longer apart of the church. We separated from the church years ago. There is no relationship anymore. It makes sense to ground these historical legacies in something that is relevant.
477	Faculty/Staff	"The past is a foreign country; they do things differently there." Each generation of Collegiate remakes the institution in their image, but built on the the legacy of the past generations, good and ill. Like the Dutch colonial stuff, you can't erase the shared history with the Church -- but that doesn't mean you have to embrace ALL of it, either, especially if it is problematic for our contemporary conceptions of diversity and equality.
478	Faculty/Staff	Collegiate is no longer a religious institution, therefore it is not relevant to include church related symbols.
479	Faculty/Staff	Represents collegiate lack of diversity
480	Faculty/Staff	The school no longer lives the values of the church. Our policies and actions are not guided by the church and after nearly 400 years of existence I think Collegiate can stand on it's own history and philosophy. With our move to the new building I believe it is time for Collegiate to look forward and aim to represent and educate a more diverse population.
481	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. I feel differently about the colors, which have been unmoored from their religious connection (see, e.g., NY Knicks colors).
482	Faculty/Staff	Collegiate is no longer connected to the church and we are not a religious institution. These symbols are outdated and exclusive.
483	Faculty/Staff	Times have changed.
484	Faculty/Staff	Tradition and history are extremely important. This is our history and it should be maintained.

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485	Faculty/Staff	shows where the school came from and the expectation of upholding these values
486	Faculty/Staff	We want to be inclusive
487	Faculty/Staff	I don't see anything wrong with the colors, and erasing all acknowledgments of the school's historical ties to the church seems unnecessary.
488	Faculty/Staff	Collegiate should not abandon its traditions
489	Faculty/Staff	We can celebrate our history while not alienating part of our community. We should discard whichever symbols make groups of members of our community feel uncomfortable while finding ways to still celebrate and honor our history.
490	Faculty/Staff	These represent Collegiate's history and establishment in 1628.
491	Faculty/Staff	The Statement of Beliefs is a garbage, empty statement that means nothing. It's intended to let racism and classism and sexism continue to perpetuate. So why consider changing anything?
492	Faculty/Staff	History is not all bad...it got us here and look at the wonderful mission this school carries on every day.
493	Faculty/Staff	Church doesn't necessarily reflect values of Collegiate School
494	Faculty/Staff	We should not lose sight of where we have been, We should definitely look to where we are headed. But never forget the past. It can and should be used to better ourselves, whether it was good or bad.
495	Faculty/Staff	Positiveness.
496	Faculty/Staff	its history through and through for the school
497	Faculty/Staff	I am indecisive as I see the importance of the history but I am thinking of our students today and the future
498	Faculty/Staff	The colors are also of the Dutch nation and settlers. I don't think they are necessarily church-tied. Also they are the colors of the state (consider the license plate).
499	Faculty/Staff	The school was founded in this tradition and it never was pushed upon the students for religious reasons. In Unity, There is Strength. We learned to understand and play with each other, to support each other, to push each other to try new things.
500	Faculty/Staff	I believe that aspects of the symbols that have come to represent intolerance or exclusion should not be used. Therefore, I believe that the symbol of Peter Stuyvesant, given Stuyvesant's anti-Semitism and support of the slave trade, is inappropriate. In addition, since we are independent of the Dutch Collegiate Church, I believe that references to Gd in our motto are not appropriate, especially since this motto is not religiously inclusive. Even though the colors of blue and orange were originally associated with the Dutch Reform Church, the colors have come to be broadly accepted as colors of New York (as evidenced by the colors of the New York sports teams). Since these colors represent New York in general, the School's use of them does not feel exclusionary. Finally, "Dutchmen" is not gender-inclusive. I would support using a more neutral term like "Dutch."
501	Faculty/Staff	I think the connection to origins and the past are important, but they MUST be critically engaged.
502	Faculty/Staff	I do not think the mascot and the name "Dutchmen" is reflective of our current community. It has racist links and I think with all the work that we are doing with anti-bias work, it doesn't match up. I think it needs to be changed.
503	Faculty/Staff	There is a history that should be acknowledged and understood by our community. It is those original symbols and words that are a starting point for who we are today. The later additions that in 2020 appear to support white supremacy do not have a place today.
504	Faculty/Staff	Don't really care
505	Faculty/Staff	I just don't care much from MY perspective about the symbols. I do care more what STUDENTS and ALUMNI feel about these symbols.
506	Faculty/Staff	Times change and opinions change. Still, with this understanding, it's important to maintain tradition.
507	Faculty/Staff	Collegiate is no longer a religious school and educates students of all faiths and backgrounds.
508	Faculty/Staff	We're not a religious institution, and our student, teacher, staff, and alumni populations reflect many faith traditions (including no faith tradition). It isn't inclusive to put such focus on one faith tradition.
509	Faculty/Staff	The Dutch Reform Church is part of our Legacy. The boys should be taught where we come from and how and why we have evolved as an institution we are today.
510	Faculty/Staff	They are outdated, intolerant, and do not align with the values the school holds in 2020.
511	Faculty/Staff	The level of commitment isn't excessive.
512	Faculty/Staff	Proud of our Dutch tradition and background.

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513	Faculty/Staff	If everybody doesn't feel supported then that affects the whole community not being a supportive and inclusive one.
514	Faculty/Staff	Church should not be a part of Collegiate, no matter the tradition
515	Faculty/Staff	Collegiate is a great school because of its history. The issues raised by these symbols are teaching opportunities about the school's history. The school's history can not be denied, but used as a story to teach where we are today
516	Faculty/Staff	It is acceptable to use the seal, colors and "in unity there is strength". I prefer to drop the "unless God, the in vain" as many people are not religious.
517	Faculty/Staff	"Unless God, then in vain" is wildly outdated. I do not think one needs to send an email to thousands of people to know that... While I think that the Dutch motto fits perfectly with the Collegiate atmosphere is it perpetuating toxic masculinity? Is it saying unless you're a Collegiate boy you're not the strongest, smartest, or richest? Is it saying we will cover for each other when inappropriate/illegal things occur? Is it forcing other students to conform? What does the say about peer pressure?
518	Faculty/Staff	Those symbols lend depth and historical texture, but if affirming them should be a critical, rather than arrogant, embrace fueled by spirited engagement and conscience....that is, in the spirit of a liberal education. Denying our history, particularly its unsavory bits, would be dangerous, foolish, and would miss a critical opportunity to teach and, thereby, rise above it.
519	Faculty/Staff	Collegiate is not just one religion anymore. It is made up of people from all walks of life, religions, traditions.
520	Faculty/Staff	This great school has moved on with its core values and strengths as inspiration and guide.
521	Faculty/Staff	The seal and mottos are relics from the school's past. But the Latin motto in particular should go. It does not reflect the school's values.
522	Faculty/Staff	My primary concern for Collegiate is that it maintain its academic excellence and integrity.
523	Faculty/Staff	It is time to reflect who we are and why we want to be NOW. Enough with the past.
524	Faculty/Staff	Although the Dutch Reform Church was the origin of our school, I can see value in keeping our Dutch origins (thus the nickname) and the colors of the school. In my opinion , those two colors do not reflect opposites to the values we want to foster in our community, and the motto "In unity there is strength" states exactly what I have seen our students believe themselves.
525	Faculty/Staff	I see no reason to change them. They are fine, and preserve our history.
526	Faculty/Staff	Not inclusive
527	Faculty/Staff	Colors seem different and more acceptable.
528	Faculty/Staff	Embracing diversity in religion and ethnicity now does not mean one has to discard one's roots but rather shows how change and growth for the better can come about and build on the best intentions of ones roots:
529	Faculty/Staff	The Dutch motto is appropriate as it is about community, but the Latin motto is not appropriate for a non-sectarian school.
530	Faculty/Staff	The seal and colors have become untied from the religious history. Mention of god, however can never be untied.
531	Faculty/Staff	Not all history needs to be honored in the present state of the school. They can and should be acknowledged in its teachings and reflections on its history and growth.
532	Faculty/Staff	Part of the strength of an old, venerable institution relies on its connections to its past and history.
533	Faculty/Staff	There are biggest, most current and worrisome issues to tackle right now. Resources should be aimed in that direction, not on discussing colors or the word Dutchman. For example, why is our Diversity Director leaving the school? Why do we keep losing faculty of color? What is going on?
534	Faculty/Staff	It's a wonderful tradition
535	Faculty/Staff	The world has changed, the school should change.
536	Faculty/Staff	We possess a very proud heritage and it remains our duty to retain and CB hopefully retain our documented core values CB in school and in life!
537	Faculty/Staff	Tradition and historical continuity

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538	Faculty/Staff	Ideally, our symbols should acknowledge, but not glorify, our links to the history of New Amsterdam and our roots in the Dutch Reform Church. All European colonial powers were deeply enmeshed in the slave trade and the expropriation and exploitation of native cultures. As colonialists, the Dutch were far from the most reprehensible. There are elements of secular humanism and pluralism in Dutch history that are not inconsistent with the values we try to promote today. Peg leg Pete, however, cute and even clever as the logo is, represents only the worst of that heritage in his racism, violent antisemitism, and intolerance. He should go.
539	Faculty/Staff	The church and the school parted ways, except in hospitality from the church (Commencement) and a religious tradition continuing at the school (Religion courses).
540	Faculty/Staff	Right or wrong we can be tolerant and inclusive despite differences.
541	Faculty/Staff	To deny history is to deny reality.
542	Faculty/Staff	We have people of many religions in our community and over-emphasis on this history may be off-putting to our current community members
543	Faculty/Staff	No longer connected or relevant
544	Faculty/Staff	I think that Collegiate, as a secular institution, should acknowledge its historical relationship with the Dutch Reformed Church, but should not continue to actively incorporate Church symbols into school symbols. For example, if the school chooses to retain the seal, mottos, and colors, it should be publicly stated (and known in the community) that those symbols were outgrowths of the school's past entwinement with the Church. I do not think that Collegiate should continue to incorporate religious aspects into current school traditions - for example: prayer at convocations led by Reverend; graduation held in a church.
545	Faculty/Staff	Tradition is important.
546	Faculty/Staff	The history of the schooling New York is important and integral to the school. Without them, we are mediocre, not special, unimportant!
547	Faculty/Staff	The history of the school is one of its great strengths. Even if we don't today approve of every association with that history, we should not erase or deny that history. It is possible to update symbols, mascots etc without a wholesale and dishonest reinvention of the school's history
548	Faculty/Staff	Disposing hundreds of years of Collegiate's history is irresponsible- how can we honor the past which embracing the future?
549	Faculty/Staff	The school goes back 300 years; the seal and colors represent this. Im not sure what the motto's reflect.
550	Faculty/Staff	The seal is a symbol of pride dating back to the school's founding in 1628, which is historic. The first motto (in unity) is a positive statements reflecting values consistent with the statement of beliefs and drawing on the strength of the community. The second motto is more politically charged because of its mention of God, but it still points to the idea of goals and purpose. Perhaps the second motto is one to rethink, but I'm not sure. The colors are a symbol of school spirit that are a large part of the community today.
551	Faculty/Staff	The Dutch had better relations with colonials than other countries, though there were historical problems with their behavior.
552	Faculty/Staff	Better to be aware of history/tradition than to deny it
553	Faculty/Staff	I think there are some traditions worth keeping, but others need to be updated.
554	Faculty/Staff	Traditional Pride Inclusion Recognition
555	Faculty/Staff	I think historical representation based on the seal, motto, and colors are completely appropriate.
556	Faculty/Staff	Remembering the past is not the same as honoring it.
557	Faculty/Staff	I am thrilled by the opportunity to participate in such a historic endeavor and I welcome every reference to our history. Also, as a member of the Collegiate Church, which only exists in New York City, I know it to be one of the most progressive institutions in the world. If it is a legacy of colonialism so be it: it is a good one, and so is the school.
558	Faculty/Staff	collegiate speaks a lot about "community" but that is for the people here that are NOT of color

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559	Faculty/Staff	The colors are innocuous; presumably the seal, too. Given Collegiate's increased independence from the church and its students' increased religious diversity (and atheism), it should perhaps maintain a historical link to the church, but not a religious one (e.g. the motto).
560	Faculty/Staff	The charter
561	Faculty/Staff	The motto mentioning god should go. We are no longer a church-affiliated school. The rest are HARMLESS and PART OF OUR HISTORY. Leave them alone and find something more important to do with your time.
562	Faculty/Staff	The symbols are outdated and not inclusive.
563	Faculty/Staff	It is unintelligent to not recognize and evolve with the times. If Collegiate does not, I imagine its prestige will suffer. Also, if Collegiate truly seeks to diversify its students & faculty (particularly in terms of racial diversity), to maintain symbols (mascot, phrases, etc.) with which not every member can identify is completely hypocritical.
564	Faculty/Staff	Though that is a part of the school's history, it is not a part of present day life at the school
565	Faculty/Staff	History can be acknowledged but not erased.
566	Faculty/Staff	Some items are more divisive than others. i.e., the colors feel less threatening than the Dutchman mascot.
567	Faculty/Staff	Our history is our history. No matter what, we are responsible for it and must address it, drawing on its perceived virtues and learning from its perceived evils.
568	Faculty/Staff	I think the colors should be kept. The seal should be modified to be less about the church, but aspects of it could be kept. The mottos seem to have very little to do with Collegiate School.
569	Past Parents	I would need to know more about the Dutch Reform Church's history. As far as Motto #6 goes, as a parent I never felt there was any effort to emphasize God in the boys' day to day learning.
570	Past Parents	All the major educational institutions of excellence in the northeast owe their origins to a religious affiliation and have evolved without disavowing their origins. These origins are part of their histories and traditions in a currently generally ecumenical and nonreligious context
571	Past Parents	Going back centuries to one's roots will always reveal both positive and negative aspects about our forefathers. Collegiate exemplifies excellence and achievement. The "Dutchmen" and "Mascot" speak to Collegiate's origins, which has always been celebrated. It would be a mistake to try and hide the symbols that have long branded Collegiate.
572	Past Parents	I don't associate the seal or the colors with the Collegiate Church. The school parted ways with the church in the 1950s, didn't it.
573	Past Parents	Collegiate is defined by its historical legacies and giving that up changes the school from what it has been.
574	Past Parents	I consider them more reflective of the school's founding by the Dutch generally than specifically by the Church. My understanding of the colony (yes, I read the report) is that the Church was the only vehicle available for organized education. To abandon them would be to abandon the school's history, and its unique place in the history of the City and country. (I except the Latin motto because it excludes nonbelievers.) I also note that "Eendracht" was the name of one of the ships that carried early colonists.
575	Past Parents	I never felt the religious undertone of Collegiate's seal, mottos, or colors. I was unaware of the Unless God, then in vain motto, which I do believe is more religious than a secular school would warrant. Every other symbol associated with Collegiate is merely representative of the school's heritage being intertwined with the history of NYC - settlement by the Dutch, colors reflective of NY State, the NY Mets, and the NY Knicks. I have no problem with the Dutchman as a school mascot. That said, given his racist and antisemitic beliefs, I do not feel that our Dutchman need be Peter Stuyvesant per se. No need to give up on the Dutchman in general. He is unique and quite in keeping with the heritage of Collegiate, the oldest school in the nation.
576	Past Parents	Collegiate is full of history and tradition, I don't see the need to change that

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577	Past Parents	I believe that the mottos, colors, and symbols are a source of pride for the community. They bond the community across many generations. They give continuity with the past. I enjoyed having the connection to the West End Collegiate Church and looked forward to the moving up ceremonies that were held there. I am not a Christian and never felt uncomfortable or any sense that we were being indoctrinated. I thought the church settings, whether for moving up or the holiday program, gave a sense of majesty to the events. I actually find this all to be a bit of an invented issue and while I understand the need to hear everyone out, it is very distressing to think that a few could have the power to change the history of the school in such a profound way. These are causes that are now in vogue. I think it was incredibly courageous for the U of Chicago president to come out publicly and say they would not tolerate safe space on campus. That is also a cause very much in vogue. To my knowledge U of Chicago hasn't suffered as a result of their stance. Something to think about....
578	Past Parents	very torn between no and yes
579	Past Parents	Collegiate provides a completely secular education to students from many faith traditions, some of whom find the evident attachment to 17th century Calvinism unwelcoming and exclusionary. Why make them feel that way? As for Peter Stuyvesant as a mascot, he didn't (as far as I know) provide smallpox-ridden blankets to the indigenous people (in the manner of Jefferey Amherst), and the use of his name doesn't involve an offensive double entendre (in the manner of the Brearley Beaver), but that's about the strongest defense I can offer, because he was, as the report you commissioned clearly demonstrated, an awful person who quite possibly persecuted Jewish ancestors of current and past students. The only question is not whether he should be removed as the school's mascot; the question is why in God's name has it taken you this long to reach such an obvious conclusion?
580	Past Parents	Proof of progress is that we now realize that past people and institutions were flawed. Discussing the past flaws, giving them context, helps us progress. Don't hide the flaws, use them to educate.
581	Past Parents	Listen, please don't become this uber, overly ridiculous PC school!!! These symbols are historically for the school. I think it looks weak to banish them. Adapt them if you feel you must. I think just by opening up the discussion with this process you have made progress. The symbols and words are not bad. Nothing is wrong with being founded by a church. You are not religious anymore. Fine.
582	Past Parents	History is full of injustices. You can't go back and change them. Preserve and honor the good from our past. Don't erase. It's intellectually dishonest.
583	Past Parents	Represents collegiate lack of diversity
584	Past Parents	Collegiate would not exist without the foresight of the Dutchmen and clergy of the Dutch Reform Church who founded the school. All institutions evolve, but its history is its history. It is important not to lose sight of that history warts and all.
585	Past Parents	This issue is not meaningful to me. If it is important to the collegiate community we should take action. I do. I do not know how how much of the community needs to care and how deeply for action to be taken. This survey is a good place to start
586	Past Parents	In the 30 years I've been involved with the school I have watched it go from a uniquely historical school for boys to a neutered institution for social justice. Keep going and you'll turn it into Trinity.
587	Past Parents	seals, mottos, mascots have nothing to do with respect, kindness, integrity, personal and academic excellence, diversity, spirited engagement, inquiry and collaboration, conscience, courage and compassion.
588	Past Parents	I would like to see the continuity of tradition and history as it is such an integral part of Collegiate's core, and I do believe there are strong positives within the Dutch history that do align with Collegiate values. My one exception is Peter Stuyvesant as a mascot. Change the Dutchman character
589	Past Parents	This has been and is the history and identity of the school. Their importance cannot be ignored. While Collegiate has and can continue to grow and change, the school cannot re-write the past or change the foundations of the school without losing the essence of the school.
590	Past Parents	We should not try to change history.
591	Past Parents	To be more inclusive
592	Past Parents	history is an important facet of Collegiate
593	Past Parents	Historoical
594	Past Parents	The history of the school is renowned and respected. In a world where there is so much change, it is nice to know that apart from its location, Collegiate has remained dedicated to keeping traditions.
595	Past Parents	While it is important to move forward these are symbols that have been with us since our founding.
596	Past Parents	If you take away the tradition you should change the name of the school to the "New School".

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597	Past Parents	I don't see anything insensitive and there is such strong tradition and identity embedded in these symbols
598	Past Parents	My ONLY concern is the mascot. He has no association with the school so it seems more analogous to "random confederate statue" than "complicated founding father". I don't expect UVa to "cancel" Jefferson as he's the founder of the school and thus can't be ignored. Stuy has no connection to Collegiate so continuing to use the mascot, especially after the community has considered the history, would be highly problematic.
599	Past Parents	The history supports real values. One can not change history but move forward. College has the most inclusive culture.
600	Past Parents	The seal and colors exhibit the history don't really reflect a certain belief or religion.
601	Past Parents	The second motto does (not everyone believes in God) so just leave that one out.
602	Past Parents	Connection to past traditions enhances feelings of community.
603	Past Parents	These are part of our history
603	Past Parents	Tradition
604	Past Parents	The school was founded by the Church, maintained by the Church, and only became a separate legal entity 80 years ago. We have moved away from the Church (or vice versa) but we should maintain the symbols from the past to keep everyone clear as to how long our history is, and of what it is comprised.
605	Past Parents	Our history and grounding in shared values and tradition make us stronger. They are jumping off points for conversation, not gates to keep ideas out. Collegiate always found an inclusive way to address diverse ideas and include members of the greater NYC community. We have strength to build on and should cherish that.
606	Past Parents	History and tradition is an important part of the school
607	Past Parents	Avoid ahistoricism and stop the navel gazing.
608	Past Parents	Roots and tradition. No need to erase history. Better to learn from it.
609	Past Parents	Collegiate derives great strength from its history and traditions.
610	Past Parents	The history is unique.
611	Past Parents	The community of school does not in any way reflect a relationship with any religious institution.
612	Past Parents	Tradition and respect for values
613	Past Parents	We need to respect legacies and history. We need to know that at no time are we perfect: not in the 17th century, and not now. We need to STOP looking through the lens of 2020 at a history when other values were in place. We need to study that history, yes, and grasp where we currently depart from it. But we need to accept all of these pieces as our history, embrace who we are, and get on with the business of running a first-class school for boys. Collegiate does not need to overturn its history and throw everything that symbolically means Collegiate School away. It needs to acknowledge its history and also recognize how far it has evolved from it. Can't the symbols, seals, mottos, and colors be synonymous with a place that has looked at its past, evolved with the times, and continues to be the premier place for boys to be educated?
614	Past Parents	Traditions are an important part of Collegiate and in so far as they don't offend or outright exclude any group, I believe the symbols could be retained. Perhaps with a slight alterations. For example, The Mascot (lame Dutchmen) doesn't have to be lame and the seal doesn't have to mention god
615	Past Parents	History and legacy are important, and should be considered, but as times change, we should be mindful of the effects of this legacy. I don't believe it needs to be an "black/white" mindset, but rather a thoughtful decision to modify/change those aspects that are not in keeping with the times and student body as it is today.
616	Past Parents	Why deny the reality of Collegiate's founding and legacy? History is history.
617	Past Parents	History is what it is. We can not change history. It must be though so that everyone has an understanding to make his/her own conclusions.
618	Past Parents	These represent Collegiate's history and establishment in 1628.
619	Past Parents	As a community, we have to accept the past and present, tradition is a big part of the school, it the mascot motto might represent something else in the past but as a school it is different now as we adapt. It doesn't mean we have to redo everything. They are just symbols of the school, the attitude and focus can change without changing everything
620	Past Parents	Killing tradition is not in the best interests of school or students.

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621	Past Parents	Collegiate was founded as a charity school. There was a deep sense of noblesse oblige, a sense of community, a long history of tolerance and diversity. We should not re-write history but learn from our history and reinforce how to educate young men into the next millennium.
622	Past Parents	Collegiate is (I believe) the oldest secondary school in the country. Although age does not confer excellence, continuity and tradition make the school distinctive. The seal, the motto and even the Dutchman should be retained.
623	Past Parents	The symbols' link to a faith tradition is neither positive nor negative. Judging the symbols on their own merit, they are at least in part positive, and otherwise neutral. To interpret them as offensive is quite a stretch.
624	Past Parents	Like it or not it reflects an accurate history
625	Past Parents	I don't think the boys feel connected to the Dutchmen name or mascot (outdated as well), but they do feel connected to the school colors, seal and songs - these should continue to be used. The motto could be updated. The boys are taught to be weary of "strength" as a virtue in some classes in the upper school - the dialogue is more nuanced today.
626	Past Parents	History, tradition, and not imprinting unseen biases of the latest pc-ness upon images and phrases that are fine. If you try to keep up like this, and are not secure in your institution, you would be changing the mascot, colors and mottos every year. It's ridiculous. Everyone can conjure a perceived offense about anything. The mottos, images and mascot are fine.
627	Past Parents	importance of tradition
628	Past Parents	It has been a pint of pride that Collegiate has been around a long time. New York was New Amsterdam before the Brits took over. I am Jewish. My son went to Collegiate. Chapel in the gasp Church was not a problem
629	Past Parents	There are no good reasons to be embarrassed by factors in Collegiate's founding. Yet, one must be mindful of their context from centuries ago. Collegiate knows from whence it came, but also knows that it is constantly transforming.
630	Past Parents	The Alumni that graduated before the move to the new building will have very little to connect to their school if the mascot, nickname, motto, seal and colors are changed. The Collegiate "experience" will no longer exist.
631	Past Parents	Traditions should be respected and understood in their historical context
632	Past Parents	Maybe not the peg leg caricature. Maybe reference to God is retained for the history.
633	Past Parents	History is very important.
634	Past Parents	Tradition, History of the oldest school, consideration of current and former students, should not necessarily be considered "offensive" but historical. If "everything" is changed, Collegiate will not be Collegiate.
635	Past Parents	2020 is a long way away from 1628. The world has changed, institutional history can be supported by facts but the emblems and assets of a place must evolve to remain relevant and not insulting.
636	Past Parents	tradition non-offensive
637	Past Parents	The Dutch reform church was a huge supporter of apartheid, so I am uncomfortable with association. However, I still believe we can use the seal and colors for Collegiate School in a modern context. I do not believe we need to abandon our symbols entirely. In a modern context, these colors may have a different meaning from the original intent. I favor keeping the symbols and colors, and discontinuing the dutchman mascot. Additionally, the reference to God in the motto can be viewed different ways, one of which is having a spiritual anchor in one's life and defining what that means for oneself. I believe this is a positive.
638	Past Parents	We should acknowledge the flaws in our history not run from them
639	Past Parents	I don't think its critical that collegiate is linked directly to the Dutch church but i do think its critical that collegiate keeps the key elements of its history which is its identity including colors, name, motto (less concerned on mascot)
640	Past Parents	I think the history is important and shouldn't be completely forgotten. In some instances replaced, but not all
641	Past Parents	That simply is the history of the school;we do not need revisionist history
642	Past Parents	History of the school
643	Past Parents	Racial and religious insensitivity.

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644	Past Parents	Collegiate's grounding in the Dutch Reform tradition has been the source of many of the qualities that have made it a respectful community where each boy is valued as an individual and is given the opportunity develop his unique talents. Although our son has no direct connection to the Dutch Reform church (we are a Catholic-Jewish household), I am convinced that Collegiate's distinctive character owes a significant debt to its historic relationship to the church.
645	Past Parents	symbols without intrinsic religious connotation - ie the colors or the dutch motto - keep some link to the past without problematic overtones
646	Past Parents	We cannot deny our history. We can learn from it and acknowledge it's weaknesses but we can't just erase it because of a few voices in this one moment of time.
647	Past Parents	These are a part of the historical fabric of the school. Their meaning may have evolved with time, which is entirely appropriate. But they are symbols of Collegiate's long and rich history and shouldn't be erased entirely, but rather serve as important reminders of the school's ever-changing but continued relevance as an educational institution for boys.
648	Past Parents	Collegiate's history and traditions, and culture are one of the things that set it apart from other excellent academic institutions in NYC. The school has no current affiliation with the church, nor do most people think that it has. It's possible to respect aspects of that history and those traditions without thinking that we do or should adopt them now. The 17th century was a long time ago.
649	Past Parents	Times change and opinions change. Still, with this understanding, it's important to maintain tradition.
650	Past Parents	The colors are fine. The seal is fine. The mottos, especially the Latin one, aren't great.
651	Past Parents	For the same reason I'd resist pulling down statues based on judging historical figures through a contemporary lens -- these artifacts are a reminder of the past that can spur the institution and its community to progress and evolve.
652	Past Parents	The Dutch Reform Church is part of our Legacy. The boys should be taught where we come from and how and why we have evolved as an institution we are today.
653	Past Parents	They are part of our history and tradition
654	Past Parents	History cannot be changed. Tradition, sense of community, pride, striving for academic excellence, developing a passion for learning Have been the legacy of the school. The school needs strong leadership at a time like this, just as Princetons administration did with regard to Woodrow wilson.
655	Past Parents	Collegiate was founded with these symbols. Once the symbol changes will the name of the school change as well?
656	Past Parents	Founders are founders. You can't change who founded the school. They built a terrific school.
657	Past Parents	Collegiate is a great school because of its history. The issues raised by these symbols are teaching opportunities about the school's history. The school's history can not be denied, but used as a story to teach where we are today
658	Past Parents	These symbols have represented Collegiate for so long and so well. Let's keep them and have our legends move on.
659	Past Parents	Important to keep historical reference for the tradition although in the most positive way.
660	Past Parents	Over playing political correctness. You shouldn't destroy your past and the culture has played up the positive aspects of the history.
661	Past Parents	Absolutely. Collegiate is one of this nation's few surviving early institutions of learning and to this day maintains an enviable reputation. It honors its early heritage and long history, as well it should. During this period of divisiveness and revisionism, must we now attack the few symbols the school still maintains from its founding? Once taken away, never regained. To what end?
662	Past Parents	The historical legacy has always been very important, emphasizing Collegiate as the oldest school. This is even more significant with the move from 77th Street to the new building.
663	Past Parents	Historical legacies give Collegiate an unique character and is especially important to provide continuity in its new home
664	Past Parents	Should we get rid of America? You can't change the past - all aspects are not "politically correct" and I do think certain aspects of the symbols should be modified but I don't think one throws everything out.
665	Past Parents	History and tradition should not be overlooked; they provide the foundation from which the school has developed to become the institution it is today.
666	Past Parents	For historical context

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		Colors are fine. The Stuyvesant connection is the most offensive.
667	Past Parents	The church/God connection is more tricky. To what extent is the Dutch reform church involved in the administration of the school now? After all, the US motto is "In God, we trust." Collegiate's God motto is not offensive, just not thoroughly inclusive.
668	Past Parents	While not a member of the Dutch Reform Church the various icons are a significant symbol of God and education
669	Past Parents	It is part of our history. I do not believe we should live with our history
670	Past Parents	Tradition. Community.
671	Past Parents	Collegiate's history is important to its development into the fine school it is today. I'd use some allusions--colors, probably the seal-- and not others, such as the mascot.
672	Past Parents	It is indeed the history of Collegiate. Let's not wipe out all tradition and real history in the interest of the latest fashion, please. And I say this while not being Christian.
673	Past Parents	History has meaning - the very name collegiate (as much as mascot and seal- probably more so) is a historical legacy of the founding by the Dutch reform church - should that be changed too - i notice that question wasn't asked
674	Past Parents	I am very much in favor of the tradition of the school. Would hate to see all changed particularly in view of the move to a new facility. However, in today's world, the motto Nisi Dominus Frustra should probably be changed. And, if the mascot does represent inappropriate values it should probably be changed as well.
675	Past Parents	Yes - that is the heritage of the school and I respect that history -- especially given my understanding that the school was founded as a charity school and was established to educate both sexes.
676	Past Parents	I like the traditional association but if found to be offensive, it will not change the school
677	Past Parents	Collegiate is steeped in the history of NYC. When it was founded the city was Dutch.
678	Past Parents	It's a part of the school's history. Of course there should be discussions about the past and how the past informs the present
679	Past Parents	Need more info
680	Past Parents	It is historical, and legitimate. Cannot change history but one can learn from it. It brings a burden that may encourage thinking about moral concerns and understanding one must both recognize and move forward in positive ways.
681	Past Parents	One should not deny their own history. They owe a debt to for who they have become today. The focus instead should be on continuing growth with pride and values. Why look to find negative connotations of the past to justify erasing references to the past?
682	Past Parents	Tradition is a core element of the culture of the school. Relative to other symbols that have been challenged (the Sackler wing of the Met, Confederate statues and flags), the Collegiate symbols in question give little offense and are more useful as reminders that history and tradition are inherently complex when reassessed through a contemporary lens.
683	Past Parents	I am Jewish and do not find the symbols offensive. They merely reflect the school's history and traditions. I would be disappointed if the school succumbed to political correctness and attempts by some to show how "woke" they are.
684	Past Parents	I see the symbols as unique and reflective of Collegiate's long trading. That said: I don't tend to give much thought as to where they come from.. I guess I wouldn't like to see them sacrificed for a moment of political correctness but I'm old...
685	Past Parents	There is no current connection to the Church
686	Past Parents	change is excellent for growth but Equally as impressive is tradition. Educating the community about the history and keeping it relative to time is important. It can be a learning point of how we have evolved and changed. Without going back and unraveling an the past. Collegiate should be leading the future not going backwards.
687	Past Parents	The Collegiate School of today owes its existence and ethos to its foundation and founders.
688	Past Parents	Don't like the history of Dutch Reform Church and don't like any religious affiliation. But don't need to demonize Dutchmen who include all races. The peg leg mocks disabled people that's another issue. I don't care about the crest it's nice to have a crest showing the age of the school. I did not study what's in it if there's something inappropriate in the crest it could come out in a new design. No slave owner should be the mascot.

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689	Past Parents	<p>"We" must not annihilate history.</p> <p>If stories,symbols,language etc.become out-dated or unpopular(politically incorrect) they should be explored and used as learning points.</p> <p>They have no value if erased.</p>
690	Past Parents	<p>one cannot rewrite the past. not sure what purpose the mascot serves. school colors are fine, and one motto about strength should suffice.</p>
691	Past Parents	<p>Embracing diversity in religion and ethnicity now does not mean one has to discard one.s roots but rather shows how change and growth for the better can come about and build on the best intentions of ones roots:</p>
692	Past Parents	<p>In some updated way retaining some link to the original heritage. Each generation builds on the past, we aren't where we are without the past. Also today's context of the past is not the same as the context was in the past, but it was not all one-sided towards the negative or we would be who we are now.</p>
693	Past Parents	<p>Tolerance for all religions or no religion</p>
694	Past Parents	<p>history and tradition are important. religion is not part of the school, move away from god content.</p>
695	Past Parents	<p>It's a fact</p>
696	Past Parents	<p>This is an absurd question. The traditions associated with these items, like the school seal, etc are more associated with the Netherlands/Dutch than the Church. The history of Collegiate is Dutch based. Should any institution that had some Church roots try to hide that for the future? As a Mrketing Professional let me say that moving to a new building, dis-associating with the Church neighbor, removing all symbols of the schools history and tradition, etc etc - you will create a NEW image of a NEW school that is guaranteed to get "lost in the sauce". There seems to be an effort to throw out the history and tradition of Collegiate. If you think that reputation also doesnt get thrown out at the same time ... the exact concept of throwing out the baby with the bathwater ... you are gravely mistaken.</p>
697	Past Parents	<p>History shouldn't be denied. From a current perspective, it can easily be forgotten that many exceptional values were held by the Dutch Reform Church.</p>
698	Past Parents	<p>What is the reason to run away from the historical fact of the Origins?</p>
699	Past Parents	<p>Tradition. Collegiate must stand on it's principals and once everything is up for debate it is a slippery slope. What matters most is that Collegiate supports the boys and their families in every way possible and that the community of thé past, present and future students and their families continues to grow and thrive.</p>
700	Past Parents	<p>Traditional symbols are not necessarily Only symbols of the bad parts of the past</p>
701	Past Parents	<p>It is possible and important to respect the historical legacies, the ties to the roots, and still evolve and develop new traditions that build on/from these origins that respect necessary changes that happen in a freedom loving, tolerant society. These symbols, the seal, the Dutch motto, and the colors, provide a visual link across time and acknowledge the founding traditions. Assessing and changing the symbols that do not express heritage or that imply exclusion seems inherent in 2017 Statement of Beliefs. I do realize that the seal contains the Latin motto, but the seal seems to me to be historical, while retaining the motto seems to be less respectful of the diversity of the current population.</p>
702	Past Parents	<p>We possess a very proud heritage and it remains our duty to retain and CB hopefully retain our documented core values CB in school and in life!</p>
703	Past Parents	<p>The Dutch heritage in NYC is important and unique, as are the school's symbols, motto, etc. Obviously, the Dutch were a maritime economy and traded slaves, but so did many other nations. In many ways, the Netherlands were and still are a beacon of freedom and enlightenment for the world. It is insane to try to apply today's standards of behavior to countries in the 17th century.</p>
704	Past Parents	<p>Tradition and historical continuity</p>
705	Past Parents	<p>The symbols (with the exception of the mascot and the second motto listed) are accurate reflections of our history and should not be jettisoned. They are descriptive and acknowledge our debt to the founders.</p>
706	Past Parents	<p>I happen to value religious connection, despite the failings of colonial religionists. I think of religion as spiritual and undervalued in materialist society. Racism and colonialism are not part of spirituality, but religion has been distorted by racists and colonizers. Two separate things.</p>

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707	Past Parents	I believe in keeping with tradition and history and in turn teaching the students how life has evolved since the inception of the school.
708	Past Parents	much ado about nothing.
709	Past Parents	Tradition - Nothing that I know of indicates that the Dutch Reform Church was guilty of racism or anti-semitism some 400 hundred years ago.
710	Past Parents	In the world we live, spirituality is a greater asset than belief in 'a' God. God, requires a leap in faith. Collegiate should require Self Inquiry.
711	Past Parents	I don't feel the seal, mottos or colors are offensive to any religion or group of people. Collegiate's history and traditions contribute towards making it the school it is today.
712	Past Parents	The school's founding is directly linked to a religious institution—that's our history and we shouldn't try to erase it.
713	Past Parents	The church and the school parted ways, except in hospitality from the church (Commencement) and a religious tradition continuing at the school (Religion courses).
714	Past Parents	Honor the founders, celebrate the long history.
715	Past Parents	Don't mess with history and traditions
716	Past Parents	Historical legacies are important and should be preserved. But, evolution is also important.
717	Past Parents	I strongly feel that the symbols used by Collegiate represent the school. Private institutions have the right to use symbols linked to religion.
718	Past Parents	Many of the oldest (and finest) academic institutions in the country had formal or de facto ties to religious institutions or prominent religious figures of the day, and symbols of such ties remain to this day although most (if not all) of these schools have become wholly secular. These are part of Collegiate's history and should not be devalued. That the school has evolved with the times indicates that its historical beginnings have not impeded the school's growth in embracing a progressive present. The school's history ("warts and all") is part of what informs the culture of the school and, while the school would not necessarily be founded in the same manner today, it should not be negated. To the extent any members of the Collegiate community might not embrace elements of the school's history, it is there and should not be ignored, but it should provide an opportunity for the Collegiate community to continually discuss these historical elements in their original and current contexts. The school shield does not offend me and would probably engender more divisiveness to change than to let it be. The Latin motto seems unnecessary, given the existence of the Dutch motto, which seems fine. To my knowledge, schools do not typically have more than one motto (nor should they—once there are two, why not three, four or five?). The school colors seem to me the least potentially offensive of all. Most colors (including blue and orange) have a variety of associations in symbology and have become for Collegiate merely "School Colors" associated with pride of school with no historical baggage. As to the Dutchman mascot (not part of this question) the most I would do is replace the peg leg with a normal caricature leg to reinforce that the mascot is merely "Dutch" but not Peter Stuyvesant.
719	Past Parents	I'm ok with a nod to tradition and the school's creation story, but the Dutch Reform Church was internalized in no way into modern day Collegiate, and just seems irrelevant and silly at this point. I'm sure it has its virtues, but I feel no particular attachment.
720	Past Parents	The foundation of Collegiate is its history and tradition built over centuries. If you remove this you remove the foundation and equity built up by all previous students, faculty and supporting families.
721	Past Parents	I don't associate them with that at all
722	Past Parents	The school is founded on principles of intellect, community & freedom which these symbols clearly reflect
723	Past Parents	That our history is how we arrived to this point in who we are today as school community, should continue to inform and be an influential part of who we continue to be. Modernization and evolution need not be revolutionary.
724	Past Parents	Strong support of Collegiate's tradition. Do not feel negative about any of the symbols, only neutral with some.
725	Past Parents	They have inspired past students and will continue to do so.
726	Past Parents	Please don't diminish the traditional and historic value of this wonderful school by changing these seals, mottos and nicknames. I applaud the board for reviewing this but I strongly think there isn't a need to make changes to these symbols. Don't lose the character of the school!

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727	Past Parents	History is important. The school is what it is because of the history. We learn from the past, evolve and with education we improve and move forward . We should not turn our back on history. We are not celebrating the negative but respecting the forward movemwnt
728	Past Parents	Collegiate evolved to where it is today, transforming with the times. Why hide the origin? We should have pride in our ability to right wrongs. That said, I recognize that a symbol can have a deeply hurtful impact. I imagine the sword wielding peg leg is offensive to many, and needs to be updated. But what is wrong with in unity there is strength. As an atheist, I never liked god references. And while I loved the Christmas convocation before winter break, as a Jew I would suggest it be nondenominational. Maybe in 2020, it has evolved. I suppose the no longer being housed in the church is an easy opening for a non religious atmosphere.
729	Past Parents	I don't like to see the school using a motto with religious overtones.
730	Past Parents	respect for history of the school, New York City, and the role of the school in New York City's history
731	Past Parents	The history is important, but the world has changed.
732	Past Parents	Depends on whether the connection endures after the physical move away from the adjacent church to the new campus
733	Past Parents	No matter our current views on what we perceive as past misdeeds, outdated attitudes, etc., we should not simply throw out what have been our core traditions and symbols, but rather learn from them and have constant, enlightened conversations from which the entire school community can grow in a positive way.
734	Past Parents	No longer connected or relevant
735	Past Parents	The seal, mottos and colors, over time, have become divorced from the Church and now reflect, not the Church, but the uniqueness and excellence of Collegiate as a secular, diverse institution.
736	Past Parents	The meanings conveyed by symbols are informed by historical context. To me, the seal, "unity" motto, colors and mascot represent today's Collegiate School as it has evolved over the years, and do not represent a present link to the Dutch Reformed Church or its successors.
737	Past Parents	Unless they actively do harm, which I believe these do not, I am in favor of retaining symbols reflecting the historical underpinnings of the school. It is a major point of pride for my family that Collegiate has such an esteemed and long history in this City. Some points on our timeline may cause discomfort, but to discount the past seems dishonest.
738	Past Parents	They are historical.
739	Past Parents	The colors are that of the House of Orange (William and Mary). The same colors are used by Princeton University. They are neither good nor bad, but do have historical value. Education in the long duree
740	Past Parents	ELIMINATING SYMBOLS, MOTTOS, COLORS ETC
741	Past Parents	WILL NOT CHANGE HISSTORY. KEEP ALL AND LEARN FROM THE PAST
742	Past Parents	Tradition is important.
742	Past Parents	For the good and/or bad, we are associated with Dutch Reform Church. I'm not sure how you erase that. I don't think our symbols are disrespectful. If anything, the mascot is so ridiculous that it's funny.
743	Past Parents	The symbols are interpreted as less in a religious way, more signifying history and tradition of the school of excellence and traditional values
744	Past Parents	I believe and appreciate that History must be told and express with understanding for the new generation, especially in the School classrooms; but it may not be use or adopt, if it is offensive or in-relevant to unity, compassion or peaceful co-existence. Collegiate should continuing to be a diverse peaceful and accompanists guidance.
745	Past Parents	History and tradition creates community Community is the source of intellectual
746	Past Parents	Tradition, Stability, Continuity, Strength.
747	Past Parents	There is nothing religious about the colors, seal and the "Unity" motto. The "God" motto doesn't have to reflect just Christianity.
748	Past Parents	Collegiate's strength is rooted in its long history.

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749	Past Parents	We should not erase our history. That is a crime in itself. There is nothing to be ashamed of having been founded by a church almost 400 years ago. Churches are "not bad" and the fact that people in the community want to rewrite Collegiate's history is a travesty. If Collegiate erases its history, it will lose its heart and soul.
750	Past Parents	Because that is it's tradition. You can't erase history and you shouldn't try. Erasing history is phony
751	Past Parents	time to come into real time!!!!!!
752	Past Parents	Doesn't have to be all symbols and colors, but the linkage to the past is part of what makes Collegiate special. Traditions are important and create bonds across the years. I think the specific religiously linked factors are ones not to maintain as the school is non-denominational now (so no need to have reference to God in school motto). For me, the blue and orange color and the nickname Dutchmen are the most important to preserve. Next would be the mascot, though I'm open to further discussion. Last would be the seal and the mottos (with the Latin one the least appropriate).
753	Past Parents	it is of value to recognize the positive qualities of a shared history. I applaud Collegiate's attempts to acknowledge past injustice and to foster different and more inclusive values moving forward but believe it is a mistake to go from a mindset that ignored evil qualities in historical figures to one in which good qualities are ignored.
754	Past Parents	It's tradition. No one stops to think what the founders were thinking/doing 4 centuries ago. Good luck finding someone pure by today's standards. Even Lincoln was a terrible racist by today's standards even though he freed the slaves. Should we change the name of the Lincoln Tunnel?
755	Past Parents	they reflect the istory of the school not the values.
756	Past Parents	The school is steeped in its history. I think it would lose some of its character if that was denied completely.
757	Past Parents	Collegiate should be proud if its long history, not try to obscure it. Moreover, the Dutch Collegiate Church has always been one of the most tolerant institutions toward other religions. For your reference, we are Jewish and go to an orthodox synagogue.
758	Past Parents	The Dutch motto is excellent in English. Unless you speak Dutch, though, it seems like 'Arbeit Macht Frei'.
759	Past Parents	The school colors are distinctive, and since you have to have colors anyway, I have no problem with keeping these...as long as it's otherwise clear that there is separation of church and state.
760	Past Parents	The symbols are not what need to be reflected upon. The values listed above need to be the focus
761	Past Parents	Part of what makes collegiate unique is this legacy - so while I do not think they necessary reflect what it means to be a Dutchman today, I think they are worth preserving in some way.
762	Past Parents	The school has a wonderful tradition and has produced generations of leaders just because something is old does not mean it is inappropriate
763	Past Parents	Is the school still affiliated with Church? If not, no.
764	Past Parents	I'm neutral to positive on the seal and the colors, but the mottos are outdated and the reference to god is inappropriate (and probably not meaningful)
765	Past Parents	I like legacies. The Dutch were very open to all. I am not proud of the history of Peter Stuyvesant and slavery but this country has risen above all of that and the school teaches tolerance
766	Past Parents	The Dutch were heavily involved in the slave trade
767	Past Parents	There seem to be no vestiges of the Dutch Reform Church in association or teachings, aside from the motto (which, frankly, I didn't even know).
768	Past Parents	As I am not currently involved with Collegiate, I feel that there is no reason to change the items in the survey. Perhaps with further discussion I might make a different decision.
769	Past Parents	I think the Collegiate symbols and mottos are part of it's history and continuity. I think they link the boys to past students. I think the school itself is collegiate, open-minded and inclusive not only of kids of different backgrounds but of kids with different interests and personalities. That legacy is what binds students and a source of pride for all.
770	Past Parents	Denying history is denying the truth. As David McCullough wrote: "History is who we are and why we are the way we are". Not acknowledging the role played by the Dutch Reformed Church in the early part of Collegiate School's history is tantamount to denying the core foundation beliefs of the school tradition

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771	Past Parents	history
772	Past Parents	Collegiate's long history is an asset to the school. The school has evolved over the centuries of its existence without erasing the link to its founding. The origin of the school in the Dutch Reform Church does not take away from the secular school that Collegiate is today. It is part of the school's history and should not be erased.
773	Past Parents	History and tradition, despite changing mores and social improvement, provide a strong foundation for personal and social development.
774	Past Parents	i am not sure the "linkage" is real
775	Past Parents	With the possible exception of linking the mascot to Peter Stuyvesant, I find nothing offensive about any of the symbols. Just as the history of our country and our city evolved, so has our school. As this task force has tried to do, we should embrace that which is inherently good, acknowledge when there are potential conflicts which may arise over time, and to disavow that which is egregious.
776	Past Parents	just seems very outdated...especially with move to new school. So...yesterday.
777	Past Parents	The church is an integral part of Collegiate's history and the values of the Dutch Reform movement are still valid. In my experience, that was what was important about the affiliation. It was never seen in a religious context.
778	Past Parents	They foster spirited engagement and a tradition of excellence,
779	Past Parents	The history of the school is important to its identity today. There is great pride in it being the oldest school in the country and the symbolic remnants of that history, as long as they are not offensive, are important to continue.
780	Past Parents	It is history and a very long one at that. Religious institutions become secular over time, which doesn't mean you erase their origin story. Values change over time-- slavery was abolished; we are not what we once were. Thank heavens for that. The lesson here is that we can change, not that we should pretend we were always as wise or enlightened as we think we are now. Future generations will likely find us wanting, too, and that's a good thing for Collegiate students to contemplate, i.e. both the past and the future.
781	Past Parents	How but in custom and in ceremony are innocence and beauty born?
782	Parents	respect history - colors for example, seal modernize - mascot/symbol
783	Parents	Symbols evolve and today these symbols are moved in time from their origin in the Dutch Reform Church. Excepting those elements explicitly connected to Peter S. their meaning has moved on.
784	Parents	I am a non-religious, minority and I think nickname, seal, colors and dutch motto should remain the same. They are at the very heart of Collegiate's identity. There is no need to change the traditions that still work and make our school unique. We love Collegiate because of the community, traditions, and long history. However, the Mascot is insensitive. (although most younger students think he's a pirate!) I think a more appropriate symbol would better reflect our school.
785	Parents	The school is no longer affiliated with the church nor does it share the same values anymore. Why keep an outdated seal that does not reflect the school's current mission and the direction is which the school is heading towards.
786	Parents	Recognizing and understanding the past is an important lesson in preparing for the future. We can all aspire to be better people and thus honor history but acknowledge shortcoming and strive for a better future for all.
787	Parents	tradition

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788	Parents	It would be an insult to prior generations of educators, whose mission was to educate the poor with church funds, to distance the school from those symbols. There is no danger that people in today's world think that Collegiate is somehow indoctrinating the boys in the Dutch Reform Church or that somehow these symbols mean that Collegiate condones every action taken by the church or by its church members across the sweep of its long history. For Collegiate to take such an action of removal today would be to jeopardize two things: one, its ability to take immense pride in the history of the school and the generations of wonderful teachers and students who inhabited it, however fallibly; and two it would deprive the current and future generations of students from a meaningful way to engage with the often complex and messy past. Sweeping it under the rug by removing symbols or changing them is intellectual cowardice. I am reminded of the Iron Curtain story of the appartchik who gave his hat to the premier during a cold-weather speech and then the appartchik was purged and his face airbrushed out of the official picture, leaving his hat on the premier's head. It is always easier to remove people and ideas that some find uncomfortable. But like the hat in soviet times, the reality always remains there.
789	Parents	My family is Jewish. The Church has been an integral part of the school's history. I have never felt that this connection is alienating to, for example, non-Christians, including me. New York, the Church, Peter Stuyvesant all have checkered pasts. I think Collegiate has done a good job in maintaining connections to its roots without being overwhelmed by them. I also think that the school has done a good job in recent years of taking a measured approach to larger cultural trends to sweep away complicated histories. I am glad that this thoughtful process is now taking place. I commend the school for engaging in this effort and larger conversation. And I am in favor of keeping our symbolic connections intact as we move forward.
790	Parents	This is an wonderful brand with unparalleled history (oldest school in America!) No reason for a peg leg on the mascot, however. that seems unnecessarily dated and why handicap our mascot? Mascots and logos for teams, companies etc evolve but stay true. Be VERY cautious when tampering with this history. My family is part of the groups which could, if any, theoretically find offense here (black and Jewish) and we certainly do not. Do not succumb to current fads. It is easy to be offended by anything in this world if you are wont to.
791	Parents	Some can be used to promote it's history but we also need to modernize and add what reflects the school now.
792	Parents	It is silly to erase history. Own it and learn from it, but don't deny. Not everything about the dutch was terrible.
793	Parents	Collegiate's history is unique. To remove these links to the past would be to disown this unique historical legacy.
794	Parents	I think that Collegiate is a unique almost magical institution. The desire to find different seal, motto and colors which will please everyone is an impossible mission. However the attempt to do so may in fact damage aspects of what makes Collegiate such a special place.
795	Parents	There is value in the school's history. At the same time, there are reasons for eliminating some of these symbols if they are fraught with a troublesome or otherwise non-inclusive past.
796	Parents	I feel that some are appropriate (I really like the Dutch motto) and a nice tie to the history of the school. I feel others, the mascot, can be improved.
797	Parents	Some of these that are not offensive or non-inclusive should be kept as they are part of the history of the school.

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798	Parents	<p>Mascot: The mascot is outdated when not looking at it solely through the prism of assumed association with Collegiate and a haha, it's quirky. Once that prism is removed, the mascot looks outdated a bit like a one-legged pirate. If he is supposed to be funny then great but otherwise I can see the point. Perhaps this mascot should simply be replaced now.</p> <p>"Dutchmen": Many, but not all, Dutch in the 17th C held views and practices that are not Collegiate's today. But in 1628, the Dutch Republic's larger cultural curiosity and interest in science, art and exploring the world were responsible for many of Enlightenment's advances, on which modern science and systems of government rest. These are not, in my opinion, bad things. Our children should be educated more, not less, in the history of ideas, art, science, and even religion. An exploration of the Dutch Republic, the Reformation, and especially the Enlightenment will reveal many things about a Dutchman that could be very interesting, as well as many things for will concern, such as their shared responsibility for the deep and bitter failures of European Colonialism.</p> <p>Such an open-minded exploration of "Dutchman" - and indeed of all of these visual symbols - would be fruitful for every Collegiate boy to explore, and in my opinion, earlier than later (by Middle School). The conversations would be multi-faceted and very diverse. The boys would have to ask difficult questions about historical frameworks and explore their own identities in the process. Whatever we do, we as a School must be very exact both about contextual facts and decide, based on historical documents, what the word "Dutchman" really meant when it was adopted.</p> <p>The Seal: We all should be able to "read" the seal and its specific parts (it's exact nuance currently is lost, which may be good cause to look at its role in our school today). The lions, I identify with the House of Orange (Netherlands) and the cross as God has the highest moral authority but I could be wrong about that! We should explore exactly what every piece of this coat of arms means.</p>
799	Parents	Respect the history.
800	Parents	I believe Collegiate should strive for a diverse student body, including religious orientation. Promoting religiosity can be excluding. I believe symbols should be used that are welcoming and represent all students, regardless of their religious background.
801	Parents	I would like to see the continuity of tradition and history as it is such an integral part of Collegiate's core, and I do believe there are strong positives within the Dutch history that do align with Collegiate values. My one exception is Peter Stuyvesant as a mascot. Change the Dutchman character
802	Parents	It's part of the history, to deny this is a gross overreaction
803	Parents	The ever-present challenge here will always be how we meaningfully connect to our history/past while actively building a future that's productive (academically & socially) and inclusive. It's why I'm "neutral" on our historical ties to a religious institution. There are plenty of values inherent in religious doctrine that can inspire any and all individuals to be kinder, more compassionate beings.
804	Parents	Collegiate has a long history of educating young men and building a brotherhood. The boys that have the honor of attending this school are part of something larger than themselves in an institution lasting almost 400 years. This in and of itself should mean something and while we should always strive to make the school better and support our community the institution should not bend to sensitivities, especially those that might not be rooted in fact but rather opinion.
805	Parents	history is an important facet of Collegiate
806	Parents	Linking to history, New Amsterdam, New York, team work / brotherhood are positive. Linking to a specific religion and/or God seems outdated and not respectful of diversity.
807	Parents	I value the good in the history. We can grow with understanding and discard some things without discarding all.

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808	Parents	<p>those symbols seem historic and I do not find them offensive.</p> <p>Stuyvesant however seems offensive and time to reconsider- lets right this one</p> <p>Dutchmen as a nickname is not inclusive of the students and families that now make up our community. We all belong and our nickname should reflect that</p>
809	Parents	I think the colors and motto align with values that we currently see in the school.
810	Parents	The seal, mottos and colors are seen as symbols of Collegiate School as a present-day institution and no longer evoke the Dutch Reform Church of the 17th Century.
811	Parents	The history of the school is renowned and respected. In a world where there is so much change, it is nice to know that apart from its location, Collegiate has remained dedicated to keeping traditions.
812	Parents	If you take away the tradition you should change the name of the school to the "New School".
813	Parents	My ONLY concern is the mascot. He has no association with the school so it seems more analogous to "random confederate statue" than "complicated founding father". I dont expect UVa to "cancel" Jefferson as he's the founder of the school and thus can't be ignored. Stuy has no connection to Collegiate so continuing to use the mascot, especially after the community has considered the history, would be highly problematic.
814	Parents	Collegiate has a deep history as the oldest education institution in the US and we should not forget its place in history. The religious aspect seems to more a part of history than what the school represents now.
815	Parents	Collegiate's rich and vast history are a large part of what makes Collegiate the school that it is. Collegiate takes pride in being the oldest school in the United States; the school's past - including its founding by the Dutch Reform Church - should be embraced and celebrated. Certain items (potentially the mascot and its motto re "Unless God, then in vain") could be deemed as not being fully inclusive to today's community; in which case modifying or eliminating them may make sense. However, that should not lead to disregarding the name "Dutchmen," the colors blue and orange, and the crest simply for the sake of separation from the school's past. As it relates to the Mascot, I would envision a generic Dutchman from the time of the school's founding as appropriate - if minor modifications are required to achieve this, it would seem a better solution than scrapping it all together.
816	Parents	We chose Collegiate for its unrivalled history and traditions. I do not want to see the school being stripped of the symbols that denote this history and tradition.
817	Parents	If it is no longer strongly connected to the Dutch Reform Church, then the symbols are much less appropriate
818	Parents	I am in favor of respecting and honoring Collegiate tradition so long as these symbols are not viewed as offensive or intolerant in any way.
819	Parents	Tradition.
820	Parents	History and tradition is an important part of the school
821	Parents	Its is our history. Isnt that where symbols are often derived? If not these, then what?
822	Parents	It's the oldest school in the country. The traditions are strong and I do not think the mascot is Peter Stuyvesant. The Dutch founded the school and should be recognized. Nay stares colors are still orange and blue.
823	Parents	Tradition.
824	Parents	I am conflicted between wiping the history clean, because I do see enormous value in being respectful of traditions and the historical record. It is harder for me to formulate an opinion on symbols such as the mottos, colors, and the insignia -- I would need more analysis and information. My issue with the Latin one referring to God is that Collegiate is not, today, a religious school and I am not religious and do not necessarily even support religion, but it does not "offend" me, personally. At the same time, from what I read in the materials provided, the involvement of Peter Stuyvesant with enslavement of people and his religious intolerance would appear to stand in clear contradiction of the school's beliefs and values and, once known and out in the open, actually bring shame upon the school. For me, therefore, this symbol crosses a line beyond which I am not willing to cling to tradition and history. Moreover, this symbol was adopted at a much later stage (early 20th C) so the "historical " argument is not as persuasive.

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825	Parents	Because this 17th century Dutch history is significant to the history of New York and removing these symbols helps erase awareness of Dutch presence in New York and the United States. Perhaps, the school might use the opportunity of discussing its link to the Dutch Reform Church to engage students about the histories of Dutch and English colonial presence. As it is, most New Yorkers know very little about the city's Dutch colonial history. Rather than presuming that one needs to have "pride" in it, one could -- at least -- recognize its significance in the 17th century and after. It should be noted, as well, that some Dutch laws (particularly with regard to women's rights to property) were actually more "progressive" than the later English ones.
826	Parents	Collegiate should acknowledge its history with the Dutch Reform Church. However, current branding enforces the view that "while we are tolerant of other beliefs, be clear that those are not our own"
827	Parents	Need a balance between history and moving forward. Do not give up the tie to tradition but move away from outdated aspects to what the school stands for today(e.g. God reference)
828	Parents	I think the seal, motto, colors, mascot etc. have moved way past the historical ties and are fully associated with Collegiate, the school. "e pluribus unum" came from Pythagoras or possibly St. Augustine, but nobody associates the phrase with either of them. As far as we are all concerned, it is the de facto motto of the United States. Why can't we look at the motto and the seals based on their own merits? To me, there is nothing wrong with "in unity there is strength". The mascot looks like a pirate and does not glorify Peter Stuyvesant.
829	Parents	This is what collegiate has stood for and it should continue. It's part of its history and heritage.
830	Parents	Having symbols from the past is important and brings continuity. Modernizing to reflect the community today with it's diverse background is also important.
831	Parents	I think the seal and the colors are neutral symbols from the Dutch Reform Church and are therefore a fine way to keep some tradition and link to the past. The mottos make statements that are no longer reflective of Collegiate's values and should no longer be used.
832	Parents	It's part of the history.
833	Parents	This isn't easy. Thanks for your work and good luck!
834	Parents	Collegiate can stand on its own beliefs without being linked to Dutch Reform Church. Collegiate has surpassed it in every way.
835	Parents	The concept of changing historical symbols because the standards in current times have migrated to the left needs to have a significantly higher threshold than the current landscape has adopted in our community.
836	Parents	Do not erase the past, no matter how unsavoury. It has shaped who we are today. The boys learn from it and they know that the school has evolved, but at the same time they feel rooted in the positive aspects of Collegiate's history.
837	Parents	Our family has a strong faith and it is one of the reasons we chose Collegiate over other schools in NYC.
838	Parents	Part of the beauty of Collegiate is its history. My boys beam with pride that it is one of the oldest schools in the US. I think we should be very clear about our values (which I wholly support) but I don't think we should dismantle the heritage of the school in the name of political correctness. I wonder who you would pick as the next symbol- is there any among us that history won't look on badly as times change? For example, will we all look in horror that we ate meat and perpetrated climate change to the degree we have? I think we should relax, clarify Collegiate's values but celebrate the fact that Collegiate's history shaped what this institution is today. (btw- I am a working mother who embraces and believes in the power of women- this does not cause me though to diminish the importance and learnings of history in all institutions or to think "brotherhood" is a bad word.)
839	Parents	It no longer represents the community and its goals.
840	Parents	I value tradition. We should keep the positive from traditions. It gives a strong foundation.
841	Parents	That is the history of the school. History (including problematic aspects) and the evolution of an institution over time is a more valuable learning experience than discarding these connections. At the same time, I would not support maintaining any symbols that are outwardly racist, demeaning or hurtful – I do not see this in collegiate symbols.
842	Parents	I don't think the colors or seal can be seen as political or damaging but they reflect a history - which is there even if we have evolved and share different beliefs. The mascot may need to be reviewed and the Latin phrase does not indicate the secular nature of the school now.

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843	Parents	I believe it's important to have a thread linking Collegiate to its past and traditions, but I also think that some of these symbols, e.g. the nickname and the mascot, simply ended up being the de facto symbols out of convenience without much intention. In my opinion, the nickname and the mascot are the more offensive of the symbols due to what they are associated with, while the meaning of the rest seem more noble and worthy of the institution.
844	Parents	See prior explanation re symbol. History and traditions should be viewed in context. By continually changing symbols/mottos/colors to adapt to present attitudes etc there would not be any form of tradition. Collegiate's tradition (whether academic, historic, community or its place in NYC) is one of the fundamental reasons why we chose the school for our boys.
845	Parents	Who really cares ? If there is even a tiny issue then change it - can't imagine why anyone would have a problem with it
846	Parents	I think part of what makes Collegiate special is its rich traditions and I think we should make an effort to preserve them. As long as we are a non denominational school I am fine with it. The Mascot is a different story and not something current students are alumni seem attached to.
847	Parents	Other than the dutch motto, none really seem to reflect the ideals set forth in the statement of belief
848	Parents	Needs more discussion
849	Parents	I think we can continuously define what these colors mean in ways that go beyond their origins
850	Parents	I think one should understand and appreciate the history of any institution of which one is a part. This history may be a source of pride, shame, or both. (I'd hazard the histories of most institutions are sources of both.) The subtleties of our histories' failures and shortcomings should be examined continually, discussed often, but never denied. I wouldn't want the parting with historic symbols of the school to ever be validated as some form of absolution. Parting with these symbols may help foster a greater sense of inclusiveness, but one I worry is superficial and in a way may even be counterproductive as it may be thought of as an absolution or "sweeping under the rug" of the mistakes of the past. As a biracial woman I've never felt that any greivences I may have regarding any discrimination I may have felt could be dismissed with so little a gesture as the deletion of a picture or the re-tinkering of symbol or motto (so long, of course, as that picture, symbol, or motto was not clearly egregiously offensive). After reading Dr. Goodfriend's report I do not think these symbols and mottos rise to that level of egregious offense. I would, however, welcome greater discussion from those who feel differently than I do, especially with regards to the school mascot.
851	Parents	I don't think we should sanitize the past per se. The colors, the seal and motto "in unity there is strength" I think are symbols of that past that can be carried forward in a way that is off-putting or offend in an overt way. They should be used to in community curriculum to education parents, students, staff/faculty on where all of these came from, how we learn and evolve from that time.
852	Parents	We are a strong, values-driven, top rated school. World renown with other academic institutions trying to emulate us—let's leave well enough alone!
853	Parents	Tradition
854	Parents	None of these seem to promote a specific religion in any obvious way. They do, however tie the school to its history, which is important. The motto references god, but in a light way.
855	Parents	Our legacy has enabled us to be the great institution we are today, no ones legacy can be changed or disguised, we should be looking also at the great contributions done - on balance our Dutch legacy has enabled openness, entrepreneurship and plurality more than any other school of thought in history
856	Parents	There is value to the history of the school that should continue to be preserved that are representative, in part, but not exclusively, by these symbols and words. That said, revisiting (and, possibly, updating) these signifiers are important as the community seeks to recognize the world as it is now and what we would hope it to be for our School, our families and our sons.
857	Parents	History cannot be whitewashed. Changing these symbols do not undo history. Also, none of these symbols have affected the boys adversely or effected their outlook or outcomes.
858	Parents	It is history and tradition and it is not out right racist.
859	Parents	I see no reason to abandon a long tradition developed over centuries for a narrow minded, divisive and exclusive social justice agenda.
860	Parents	I love the tradition and history of the school. The symbols, etc represent the school and will always be associated with it.
861	Parents	history
862	Parents	This reflects the school's history, which should not be erased.

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863	Parents	It's actual history and actual past that one cannot erase. Better to learn from the best of it and add to it than remove it
864	Parents	It's roots are important and cultural even if religious education is no longer part of the curriculum.
865	Parents	I don't think its critical that collegiate is linked directly to the Dutch church but i do think its critical that collegiate keeps the key elements of its history which is its identity including colors, name, motto (less concerned on mascot)
866	Parents	Unless the task force unearths something negative and intolerant about the Church's history it would be fine to keep these symbols for tradition's sake.
867	Parents	Colors, by their very nature, cannot be exclusionary or hold up values. While their may be a story behind the orange and blue, for most they are a design element that stands for the school. We can't read too much into it. I think that the Dutch Reform Church is a progressive institution and shares many values with the school. Hence, I don't particularly object to the seal. That said, I can see why the God reference is exclusionary. I can't say the same for the "unity" motto
868	Parents	The history of this school gives the boys great pride. We must make an effort to educate them on how we have evolved but changing colors, logos expressions won't do that. This is something in the character of the students. When you move away from objective Admission measures and stop getting accepting good moral families with smart boys the dynamic and culture will change.
869	Parents	unique history - why wouldn't the school continue to use them?
870	Parents	This historical relics have contributed to what Collegiate is. They are part and parcel of what brings us to who we are today. Therefore, the symbols continue to be relevant
871	Parents	History is relevant and important. Unless the entire history is related to racism and to religious intolerance, I believe symbols can be found to reflect the "good" intentions of seals, mottos, and historical figures.
872	Parents	History and tradition matter greatly. We can't deny the fact that without the Dutch Reform Church, there wouldn't be a Collegiate School
873	Parents	There has to remain some link to the past to understand and not forget despite what controversies there may be. We can transform the symbols to something positive.
874	Parents	I do not believe these symbols to be deeply problematic and they are certainly a part of the school's legacy.
875	Parents	I honestly think that energy and dollar should be spent on other more important areas as opposed to trying to change history.
876	Parents	It is vitally important that a community preserves it traditions and history while at the same time moving forward.
877	Parents	I have Great Respect in the history, longevity and grit the Collegiate school has demonstrated throughout the changes and historical events throughout the years. I am Most proud of being a part of a school with so much history and integrity I believe it is vital to remain it's traditional symbol and historical figures. However, if the Dutchman is in fact PS - I believe it is imperative to alter the figure, but not entirely as I would like to keep the school mascot. I believe it would be fair to compromise in keeping the mascot but altering the figure slightly.
878	Parents	If this indelible connection to the Dutch Reform church is a recorded part of the history, we should decide to perpetuate, complicate, and/or affirm these symbols. Evaluating the school through a modern lens will be the key to our dynamism for centuries more to come.
879	Parents	I believe they should be evaluated as they are currently perceived rather than simply because they were once tied to the church
880	Parents	Collegiate is the oldest independent boys school in the United States. No one can claim this remarkable achievement! Why would we walk away from our history? I don't think anyone realizes that that the colors orange and blue have any connection to the Dutch Reform Church of the 17th century. Do they, actually? And the seal shows a crest - which indicates heritage, but I don't think anyone thinks of it in a religious context. And the Dutch motto about unity is timeless and inclusive - you can't argue with that. The only thing that could be considered divisive is the Latin motto. But every religion centers around God - so few would argue it, and few actually even think about it. 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	B
881	Parents	These are a part of the historical fabric of the school. Their meaning may have evolved with time, which is entirely appropriate. But they are symbols of Collegiate's long and rich history and shouldn't be erased entirely, but rather serve as important reminders of the school's ever-changing but continued relevance as an educational institution for boys.
882	Parents	I think it's important to fully understand, honor and respect the history of the Collegiate School. Each of these symbols provides a connection to the past that can and should be a positive part of our identity going forward. Erasing and denying the past is a terrible mistake. I also think understanding the history of the iconography is just as important as knowing the history of the Dutch in America. Robin Bachelor, head of the Art Department in the 1960s, created the caricature of Peter Stuyvesant. This whimsical fellow was not handed down to us after decades of revering a slave owner. He was created by a member of the Collegiate community hundreds of years later to serve as a silly mascot. I believe he should be stripped of the baggage that is unfairly applied to him, and allowed to be a generic Dutchman who can represent our school team spirit. As for the crest and colors, I think these have meaning not just by jumping back in time to 400 years ago, but by respecting the continuity of boys proudly wearing the orange and blue, and the crest on their blazers for all the years between then and now. None ever did so to celebrate the negative parts of our past, and none ever will.
883	Parents	The mascot is problematic and symbolizes all that is or could continue to perpetuate all that is negative for Collegiate.
884	Parents	I don't think all symbols should be wiped out just because they are legacies of the Church. I think each symbol should be individually examined.
885	Parents	Our symbols should align with and represent and be consistent with our values
886	Parents	The seal, mottos and colors are not offensive. Perhaps some language could be placed near the seal identifying the Dutch Reform Church.
887	Parents	Mixed emotions as part of history but there are multiple religions and communities at the school.
888	Parents	<p>Enough is enough - the letter from the upperclassmen did not dwell on any of this and the administration is making the stakeholders of Collegiate who voice concerns about going too far (too fast) feel as if their points of view are unworthy — this is inclusiveness only for those who share a certain point of view; there is no apparent inclusion for those who disagree. People already have declared their intention to support the school less and many more feel uncomfortable about speaking up for fear of vilification or worse.</p> <p>There is a growing voice, quiet but persistent, that academics and intellectual rigor are taking a back seat to political correctness and judgmental intimidation of those who may hold different views.</p> <p>The Collegiate community is overwhelmingly tolerant but the administration doesn't acknowledge this as often as it should in its words and actions (this view of general goodness was never mentioned, for example, in the administration's first responses to the upperclassmen's letter, there was no assessment of the magnitude of the problem — an unwitting reader would conclude the issues and people who espouse them are rampant (and neither is).</p>
889	Parents	I am agnostic when it comes to symbols. Changing symbols does not equate real change in people. The same way Collegiate stressed sex and gender education last year, Collegiate needs to put a lot of effort in anti bias study in whole, including racial bias, which is literally tearing our country apart.
890	Parents	My understanding is that the Dutch and particularly their culture of openness and tolerance were what gave New York the character that it still retains today. I believe this should be highlighted and celebrated (though not Peter Stuyvesant himself.)
891	Parents	I think Collegiate has a very storied past and it is important for current students, faculty, and families to feel connected to this legacy of moral and academic excellence and realize they have a high bar to uphold.

	A	B
892	Parents	History and tradition are important. Its awful that slavery for example existed anywhere, much less a country like ours that prided itself in freedom but does that mean we should rip down the statues of George Washington and others because they were our leaders during this period. I say No. We are hopefully always evolving as people and a country. I was homophobic growing up. I guess I can blame my parents and obviously myself but I evolved and became informed. I don't believe that makes me a bad person when I was younger, I thought that way in my 20s. To go back and rip away Collegiate's history because the Mascot for example may or may not represent Peter S who had views widely held at the time is ridiculous.
893	Parents	To respect the struggles the early colonists had in establishing an educational institution of excellence in the 17th century, and which remains true to those values today.
894	Parents	I think every institution must evolve over time and consider the limitation of its historic symbols in today's society. As such, though we should not entirely abandon our historic identity, it should be tailored to inspire the current generation of students and members.
895	Parents	Yes, there is so much history here. We are proud that we are the oldest school in the US and this is a part of our history.
896	Parents	I think the commuunity, faculty ad students represents Collegiate - its not an image or a color. However, if people within the community feel discomfort regarding its representation of the school, then something should be done.
897	Parents	i dont know enough but if the dutch reform church values are still consistent with today's values there is no reason to change. there isn't anything wrong with tradition. if the school feels that there are values that are not reflected then it can add or change it
898	Parents	Since we are a secular institution, I object to the continued use of religious mottos and symbols. We can continue to recognize the history and tradition without the religious component.
899	Parents	This is our school's history
900	Parents	The school's history is an important part of its brand and this history should be acknowledged.
901	Parents	I only have a problem with the mascot. Also, the religious statement does not apply to the school today.
902	Parents	They symbols reflect the schools history. They shouldn't be thrown away in light of the current climate. There just needs to be more storytelling and reference to the past.
903	Parents	When viewed through the lens of a long enough history, no institution is perfect. However, it is the strength of our traditions that will carry that which is best about Collegiate well into the future.
904	Parents	I believe the history and tradition of Collegiate can and should be maintained while simultaneously instilling tolerance and respect and educating our students.
905	Parents	I think the school should embrace its past and can even talk about some of the more difficult issues and learn from them. You have to have some guiding principles and foundation on which to stand or else you will always be chasing the next fad.
906	Parents	Tethering to history provides a rootedness and a foundation from which we can all explore the present and future. The school WAS founded by the Dutch Reform Church, and we should all be grateful for that founding.
907	Parents	Collegiate is a traditional, Episcopalian school for Boys. There are other choices in the city - these traditions have done well for the boys over the centuries, don't dilute them through an attempt at political correctness.
908	Parents	Should we get rid of America? You can't change the past - all aspects are not "politically correct" and I do think certain aspects of the symbols should be modified but I don't think one throws everything out.
909	Parents	Live with your history, don't deny it. Discuss all aspects of it to understand the present. Do not abandon your anchors for temporary fads of political correctness. Otherwise, you will be changing your names and symbols very 4 years.
910	Parents	If the symbols or terms are religious, they should not be used. I have no problems with the connection to the Dutch heritage.
911	Parents	For historical context
912	Parents	At this point, I don't think anyone cares about the ties to the church, so we should limit those connections. We are not a religious school. But we are the Dutchman and when we say this, no one thinks about the true meaning - it just means the bro's from Collegiate.

	A	B
913	Parents	Rich tradition
914	Parents	It is the history of the school and the beginning of its enduring legacy. All history has what can be interpreted as good and bad, but that is interpreted and not absolute. It is never healthy to run from your past, we should accept whatever our interpretation of our past is and move forward. Is it not most important to learn from the past, live the present to its fullest and best in order to hopefully create an even brighter future. Is that not what Collegiate has been doing for almost 400 years now? So why would you want to erase integral parts of its history?
915	Parents	Tradition and history aren't perfect and can become outdated. But they reflect where this school came from and shows how far it has come. We can honor history while recognizing its shortcomings.
916	Parents	They are important parts of the school's history and link to the past, they inform students of the path taken by many generations of boys, and they make collegiate unique
917	Parents	Tradition and New York City history and the positive influence of the Dutch on nyc
918	Parents	The Dutch faced incredible struggles to embrace change during the Renaissance and yet, they ultimately led the way to a much more open society (with any other European country paling in comparison) - enabling major science paradigm changes, religious liberty and creating modern entrepreneurship and global commerce. New York is what it is today due to that history - those trading posts that made the Hudson the center of commercial activity and trade early on. Facing adversity, the market between the Dutch Canal and Dutch sea-storm Wall became the main marketplace in the planet and paved the way to the most vibrant city the world has known for four hundred years. There should be no reason to walk away from that heritage, and the freedom of ideas and liberty that we enjoy today is a direct result of that community and the wise decisions they made through the years to survive, thrive and create the most inclusive society in the world.
919	Parents	The seal is historic/non-offensive. The Dutchman makes many uncomfortable. The colors/mottos are strong and important part of history and are not offensive.
920	Parents	History and tradition are important and a part of who we are and where we come from. I don't think our mascot plays an important role in this.
921	Parents	We should not erase our history but continue to learn from it and evolve.
922	Parents	By definition school prepares students for the future. Staying entrenched in injurious values of the past actively undermines Collegiate students preparation for the future.
923	Parents	History is history. We cannot erase almost 400 years of tradition just because the current political climate deems such historical events/characters not "appropriate" or whatever the term du jour is. Should Stuyvesant high school get a new name too? I understand the students need to learn the context and actions of such historical characters and reflect on how times have changed. We can do better going forward and embrace a set of values that bond us together. But let's not go too far!!!
924	Parents	MLK was a drinker and a communist. JFK was a philanderer. George Washington was a slaver. Walt Disney was a racist. We celebrate these people for their contributions to history and their achievements — not because they were perfect. This crusade to tear down every statue and mascot that represents someone who was imperfect is a self indulgent waste of time and energy. Worse, it teaches our boys that their feelings on these immaterial topics are so important that if they are offended the school will invest thousands of hours in soul searching and stakeholder management. I wish the answer to this whole controversy was "sorry guys, this is our mascot. if you don't like it, go to Buckley."
925	Parents	These values we live everyday through our actions, we give life to the symbols through our example, not the other way around,
926	Parents	i dont know enough about the Dutch reform church. However, the school is not primarily a religious institution, so it would seem that maintaining a connection to that heritage would not be so important. There is something nice about the long history of the school, but that would be the case without any connection to a particular religious institution.

	A	B
927	Parents	Although the Dutch Reform Church was the origin of our school, I can see value in keeping our Dutch origins (thus the nickname) and the colors of the school. In my opinion , those two colors do not reflect opposites to the values we want to foster in our community, and the motto "In unity there is strength" states exactly what I have seen our students believe themselves.
928	Parents	You don't throw out history.
929	Parents	Tradition is a core element of the culture of the school. Relative to other symbols that have been challenged (the Sackler wing of the Met, Confederate statues and flags), the Collegiate symbols in question give little offense and are more useful as reminders that history and tradition are inherently complex when reassessed through a contemporary lens.
930	Parents	They reflect the school's founding and history and rallying points over many year, perhaps centuries. You can choose whether you agree with attitudes and actions today or in historical eras but iconoclasm will not change them. There are better ways.
931	Parents	History is imperfect. Let's learn from it and stop using an eraser to destroy important parts of Collegiate's history. These politically correct impulses will make the boys weak and intolerant progressives. Let's get back to the work of teaching and stop this charade.
932	Parents	The history of the school IS the history - we shouldn't deny it - it is just that the symbols should make sense today.
933	Parents	I think history, especially in an academic institution is important.
934	Parents	It is part and parcel of Collegiate's founding and past and should neither be forgotten or erased.
935	Parents	We are where we are. When a mascot or motto is offensive on its face - Washington Redskins - it should be changed. Implying that a mascot or colors are offensive because they were contemporaneous with historical behavior we now reject is silly. Should we tear down Trinity Church since it comes from a period when slavery existed? That is a bizarre approach to rectifying historical abuses. Slavery - and the treatment of African Americans - are the great historical and current stains on this country. Screwing around with neutral mottos and colors is the sort of weak gestures that do nothing for African Americans and inflame the Fox News crowd. Donald Trump was elected on a wave of nonsensical white grievance. Don't feed those idiots any more stories by changing the mascot because it may be associated with bad behavior long ago. I don' know what this task force cost, but I dearly wish the money had been spent on providing scholarships to African Americans students rather than paid to lawyers or historians to scratch a faux woke itch.
936	Parents	Not inclusive
937	Parents	Tradition and historical significance to the school should be celebrated, and these symbols are part of Collegiate's wonderful history.
938	Parents	Now that we know about the origins of the mascot and what it symbolizes, retire the mascot OR redefine it. Acknowledge the history, and let's move on.
939	Parents	Embracing diversity in religion and ethnicity now does not mean one has to discard one.s roots but rather shows how change and growth for the better can come about and build on the best intentions of ones roots:
940	Parents	Our institution has deeper issues that color/mascot
941	Parents	The whole discussion about changing the symbols is Outrageous and the whole topic is a Non sense
942	Parents	Ignoring our founders doesn't change the past and it doesn't make us a specific religious group. I have very strong feelings about us keeping those ties. It is part of our identity.
943	Parents	Seal is mostly ok except the Nisi Dominus Frustra part. I say that mostly not knowing what the rest represents. Colors don't have to mean anything. They are just colors. I'm sure any color could have some sort of connotation that we don't know about.
944	Parents	Tradition connects the prior and future generations
945	Parents	I think the boys have a strong connection to the symbols and feel very passionate about being dutchman. I don't think changing the symbol of the school is necessary to better the boys understanding of tolerance and acceptance. that is something that is done in their homes and in the classroom through learning and educating them about what is right and wrong (including and perhaps especially by looking at history and the mistakes of the past.

	A	B
946	Parents	Collegiate coopted those symbols and they have been transformed over the last few hundreds of years because they have been used by Collegiate in very different contexts than originally intended . The meaning of those symbols has been transformed - when I see Peter Stuyvesant, I see the history of Collegiate - not the history of Peter Stuyvesant the man. To deny the mascot is to deny hundreds of years of Collegiate history, which is part of our identity whether we like it or not.
947	Parents	The linkage to the Dutch Reformed Church is an irrelevant artifact.
948	Parents	Who else has a school that was founded in 1628? Let's embrace our history. Our traditions are special and unique and should be treasured. Collegiate has every reason to continue to march into the 21st century with great pride. To move away from our colors, our nickname and our mascot is a grave mistake. If we begin to erase our past, then what? Who are we? Would we want to simply identify ourselves with a "C"? Are we Carbon? Cornell? the Cubs? No, we are Collegiate. Stay strong, stay the course and go Dutch!
949	Parents	Consistency with its traditions. However, there's need for a refresh on the branding with a holistic view.
950	Parents	There are biggest, most current and worrisome issues to tackle right now. Resources should be aimed in that direction, not on discussing colors or the word Dutchman. For example, why is our Diversity Director leaving the school? Why do we keep losing faculty of color? What is going on? analyzing Collegiate's history with a 2020 lens is wrong. Without our past we would not be where we are today. I believe school can do a better job integrating what the Dutch history into lower school curriculum
951	Parents	
952	Parents	I think only the Latin motto feels directly connected to the church.
953	Parents	Collegiate, it's history, and it's symbols are inherently good
954	Parents	Symbols are what you make of them. The church and the school have been intertwined for centuries. We do not simply shed any "bad" history by getting rid of these symbols. In fact, we lose the opportunity to discuss them and the history that was never taught to me at Collegiate and that would only compound the tragedies of the past and waste a valuable opportunity.
955	Parents	We can't erase our past. But we need to acknowledge its flaws and learn from them
956	Parents	The name Dutchmen, the Mascot and the colors are arbitrary symbols. The seal and the mottos are the traditional core of the institution.
957	Parents	<p>We chose collegiate in part because of its traditions. No 400 year old institution can live up to current standards of what is considered correct or not. That does not mean we have to re-write history.</p> <p>We can be proud of our history while acknowledging that it is imperfect. The US was founded as a country with slaves. Does it mean we cannot be proud to be Americans? Should we change the name of Washington DC because it is named after a slave owner? Should we re-write the constitution since it was written only by white males? The is no end to the 'purity test' that some want to use to revisit the past.</p> <p>What was done 200 years ago does not represent what we are today.</p> <p>What really matters is how are we today and how can we improve in the future.</p> <p>When I walk around Collegiate i see a vibrant, diverse community with a strong sense of brotherhood. The school's generosity is also clear through scholarships for students of diverse ethnic and financial backgrounds.</p> <p>This diverse community is something I am very proud of.</p> <p>There is no doubt that Collegiate's ability to withstand the test of time for 400 years is largely attributed to a steadfast commitment to Its traditions and values.</p> <p>Let's not let the latest fashionable trend make us feel ashamed of our history.</p> <p>Let's not go down in history as the generation that broke traditions and erased part of Collegiate's history.</p>

	A	B
958	Parents	The school should address it's grotesque lack of economic, social and racial diversity in meaningful ways as opposed to a discussion about its symbols which seems more reactive to legal counsel than than the actual problem.
959	Parents	Tradition and history
960	Parents	I myself am not Christian but I don't see this through the lens of religion. I see it as the actual history of the institution. Remaining connected to that history does not endorse what some may see as negative, but is the history that should generate conversation and understanding.
961	Parents	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.
962	Parents	The school's history is something to be proud of and should be celebrated (and I hold this view despite being an atheist)
963	Parents	Collegiate's history and traditions are (and should be) a source of pride, not shame, and they are part of the DNA of the school. These items are unique identifiers closely associated with Collegiate. Changing or eliminating them would be a terrible mistake, in my view. Collegiate is not a new school that was founded in January 2020 -- its long history is something very special and unique which is, to me, a fundamental part of the identity and personality of the school. These symbols directly reflect that history and should remain "as is".
964	Parents	A great part of collegiate's appeal is based on its value of traditions
965	Parents	We sent our son to Collegiate for a traditional, academically rigorous education. The history and tradition of the school is an important part of Collegiate's DNA. We choose Collegiate partially because of how traditional and unchanged it is. There are many other fine schools in the city to choose from who are very liberal and PC. That is not, and should not be what Collegiate is about. The school should not try to be everything for everybody. Additionally change should not occur based on the loud voices of a few. Again, there are other schools to choose from.
966	Parents	I'm ok with a nod to tradition and the school's creation story, but the Dutch Reform Church was internalized in no way into modern day Collegiate, and just seems irrelevant and silly at this point. I'm sure it has its virtues, but I feel no particular attachment.
967	Parents	One can not look at behavior of 17th century actors through a 21st century lens.
968	Parents	Tradition unifies. Collegiate has led the way in all ways, since its founding. Self-abnegation is not the way to lead. Be who we are - traditional.
969	Parents	I think there needs to be a balance between the school's history and the community we represent today
970	Parents	Collegiate should be tied to it's history, vs trying to amend it
971	Parents	Collegiate school has actually overcame its association with the clergy and the church.
972	Parents	the Founding can't be changed so don't attempt to
973	Parents	I have have been presented with no valid reason for Collegiate to discard symbols that have represented the school well for a very long time. Collegiate could choose any symbol, mascot and school colors and someone would be offended.
974	Parents	Yes regarding the colors and unity slogan. No regarding the "God" slogan. The peg leg might be turned into a dutchman generally, without a peg leg.
975	Parents	History is history. What we have learned and continue to learn from it is what collegiate stands for. The mascot is historic. Not a problem.
976	Parents	collegiate legacy is stronger than dutch reform church and eclipses any church legacy
977	Parents	I selected neutral for the above answers as I have not studied the history of the Dutch Reform Church nor all the symbols of the seal (which I should have done before taking this survey). I do not have a problem with the association with the Dutch Reform Church per se (albeit in my ignorance); however, I will take the opportunity moving forward to educate myself. I do not associate the colors blue and orange with the Dutch flag but rather with Collegiate.
978	Parents	I can make a distinction between something historical and a current institution that is living and changing. A symbol can be based in history and I can still understand that what it represents has evolved.
979	Parents	For the good and/or bad, we are associated with Dutch Reform Church. I'm not sure how you erase that. I don't think our symbols are disrespectful. If anything, the mascot is so ridiculous that it's funny.

	A	B
980	Parents	While rooted in that past, at this pointed, they are wedded independently as Collegiate. Change them because you don't like what they represent today. Don't change them because they were birthed from an religious entity.
981	Parents	The symbols are interpreted as less in a religious way, more signifying history and tradition of the school of excellence and traditional values
982	Parents	It should use some/some elements to maintain tradition but can also evolve to reflect the change in its relationship to the Church and more inclusive approach to community
983	Parents	I think the motto should be changed - there is very little to no relationship with the church as I understand it. In the past they did have talks form the pastor i believe, but even that has stopped. I think if there is not a church base to the education, the mention of God should be removed from an official school motto.
984	Parents	I believe the mottos speak to the school's current values. In today's world, the colors are innocuous and, without the nickname "Dutchman" , the colors are fine and the general public would not presume those colors are tied to the Dutch. The seal - though most people don't recognize the symbols on it, it would be ideal if it were updated with symbols representing academia. However, if a change isn't undertaken, the seal is sufficient as it isn't offensive.
985	Parents	Keeping traditions are important
986	Parents	In the nearly 400 years since the schools founding, the symbols and colors have inherited new meaning. Today they are representative of Collegiate's community and spirit.
987	Parents	I am not very religious, so religious tendency does not affect me, however, I believe being in a religious environment other than own will make religious people uncomfortable. In order to make the school atmosphere welcoming to all talented students, it should look less religious.
988	Parents	Its part of the school history, heritage, identity.
989	Parents	I would not abandon everything historic such as the seal, logo, etc. Part of Collegiate today, and Collegiate in the future is based on the past Collegiate and the traditions. We should not lose sight of where we came from. Having said that, it's always good to update things [without completely changing them] to reflect who we are as a school and community today.
990	Parents	tolerance - separation of education and religion
991	Parents	Just the logo/Dutchman is an issue. I vote for putting a regular leg on him! If even one person is offended by this likeness - and if it is Peter Stuyvesant - then he isn't representative of Collegiate's current values system.
992	Parents	Connection to history and understanding the schools origins as first school in america
993	Parents	We should not erase our history. That is a crime in itself. There is nothing to be ashamed of having been founded by a church almost 400 years ago. Churches are "not bad" and the fact that people in the community want to rewrite Collegiate's history is a travesty. If Collegiate erases its history, it will lose its heart and soul.
994	Parents	I think it is important to keep the traditions of the school. It connects people throughout the years (eg alumni with current students). If the school has had a tradition of celebrating its Dutch roots, I do not think we are entitled to changed them, and I actually want to keep them. I do not think that people connect the Dutchman with P Stuyvesant, and if that was the case, I do not care. I actually think the Dutchman and the school colors have connected generations and I do not think we should change them
995	Parents	The well-established connection to the Dutch colony of new Amsterdam seems worth celebrating, if it brings no offense
996	Parents	Historical traditions are important and shouldn't be scrutinized through the modern lens
997	Parents	If the Dutch were involved with the founding of the school - then there is no reason to erase history and discredit their involvement.
998	Parents	I think that these symbols are not negative. It is part of the history and all things can be taken out of context to be negative.
999	Parents	The school mascot/mottos/symbols are based in tradition. There are bad seeds everywhere you go, but in no way do these past antiquated things represent what the school stands for today and there should be a separation of the two.

	A	B
1000	Parents	I believe in history and legacy and the need to respect it even in this current environment. I am a very liberal Democrat and am proud to be so, but I am also very proud to be a Collegiate parent and have a reverence for its storied history. I will be enraged if the "Dutchmen" mascot is renamed and the reality is, other non-religious schools have vaguely religious aspects to their space or curriculum (e.g., Trinity).
1001	Parents	History.
1002	Parents	Collegiate's long history is important to the school and to me
1003	Parents	Tradition that has stood test of time.
1004	Parents	It's part of its history and that in and of itself is important.
1005	Parents	Long-standing institutions cannot ignore their past, but can evolve without white-washing its history
1006	Parents	I think historical legacies are important. Whatever one's views are about the church, Collegiate was indeed founded by the Dutch Reform Church. The good that Collegiate does towards educating boys is a result of that. One need not be a Christian, and indeed can be an atheist or a follower of another religion, and still respect that.
1007	Parents	Insensitive. Outdated.
1008	Parents	I think traditions are worth keeping, people views change with time but as long as the symbols are not not overtly offensive they should be continued. I don't think any of these symbols are offensive.
1009	Parents	History is important. Roots are important. We need grounding. None of us our proud of everything our parents or grandparents did or want to repeat it ourselves but we respect honor and remember them for their accomplishments and successes and improve upon their weaknesses and products of their time, we don't erase them.
1010	Parents	Our past is our past; why NOT be proud of the origins of the school and our past affiliation with the church? These are positive attributes of the school brand - why sacrifice them? Especially when - to take one example - there is no evidence presented that the Dutchman mascot is in any way based on Peter Stuyvesant. Collegiate was here when New York was Nieuw Amsterdam. If you don't like the historic origins of the school, you can't go back in history and change our origin. But you could attend a newer school like Avenues whose history goes back a decade.
1011	Parents	We chose Collegiate with a clear understanding of its DNA. Our son's experience has been a stellar one in every respect. He is a proud Dutchman.
1012	Parents	Not overtly offensive linkage, and part of our history.
1013	Parents	Collegiate is not a religious school, many students don't identify as Christian and the Dutch reform teachings are not foundational to the curriculum.
1014	Parents	tradition
1015	Parents	It connects past and future generations
1016	Parents	There is power in having such a history and it ought to be cherished. I think the symbols are fairly anodyne and should be retained.
1017	Parents	Collegiate being one of oldest institutions is source of pride. We all know that not everything in history is beautiful
1018	Parents	the colors and the seal seem reasonable and not overtly religious, but the mottos are outdated
1019	Parents	It is what it is. You cannot re revisionist about the facts. It is a unique aspect of Collegiate that it was founded in New York by the Dutch.
1020	Parents	There is no reason to abandon the school's rich traditions to placate current outcries of political correctness. We should learn from history, but should not abandon it.
1021	Parents	History
1022	Parents	history is important
1023	Parents	We should not erase history. We should look forward and improve ourselves everyday, but with a nod to our history-- which for everyone and everything will have good and bad. As a person who loves history, I think trying to disassociate from our past is a big mistake. We should embrace it with the firm conviction of learning from past mistakes and improving ourselves going forward--
1024	Parents	Tradition and original source of inspiration
1025	Parents	Merely having historical connections does not imbue the symbols with meaning. Over the intervening 300 years Collegiate has created its own history and connection to these symbols.
1026	Parents	I like the tradition of the colors & mascot, they reflect & remind me of just how long Collegiate has been around & pay homage to the first settlers of our great city

	A	B
1027	Parents	The values of the Dutch Reformed church are universal. I believe that the Dutch Reformed influence on the school is an integral piece of the school's culture.
1028	Parents	History needs to be viewed in its proper context. Judging 17th century attitudes under 21st century sensibilities simplifies what is inherently more complicated and fluid; life is not simple. A worthy tradition that instructs boys to learn time timeless values isn't something that should be cast aside. And I say this as a Jewish person who understands the history of Peter Stuyvesant.
1029	Parents	It is history and a very long one at that. Religious institutions become secular over time, which doesn't mean you erase their origin story. Values change over time-- slavery was abolished; we are not what we once were. Thank heavens for that. The lesson here is that we can change, not that we should pretend we were always as wise or enlightened as we think we are now. Future generations will likely find us wanting, too, and that's a good thing for Collegiate students to contemplate, i.e. both the past and the future.
1030	Parents	Let's not change almost 400 years of tradition as a knee jerk reaction to current liberal fads.
1031	Parents	History, although sometimes uncomfortable, is not something to alter due to the current political environment - rather should be cherished, addressed, and discussed.
1032	Parents	Tradition (note, I am a non-Christian atheist who believes strongly in *public* entities' separation of church and State)
1033	Parents	Almost all schools older than 100 years had an affiliation with a church. The symbols aren't evil.
1034	Parents	Represent the school's root and history
1035	Parents	No reason to change.
1036	Parents	History, where possible, ought to be respected and preserved unless the community finds it offensive.
1037	Parents	History and tradition.
1038	Parents	we are no longer a religious institution or related to one
1039	Parents	tradition is an important component of Collegiate's identity and appeal, and it's important to preserve symbols of its past. But where is a symbol is explicitly religious (i.e., the motto referencing "God"), it is not appropriate for the current secular institution.
1040	Parents	Tradition is important and it does not imply a religious affiliation now. Just like St. Louis is just a city name with a origin in history. Or Los Angeles. Or San Francisco.
1041	Students	The best institutions honor their history. With such rich tradition, Collegiate should not part ways with an institution whose history has been interwoven with its own for nearly 4 centuries. Though neither of Dutch origin nor of Protestant faith myself, I sincerely hope that this one year in the school's history does not end a 400-year long relationship and tradition—one that I feel contributes only positively to our community and enriches our institution.
1042	Students	History is history, and as long as people don't see it as alienating, its ok. This does not mean that we should not grapple with it. History we don't grapple with creates or exacerbates problems
1043	Students	I feel like some of our symbols are unrelated to the statement of beliefs, but that is okay. For example, our school colors are not related to academic excellence. I believe that Collegiate should remember its past and perhaps abandon some vestiges of its origins, but we should keep a lot of them. I feel like the Dutchman name means more than just its colonialist past--it represents who we are as a community. The symbols might not directly relate to the statement of beliefs, but they represent them for the most part.
1044	Students	They've become more than their past semi-religious significance. Also, New York's colors are orange and blue.

	A	B
1045	Students	<p>This school is really going down the drain with the open letter. We can no longer read Huck Finn, a legendary book in the American cannon because it contains the N-word. We are accepting students and hiring teachers on the basis of their diversity. Especially regarding teachers, every smart student would much rather have competent teachers than mediocre ones that check the box for diversity. Some recent hirings are making this very apparent. Now, people want to get rid of our nickname, colors, motto, and mascots that have represented the school for nearly 400 years. Are you serious? These surveys will obviously make no difference, and I doubt someone will even read this, but getting rid of our symbols would:</p> <ol style="list-style-type: none"> 1. Not change anything in the community that the open letter writers think it would. 2. Symbolize the downfall that is taking place regarding the good old Collegiate. <p>I have no doubt that the committee will trash the mascot, maybe even the nickname. On that day, I, and 90% of the student body, will be very disappointed. Please listen to the 400 other students and not the 20 writers of the open letter. Save Collegiate.</p>
1046	Students	because we've taken ownership of them. we've created our own history around them completely disconnected from that of stuyvesant and the church. The we are the dutchmen because the last 60 years we've been the dutchmen. to us Our mascot is the dutchman, not stuyvesant.
1047	Students	The school is no longer connected to the church.
1048	Students	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. For that, I am proud of these symbols and have no issues with them, but blue and orange don't "reflect my values" in any way that I can think of. They simply bring out pride.
1049	Students	i dont believe we should be ashamed of our schools past history connected to the church. Just because we are no longer religious does not mean we mudt be ashamed we once were
1050	Students	One of our schools defining features is it's long tradition, and for us that tradition is the Dutchmen and the mascot. I took immense pride in those images.
1051	Students	There is meaning associated with each of these symbols outside of the church
1052	Students	Symbols of Dutch Reform Church show historic Collegiate links to the institution and the Netherlands.
1053	Students	We can use the symbols which do not have any direct connection with the church (e.g. the colors, the name, one of the mottos, etc.) while staying a secular institution. It is better to understand and interact with our history than to bury it.
1054	Students	Don't really mind it. I'm Christian, not protestant, but Catholic. I think it's important for institutions to be true to its values, but with the large increase in diversity seen in recent years in religion, race, etc., maybe this is impossible to keep.
1055	Students	Tradition
1056	Students	Why are we still religious? Being Collegiate should not necessitate being religious. A secular schooling is massively important to forming reasoned opinions. Regardless, the school doesn't even really engage with religion in any meaningful way.
1057	Students	History, not offensive
1058	Students	Historically keeps our community close.
1059	Students	Regardless of whether or not it comes from a religious institution, it is part of our history, and we should not curate our history to only what we want to see. With no intention to be ignorant, why does it matter that it was founded by a religious institution? I am not part of the dutch reform church and I do not feel excluded in the slightest. I know you can't respond to me on this survey but I would just like to know why this is a question being asked.
1060	Students	No need to change a long-lasting tradition at a tradition based school.
1061	Students	The Symbols Task Force is not a step in the right direction and will convey that Collegiate is more concerned with its outward appearance than communal inclusivity, should it take drastic action. Top down engagement with the community in all but admissions has shown to be of little, if not negative, avail.

	A	B
1062	Students	The Church is an essential part of the school's history. We can, and should, discuss this history, but simply erasing it does not solve any issues.
1063	Students	I think that it is nice to have elements of the school's history represented, while not stressing the religious aspect of the original institution too much. I believe that aspects like the seal and Dutch motto do this nicely.
1064	Students	I feel that what makes are school unique is our history. I think that our mottos and the seal really reflect our history in a positive way.
1065	Students	I think that we should keep the colors, seal, and the "in unity there is strength motto." The other motto doesn't represent collegiate because we pride ourselves on diversity, and part of that diversity is religion and god. Not everyone at collegiate worships a god, so therefore it doesn't represent us to its fullest potential. It also says in its essence that if you don't believe in god, then you are wrong, which is and can be hurtful to some community members.
1066	Students	There is a sense of tradition and familiarity with these symbols. While they could bring up concerns, it is important to understand what Collegiate is representing with these symbols. For Example, the Dutchman is a representation of Collegiate and its founding (without the dutch, Collegiate would not exist). While the Dutchman may be a representation of Peter Stuyvesant, one must understand the benefit he had to the school rather than the person he was. I.e. Stuyvesant was seen as a patron of education; he built the first schools in the new world. If we want to pride ourselves on being a boys school, and at that the oldest boys school in the country, and a school of heritage, dutch heritage, then we must acknowledge Peter Stuvesant's importance in our school's germination and more importantly in the germination of education as a whole in this new continent of opportunity. George Washington had slaves, yet he is on the one dollar bill due to the contribution he had to the country.
1067	Students	It shows our history and reflects our pride in our past.
1068	Students	The school's legacy and history is important and deserves to be preserved.
1069	Students	I don't see a problem with the mottos, and I rather like them. As for the colors and such, I frankly do not care. The text box in which I am typing this is also orange though.
1070	Students	Because, religious or not, they are historically significant and important to preserve.
1071	Students	They've become more than their origins to our community. Not only that, but the colors are also the colors of New York. Peter Stuyvesant as the mascot is a little different, however. I am not in one of the groups that would feel sensitive towards his discriminatory past but if it makes members in our community uncomfortable or unwelcome, then action should be taken.
1072	Students	It is not right for you to set a statement at 2017 and ask the symbols from 1628 to correspond to it. There is almost 400 years in between!!!! The way this part of survey is formulated for the benefit to fit the narrative. You will get the validation you are looking for with this type of question
1073	Students	I think it is important to remember the school's historical roots and founding.
1074	Students	The seals and mottos represent our old and important history.
1075	Students	It's part of the School's history.
1076	Students	It is our history. We have left behind enough in the old building, no need to go cutting out any more Collegiate.
1077	Students	Symbols are what we make them. These symbols reflect our values because we have used them as such. Never in my time at the school have any of these symbols provoked anything other than a sincere sense of brotherhood and unity between myself and the entirety of the student body.
1078	Students	Collegiate's history, like all of history, is deeply flawed. While it is important to remember our history, we must also not let it define us. Collegiate is working to be different and better than it was long ago, and I believe that that should be reflected in our seals, mottos, and mascots.
1079	Students	The Dutch reform church doesn't feel present within the community, so it would be fine keeping it or getting rid of it.
1080	Students	While I think that Collegiate should turn away from symbols with direct religious affiliation such as the Latin motto, I do not think we should completely turn our back on our Dutch symbols with a more unclear religious affiliation such as the colors or the Dutch motto as I feel as it sets us apart from most of our contemporaries who draw on more English or Latin sources.
1081	Students	I think Collegiate's history is very important to our overall identity. Without our history, Collegiate is no different from other new schools founded 3-4 years ago.

	A	B
1082	Students	They are a part of the schools history of personal and academic excellence and traditions, and they have become a point of pride in my life, just because there are some things in our history that we are not particularly proud of does not mean that we should shun it as a whole
1083	Students	At this point, they no longer represent such things. The color blue and orange is not nearly as direct of a link to the past as a historical figure is. I do not know a single person at Collegiate who genuinely associates the color or seal with the old church.
1084	Students	Wouldn't mind it, but it seems cool to keep using symbols directly linked to the past ones used.
1085	Students	church sucks and we should not be affiliated with religion. Colors are fine, Dutch motto seems fine, mascot is not so great, Latin motto is awful, and I don't know about the seal.
1086	Students	I don't think a specific religion should be emphasized as a core Collegiate value. It's not something that has to be completely eliminated, but I don't feel Collegiate should encourage a religion as a non religious school, especially since it could be a little alienating for people.
1087	Students	Collegiate has gone through many changes in the past couple of years, which caused too much of our history to be lost. These aspects of collegiate are what is left to help us be connected with former Dutchmen.
1088	Students	I don't see Collegiate as a "religious institution" at all. In the 12 years I have been a student here, I cannot recall a single time where anything religious has happened.
1089	Students	The meaning of the symbols seem to have evolved over time. I can't speak for everyone, but I'm pretty sure people don't think of the Dutch Reform Church every time they interact Collegiate's symbols (except for the God motto). I think it is similar to how people don't think of France when they eat French fries. Also the school colors are too abstract to directly link to anything.
1090	Students	The school has not been associated with the Church, so the Latin motto seems out of place. The Dutch motto, however, is still a community driven motto despite the facts that it is old. I feel neutrally about the seal.
1091	Students	The seal, mottos, and colors are all key parts of Collegiate's history that are in no way offensive; therefore there is no reason to get rid of them.
1092	Students	It is a history that we must continue
1093	Students	I feel that the mascot should not be changed because first off, to me and many other students we never associated the mascot as peter Stuyvesant and the mascot doesn't even look like him except for his peg leg. Additionally the cloths that he is wearing are not of a style that he is shown wearing in any of the depictions of him. I feel that we can rename the mascot to just a Dutchman and thus disassociate the mascot from Peter Stuyvesant, but I think we should keep the image of the mascot the same. The school colors, orange and blue, should be kept the same because there is no connection to any sketchy past with the colors and they are just a symbol of collegiate and it's history.
1094	Students	Without our history, we are just any other boys' school. Our history is one of excellence, though there are gaps in virtue, and we need to be able to reflect on those gaps while maintaining our history.
1095	Students	Dutchmen gives us the identity as a school. At sports games, people chant "Go Dutch" because we're a school with a unique mascot, unique identity, and it should stay this way.
1096	Students	Because they're colors. Blue and orange don't really strike me as church colors. I didn't know that they were until just now
1097	Students	It is our past. We can't change it we have to embrace it and learn from our mistakes.
1098	Students	They reflect pride and togetherness.
1099	Students	The only things that reflects our values is the quote Eendracht Maakt Macht. Everything else, besides nisi dominus frustra, are neutral.
1100	Students	I don't like dominance over culture by religious
1101	Students	I think it's important to remember and recognize the school's history and tradition.
1102	Students	Keep up the 400 year legacy and the symbols of collegiate mean a lot to many people including myself
1103	Students	I feel pride in the schools past and the symbols that are currently in place.
1104	Students	I feel like unity is represented by those symbols which I marked as reflective of my values
1105	Students	I don't understand the question

	A	B
1106	Students	It's a part of our history. Regardless of any concerns over diversity and inclusion, this is how our school started. Therefore, it's important to keep at least some relics from this time period out of respect for our origins and long history. Perhaps it would be best to part ways with the Latin motto, as that is quite unsecular and uninclusive to atheistic or polytheistic students, but the Dutch motto and seal should stay.
1107	Students	It represents our unique history
1108	Students	Because it is not linked to that institution any longer, so therefore I see no problem
1109	Students	Tradition, no harm, looks cool
1110	Students	I think that Collegiate is a place that tries to fuse its nearly 400-year tradition with the social and technological changes that are constantly taking place in our country. However, the mascot, colors, seal, and motto are integral parts of our school identity. Collegiate is accepting of all races and religions and as a POC I have never felt a stronger sense of brotherhood than with my Collegiate peers. To me, our mascot does not represent oppression, but instead, the Dutchman reminds me of unity, friendship, academic rigor, and athletic prowess.
1111	Students	The positive affect from the current symbols largely outweighs any possible negative connotation and represents the years of tradition this school has experienced.
1112	Students	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. They have become part of the greater Collegiate identity and have lost some of the religious connotations, as they serve more as a reminder of our history and culture, and really shouldn't be eliminated, else we risk eliminating our culture itself.
1113	Students	Collegiate students pride themselves on being such an old and longlasting institution. Our connection to the church is rarely represented throughout our community. However, I do believe that our Latin Motto is religious and extremely archaic. It does not embody the Collegiate culture, community, and pluralistic thought
1114	Students	I think symbols such as colors do not hold a strong connection to the church, but I do think if the phrase mentions God it is being exclusive to others.
1115	Students	I don't think there is a need for religious undertones, but our dutch motto incorporates a lot about what Collegiate is about while the Latin motto does not speak to the current day Collegiate. I think it is a good thing to go back to our roots, but I don't feel comfortable being surrounded by Christian propaganda.
1116	Students	We should remove religious symbols and/or phrases from the school in order to be inclusive to all.
1117	Students	It's an interesting connection to history
1118	Students	Although I am not personally Christian, I understand that a part of Collegiate's history is.
1119	Students	Collegiate is no longer defined by its association with the church, and neither are all or even a majority of collegiate students and faculty part of the Dutch reform church. Therefore, why should we all be defined by an association that ceased to exist many years ago?
1120	Students	It's tradition. This is issue is pointless and fabricated simply for the purpose of public relations. We should not honor whoever got us into this utter mess.
1121	Students	Much of what makes Collegiate unique is its culture and history. Since moving to the new building there has been change after change aimed against these traditions. There is no reason that the school colors should change from blue and orange and there is no reason to change our nickname from "dutchmen." Neither one is hurtful to any group of people. Even though I am against changing the logo, if it were to be done, I would hope that we could keep the dutchman and just take away the peg leg. That way, no claims can be made that the dutchman is Peter Stuyvesant. Regardless, I don't want the mascot (or anything else) to change.
1122	Students	The school is losing its academic integrity by focusing on these clownesque complaints. As a minority I've been called every racial slur and been subject to all kinds of discrimination. But I don't care because in reality, no matter how much crap I get, I know these guys will be at my side no questions asked, and it's because we have a truly special brotherhood under those seals, mascots, and mottos, that the people who want them gone truly know nothing about. Ask the people committed to the excellence of this school, not the ones who are not boys, and especially the ones who want to tear down the uniqueness of our tradition and community.

	A	B
1123	Students	While some of these were created with religious ideas in mind, I don't think it's necessarily about that anymore. 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. We've already gotten rid or put to storage many old collegiate relics with the new building, and I don't see why we should necessarily deny our Dutch and religious origins. I just don't think that anyone really believes that just because the schools historic motto is religious means that collegiate is in any way imposing religion. "God" is ambiguous term, and may refer to many religions. I really don't think that atheists are in any way put down for their beliefs. As someone who believes in god, I Often feel uncomfortable talking about my religious beliefs because of the insensitivity of certain atheists. If we get rid of this stuff, we are cutting into our pride as the oldest school in the country. If we get rid of this, will there be a single thing in the whole building that's very old? Barely. And I don't think "Dutchmen" is exclusive either. After all, this is an all boys school. We do offer those who transition to another gender to stay at the school, but that is a small minority of students who don't have to necessarily call themselves Dutchmen. Maybe Dutchwoman? Dutch person? But I don't think we should take away the original term.
1124	Students	Why not?
1125	Students	While tradition for tradition's sake can be detrimental to a community, abandoning tradition for performative reasons serves no purpose. By keeping these symbols visible, Collegiate recognizes its history and can actively teach its students about the meaning behind the tradition.
1126	Students	Collegiate was born from the church and to erase the foundation on which this establishment was built upon undermines all the progress that has been made.
1127	Students	Although the symbols are linked to a Christian past, now that past is being forgotten, and the only thing that we remember is they symbol.
1128	Students	The church is part of what makes collegiate unique — part of what makes it truly Collegiate, not Trinity or Dalton. We're not pushing religion on anyone, we're simply appreciating the importance of religion in our history. We cannot let relentless presentism corrupt us — the church vital to our livelihood.
1129	Students	Because it is pointless to change something that has been around for so long and has positively impacted so many lives
1130	Students	I believe the school shouldn't necessarily still be connected to the church; however it is important to remember the school's founding and the legacy that it holds.
1131	Students	I don't feel that collegiate is super connected to the church at this point so it doesn't matter too much to me.
1132	Students	While it is connected to the church, honoring the founding of collegiate is not the same as honoring an entire religion
1133	Students	It's tradition. It is who we are. Nobody is being attacked by it. There is no reason for change. This is what make Collegiate Collegiate.
1134	Students	It is part of our history.
1135	Students	The seal, mottos, and colors are iconic and inseparable from the school since its been a part of it for so long. Although we are no longer associated with the church the symbols are part of the school's history and identity.
1136	Students	Collegiate is an explicitly secular institution that is equally respectful of all beliefs and creeds, and showing our connection to the Dutch Reform Church would seem to go against that. However, we were founded by the Rev. Jonas Michaelius, and we were funded and operated by the church for a significant portion of our history. The WECC is also a somewhat sacred space among students, and many have expressed a desire to continue to hold Commencement there. I think this practice should continue, as an homage to our history at a deeply traditional event while most other symbols ought to be removed.
1137	Students	On the one hand I believe that the origin of these symbols is a key part of our history as a school, but on the other hand it is clear to me that most of our symbols, especially the colors and the seal, have been separated from their origin and taken on a new, positive symbolic value.
1138	Students	Heritage, a sense of belonging to something larger.

	A	B
1139	Students	I think we need to acknowledge Collegiate's past and make sure every member of our community know it, but I also think that there are some symbols that are associated with Collegiate that are not able to represent everyone in our community. Whether that lack of representation extends to religious beliefs, sexual orientation, or race. I think that those symbols should be left in the past, but not forgotten.
1140	Students	I put neutral for some of these because I felt like those ones reflect any of our values in them. I'm not saying this is a bad thing. All I'm saying is that it's hard, for me at least, to pair the colors orange and blue with kindness or compassion.
1141	Students	While times have changed and the school may have left some parts of its religious background in the past, the seal and colors still strongly symbolize our school's rich history and I believe it is important to recognize their value.
1142	Students	These symbols equally represent the values that have been fostered by the community itself.
1143	Students	The majority of our symbols do not require an entirely new version of history. Colors are colors. They can be kept and if anything, amended to reflect different things.
1144	Students	Regardless of their tie to the institution, they have come to be dissociated with the church and more with the city of New York, which has the same colors on its own flag.
1145	Students	It is our history.
1146	Students	I think the direct religious connection (really just the Latin motto due to the inclusion of God in it) isn't good since not everyone believes in a god nor do they believe in the god that is meant by this motto. However, the seal and colors are fine since they aren't as connected nor do people think of them with a religious understanding.
1147	Students	Our history is our pride, our foundation, what makes us unique. We must fight to preserve our individuality and excellence.
1148	Students	They're part of what makes Collegiate what it is.

Exhibit H

H&STF Survey Q33: *How to Engage with Collegiate's History?*

January 2020

Survey Question 33: **How might Collegiate engage more fully with its history and past? We welcome your thoughts or concerns.**

	A	B
1	Constituency	Response
2	Alumni	"Dutch Day" in 2nd grade was kind of cringeworthy, but it was cool to learn about the early history of NYC and the school. I guess be transparent and informative about the school's past, but don't cling too tightly to things just because they're old.
3	Alumni	I would love to see 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.
4	Alumni	i'm not up to speed on my dutch history, but maybe we could try to highlight things they did that were positive for humanity. put that in an image with an image that somehow conveys embracing our future of diversity, innovation, and sustainability.
5	Alumni	In preserving and supporting the most humanistic and enduring philosophies about individual student development, community unity, and wider service.
6	Alumni	Seminars? Guest speakers? Essay contests? Public speaking contests?
7	Alumni	All of Collegiate's best traditions come from the past. My 2019 visit revealed a huge loss of continuity & conferred a soul- less atmosphere compared to my period.
8	Alumni	I think it's important to know and understand the past, both the good and the bad. I'm not fan of revisionism. Changing the nickname, school mascot and mottos will not change the past, and can distort our school's origins and evolution over the las 400 years.
9	Alumni	Famous alumni celebrated w in school displays. Our history is much more than the ideologies & behavior of our 'founding fathers.'
10	Alumni	Continue to teach its history as it was including the good that bad and the ugly.
11	Alumni	Embrace the history and acknowledge its controversies
12	Alumni	The remedy for bad speech is more speech, not enforced silence.
13	Alumni	The role of the Dutch in New York is not well known or studied. Collegiate should do a better job of interpreting and celebrating this aspect of our history.
14	Alumni	We should teach more about our conflicting past, but we shouldn't just remove something that is somewhat conflicting but much more seen as a symbol of pride and something to bond over. Tradition is important especially to a school with such history. We should definitely add to our school as we move into the future but we shouldn't detract.
15	Alumni	Teach more about the wrongdoings of the dutch colonialists. don't romanticize it
16	Alumni	This isn't quite an answer to the question above - but I do agree with that Journal Opinion's point that there should be more classes/units taught from a non-Western point of view. I think the priority the school gives American literature and history is very valid but beyond that, there should be more non-Western literature and history taught. Also when learning about African-American history, it shouldn't just be from the context of slavery / post-slavery.
17	Alumni	See above, but don't spend so much time looking backward. Look forward.
18	Alumni	If Collegiate truly wishes to embody the aspects of its statement and pay homage to its history, it can do so primarily by working to build such an upstanding, inclusive community in the here and now, consistent with its understanding of the past as the Task Force has embarked upon to discover.
19	Alumni	I heard a story this morning that UC Berkeley Law School is stripping the Boalt name from its school. (It turns out that John Henry Boalt was a racist.) But they will have some sort of physical display/webpage that describe the history of the connection between Boalt and the Law School, including why they stripped his name. Maybe something like that? In the lobby or nearby + a webpage that describes all facets (positive and negative) of Collegiate's history?
20	Alumni	Seems to me that the only relevant history is the story of its alumni.
21	Alumni	By preserving it.
22	Alumni	A big subject...
23	Alumni	Names and symbols ought not to be easily changed based on current fashions. Some of America's founding fathers had slaves for example.
24	Alumni	Research, teach, learn, and share as much as we can about the history and past. Shine a bright light on all of it. It doesn't change what Collegiate is today.
25	Alumni	Focus more on the history of its students / faculty rather than the archaic , somewhat racist , insensitive , non-inclusive past.
26	Alumni	Past is history, future is unknown, only thing that matters is the present.

	A	B
27	Alumni	I think each member of the community should educate him or herself on Collegiate's history and the sentiments of the time as deeply as he or she sees fit. Collegiate can feel free to provide the resources to do so.
28	Alumni	Thoroughly research any extant writing which could enlighten what these symbols meant to the founders to accurately reflect their etiology rather than feel good, revisionist popular schlock.
29	Aumni	Hire THE WINTHROP GROUP (a la Trinity School) to fully document and archive our history, produce an updated and comprehensive book about Collegiate's past and present, and provide more detailed online resources about Collegiate through the decades.
30	Alumni	Continue to investigate the schools history and present the findings to the community. Examine the school's history above the history of far-attenuated institutions.
31	Alumni	I am not sure why there is a need for the school to 'engage more fully with its history and past', rather than to focus on moving forward
32	Aumni	Collegiate should hold onto its roots in history that are not overtly negative (such as the colors and seal), but equally add symbols that demonstrate that the school is advancing into the future, with respect for diversity of thought as well as background and talent.
33	Alumni	Promote new campus at Freedom Place with spaces about walls that capture the old school and its history.
34	Alumni	I think we should always be aware of our history, and we should teach the history of our city. Breimer's Urban Politics class sums it up. But as much as we engage with our past, we should also engage with our city, and world, in the present. Community service and engagement should be integrated into the experience of our students as much as possible.
35	Aumni	Continued use of symbols and more education on our school's past in class. Reinstitute dutch day
36	Alumni	Collegiate can inform students of the history behind our school, its culture, and symbols. Sequestering them away, or removing them outright defeats the purpose of open dialogue and awareness. To be honest, it's the easy way out and changing the symbols of the school erodes the foundations upon which Collegiate was built and would be shameful.
37	Alumni	Embrace it as a magnificent achievement in a small and wondrous way, that has left the lives of so many that it has touched quietly ennobled. Our obligation should be one of concrete support to its future growth and strengthening.
38	Aumni	Is 'Knickerbocker' elitest? Yes and No. Let's start by tolerating contradictions.
39	Alumni	By connecting present with future.
40	Alumni	I suppose that changing some of the college's emblems and language provides an occasion to examine the history of the school from the vantage of our contemporary revisions to the old stories. This seems like it would be a good and healthy thing to do. Collegiate plays an outsize role within a very small circle of people in Manhattan, so it has influence in ways that might advance the social good. If the school decides to change the apparatus of its image, it would be a good occasion to also explain the reasons why. My concerns about how the school is sweetly nestled within the warm embrace of the obscene economic inequality we have created as a nation since 1980 will probably not be assuaged, but try me. Maybe I will change my mind.
41	Aumni	It is more difficult in the new building rather than at 241 west 77 with the red door but keeping all of those traction's from its insertion in the gunnery room of Bowery should be maintained. Clearly the students have EVERYTHING else except Collegiate roots in the new building
42	Alumni	Someone willing to do the work could teach a history class, which could be, in itself, a history of New York--a subject well worth studying.
43	Alumni	Nah
44	Aumni	The school's long history is closely linked to the history of the city. That connection should be emphasized as part of the school's culture and curriculum.
45	Alumni	The Dutchman is the epitome of historical engagement.
46	Alumni	I think it's appropriate for Collegiate to have a full airing of what may not have been a completely honorable past. I think the school should be very proud of its record in the last 50 years of openness to boys beyond its traditional NY haute society community.
47	Aumni	I think Collegiate does more than enough engaging with its history. Maybe a little too much, yknow?
48	Alumni	Collegiate already does a great job of connecting with its illustrious history and past. The school should continue to educate its students on its historical longevity. I also think it's great that we are creating dialogue and conversation amongst the community instead of making rash decisions.
49	Alumni	With openness and honesty
50	Aumni	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.
51	Alumni	Student-curated "museum" that addresses Collegiate's history, positive and negative, and grapples with the real legacy of colonialism of which Collegiate is a part.
52	Alumni	Don't. At least, not in a way that romanticizes it's troubling history. Focus should instead be placed on the more recent stories of inclusion,
53	Aumni	Promote Collegiate's values. Stress how all inclusive the atmosphere is/was

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54	Alumni	I think it's silly, really
55	Alumni	Explain the history and tradition, both the positive and negative, in an educational manner rather than disregard or try to change it. Lessons can be learned from both the good and the bad.
56	Alumni	I think adding a foundational course or elective on the history of NYC and the role of Collegiate within that history would allow us to examine some of these more complex subjects while also maintaining the symbols that so many of us treasure.
57	Alumni	Collegiate is deeply woven into the fabric of New Amsterdam and NYC, which is unique and special. History is messy, and acknowledging harms that happened during it does not mean turning away from it.
58	Alumni	It's about the values more than the visuals...look more into that aspect of the past
59	Alumni	Have to think about that more fully.
60	Alumni	Teach a seminar to students about the school's origins and history
61	Alumni	Be honest about the history and the past. It wasn't all good for all people
62	Alumni	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. I don't believe that we need to be so wedded to these past symbols for the sake of "tradition," nor that we need to jettison them lightly. Is it possible to have two symbols and two mascots? Perhaps a contest among the students to create the 21st-century mascot and symbol could then stand side-by-side with the 17th-century ones.
63	Alumni	A good direction could be to look at Collegiate and the New Amsterdam community pre-Stuyvesant (prior to 1647). To understand ourselves now, it is important to have a full context of our history.
64	Alumni	I would rather Collegiate try to explain history in all its nasty complexities. We are all well-educated people and can understand the uncomfortable nuances; we should all be forced to grapple with how uncomfortable the past can be. Papering over it one way or another does not truly serve anyone, rather I believe it will allow inequalities and frustrations to fester for even longer.
65	Alumni	By not going along with the transitory political correctness of the day. Choose common sense instead! As someone who teaches and has written on Dutch art and history, and a member of the Flemish academy, I feel particularly attached to what I learned and the symbolism attached to the school.
66	Alumni	<p>More than that, I think one needs to be very careful about applying present values, and particularly about the Anti-Semitic issue connected with Stuyvesant.</p> <p>I am prepared to speak at the school and in front of others about 17th -century history, including my family's own.</p> <p>The Jewish community in Amsterdam, which included my family, excommunicated two of them, and one of them was forced to do penance by lying at the threshold of the synagogue and having people walk over him. He committed suicide thereafter. (Uriel DaCosta)</p> <p>His family including my direct ancestor then moved to Jamaica.</p> <p>The other part of my mother's family, including two of Spinoza's brothers in law, also left the intolerant Jewish community in Amsterdam.</p> <p>So one must be careful in using the feelings of Stuyvesant as a measure.</p>
67	Alumni	For me he is just a quaint symbol of resistance.
68	Alumni	A class or lesson in middle or high school about the history of the Dutchmen in NYC and of the school. Both good and bad.
69	Alumni	see above
70	Alumni	Don't sever its connection with its past; rather, be more transparent about it, exploring what is inspiring and what seems shameful about Dutch Manhattan.
71	Alumni	Difficult to engage with nearly 400 years of history.
72	Alumni	Teach more classes on slavery
73	Alumni	Not close enough to the school or NYC situation to address but tradition, excellence and community participation are high values.
74	Alumni	It's good to talk about, but don't belabor it.
75	Alumni	Collegiate should have a history display in its lobby that could highlight its important role in the city's history but also its problem areas
76	Alumni	Hmm. An exhibit acknowledging all the bad and good from the school's history? A documentary to live on your website? Lots more scholarships for deserving but not super-rich students?
77	Alumni	Make sure that some history of the Dutch in NYC is taught to all at some point.
78	Alumni	Inclusivity matters and creating a narrative around Collegiate's history that is appropriate for 2020 is a delicate task that must be undertaken. But do not throw out the baby with the bath water.
79	Alumni	Continue to educate children about the founding of New Amsterdam and Collegiate's direct involvement.

	A	B
79	Alumni	Sever all ties with Peter Stuyvesant (unless he's was involved in the school's history—I don't know if he did). But otherwise keep the same mascot and spirit.
80	Aumni	The mascot could be slightly updated to remove the association with peter stuyvesant and to remove the wooden leg but preserve the historical connection.
81	Alumni	Embrace our history - educate the students about American History and New York history but do not be ashamed of it. Students are there to learn, take the lessons of history and to apply them to our present and future.
82	Alumni	Teach more about the school's history, including its relationship to Dutch colonial governance and philo-Dutch sentiment in nineteenth and twentieth centuries. It's better to acknowledge and learn from the problematic aspects of the school's past than to bury them. The report commission by the Board should be required reading for upper school students.
83	Aumni	I think it would be useful to hold a an annual lecture, akin to the Henry Adam's lecture that focused on history and, hopefully in many cases, to explore uncomfortable questions about history--history of the U.S., NY and the world.
84	Alumni	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.
85	Alumni	That's a tough one, since it's related to the history of the entire country (and not just ours), which has many sordid episodes, including the present one.
86	Aumni	Perhaps a book about the history of the school.
87	Alumni	Have students read, "Island at the center of the world."
88	Alumni	Talk about it oh my god. And I mean actually present all the facts and face the discomfort head on.
89	Aumni	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.
90	Alumni	Engaging with the past remains an ongoing process. The school does its best to balance historical continuity with present day sensibilities.
91	Alumni	Isn't that what this process is all about?
92	Aumni	Every time period in history is full of bad actors (including our own). This is all the more reason to understand and embrace the good about the school's past, and not tarnish its entire history and iconography with the misdeeds of the few. My hope is that we can look frankly and critically at the school's past without denying its heritage. In my mind, these symbols already embody the school's values, because that's how I choose to view them.
93	Alumni	I do think the new revelations about Stuyvesant the person are relevant during this reconsideration. Notwithstanding my tongue in cheek comments above, it is right to focus on the scholarly elements in this reconsideration vs a personal history. I am sure there were many solid early citizens connected with the founding who could be celebrated or the earliest schoolmaster Parsons . In any event many schools look for an alliterative mascot, ie Towson Tigers, so we might just consider C starting words, ie Collegiate Crashers, or simply an option like " the C men" which would allow a whole new and more modern mascot - a cross between a superhero, Jedi knight, and other more current hero that would appeal to future generations and could morph with more ease than the Dutchman. Just a thought.
94	Alumni	Non-PC discussions of the accomplishments of the people involved within the context of their time.
95	Aumni	Honestly this is a good question, but so so difficult to answer. I have no idea.
96	Alumni	Know/teach/print the facts about our history, not hide them; recognize these were times-related attitudes and behaviors (past, certainly not recent or current); not over-emphasize these attitudes and behaviors, but ascertain a historical perspective to understand their origin (contrasted with Collegiate activities and programs that confirm the school's "true colors").
97	Alumni	Own it
98	Aumni	Just think about all the kids/ alums that positively identify with these symbols. What if some people at Collegiate believe in God? How do they feel that God has no place in the school. Don't let some kid trying to add a paragraph to his college essay destroy 200 plus years of tradition.
99	Alumni	I think Collegiate can disavow some of the more negative opinions of Peter Stuyvesant and perhaps distance themselves from him as being the symbol for Collegiate. No one I know nor I had ever heard that the symbol supposedly represented Peter Stuyvesant until recently.
100	Alumni	I wonder why we are spending so much time and effort and money on this? The future excellence of our students is not tied to a sports symbol, but to how we interact with each other in and outside of the classroom. That's a product of teachers and students.

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101	Alumni	I am incredibly proud to have attended one of the oldest schools in America, despite the fact that its founders, mascots were blind to the injustices of their time. My individual perception of our mascot (likely Peter Stuyvesant, but never really clarified as Peg Leg Pete), was of a harmless caricature of a grumpy Dutchman, ugly, scarred and legless. He appears to be an old bastard, but an old bastard wielding his cane with a fighting spirit. I don't view him as possessing morals, or being kind. But I appreciate him for being a unique mascot, one that uniquely relates to Collegiate's 400 year history, so closely tied to the history of New York City. Let's acknowledge that there are ties to the slave trade, but stop with the silliness of suggesting that keeping the mascot and symbols is tantamount to endorsement of those actions, and, somehow, all injustices now and since.
102	Alumni	Hope you have all the original songs we used to sing in the 1960's
103	Alumni	Now that the old building - itself a testament to Collegiate's incredible resilience and longevity - is gone, it is absolutely critical that we hold onto those remaining symbols and objects that remind us of where we came from and how we got here. I'm by no means averse to change or engaging in constructive dialogue about our history, but I urge those in power to tread with extreme caution when it comes to our hallowed symbols.
104	Alumni	Giving a unique name and backstory to the mascot could be helpful. His story should represent inclusion and more.
105	Alumni	Maintain excellence!
106	Alumni	Not worry about PS' biases, which were not unusual for his times, just as schools and cities are not changing their names of Jefferson and Washington, etc.
107	Alumni	Underscore the school's tradition of athletic and especially academic excellence.
108	Alumni	Any verified information that casts the school's history in a positive or negative light should be documented and reflected around the school, with an appropriate discussion of the common practices of the time in which they took place
109	Alumni	Collegiate could develop a project exploring its own history (both positive and negative elements) and make this part of the curriculum. It is more important to learn from the past in my view than to destroy it.
110	Alumni	<p>Particularly with regards to education and public image, I think Collegiate could take more open steps towards recognizing its presence in a troubled past and taking steps to rectify this. Lower schoolers taught more about the troubles behind Collegiate's founding in addition to its history, history exhibits recognizing both the good and the bad of Collegiate's origins, and publicly recognizing (and repudiating) the bloody history behind some of our symbols would send a strong message.</p> <p>However, Collegiate could also engage more fully with its history and past by recognizing how its student body has remained (and continues to remain) largely homogeneous due to systemic barriers within New York City and Collegiate itself that have left excluded groups, especially the poor and minorities. Recognizing the institutional prejudice that has kept poor and minority students an abysmally low percentage of the body would be a start, and steps towards recruiting and supporting more of these students would present a more diverse and respectable school and student body in this day and age.</p>
111	Alumni	Wasting time engaging with the past distracts the Collegiate community from the purpose of the institution: to build towards the future. I am not blind to their being Collegiate students whose experience was not as enjoyable as mine. However, the answer to preventing that negative experience is not changing the colors from orange and blue to purple and yellow.
112	Alumni	The history should be documented and critically reviewed. I went to Collegiate and never realized who the mascot was and what he represented. It should be changed.
113	Alumni	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.

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114	Alumni	<p>We all seem to be in a long overdue age of reckoning with the half-truths of the past. When I found out just a few years ago about the atrocities committed by Christopher Columbus, I racked my brain to remember if I'd heard of his "dark side" at all during my time at Collegiate. Perhaps I hadn't heard much about him since early on in Lower School, but all I remembered was that he was the "discoverer" of The New World and that he came on the Niña, the Pinta, and the Santa Maria. I do remember being made aware that he of course did not discover this land that was already inhabited by several million people nor was he even the first European to cross the Atlantic. But I had no idea until recently that his treatment of Native peoples was as bad if not worse than the worst conquistadors'.</p> <p>I use Columbus as an example for how we might reckon with our own conflicting history. I happen to like Peg-Leg Pete as our mascot, but in light of the knowledge of his own atrocities, I can see why we are raising the question as to whether we should remove his likeness altogether. But The Washington Football Team we are not. His image does not instantly bring to mind questions of racism nor does it stand for all that we can be as Collegiate Dutchmen. If we are to continue celebrating our past at all, which I think we should, then it is important to preserve the ties while also illuminating what makes them precarious. When I was in the third grade, we had a "Dutch Day," which I'm not certain is still a thing anymore, but perhaps there should be a yearly Dutch Day devoted to learning about both the good and the bad that is tied to our own history.</p>
115	Alumni	Keep the colors and seal, lose the anti-semitic Peter Stuyvesant mascot. Continue to provide excellence in education and emphasize morality not tied to any one religious tradition.
116	Alumni	Perhaps in UpperSchool, when teaching US history there can be a unit dedicated to Collegiate's history "warts & all.."
117	Alumni	You're off to a good start. Keep the intention compassionate and keep listening to the kids.
118	Alumni	Recognize it. Embrace it. But call out part of its history (eg support of slavery) not consistent with its current values statement.
119	Alumni	Do not start teaching Dutch -
120	Alumni	Getting rid of our mascot or nickname would be many steps in the wrong direction.
121	Alumni	<p>I think Collegiate can recognize history and accept and evolve. We can be Dutchmen without condoning Stuyvesant.</p> <p>I also feel strongly that we should remain a boys school. As such we have also been open and literally minded and I embrace that too. Sexual preference never seemed an issue going back to my days in the 70s/80s. I do, however, believe that it should be for boys/males. I am open to including those who identify as male full time and willing to live in a fully, exclusively male environment. I do think we should include females or people or identified as female in the Collegiate School for boys. It would be different if the school were co-ed. Blurring that line, Collegiate should have a more serious discussion about becoming co-educational. Require all students to speak Dutch? Endow a history department chair in memory of the War of Jenkin's Ear? Distribute free peg-legs for the disabled? No, those seem perhaps frivolous. Be forward-looking and open an astrology department.</p>
122	Alumni	Sorry, can't really offer much more. :)
123	Alumni	While not a historian, several former teachers would be laughing, history, civics, the history of education, history of religion in NYC, at the time of Collegiate's founding- to name a few, should be discussed and used as a springboard towards Collegiate 2020. The references and teachings must be ongoing in some format. It is not a one off...
124	Alumni	The effort to read nefarious things into the symbols of Collegiate's past is a foolish and unserious endeavor. There is nothing in these symbols on their face that would lead one to conclude that they celebrate anything nefarious. One has to engage in a chain of speculation and bring in external historical facts (like Stuyvesant's life). I am not even sure I trust the allegations against Stuyvesant embodied in some of the questions in this survey, but even if true, so what? This ahistorical attempt to suggest that these symbols and slogans convey a nefarious message is a fool's game and, at bottom, a waste of everyone's time.
125	Alumni	The school has moved away from binary characterizations of gender, but binary characterizations of slave and free do not capture the experience of many. Free white men without property in colonial America was considered dangerous. Indentured service was common. And the experience of sharecroppers, at a later date, was a means of keeping African Americans from being truly free. There are complex issues here that go beyond "Stuyvesant promoted the slave trade" that the school can encourage its students to explore.
126	Alumni	Establish an endowment for faculty research that links the school's past with its present and future and design a similar award or incentive for student work in this area.
127	Alumni	Yielding to a mob only encourages it - see Yale. Goodbye Mark Twain
128	Alumni	I think the best way in which Collegiate can engage with its history is by acknowledging and speaking about it. Students should learn about Peter Stuyvesant and any supposed relation with Collegiate's mascot. Of course, alumni and the entire Collegiate community should be consulted before any changes are made.

	A	B
129	Alumni	We could teach students how to do historical reseArch so that students can put events into context.
130	Alumni	By embracing the best of its traditions and teaching 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).
131	Aumni	There could be some simple not apogetic statement about what these symbols mean to the community.
132	Alumni	More classes on nyc history and politics
133	Alumni	1. Discussing notable alums, not just famous but let everyone know about who has come before them 2. 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 3. Keep the seal, rich history/tradition, and mottos.
134	Aumni	Collegiate might reengage more with its long history and teach both the positive (there are many) values and traditions of the Dutch reform Church while also teaching where the Church has fallen short. Do not throw out 4 centuries of culture just to answer the current calls to be "politically correct". Instead, do what Collegiate has always strived to do...teach, in-deapth, all aspects of a subject - in this c ase the school's history.
135	Alumni	Collegiate has moved on significantly from what it was even 50 years ago. Let a museum, history books, historians, and artifacts be the reservoirs of Collegiate's history. Collegiate is moving forward, not backward.
136	Alumni	Focus on the future- lead by example, do more for all our communities, maintain and improve the educational and intellectual standards, and stop trying to play politically correct games that insult the intelligence of those who can think for themselves.
137	Aumni	Don't cancel Collegiate's history.
138	Alumni	I can't continue with the survey. I'm too busy.
139	Alumni	Collegiate goes out of its way to be inclusive, to be sensitive, to be diverse. Teachers go out of their way to teach various viewpoints (with a strong bias for progressive / left-leaning views). Collegiate can continue acting in the way that it currently does but does not need to change its cherished symbols.
140	Aumni	Leave things the way they were. Any institution that is able to operate over 300 years has done something right. And changes will ostracize the majority that don't want to see the changes made
141	Alumni	By having more conversation about how Collegiate has fielded other periods of change. And by reflecting on missteps of the past to take a more intentional view toward what we want to be as a community in the future.
142	Alumni	More actual historical discussion, less of this irritating handwringing.
143	Aumni	I would 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.
144	Alumni	I've always enjoyed historical displays of collegiate over time. Thoughtful exhibitions of Collegiate over the years, along with thoughtful current commentary would be great (values do change and shift!). Staying in touch with Alumni through the ages also helps significantly
145	Alumni	By accepting things for the way they WERE, not how we WOULD HAVE liked them to be.
146	Aumni	I think that Collegiate's symbols should remain the same with the exception of the Latin motto which always felt was slightly exclusive. Fixing the mascot would be as easy as changing the peg leg to a normal leg so it would just be a generic Dutchman. I believe the fact that Collegiate has a nickname like the Dutchman makes it stand out among other schools who have more generic nicknames like eagle or falcon. If Collegiate were to change its nickname or colors it would make me feel alienated to a place that I love.
147	Alumni	I don't think collegiate needs to address the issues with the mascot at all. The mascot is a characterization of a Dutchman and has made collegiate students proud for 400 years. Changing the identity of the school would change how alumni felt about their experiences.
148	Alumni	Maybe have a class or series of yearly lectures on our past so that we can learn from the past and learn how to better ourselves. But I do not think the symbols should be changed to reflect this. I don't know if there were any questions about ethnicity, but I am Latinx.
149	Aumni	Unsure
150	Alumni	Address the issues of private schools siphoning off resources from underfunded public schools instead of trying to obfuscate on Collegiate's immense wealth by hiding behind people's often legitimate concerns about inclusion. The biggest problem at collegiate is class, not this nonsense
151	Alumni	By remembering its history. Collegiate was not founded at 8AM this morning.
152	Aumni	More surveys and outreach to the Collegiate community.
153	Alumni	Honestly acknowledge its origins, Focus on its broader mission.
154	Alumni	I felt like they did a great job when I was there. The sense of tradition and belonging there was unlike anything I have ever felt. These positive feelings only grow stronger the further removed my Collegiate experience gets.

	A	B
155	Alumni	I just wanted to say that they definitely always told us the mascot was Peter Stuyvesant when I was in school. I also feel next to no connection to the mascot. I also think that while it's important to look at symbols and mottos and the like, I think there also needs to be some serious thinking done about the values that the school was teaching generations of students. None of the symbols seem elitist to me, but parts of my education definitely do (and could be why the symbols don't).
156	Alumni	I'd suggest that whatever the school does, it actively contextualizes its history. It is understandable to evolve, but that evolution must be foregrounded.
157	Alumni	The connection to New York is a strong one, and it would be interesting to explore a figure/symbol that acknowledges some of the past wrongdoing inherent in the city's founding (particularly, the slave trade) and challenge it.
158	Alumni	A statement of acknowledgement on the school's website and social media presence acknowledging the unsavory character of some actions of the school's founders as not meeting up with current day ideals, while acknowledging their historical importance to NYC, and apologizing to those who find them hurtful, and rejecting such notions in the present.
159	Alumni	That is a good question. 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. You see, 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.
160	Alumni	Could offer an elective on the school's history including frank discussion of the role of slavery and forced labor, sexism, racism, classism and other components of the society from which Collegiate was born.
161	Alumni	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. (I have no connection with UVA.)
162	Alumni	We should examine our history, establish historical change points and learn how we have progressed from a small group to the best school in New York.
163	Alumni	I like keeping "Dutch" or "Dutchmen"... peg leg pete I think is much more problematic and may need too be jettisoned...but what am I gonna do about all my now apparently intolerant collegiate gear (e.g. my favorite tie, with peg leg Pete on it?)
164	Alumni	This is the first time I've learned that Peter Stuyvesant played such a direct role in the colonial slave trade of New Amsterdam. Even though this information affects one of the fundamental symbols of Collegiate, we should embrace it since it is part of our history. We should have a publicly accessible archive or display with such information so the community can be aware.
165	Alumni	Just keep Jim Solomon nearby and things will be fine
166	Alumni	DO not make any changes
167	Alumni	Embrace ambivalence as a critical relationship to history. Search for figures, institutions, or events that connect to the school's history while satisfying our 2017 values. Meanwhile, do not erase the undeniable relationship between the school's founding and practices and values which, while perhaps widespread and accepted at the time, undeniably contradict our values today: violent exclusion, slavery, racism, exploitation of natural resources and bodies, etc.
168	Alumni	"Dutch" is a historical fact. No point in denying origin. But removing the specific offensive references makes sense
169	Alumni	Does it need to? Stuyvesant is not necessary, if needed another figure from the period can be used. But unless there is some issue of the school itself being an institution of oppression or injustice, it seems a bit overreacting to erase historical links and symbols.
170	Alumni	N/A
171	Alumni	More publicity
172	Alumni	I think we should be engaging the ideals on which the school was founded - that doesn't mean we need to scrap every remnant and legacy of our Dutch founders, but we can incorporate that heritage into a new reflection of what Collegiate is today - a place where young men come to become well read, critical thinkers, and above all gentlemen who have the confidence and empowerment to do good in their worlds when they leave. Although my time at Collegiate was short, it was among the most formative time in my life.
173	Alumni	Acknowledge the good with the bad, but keep the wonderful tradition of the school alive and these innocuous symbols are a big part of it.
174	Alumni	Hold assemblies or other events.
175	Alumni	What you guys are doing is great, please get the most feedback you can from our community.
176	Alumni	Continue using these traditional symbols that are representative of the values Collegiate holds dear. Every historical figure can be proven to be insensitive if you dig deep enough. For example, Keynes was a documented pedophile, so should we cease teaching economics? Thomas Jefferson and most of the founding fathers owned slaves, so should we tear up the constitution since it was written by "racists?" This "woke" nonsense has to end. Please worry about more important things than a cartoon character and some colors that have been used for hundreds of years.
177	Alumni	I would focus more on the present. I think the symbols are fine... they're not confederate flags. If every institution in American society had to go over every historical figure who said/did racist things, we would have no history left. And, to do so would lead to less and less true factual knowledge of the past, with more and more of present-day sentiments pushing deep into history to find unhelpful outrages to misguidedly "fix".

	A	B
178	Alumni	everyone has a problem with something, who is the school trying to please? I personally would be upset if these elements of the schools identity were changed. That doesn't mean I'm ignoring or failing to engage with our history.
179	Aumni	By saying goodbye to this navel gazing crap and embracing history warts and all
180	Alumni	We need to take pride in our history and our tradition and our values. We need to appreciate the history of those who came before us, and to appreciate their own values of the time. The Dutchmen represent our unique history, our unique place in the history of American education, and our unique place in the greatest city in the world. WE NEED TO KEEP THE MASCOT!
181	Alumni	An educational institution is an ecosystem. 1620s New Netherlands was also an ecosystem. Teach the students about ecosystems, and fight this bizarre generational urge to erase that mirrors Stalinism and its adoption of re-education camps. It's disheartening to witness, even more disheartening to participate in as an alumnus.
182	Aumni	Learn more about it, then teach students.
183	Alumni	Accept the fact that the school has changed and evolved over its history. Please do not pretend that Collegiate does not have a past that is not in keeping with 21st century mores. Accept its history as it is, warts and all, and try to improve upon it by good works in the future and not by hiding its past.
184	Alumni	The symbols themselves are a testament to the school's incredibly long history and past, which is unique among the NYC private schools. Provided there a no skeletons in Collegiate's past, it should be taught and talked about. There's a sense of pride in being part of a tradition, particularly one as long as Collegiate's. I still remember walking past the Head Boy plaques as a lower school student and looking at the names and wanting to be Head Boy just because I wanted to be included in that tradition.
185	Aumni	By continuing to be the finest school in the country and not apologizing for that.
186	Alumni	I am appalled by Collegiate's getting sucked into this swamp of political correctness and revisionist history. Our history IS our history whether or not we like ourselves or our forebears in light of it. A life (or a history) without ambiguity or nuance is vacant. What intellectual dishonesty to have people VOTE on the history they would prefer! What cowardice! Be ashamed.
187	Alumni	I think collegiate does a fairly acceptable job of engaging with its history and past.
188	Aumni	Add a balanced dialogue, do not erase or change the past
189	Alumni	I think it is important to acknowledge the negative aspects of Peter Stuyvesant's behavior and colonialism in general but not dwell on it.
190	Alumni	I think Collegiate's connection with the early Dutch community in New Amsterdam gives the school an exceptional feeling of history and rich tradition. In my time at Collegiate I don't think any of us regarded the symbols discussed here as negative or discriminatory in any way. At the time the school was founded the Netherlands was an extremely diverse and progressive society, so I think associations with it are very positive, and Peter Stuyvesant aside, nothing to be ashamed of. It might be a good idea to educate everyone at the school with some of it's early incarnations as a charity school and a co-ed school.
191	Aumni	These symbols and words are part of our history, and can be a part of our future as long as we are honest about their significance and the impact that they have on each member of the community.
192	Alumni	I thought much was beyond the reach of history. It is a wonderful topic - even if some revisionist clarification is called for.
193	Alumni	Not sure.
194	Aumni	A thorough discussion and analysis of the role of slavery in building New Amsterdam--and P. Stuyvesant's purported antisemitism--would be instructive
195	Alumni	This is not exactly pertinent to the question, but I was somewhat shocked by the verbiage used in the preceding sections. I would have thought, at the very least, that an option would have been given to fill in other word options. It is clear that these words have come from the open letter, the numerous meetings and from a variety of constituencies. However, I hope that some consideration is given to the fact that the opposite terms are not given - which depending on connations leaves out neutrality and presents the choice, at very least, quite stark. Perhaps this is an inherent bias on my part. Just something to consider. Thank you for all the efforts in looking at this from a variety of perspectives.
196	Alumni	Press for the facts, be transparent and stand for what is morally right.
197	Aumni	In lower school, more emphasis should be placed on where the Dutchmen logo and mottos come from. They should be taught in a manner that can give students pride in the deep history of the school, while acknowledge the history of the Dutch settlement is far from perfect. I understand things like Dutch day received complaints, so maybe not so much activities like that, but more instruction on our legacy and history.
198	Alumni	By not running away from it.

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199	Alumni	<p>Collegiate has a particularly long history stretching back over 400 years and it is only proper to reckon with that past, however the uniqueness and specificity of the mascot mark the school out from other ubiquitous mascot choices (Tigers, Eagles, etc) in a way that both ties it to that history but also is held in particular regard by those who attended. That the mascot is inseparable from some of the uglier parts of its past need not be an entirely bad thing. It can function simultaneously as an object to consider the darker parts of our past, but also tie us to it (mascot or not, we are); in particular, those memories people hold fondly that exist completely outside the sphere of such considerations. It is also important to note that the school is currently going through a transition, having moved into an entirely new building in recent years. The present presents a unique opportunity to reconsider the school's legacy and history. But it is also a dangerous one, in that it runs the risk of completely unmoor it from its past and alienating alumni in the process. It is important I think - particularly for alumni - for the seal, mascot and nickname to remain. The religious affiliation less so, and I think replacing 'unless in God then in vain' there is a good opportunity to choose an alternate motto that points to a reckoning with its dark past.</p> <p>In any case, it is my opinion Collegiate faces far more serious challenges to an agenda of diversity and inclusion than its mascot: it's tuition price and it's status as an elite New York City private school (and all that comes with that). In terms of perpetuating inequality both inside the school</p> <p>and after graduation, addressing these topics - while certainly more difficult - will, I think, be more meaningful for students and alumni than simply changing the representations associated with the institution.</p>
200	Alumni	Teach it
201	Alumni	This is difficult. When teachers and alumni pass on nobody will care much about the past.
202	Alumni	Teach it, learn from it, laugh about it, remember it. Do better.
203	Alumni	Not sure what all the issue is about. Sure, things of the past may not reflect present "values" but change seems unnecessary given the age and relative unobtrusiveness of these symbols.
204	Alumni	Have a short course in 7/8 grade on Dutch history and Collegiate history, warts and all.
205	Alumni	We engage so well. Better than most universities. Our past is one of pride: we were founded before anyone else. If you don't like that, don't go to Collegiate. Send your kids to a Hill School or Dwight or some other boonies school like that
206	Alumni	I think that regardless of whether Collegiate chooses to change its symbols or mottos, it should be proud to display the results of this engagement with the past proudly. This should not be an effort to whitewash or erase difficult parts of history - it should be an effort to have the present image of Collegiate reflect its current values, while being transparent about it's history, flaws and all.
207	Alumni	Continue to teach and appreciate it.
208	Alumni	Make the students learn something about the colonial Dutch, not just have reactive and intellectually ludicrous "protests".
209	Alumni	I feel out of touch with the currents going on here.
210	Alumni	Hold assemblies
211	Alumni	As discussed above, it should be rigorously discussed and analyzed. But excessive focus on these matters without reasonably comparable effort on other historical . current affairs matters runs the risk of adding to complacency and other conventional thinking. Mysteries abound, including regarding the 9/11 tragedy and the deaths of iconic figures such as JFK, MLK, RFK and JFK Jr.
212	Alumni	Keep the logo and mascot but acknowledge the problems inherent in doing so.
213	Alumni	Focus on the school itself rather than the colony as a whole.
214	Alumni	Tie this into the American history segment
215	Alumni	Publish a white paper with hyperlinks to all original source material, detailing the entire history.
216	Alumni	Study the history; commission and encourage more serious study. (Read "The Island at the Center of the World!) Be proud of your heritage but acknowledge that your founders erred grievously in some particulars. So, live it it. Try to do better. Know that you will make mistakes too.
217	Alumni	Keep talking
218	Alumni	I think teaching about the past is more important than erasing images. Virtually everything about the colonial founding of NYC should be subjected to critical review.
219	Alumni	Sounds like the fix is already in.
219	Alumni	Q's are of the stop beating wife genre. One could focus on the polyglot origins of New AMaster dam. Suggest a reading of the City at the center of the World. Nothing is all bad.

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220	Alumni	<p>I learned a lot from Russell Shorto's book, "Island at the Center of the World," including the growing climate of tolerance in the Dutch Golden Age and how that was an influence that spread from New York to the rest of the country.</p> <p>But I also think it's important for the school's curriculum to take an unblinking look at the role of slavery and mistreatment of native Americans in New Amsterdam and New York, topics that I didn't learn about until the last decade or two.</p> <p>It might also be useful, in dealing with the school's history and traditions, to confront the rousing school song "Our Forefathers Crossed the Atlantic," with its telling line about the "sturdy old Dutchmen" announcing to the "wandering red men, 'you've got to get out of the way.'"</p> <p>Unless there's a solid basis for separating the peg leg mascot from Stuyvesant, which seems implausible to me, it should be retired.</p> <p>I'm happy to discuss this further.</p>
221	Alumni	<p>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.</p>
222	Alumni	<p>I think it's one thing to acknowledge where symbols came from with recognition that the way they are perceived now isn't necessarily tied to their potentially problematic past. The mascot isn't considered to be Peter Stuyvesant by anyone I know and as he is a problematic figure just make it clear that it's a caricature of a Dutch man in the 1600s.</p>
223	Alumni	<p>The stated list of values is all-encompassing word salad. It's fairly meaningless. Every institution's stated values are kindness, integrity, etc. Such lists feel disingenuous. If the school wants to reckon with its foundational past and any negative associations that come along with it, then reckon with it! Educate the students on what that history means. What are the good parts and the bad parts. If the school wants to evolve, then evolve. But evolve into something that is informed by the past. Don't just erase the past and replace it with corporate platitudes. This is an old school. It comes from the past. And the past is fraught. So be the best version of an old school that you can be. Don't just be nothing. Don't be afraid of the past. Be honest about it.</p>
224	Alumni	<p>doesn't matter. These symbols are nice ways of identifying with the school. When I see them, all I think of is the time I had as a student. The link to one's past memories as a student is all you'll get rid of with this initiative</p>
225	Alumni	<p>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.</p>
226	Alumni	<p>While a student, I would have loved to have been better educated on early New York, Collegiate's role in early New York, and the formation of the school itself. The report you recently sent around was fascinating. Workshops along those lines for current students would have been much appreciated while I was there. Overall, though, I think we do a reasonably good job here.</p>
227	Alumni	<p>Educate about the past, don't try to whitewash it. This is an absolutely ridiculous exercise, and emblematic of what I presume is a desire to remove all possible obstacles to maximum fundraising.</p>
228	Alumni	<p>chill out!</p>
229	Alumni	<p>Admit to and atone for past faults. Become a more diverse institution. Maybe even coed.</p>
230	Alumni	<p>Collegiate should hire someone full time to compile an oral history, while we still can!</p>
231	Alumni	<p>Clear separation of the mascot as being an independent colonial character and not a depiction of Peter Stuyvesant. Having a person as a mascot though does make it feel less racially inclusive. The idea of an object/animal where that isn't a factor does make me think it's a viable option. However, I think Collegiate's history is too deep to change it. I would rather an admission of the icons relation to the questionable history and make it clear and in the open. Then from there move on</p>
232	Alumni	<p>Collegiate has the longest and arguably the richest past of any private educational institution in the USA. I don't think Collegiate has ever been guilty of not fully engaging with its history and its past. To change its symbols which have endured for generations because of today's perception of past misdeeds would be a tremendous disappointment, and a cause for great sadness. By all means point out the flaws in our history, our misdeeds, poor judgment, etc. But every student and teacher who spent time at Collegiate invested themselves in that (almost) four centuries of history -- good or bad. It seems shameful that today the school would even consider disavowing such a priceless history.</p>
233	Alumni	<p>Teach both history and evolution of beliefs and standards into those of today, however they may differ.</p>
234	Alumni	<p>Stop pandering to overly sensitive special interests</p>

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235	Alumni	<p>I appreciate the phrasing of this question and agree with the apparent assumption that Collegiate should engage with its history and past, rather than attempt to erase it. Other elements of this survey — on this page, for instance, the prompt about the Dutch Reform Church — suggest a preparedness to simply eliminate core features of the school's identity.</p> <p>The history of the Dutch colonists and their religious views include antecedents to modern liberalism. This history also, of course, involves brutal aspects of colonialism.</p> <p>This mixed reality calls for balance. Collegiate can critique the worst of our traditions uninhibitedly while also remaining proud of what is best in them.</p> <p>I mention an example of how this could be done creatively on the previous page: by replacing the Stuyvesant mascot with a mascot of his liberal political opponent Adriaen van der Donck.</p>
236	Aumni	<p>Cover our history in a class and make sure we remain proud of it. It is one of the things that I have been able to carry with me, it's name brand association with excellence for centuries. The education was good, but the brand was even more important and unique. Running away from it would be diminishing the brand and the history.</p>
237	Alumni	<p>Collegiate can engage more fully with its history and past by embracing it wholeheartedly, rather than shying away from it! It's more important today than it ever has been for the Collegiate community to learn from its past, embrace how far we have come, and build to create a more inclusive environment for those who feel marginalized.</p> <p>I understand the concerns with the mascot, but I do not view him as Peter Stuyvesant, the slave-owning colonialist. The Dutchman mascot is a symbol of the school's history as the oldest institution of higher learning in America, founded in Dutch Manhattan by a culture whose dedication to education has survived for four centuries.</p> <p>We should be proud of this origin story.</p> <p>Changing the school's symbols would mean that the community is succumbing our history to the demands of a group that, frankly, is too young to understand the impact that Collegiate's values have had on their lives. The sting of regret by removing/changing these values will be felt strongly by the school when alumni groups reduce their donations as they find themselves identifying less and less with the stature to which Collegiate has shrunk.</p>
238	Alumni	<p>Find a good Dutchman as mascot. Focus on the meaning of the word 'collegiate'. People happily working together. Shared power. Consensus</p>
239	Aumni	<p>Do not change nickname mascot seal and in unity strength motto. Continue educating students. Don't waste more time and my donated money on this absurdity</p> <p>Or on that 2017 meaningless statement of beliefs. Don't waste time reversing it. Just put it in a dusty basement somewhere never to assault human eyes again. Reading the words in the sob and realizing resources were wasted on it was the worst part of the survey.</p> <p>Where's the survey about a new athletic field or expanded humanities departments? Put the resources into that instead</p>
240	Alumni	<p>Accept that historical symbols and thoughts should be judged by the mores of their time and not by the mores of the generations who may have failed to understand the past! Or, have failed to be educated that the culture of historical times when things were different does not automatically make historical symbols wrong when judged by mores of today. There is too much pressure to rewrite history to make it fit what we believe today. What we believe today may some day be considered unacceptable by a future generation. Tolerance of others also includes tolerance and understanding of those who lived in previous times.</p>
241	Alumni	<p>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. Did the Collegiate boys that raised important issues about race and religion also raise concerns about the exclusion of girls by Collegiate? It is time to question the single sex education model, who it protects, and who it harms.</p>
242	Aumni	<p>An annual convocation about Collegiate's history: prideful, unsavory, or otherwise.</p>
243	Alumni	<p>Rather than focusing on symbols, the school could undertake a more thoughtful investigation of its history and ways in which it may have been complicit in repressing - or active in supporting - marginalized communities in our city over the past four centuries. Such an exercise might generate a number of fascinating stories that would help us better understand, and potentially grapple with, our shared history.</p>
244	Alumni	<p>Collegiate has a rich and fine history and past. Celebrate it, albeit at a lower volume if you wish. But don't be ashamed of it and don't join the stampede.</p>

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245	Alumni	Collegiate should understand that the later, mid-century addition of the peg leg was a mistake because it brought us closer to Stuyvesant's legacy than the Dutch and the Dutch Reformed Church in general. So we should remove the peg leg while keeping the rest of our symbols and mottos.
246	Alumni	We need to acknowledge the past - good, bad, and ugly. To try to erase it only presents danger of repeating mistakes.
247	Alumni	Discovering in time the actual history of possible
248	Alumni	The school is what it is because of its history. We should know about our place in the development of the country -- both the good and the bad -- so that we can make better choices for the future.
249	Alumni	Not sure
250	Alumni	I remember receiving a booklet at the Cum Laude dinner senior year in [<i>year removed for anonymity</i>] titled, "Be Noble and Do Good." I still have it to this day, though I have not combed it in its entirety for a while. From what I recall, it was a collection of excerpts from the chaplain of the school in the 70s, and it was such a window to the past of Collegiate. My only wonder was why only 20% of the class was afforded access to this vital history on the basis of their scholastic achievement, since the topics discussed basically just dealt with being good men which I think is something worth discussing with everyone who has studied at Collegiate. I think exploring the changes in values at the school and among its community over time can be a very fruitful way to engage with the past. I don't think we need to return to a time of rigorous, inflexible moralistic training, but I always thought more formal guidance from the school would have been a tremendous asset in my formative years to distinguish the "School for Boys" even more. Engaging with men like Frank Rojas, for example, was incredibly important for me looking back, even if I couldn't appreciate it fully in the moment. And it was because he was the kind of man who wanted to have me challenge and interrogate what it meant to be a good man in all dimensions of my life. I think looking for ways to pursue this noble coming-of-age mission is so important, since evolving discourses on gender have fundamentally challenged a lot of things that were taken for granted for a long time.
251	Alumni	Have an annual appreciation day
252	Alumni	Education and honest discussion.
253	Alumni	By not changing anything.
254	Alumni	There should be accessible resources to read and learn about our history
255	Alumni	The colors are so ugly, but they are ours
256	Alumni	Collegiate can engage more fully with its history and past by proudly proclaiming its values, its history, its record of success. By teaching students accurate history about how privileged they are to be Americans, attending Collegiate, and how similar opportunity exists nowhere outside the Judeo-Christian/Western world. cursory familiarity with the rest of the world, throughout history, suggests just how lucky we are to be Americans and Collegians; history is not full of better options, but it is littered with much worse options. If we don't take pride in what we have, nurture and cherish it, we will lose it -- and it will not be replaced by something better.
257	Alumni	We need to recognize how Collegiate's past informs its current elitism and conformism
258	Alumni	I find the the mascot frankly cartoonish and somewhat undignified in appearance--in addition to the fact that it directly represents an individual whose legacy is not at all admirable. Stuyvesant is an example of someone whose meaning IS fixed in time and should therefore be discarded. Collegiate should be transparent about its past and acknowledge its association with slavery. It can do this in promotional literature and in an academic context at the school. There are probably other ways it can do it as well. When and how will a final determination be made on the status of each of these symbols?
259	Alumni	Why would Collegiate need to do that?
260	Alumni	Promote active discussion about the history of these symbols. When I was a student, I was not provided any education about the history of these symbols.
261	Alumni	As an old, elite institution, collegiate might look to the lives of past grads, and the good and ill they've done. Im not sure i have a conclusion, but i guess i have mixed feelings about our success at educating "the elite"
262	Alumni	Include critical perspectives on colonialism/white supremacy in multiple levels of history/social studies education
263	Alumni	Eliminating more than one of these traditions would, for me, change the character of the school. It would cease to be Collegiate without many of these historical symbols.
264	Alumni	Admit women
265	Alumni	Talk about it, write about, don't bury it, but always embrace the present day Collegiate and what it represents.
266	Alumni	Collegiate can still maintain its Dutch history while actively getting rid of symbols (like Peter Stuyvesant) that reflect a lack of engagement with the history of slavery and colonialism. When I was in lower school it was taught that the Dutch were bastions of tolerance. Their role in the transatlantic slave trade was somehow considered less important for this identity than their religious freedom. That should not be the case.
267	Alumni	We are the oldest prep school in the country! Of course there are things in our history that are out of touch with modern beliefs. That does not mean we need to erase or run from our legacy, but rather understand it for what it was at the time these symbols were established.

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268	Alumni	It's certainly important to grapple with the past—if my Collegiate liberal education in the classical canon taught me anything, it's the importance of words and symbols. But we shouldn't lose sight of the fact that these battles are only important insofar as they represent commitments to particular visions of our community's future—and we cannot become so wrapped up in re-litigating the past that we ignore more concrete issues that will shape that future, from curricular decisions and faculty hiring to admissions/aid policies and student supports. While alumni and parents certainly comprise an important part of the community, and Collegiate certainly remains relevant for those who grew up within its walls, ultimately the institution should serve its current and future students—and prioritize their interests over the comfort and sentiments of ex-students like myself (donors though we may disproportionately be.) (And, for the record, though my friends and I are currently too young to give in any way but a symbolic one, I know I speak for many of us in saying that we'd be far more likely to give twenty, thirty, and forty years down the line if the school consistently takes courageous stands to do what we all know in our hearts is right—to, as the Alma Mater says, “make clean our ways and sweet our souls,” no matter the difficulty. That courage and conviction is Collegiate at its best. I hope we can live up to it.)
269	Aumni	We all need to understand what New Amsterdam was like in the 1620s. That a school was established so early is a major accomplishment. Embrace the religious tolerance of the Dutch. How ironic that the Puritans, who established their colony in Plymouth as a direct result of seeking religious freedom, ended up with an incredibly INTOLERANT legacy. Whereas the business minded Dutch were the ones who ended up with the tolerant colony.
270	Alumni	I've never heard of an institution of learning that engages with their past more than Collegiate. Maybe Harvard.
271	Alumni	Very very truthfully. I'm in favor of embracing the history of colonialism, enslavement, prejudice, and cultivated racism as fundamental to America's story, materially speaking. This was our world for centuries. Cultivated ignorance is anti-scholarship.
272	Aumni	Collegiate being the oldest school in the country has always been a huge part of the school's pride. This fact, as well as others about the founding and history of the school were always emphasized when I was a student and should continue to be.
273	Alumni	Teaching the history of the time and place in which the School found itself. And learning about the broader contributions of the Dutch community (John Bowne, etc), not just Peter Stuyvesant. And the economic pressure on the School for much of its history before the dawn of this era of educational affluence.
274	Alumni	By doing what it does best: teaching. Teach students about the history of the school, history of the symbols, etc. Changing the symbols will help no one and injure only those loyal to the school. Stand fast and honor the school's long and impressive history.
275	Aumni	Collegiate should stand tall FOR its history. It should not run from it. Institutions like Collegiate mold and shape men of promise to further human knowledge and human flourishing and serve as leaders in a beguiling world. The institution degrades itself when it treats its venerated history as just one more casualty of faddish concerns or political expediency. Collegiate's 400 years is a strength not a liability. Those values — of unity, of serving a higher purpose, of puckish exuberance and entrepreneurial spirit, of bold endeavors and New York hustle (all qualities exhibited by the Dutch, by the way) — have brought Collegiate so far. And they will carry the institution further still, if you let them. Rewriting the past, pretending the past (or present) was populated by saints or angels and not complicated and fallen people is a cowardly way to approach an august and timeless history. The claimed offense by a mere few in the context of a heated cultural climate should not be reason to abandon the history and symbols of which we should all be proud. I implore the school not to abandon them.
276	Alumni	Collegiate's past should be studied by our students as a part of their study of American history and the history of NYC
277	Alumni	more symposiums/explanations of the Dutch, Church, Stuyvesant legacy history (good and bad)
278	Aumni	It would be great to hold an event and hear from historians on the history of the school and its place in NY. The issues regarding the Dutch slave trade and Peter Stuyvesants role could be discussed. I imagine turnout would be robust. Thanks for your work on this. Its so important
279	Alumni	I haven't thought about that question because it is not important to me.
280	Alumni	Create a more diverse student body and faculty
281	Aumni	I think this endeavor is a great start. Let's get the full history out there, understand, acknowledge and apologize for the bad elements, celebrate the good ones, and use our understanding to shape a better future.
282	Alumni	I think this great effort to decide on keeping the mascot is much ado about nothing. It does not deal with the racism, which apparently continues at the school. This is all window dressing.
283	Alumni	I believe this is an excellent exercise. but for me, it suffices
284	Aumni	Return to the old building

	A	B
285	Alumni	explore it critically in history classes and appropriate spaces, talking about our symbols and legacy (both great and not so great parts) explaining that Collegiate, like America in general, has a complex history with traditions that are steeped in racism, anti semitism and other isms.
286	Alumni	I do not see anything problematic in Collegiate's current values or symbols and therefore am strongly for keeping the status quo.
287	Aumni	I am not certain at this time.
288	Alumni	The real question should be "To what extend should Collegiate engage more fully with its history and past?" I'm not convinced that it's necessary or desirable for the school to do so. Insofar as we do want to, I would suggest an assembly or mini-course in Lower School about the school's history.
289	Alumni	I know I struggled with my ideals (tear down confederate statues, change the Washington football team name, etc) while wanting to preserve Collegiate's historic symbols. I think struggling with these seeming contradiction is part of the engagement. To me it's different because 17th century Dutch wrongs are less meaningful symbols to us today. Civil war racism very much is. But wrestling with this is an important exercise.
290	Aumni	Any Collegiate person with a brain knows the schools impressive history and should cherish it, not erase it with politically correct malarkey.
291	Alumni	Collegiate should engage more directly with its history and the history of the Dutch in New York by incorporating both into the curriculum for all grades. I think it's important to paint a full picture of the school's history so that students can make their own informed decisions.
292	Alumni	Analyze evolution and context over time
293	Aumni	Teach Indian history in the Americas. Changing the team name and mottos is a small thing.
294	Alumni	To me (a leftist, pacifist, liberal), this entire exercise is optics for an unfortunate eventuality where Collegiate distances itself from its history and past—that is, where Collegiate becomes less (not more) engaged with its history. That is a bad result.
295	Alumni	Continuing conversations.
296	Aumni	Teach it. Teach it's successes and failures. Don't try to bury things that are considered shameful. That is what will happen if you change the colors or the "mascot" or the seal. These are part of the history regardless of whether you get rid of them. Teach it don't hide it.
297	Alumni	Continuing to have conversations like this! This is a school that has undoubtedly benefited from structural white supremacy, both from within and within a larger American context. Speaking from my own experience, boys who go to Collegiate take pride in being there and also an air of superiority; they could certainly also stand to learn about the way privilege informs their lives. (I'm speaking primarily to the white students + families here, as a white man.)
298	Alumni	Talk about Dutch tolerance rather than focus on Dutch colonialism.
299	Aumni	The current process is doing just that, and many alumni I've spoken to are concerned that after changing the building we all know as Collegiate, folks are now changing everything else too. What will remain of the Collegiate we attended, and that we love and care for so much? This process has been carefully led but I think the school has already done more than enough - if not too much - to address these issues. The notion that we are considering not being Collegiate Dutchmen anymore is confusing (how is that offensive?). It is one thing to be thoughtful and conscientious. It is another thing entirely to be so sanctimonious that we push away those among us who cherish our history and tradition of excellence, rigor and the development of the finest young men in the country.
300	Alumni	I had a NYC history class in 3rd grade. It reflected none of the concerns being suggested and indicated here. In the 21st century, Collegiate should educate its students fully in what that history is, whether the symbols and icons remain or not. And the context of the times matters and must be part of that instruction, lest presentism drive the curriculum.
301	Alumni	I fully support this exercise. And if this exercise is to have any utility, perhaps it might be to test, validate, and re-underwrite the positive origins of our cultural traditions, rather than to weaken our brand and our community by softening the elements that have helped define Collegiate over the course of almost 400 years.
302	Aumni	Teach the history openly. Don't bury it.
303	Alumni	Collegiate should investigate how the ethos of privilege and concomitant has both helped and obstructed its contribution to the city at large, whether in the distant past or in recent decades.
304	Alumni	A special history class unit in lower, middle and upper school, that opens up the discussion; recording and live-stream of that unit (especially the upperschool one) and sharing it with the alumni community; a yearly remembrance in the alumni magazine that grapples with continued scholarship in this area, and is turned into a forum discussion with alumni, invited students, parents and others on social media; one or more memorial scholarships aimed at rebalancing or offsetting past harms; finding a way to connect with other schools that mostly serve people of color in NYC to grapple with the history; Schomburg museum and Museum of the City of New York content on the background of the school and its role, and its current commitments to make different kinds of correctives
305	Aumni	Have an annual arts & minds festival in which these issues are discussed, presented, debated, etc.
306	Alumni	Embrace the past and learn from it. Those who ignore it, or erase it, are doing the students a disservice.

	A	B
307	Alumni	This whole exercise has been a waste of time, and is making mountains out of molehills. Nothing about the any of these symbols has ever been linked to any kind of bigotry, and no reason has been given for why they should be changed, apart from a self-flagellating sense of wokeness. If you're so quick to cast suspicion on beloved icons of the community for no reason then you can say goodbye to any real sense of community, and to support from alumni.
308	Aumni	A serious symposium with visiting scholars on the Dutch role in New York history with due attention to the good and the not-so-good would be interesting and worthwhile.
309	Alumni	These are important issues to wrestle with. Good job. Thanks
310	Alumni	Tell the story. Teach the history of the school and as with any history that story will be complicated. Collegiate boys are fully capable of hard facts. We should be proud of that ability as it is necessary in making good, fair leaders which the school claims to be excellent at doing.
311	Aumni	I fully support an honest assessment of our history and symbols and not defining a mascot as a hero or idol but abandoning history and pretending it doesn't exist doesn't seem right to me in this situation.
312	Alumni	Encourage family members of alumni to send children to the school.
313	Alumni	Teach a history course on the history of collegiate. At columbia, they offer courses on Columbia University and Slavery and on the city in general. Columbus was by no means a good guy, but you wouldnt ever see someone trying to change the name of Columbia University. The name extends far beyond its initial connotation.
314	Aumni	The collegiate I attended educated us in the values set out above. We learned about racism, stereotypes, inclusivity, tolerance. Embrace the past by adhering to our principles not hiding from the past.
315	Alumni	By not dwelling exclusively on things that look to a 21st century eye as hypocritical or offensive. It is fine to put things fairly in perspective, but too much attention to what has been too much ignored creates an intellectually dishonest imbalance all its own.
316	Alumni	Continue transparency and dialogue.
317	Aumni	By all means tell the story, whatever it is. But maintain the traditions and don't reject the school's history, or it becomes just another school.
318	Alumni	To note the troubling yet undeniably important past of Collegiate's history. But not to erase it.
319	Alumni	Collegiate teaches US history ably, and the Dutch settlement of New Amsterdam is well-covered. But if we want to specifically mention within that module that Collegiate was a part of those early institutions, with their flaws, I think that would be a fine discussion.
320	Aumni	I would hate to see the school remove these symbols and then say 'job done' with respect to these issues. Addressing racism, classism, homophobia, transphobia, Islamophobia and anti-Semitism should be considered a critical aspect of *all* secondary education, not just something to cover in an assembly. However, for alums who attended Collegiate in the old building the last decade has been so full of change that I sometimes feel, sadly, like I don't have an alma mater at all. Losing the physical connection to our history by selling Collegiate's home was bad enough, but getting rid of these symbols would essentially mean that I'd have zero connection to the school beyond the meaningful bonds I formed with my classmates (who are still my best friends more than a decade later).
321	Alumni	When US 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.
322	Alumni	There should be lectures and explanations of how the past is complicated, and even though some of our symbols may bring up difficult topics, we are not defined by our symbols, we define the meaning of these symbols through our actions.
323	Aumni	Embrace it; explore and acknowledge both the good and the bad. The past cannot be completely viewed through the prism of today.
324	Alumni	Develop a colonial history curriculum that includes lower, middle, and upper school coursework and extracurricular activities and focuses in part on the role of the Dutch in the Americas, including the school's links.
325	Alumni	We should spend less time on this and more on educating young men
326	Aumni	Keep everything as it is.
327	Alumni	Keep doing what we're doing. I am immensely proud of what Collegiate was and what it is. We were founded and sustained by specific figures and institutions who did a fine job building a great school. That history is the soul of our community - it provides the foudnation for our identity and all the other things that set Collegiate apart. Frankly, it you want to make the school more inclusive, accept girls. As the father of three daughters, I would oppose that but it would be a far more serious effort than changing our cartoon charcater mascot.
328	Alumni	The school is an all boys school. For me, my friends from age 5 are like family; that is what makes the school so much more special than any other generic place in the city. The bonds are that much tighter, and while perhaps that isn't for everyone, that doesn't mean that the opportunity to benefit from Collegiate in such a way doesn't exist. Please don't do irreparable harm to the long standing culture of the school.

	A	B
329	Alumni	Maybe more awareness of them and their more negative past, although one reason I'm not so concerned about changing them in light of their historical legacy is that I don't think the symbols were ever exalted based on their past. I think they were more so a way to connect to a tradition, community and alumni body that has waned a bit with the move into the new building.
330	Alumni	I would encourage engaging Ry Clark and Massimo Maglione to do a deep dive. The Collegiate community would take seriously anything they had to say about the symbols we've all accepted without investigation for all this time.
331	Alumni	have to think about that
332	Alumni	We should have a class on the school's history one time in each of Lower, Middle, and Upper School's to engage with it and learn more about it and all the nuances
333	Alumni	These traditions and symbols never held collegiate back from evolving in the past.
334	Alumni	Oh, break it down and put it ALL out there. The Dutch colonials were right bastards, native-killers, and local slave-holders into the 19th century. Teach it, own it, but don't erase the connection.
335	Alumni	More community based events focused on or centered around the long history of the school (in the city).
336	Alumni	Make sure Jim Solomon continues to volunteer at a high level for many more years
337	Alumni	This is not controversial.
338	Alumni	Ongoing conversation. I would be open to changing the mascot. I would not be open to changing our team nickname.
339	Alumni	tell the story more fully of collegiate as a part of NYC. how the school has grown as the city has grown. how the role of the church has changed over centuries in the city, etc.
340	Alumni	Teach students the history of Collegiate school! Use primary sources!
341	Alumni	I suppose a unit of US history in 10th grade would be appropriate
342	Alumni	Hold more forums. Don't let the current senior class dictate long-term changes, because, newsflash: senior classes change from year to year.
343	Alumni	By not getting caught up in a moment in time and erasing our history and past.
344	Alumni	Someone should do a comedy skit on Collegiate's history. I think that would be a fun and engaging way of learning and appreciate the school's past.
345	Alumni	A mandatory inclusion in early middle school history of a brief unit on the history of the school and its symbols that would fit with other aspects of the curriculum.
346	Faculty/Staff	As first year faculty, I cannot speak strongly on this moving forward. However, a first step is to acknowledge and change the symbols that have already been addressed as being inappropriate and disturbing to students who identify as people of color and not allow the opinions of white men and alumni to control this decision.
347	Faculty/Staff	Promote diversity and equality among students and faculty
348	Faculty/Staff	We can engage with our history by having conversations with our students and alumni about what our history means, what our symbols represent and how they affect us. Seeking the voices of alumni, staff and faculty members will allow us to keep our identity and strengthen our community even if we stop branding ourselves with outdated symbols.
349	Faculty/Staff	<p>1. We shouldn't simply erase the "mascot" and pretend it never existed. Its place should be maintained within the context of learning about Collegiate's history and Dutch New Amsterdam.</p> <p>2. Lower School students already learn in 3rd grade about Dutch New Amsterdam and take a critical look at Peter Stuyvesant and the slave trade. They even discuss whether the mascot is appropriate given what they've learned. I believe a Middle School history class also looks at Dutch New Amsterdam (how critical the exploration is I don't know). There should be a course (elective or maybe required) in the Upper School on the history of Collegiate within the context of Dutch New Amsterdam. Or at least a series of assemblies on the topic, perhaps with breakout groups for discussion.</p> <p>3. We should make better use of our archives, both in connection with the ideas above, and as a way to provide a sense of Collegiate's historical roots for the larger community. Perhaps an archival museum day for parents, just as an example. Also, working closely with these artifacts and primary sources through inquiry based learning projects would surely strengthen our students' skills as critical thinkers and budding historians.</p> <p>4. We should make better use of the city's resources, and build our connections with The Museum of the City of New York, the NY Historical Society, the Schomburg Center, and the Jewish Museum (others as well?) so that we can provide our community with opportunities to learn more about New York history.</p> <p>5. There are so many creative opportunities for learning, inquiry, dialogue, and community building!</p>
350	Faculty/Staff	Collegiate was and is a uniqueness New York School. It should celebrate its uniqueness

	A	B
		Reflect on how and why Collegiate's location has changed over time.
	Faculty/Staff	Use past and present photos from archives and yearbooks to discuss the changes in Collegiate's student body, faculty, and staff. What would we hope to see in future photos.
351		How do we want the future to see us now.
352	Faculty/Staff	Explore the issue of the mascot with historians to determine if it should be changed. Explain the reasoning clearly to the students and the community.
353	Faculty/Staff	the values and traditions have been handed down to each incoming group. That should remain
354	Faculty/Staff	Video
355	Faculty/Staff	By making the school community aware of the school's past and its traditions.
356	Faculty/Staff	Perhaps with humility rather than so much pride. We all come from positives and negatives.
	Faculty/Staff	Collegiate should maintain its traditions and the things that
357		relate to its founding by the Dutch. One needs to view these
		things in the context of history .
358	Faculty/Staff	Why not just keep it a rich, white, cismale school on every level? It's basically the rich Klan, so...stick with it!
359	Faculty/Staff	Perhaps instruction on how our past, may have been good and/or bad in some respects.
360	Faculty/Staff	Print the History in the school Magazine.
361	Faculty/Staff	Not sure.
	Faculty/Staff	Embrace our history - educate the students about American History and New York history but do not be ashamed of it. Students are there to learn, take the lessons of history and to apply them to our present and future.
362		
363	Faculty/Staff	This task force is a good start- thank you for your hard work!
364	Faculty/Staff	There should be exhibits, talks, or other opportunities to critically engage with Collegiate's history and the history of its symbols.
365	Faculty/Staff	I think it can be hard to hear the truth, but in learning the truth, we must take that information and make a change.
	Faculty/Staff	Incorporate the history into our academic pursuits in English and History classes. Use get together times in Lower School and advising to talk about the challenges that an almost 400 yo school have in understanding our role in society with changing values.
366		
	Faculty/Staff	I think it could make available widely the historical research that has recently been done on these and other issues and make clear that we are making conscious choices when we DO choose to keep or change symbols.
367		
368	Faculty/Staff	Continuing to educate ourselves and our community on the realities of our past rather than mythology of history. And by dealing with the realities of our present in light of those truths.
369	Faculty/Staff	Using the archives as a historical teaching tool for the boys instead of only using it as a promotional device for the Development Office.
370	Faculty/Staff	No need to expand our present level of commitment
371	Faculty/Staff	Get rid of mascot.
	Faculty/Staff	Keep the history and use it as a stepping stone to see how far we have come. Educate students of past mistakes and how we do better
372		
373	Faculty/Staff	The history should be documented and critically reviewed. I went to Collegiate and never realized who the mascot was and what he represented. It should be changed.
	Faculty/Staff	Acknowledge it was founded on racist and unjust terms. Ask the students what they will do to make it a safer environment for all involved. No need to dwell in the past. What can they do to be better people for the future?
374		
	Faculty/Staff	The walls and stairwells of the new campus are still a blank page. I would dedicate the next decade to a project of turning them into a graphic manifest of Collegiate's identity, history, place in the city, and vision of the future. Such a project, by itself, would embrace, continue, and, arguably, improve upon the "muralist" tradition from the old campus.
375		
376	Faculty/Staff	Slavery and anti-Semitism concern me. We need to move forward to embrace the future with an open mind and heart.
377	Faculty/Staff	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.
378	Faculty/Staff	By having more conversation about how Collegiate has fielded other periods of change. And by reflecting on missteps of the past to take a more intentional view toward what we want to be as a community in the future.
379	Faculty/Staff	Instead of just asking people what they think, maybe we should spend more time directly engaging and educating families, alumni, students, etc. on why these symbols are problematic and not inclusive.

	A	B
380	Faculty/Staff	I do not believe we need a mascot. If we want to represent diversity, inclusion, and tolerance, having a mascot, limits the representation of all that we are. More images from the past in our halls.
381	Faculty/Staff	Out of all of this, I am very adamant, that whatever gets changed, we should not just throw it away, the history should be kept! History is complicated, and we lose a lot when we just throw it away. Change the mascot if the community agrees (I could go either way on that), but contextualize it. Maybe 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.
382	Faculty/Staff	Archiving and presenting history in appropriate places. Not living with it in all areas.
383	Faculty/Staff	Continue to look at its history and it's impact on the community it was a part of with a critical eye:
384	Faculty/Staff	Consider former employees as a resource...they have experienced history and can provide insights on those decades at Collegiate. They can also provide administration with insights on the types of inclusion/exclusion concerns that were identified in this survey.
385	Faculty/Staff	All institutions with any considerable age have some history that they are less than proud of, including the United States. We don't celebrate those moments, but we do acknowledge them. I think we need to make that delineation first.
386	Faculty/Staff	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.
387	Faculty/Staff	I believe Collegiate should look forward into the future, becoming an inclusive community where students and employees of color feel welcome. Where the school makes an effort to retain them. Where they are not shown as trophies in the school magazines. The effort must be concrete, not just a "feel good" brochure photography.
388	Faculty/Staff	I think this process of self-reflection in light of events in New York in recent years and the open letter from students underlines how important it is to make a statement about whether the school is doing its best work for its students and community, or whether it is more bound to traditions and legacies that no longer reflect the demographics of the community, or the modern world. I think Collegiate can own its past, celebrate what it can from its tradition in the modern world, and should be able to pivot away from colonist iconography. Not doing so (pivoting away from the colonial icons) means that there has been a conscious decision to bring these images onto a new campus, new location, and impose them on a new generation.
389	Faculty/Staff	If it's symbols relate to slavery or any other unconscionable behavior, use this history as a "teaching moment" and emphasize that behavior and attitudes can change, although slowly, but we should never give up trying. Admitting you were wrong and committing to change for the better is a life lesson in itself.
390	Faculty/Staff	I don't have the answers, but let's look for symbols that promote discussion of, and critical reflection on, our religious, intellectual, and commercially entrepreneurial heritage. Let's avoid symbols that boastfully glorify it.
391	Faculty/Staff	I would consider two symbols that, to me, are more meaningful than pegleg, whoever he is: 1) the millstone, and 2) the library's clock.
392	Faculty/Staff	Stay a boys school that embraces change but embraces the past
393	Faculty/Staff	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.
394	Faculty/Staff	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. Collegiate should consider changing its mascot and nickname in order to avoid reproducing a colonizer identity -- one which many members of the school community feel neutral about (at best), and are actively hurt by on a daily basis (at most extreme). As a school that values its community, Collegiate needs to confront the fact that some of its symbols alienate some of its community members -- if the school allows that alienation to continue, than it should not pretend it cares equally about the experience of everyone in its community.
395	Faculty/Staff	Keep discussions like this going.
396	Faculty/Staff	The school is what it is because of its history. We should know about our place in the development of the country -- both the good and the bad -- so that we can make better choices for the future.
397	Faculty/Staff	1. Adapt symbols and mascots to today's works 2. Identify and discuss controversial elements of school's history to understand them 3. Accept the imperfections of our history and focus instead on building resilient, tolerant and independent minded young men who can decide for themselves what they most value about Collegiate's history even as they help reshape traditions and rituals while they are in school
398	Faculty/Staff	Educate community on the history and explain how we add from our first present day. This is a huge challenge but also an opportunity. I applaud the board and administrators for bravely taking on such a significant project.
399	Faculty/Staff	Investigate this issue further.

	A	B
400	Faculty/Staff	Teaching its students about it. Acknowledging the troublesome aspects of its history in relation to slavery and colonialism. Finding ways to address and connect that problematic history to the present by enacting school service projects that bring Collegiate students to the surrounding and less privileged community to make positive change. Challenging students to come up with ideas to combat racism on a national and international level and have them design projects along these lines.
401	Faculty/Staff	The Dutch tradition is mixed as I stated before. If people feel that the mascot is too male oriented and a potential expression of male supremacy, then it should be changed.
402	Faculty/Staff	Include critical perspectives on colonialism/white supremacy in multiple levels of history/social studies education
403	Faculty/Staff	More meetings/discussions
404	Faculty/Staff	I would like to expand the upper school history requirement by one semester. I would like to build a Holland-tribute windmill that powers something that all divisions of the school can appreciate.
405	Faculty/Staff	listen to what is said and do something about the problems here instead of covering them up and pretending they do not exist
406	Faculty/Staff	Recognize, admit, accept, change, move forward
407	Faculty/Staff	An acknowledgment of whatever we know with some certainty to be true and a purposeful statement embracing any values we continue because we view them as positive, and an active statement rejecting and showing how we redress those that have been discriminatory, hurtful, or violent.
408	Faculty/Staff	Regularly remind the school of its legacy
409	Faculty/Staff	Why is such engagement necessary? Better to work on reducing cheating, cultivating integrity.
410	Faculty/Staff	I don't see this as a priority, when inclusiveness is at stake. It is, however, possible to respect the school's history without remaining stuck in it - through changing the symbols to represent the current/desired population.
411	Faculty/Staff	Neither hide from nor disown it.
412	Faculty/Staff	More community based events focused on or centered around the long history of the school (in the city).
413	Faculty/Staff	Collegiate should acknowledge and teach its history, so that there is clarity about the school and its roots. However, the school should also look forward. Replacing the mascot would definitely help in this regard.
414	Past Parents	To learn more about the Dutch Reform Church and what role, if any, it might have had in slavery etc
415	Past Parents	Teach and discuss it, "warts and all" but not minimizing its debt to its past
416	Past Parents	Reflect on early settlers in the New World -- where they came from, why they came, how they lived -- and how our populace evolved into the 21st century
417	Past Parents	Focus on the positive contributions that Collegiate has made to the history of NYC, not just on its colonial beginnings
418	Past Parents	Be completely open with it's past and educate community on both the good and the bad. Have courage to accept and embrace the history of the school
419	Past Parents	My sons graduated 10-15 years ago so I am not current on the baseline for "more" fully. At a minimum I think that students should learn about the founding and development/evolution of the school; about the history of New Amsterdam/Netherland; and about aspects of the colony which are now seen as either strengths or troublesome, both from a current perspective and in the context of the times.
420	Past Parents	As long as the curriculum is broad in scope and the faculty and student body are diverse in nature, the discourse and perspective of all involved will continue to evolve in an organic, challenging and spirited manner. This is what makes Collegiate one of the more intellectually stimulating environments where visionaries and leaders are launched.
421	Past Parents	Whatever you decide to do, whether it be to continue with this task force or to continue the dialogue, I think it is imperative that you have a balanced make up of those participating. Too often in academic settings these days, is there an imbalance in the voices solicited and opinions heard.
422	Past Parents	Get rid of the offensive school symbols and then stop talking about the school's history altogether -- to my mind, discussion of the school's history (which is, 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 your students.
423	Past Parents	My son, who graduated in 2016, said he thinks it's "just typical" that you are going to all this trouble over past symbols, while the school continues to keep too few minority students through graduation. Work more on that!!! Admit and retain. That is a goal.
424	Past Parents	See above, but don't spend so much time looking backward. Look forward.
425	Past Parents	Promote diversity and equality among students and faculty
426	Past Parents	dialogue and listening to all constituents

	A	B
427	Past Parents	History, biography, culture, economics are all very important to our learning about the mistakes and triumphs that have been made in an effort to eradicate the mistakes and make a better, more prosperous future. It should be studied and respected, not whitewashed. Trying to be please all of the people all of the time will pretty much guarantee that you will please no one in the end and end up adrift with no particular identity in my view. Collegiate has a very powerful identity which respects open discourse, academic freedom, high academic standards, high moral values and is tolerant of diverse opinions. If one intends to alter this identity, it should think long and hard about what it is trying to perfect and whether its identity might be lost to the shifting sands of time.
428	Past Parents	Altering the past to fit the present is inviting division and recrimination among students who were once all proud of their school and its long history. Teach history, don't erase it.
429	Past Parents	17th century dutch were the height of civilization. No civilization is without flaws. The search for perfection (political correctness) is one of our flaws.. "he who is without sin let him cast the first stone"
430	Past Parents	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
431	Past Parents	Teach it Learn from it Have meaningful discussions LISTEN
432	Past Parents	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
433	Past Parents	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
434	Past Parents	Recognize that mistakes may have been made by leaders in the past but embrace that the school has continued with the educational traditions that we all know and love. I do feel the sports programs should be more inclusive and that all boys should allowed to play sports.
435	Past Parents	Collegiate should honor it's past. Should never try to rewrite history, embrace it and be proud of it. Life evolves but that does not mean you have to try and change the past.
436	Past Parents	Collegiate was and is a uniqueness New York School. It should celebrate its uniqueness
437	Past Parents	By connecting present with future.
438	Past Parents	Someone willing to do the work could teach a history class, which could be, in itself, a history of New York--a subject well worth studying.
439	Past Parents	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.
440	Past Parents	Get a grip and move on to more productive matters.
441	Past Parents	Information about Collegiate's beginnings and the adoption of its symbols would be appropriate. Any discussion of maintaining or changing should be thoughtful and inclusive.
442	Past Parents	Incorporate more old symbols (like the red door) into the new building.
443	Past Parents	Be honest about the history and the past. It wasn't all good for all people
444	Past Parents	Given the enormous effort, introspection, and questioning that the Board/Committees have undertaken, perhaps consider offering some opportunities for historical education for alumni and/or their parents. Maybe you would feel better? We are not here to apologize for the sins (as we see them today) of those that came before us. If you feel that you educated so many young men without the appropriate skillset to understand what is right and what is wrong, then I would say you are not giving the boys/men appropriate credit.
445	Past Parents	Ongoing photo displays from archives to display all the various locations of the School and photos clearly displaying its Dutch origins. The schools Dutch heritage should be understood in its correct context and celebrated in ways that do not offend. The historical connection to the Dutch Church should be celebrated without excluding any group.
446	Past Parents	Make sure the history is kept alive and traditions respected. No need to whitewash our institutions and rewrite history. Collegiate should be proud of its longevity and never give way to historical reinterpretation to conform with the latest political fashion.
447	Past Parents	Have discussions.
448	Past Parents	Collegiate should maintain its traditions and the things that relate to its founding by the Dutch. One needs to view these things in the context of history .
449	Past Parents	The whole country was different back then, it doesn't mean that we can no longer have Washington or Jefferson's symbol on our currency or that we support the values they had then. I think to take away and all symbols and colors is like a death of the school itself. I think we are overly sensitive - it doesn't mean I don't acknowledge all the errors and racism of the past, I do and continue to fight the fight but focus on such works against the effort

	A	B
450	Past Parents	Collegiate's history needs no revision; the school must continue to be inclusive (students, faculty and curriculum.) Charity school - increase financial aid Advocate more relevant community service Continue to practice diversity in students, faculty, staff and curriculum
	Past Parents	Reimagine a new Teaching Institute Celebrate Dutch Day Celebrate Collegiate Festival
451		Create a generational symposium and share positive and memorable Collegiate experiences
452	Past Parents	Honor it but don't dwell on it
453	Past Parents	Hang old photographs, feature articles in school newspaper(10 years ago, 20 years ago, etc)
454	Past Parents	Have an annual lecture or event that focuses on an aspect of collegiate's history.
455	Past Parents	provide text to explain historical significance where displayed
456	Past Parents	History is always seen through the lens of the present. More discussions and context always good
457	Past Parents	Collegiate presently fully engages with its history.
458	Past Parents	Collegiate should be proud of its existing symbols and history. It distinguishes the school from other schools in NY and throughout the US.
459	Past Parents	Don't know
460	Past Parents	Seminars and printed information on school's distinguished history.
461	Past Parents	Offer a course in Collegiate history for the Collegiate community. Explain changes and various perspectives and reasons for keeping traditions.
462	Past Parents	Face the past, talk about how people treated other people as a way to encourage empathy, doing better for humanity in this lifetime. Do not erase, do not forget but do not worship the past or reinforce bad actors.
463	Past Parents	I believe a more meaningful discussion is to engage with the present so Collegiate is a true community. My son flourished academically, yet Collegiate had a lot of pain too. One of my most painful life experiences as a parent was at Collegiate. Most of this pain is in the category of experiencing "you're not one of us" from other members of the community in subtle and more blatant ways. I believe time is more well spent looking at these areas and not the past.
464	Past Parents	Collegiate's most distinguishing feature in a competitive world (even education is competitive) is its history as the oldest school in the US. If you start to delete key elements of its identity you will start to remove the link it has to its history and therefor its biggest competitive advantage which would be a big mistake!!
465	Past Parents	Isn't that what this process is all about?
466	Past Parents	Perhaps a more detailed study of the evolution and response of Collegiate and other institutions of higher learning in the context of the prevailing social, political, philosophical and economic climate in NY and in other parts of the world at the time.
467	Past Parents	Historicize, contextualize, and discuss the fact that history,, traditions and symbols are complicated and that is acceptable; life is complicated. Try not to throw the baby out with the bathwater. It should be possible to reject and abhor practices and ideas that were acceptable in the past (slavery, racism, sexism, homophobia, transphobia, religious intolerance) without rejecting the past (and symbols and traditions that reflect the past) wholesale.
468	Past Parents	By having potentially difficult conversations like this rather than erasing the history and simply rebranding
469	Past Parents	Using the archives as a historical teaching tool for the boys instead of only using it as a promotional device for the Development Office.
470	Past Parents	don't forget to focus on the positive aspects of this history
471	Past Parents	In this era of extensive tolerance those who cannot accept the history of the school should go elsewhere to school
472	Past Parents	Teach us more about it.
473	Past Parents	Keep the history and use it as a stepping stone to see how far we have come. Educate students of past mistakes and how we do better
474	Past Parents	Emphasis in positive, references to Peter Stuyvesant should be omitted.
475	Past Parents	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.
476	Past Parents	This could be done in context when teaching American history.
477	Past Parents	Do not start teaching Dutch -

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478	Past Parents	The Dutchman should lose his peg leg and the school should consider changing the seal to BCE. The Latin motto should be dropped. This survey as written is biased and skewed toward the particular politics of one of its chairs in particular. While I think the idea of the survey is a good one, it is unfortunate that it was presented in this manner.
479	Past Parents	Don't reject it. Learn from it. Education breeds tolerance and understanding.
480	Past Parents	Raising these questions is doing it, isn't it?
481	Past Parents	Good luck with this. Finding neutral symbols/name will be a challenge.
482	Past Parents	Not wasting time with surveys like this.
482	Past Parents	We could teach students how to do historical reseArch so that students can put events into context.
483	Past Parents	I think Collegiate should recognize and openly discuss it's history, with it's good and bad, but look directly forward and use symbols that reflect forward- looking values and the principles it has embraced that reflect its spirit.
484	Past Parents	History needs to looked at in context, acknowledged and learned from The word god is ihe Declaration of Independence and the constitutions of all states except for four (which sue the word Devine) ; the god in the motto does suggest religious discrimination; i also feel the survey as constructed has built in bias - when descriptive terms are presented - there are 8 choices clearly infer negative (Outdated; male centric, conflicted, church, racially insensitive, elitist, inappropriate, intolerant, etc) while only 6 are positive and 3 neutral (unique (by definition the items are unique to collegiate), quirky, collegiate). Collegiate has and has communicated clear values for the school and its community - we should leave it at that.
485	Past Parents	Dialogue with students and parents to discuss and decide
486	Past Parents	I felt this survey was highly skewed toward abolishing all of the school's symbolism.
487	Past Parents	Survey
488	Past Parents	It might be useful to have historians of New York develop some connections between Collegiate, its graduates, in the city, state and nation, Not just the famous, but the variety of lives they lived. The more different, the better.
489	Past Parents	Fine to modernize the symbols and traditions but be creative about maintaining a connection for those from the past who rely on those symbols to feel part of the future. With the normal and natural attrition of staff and faculty and now the change in the physical building, that connection is threatened. Please don't make it worse by erasing the few remaining visual symbols that send a message of continuity. Instead attach the right stories to those symbols, tell the positives, after all they produced the school of today, but also tell and frame the negatives so as to learn from that history. Is there any historical figure without blemish so is the answer to erase them?
490	Past Parents	Memorialize the concerns in an open letter. Keep the symbols. Like Princeton and the Woodrow Wilson school.
491	Past Parents	Teach the school's history and acknowledge the progress of America toward the ideals of the Declaration of Independence..
492	Past Parents	Take aspects of the past and have periodic conversations & assemblies about them that reflect various past and current points of view. Perhaps focus on one each year?
493	Past Parents	Lets focus on moving forward. Our Dutchman mascot is funny/ quirky and memorable. a symbol of reminder of the past and how we have evolved..
494	Past Parents	By continuing to educate and form young men for whom respect for others, kindness and excellence are hallmarks of the Collegiate graduate.
495	Past Parents	Maybe publish a history of the school. Warts and all. The truth. Interview alumni about their experiences. Many had mixed experiences but still loved the school. Interview parents about their experiences. The parent "community" is overwhelmed and controlled by social climbers and tiger moms of all backgrounds positioning themselves to get their kids into Harvard Yale or Princeton from the day they start kindergarten. The competitive engagement of some parents In pursuit of the college placement they want for their kids leads to some very bad behavior that undermines a true sense of Supportive community.
496	Past Parents	Having witnessed many decades I am very aware of the pattern of changing currents in our world. I appreciate that Collegiate has reached out to the broad constituency for assistance in taking the "right" moves with regard to the stated symbols,language,impact etc. I feel strongly that most of the history related to the 17th century beginnings of this long standing exemplary school should not be erased because of the over bearing sensitivity of our 21st century minds.
497	Past Parents	being woke doesn't mean you have to tear everything down. keep what is deemed worthwhile, dump what is not.
498	Past Parents	Continue to look at its history and it's impact on the community it was a part of with a critical eye:

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499	Past Parents	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.
500	Past Parents	Teach the history, own up to all history good and bad, learn from it, but adapt to the modern world
501	Past Parents	make the Dutchman Van gogh or Rembrandt. Art and Dutch...
502	Past Parents	Develop a relationship with a contemporary Netherlands school
503	Past Parents	This entire effort seems to be an effort to re-write history and hide the past. There seems to be no effort to more fully engage with it. In fact, I think that is impossible given efforts to remove all of these historical associations.
504	Past Parents	Students should study the founding of Collegiate. There are many facets to this history that can be explored.
505	Past Parents	I would put that question to the boys and see which direction they scopes.
506	Past Parents	I don't know Collegiate's current efforts to engage with its history and past.
507	Past Parents	Associate school with good aspects of its tradition (example - the Dutch were not a negative part of Niew Amsterdam)
508	Past Parents	I am high conviction that we keep the symbols and teach the history.
509	Past Parents	If it's symbols relate to slavery or any other unconscionable behavior, use this history as a "teaching moment" and emphasize that behavior and attitudes can change, although slowly, but we should never give up trying. Admitting you were wrong and committing to change for the better is a life lesson in itself.
510	Past Parents	Include in the curriculum primary sources that reveal the conflicting influences, and interrogate the past regularly as part of the school experience.
511	Past Parents	Teach the students how things have evolved since the inception of the educational institution.
512	Past Parents	it already does.
513	Past Parents	It's great to endorse tradition as long as there's nothing to be ashamed about.
514	Past Parents	Perhaps an open dialogue or discussion of changing times and values and how the Collegiate spirit has responded through history! The tradition collegiate should be proud of is in being inclusive, uncompromising, rigorous and accepting of evolving times. Traditions based on church or a nationality are limiting and passé in today's times.
515	Past Parents	If the mascot represents a person who is no longer admired or considered a role model, it could be replaced with another dutchman or symbol from Collegiate's founding history. It is important to know our history, pleasant or unpleasant, as factual information, but unnecessary to feel defined by it. We are all defined by the people or institutions we are today in our current time in the world.
516	Past Parents	Embrace what's good, remove what's bad (like the disabled mascot).
517	Past Parents	I would consider two symbols that, to me, are more meaningful than peggleg, whoever he is: 1) the millstone, and 2) the library's clock.
518	Past Parents	Bring back some sort of Dutch Day.
519	Past Parents	Forget ancient history Lead going forward
520	Past Parents	Don't change what is not broken...totally satisfied, and my child did superb with statements of belief
521	Past Parents	Create opportunities to discuss the school's history in historical context, with information regarding other schools from pre-revolutionary periods which still exist, weaving in the issues which Collegiate and these other schools have faced and the varying responses.
522	Past Parents	Collegiate could engage more fully with its past by living its commitment to what's outlined in the statement of beliefs. Right now I don't think those words ring true to many. Collegiate needs to stand for something and stick to it. Otherwise, keep the "Dutchman" name, lose the "mascot," keep the unity line, lose the God one, and call it a day. It seems like a whole lotta resources are being wasted toward getting to that obvious end, but what do I know?
523	Past Parents	Moving to the new sterile building and neighborhood has already made Collegiate loss some of its soul. I would not further that loss of soul and place by burying history and tradition. Better to understand history in the context of its time and not assume removing symbols will change a culture. The culture comes from leadership and a community with clear aligned values, not a symbols. Changing a symbol is a weak response and thoughtless solution to a addressing a culture issue.
524	Past Parents	chill out!
525	Past Parents	Classes on its history, guest speakers on the school's philosophy

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526	Past Parents	<p>I don't believe that any venerable institution such as Collegiate can hold their head high and say they were never part of behaviors or engaged in rhetoric that did not other or seek to exclude certain groups or classes of people.</p> <p>That you would allow it be a source of secret shame that shall never be spoken or wear it as a sort of scarlet letter is antithetical to the progress and growth that you claim to now seek. The work to be more than you were is really hard work. It requires you to stare in the mirror and say in truth who you are and from whence you came and to not look away. To not allow yourself forgiveness just because of these or those few good deeds.</p> <p>It requires you to get comfortable with being uncomfortable.</p> <p>You can own those things that would stain your name and be apologetic for your sins, but it is the steps you take, the words you speak and the authenticity with which you engage in both that makes you more than your past.</p> <p>Wallowing in mea culpas is not work, it's cheap.</p> <p>Taking a hatchet to a colonial mascot, Latin phrase or a crest, though old-fashioned, admittedly erudite and slightly elitist, are hardly offensive. That's called tradition. That's who we are.</p> <p>These are antics for those who would take knee jerk measures to prove "mix and pour" advancement...but it is not change.</p> <p>That requires us to ask more of ourselves every day. To look at how we speak when the mic isn't on, how we act when no one is looking, how we welcome young men and their families into our community and how we treat them once they are here.</p> <p>Most assuredly, some days will be better than others. But most days will feel stagnant because the journey is long and arduous. That we stay engaged and committed to holding ourselves and those that choose to be among us accountable to not say we will try but to actually try. That we stand in our truth both when we</p>
527	Past Parents	Continue on current path.
528	Past Parents	an annual history day (open to all - current students and families, alums and their families, faculty present and past etc. to celebrate and educate - promoting conversations about the school's heritage is a way to be inclusive.
529	Past Parents	Why not have a course on the evolution of the school.
530	Past Parents	Articles in the magazine?
531	Past Parents	Emphasize the creative diversity of thought and action as shown in the brilliant theater department
532	Past Parents	Frequent lectures made available to the entire school community on the school's origins, in context with the history of the time, etc.
533	Past Parents	Any negative aspects of the history of Collegiate School should be acknowledged and examined.
534	Past Parents	An upper school course that includes Collegiate's history and past; assemblies that discuss these topics with the rest of the school; visiting scholars who can run seminars or talk backs about the topics.
535	Past Parents	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.
536	Past Parents	<p>Four hundred years of history is an important platform for teaching and reflection, focusing on both the good and bad. Important is to be totally transparent, starting in 1628, see what we can learn from and be warned for through historic time. Teach a long timeline, see how life in this place changes through the ages. 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.</p>
537	Past Parents	EMBRACE THE COLLEGIATE HISTORY
538	Past Parents	CONTINUE TO BUILD UPON THIS VENERABLE FOUNDATION
539	Past Parents	Keep discussions like this going.
539	Past Parents	<p>Historical context is always important in order to evolve to become better attuned to current times. This does not mean that good traditional values and mission of Collegiate should be erased or necessarily amended. This should be good for informed dialogue and productive discourse, but it would be wrong to erase what is so excellent about Collegiate that has endured for centuries.</p>
540	Past Parents	Text Book and Oral History
540	Past Parents	in the School Classroom

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541	Past Parents	Embrace the history and modernize the symbols without negating your foundation of educational pedagogy
542	Past Parents	Maintain the traditional symbols, colors and mottos while holding annual periodic events teaching the Community where Collegiate came from and where it is going.
543	Past Parents	Eliminating more than one of these traditions would, for me, change the character of the school. It would cease to be Collegiate without many of these historical symbols.
544	Past Parents	I think we are doing exactly that right now. And 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.
545	Past Parents	why does it need to...history tells of both change and resistance to change...why not remember that
546	Past Parents	Were all Dutch horrible? Pick another Dutchman.
547	Past Parents	Keep your traditions. Continue to focus on the quality of your education. Our son got an undergraduate degree in engineering but because of Collegiate, is an excellent writer, an avid reader, and can still quote Shakespeare.
548	Past Parents	Have a town meeting for the community to participate in presentations and discussions.
549	Past Parents	Record and teach history and continue to evolve
550	Past Parents	On a related point, I've always loved the description of collegiate boys as gentle giants (ever since I was in high school in the 60's and met Collegiate boys at dances). That description is also more in line with the values. Maybe there is room to use that in designing a new mascot or even a motto(?)
551	Past Parents	Look at the positives throughout Collegiate's history. Rise above and learn from any negatives.
552	Past Parents	Engage others
553	Past Parents	Keep the non-religious motto, colors, seal, and nickname. Perhaps the mascot could be a bird found in the Netherlands, as a nod to the Dutch Reformed Church?!
554	Past Parents	As with censoring books written long ago, I strongly believe that if information about the time and situation of the period were discussed before reading the book, the same should be done with symbols. A statement to this effect could be made to the former, current and future Collegiate family. No family is perfect, but I do not believe that these symbols will change the core beliefs of a Collegiate education.
555	Past Parents	Interpretation and reinterpretation should be embraced but let's not throw the baby out with the bathwater.
556	Past Parents	Collegiate can keep its past and focus not the present and future. It can work to integrate boys of color and from different socio-economic background. Look the future without disrupting the school history which is a source of pride. Let's not rewrite the past. Let's write the future.
557	Past Parents	Collegiate has already done so. The school is a decidedly liberal institution that was founded in the 17th century by a European church. Today, it is an American institution that accepts all who come - regardless of race, color or creed. Its history is rich and messy and that is OK. Trying to erase that history would be a grave mistake. And foolish. That history is one of the things that makes Collegiate special.
558	Past Parents	By learning about the past and understanding it in its context, rather than judging it simplistically and superficially by today's more evolved perspective and values.
559	Past Parents	Continue transparency and dialogue.
560	Past Parents	We cannot negate Collegiate's history. We learn from it moving forward. Abolishing traditions and symbols is really just form over content.
561	Past Parents	We should spend less time on this and more on educating young men
562	Past Parents	Use them to teach, not erase them.
563	Past Parents	Those presently in custodianship of the school's noble legacy should make it their priority not to undo the great work performed by their more worthy predecessors.
564	Past Parents	Add more depth & detail of historical content
565	Parents	Starting with the paper about the history of these symbols, create a class (or a portion of a class) that teaches Collegiate's history in the context of the times.
566	Parents	I think most middle and upper school students feel that Collegiate will change the nickname and colors with out truly taking into consideration what the students and parents want. The older students talk about the changes being a "done deal" and it really upsets them. Most boys agree that the mascot should be changed because they understand who Peter Stuyvesant was and the racist things he stood for. But the "Dutchman" and orange and blue should remain. I hope that all views are truly taken into account when making this decision.
567	Parents	I think this approach is very much on the surface of what can be seen. Collegiate's history and past is much deeper than that of a mascot and motto. To bring forth change or any type of organizational change, one must look deeper and change from within. Revamping outdated and irrelevant policies, ideally those that microaggress students or color and those that create silent culture of fear. Take a pulse check, check with faculty. Survey past faculty and find out why they left and what the school's opportunities. Access the faculty and staff to ensure the culture of this is not how we do this continues. Change is important and everyone have to embrace. You must part ways with those faculty that are still in the past.

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	Parents	I really, really hope the Board hears a strong defense of the symbols. I worry greatly that in today's environment that such a defense will not be forthcoming and the Board will be left with the impression that all of the arguments are on the side of removal, because it would take great confidence to articulate the non-biased reasons why retention was the better course. Please do not be hasty in your decision. Removal is likely irreversible and will likely have a strong negative effect on the school and its branding in NYC as it will suggest that one of the pillar's of Collegiate and its education (the fearless pursuit of truth) has been severely compromised. What heroes you would be to stand and deliver a message of retention that is grounded in a deep understanding of the emotions that the symbols give rise to and a renewed commitment to engage the community in the complexities of history, including Collegiate's, with a view to educating boys who can become sophisticated enough to undertake such an engagement and brave enough to not sweep uncomfortable things under the rug.
568		There are many, many such ways for that engagement to take place. Field trips by all lower school 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 US 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.
	Parents	Seminars? Guest speakers? Essay contests?
569		Public speaking contests?
570	Parents	By being engaged with the future of our kids. Educate and prepare them to be the best they can be--that will place the best sheen on our past.
571	Parents	Have each division take on a period of history and study it and see how Collegiate fits into the time period.
572	Parents	Update the mascot logo, but leave the seal, mottos and colors alone.
573	Parents	Being historically aware is good. There may be elements of Collegiate's history which are at odds with today's norms and social mores. These should be explored and it can be educational and illustrative of how Collegiate has evolved over time.
574	Parents	Even if new mascots, symbols, seals and mottos are chosen, we should not erase the historical ones. They should remain part of the school's archives/history and not be glossed over
	Parents	Classroom teaching Opportunities for parents to learn
575		Archives
576	Parents	The letter from the Upper Classes tells me that Collegiate should have history classes created around some of these very difficult and nuanced questions. Tradition should not be so rigid that a whole generation coming of age does not feel heard. Collegiate should use tools like the school newspaper, debate, elective classes, and assembly deep dives to stay in touch and learn from each other about points of dissonance.
577	Parents	Incorporate history and past into curriculum. Teach the boys evolutions of society and values. Encourage open dialogue and diverse opinions.
578	Parents	Write it down, let the students study it, and let it be HISTORY. That is, something to learn from . But it doesn't have to be an active part of the school's identity. I think the world has changed and Collegiate should change with it. Otherwise, we are asking our sons to embrace symbols of a past in a present that is very different. C'mon, Collegiate, get with it! We are way behind the times and it's detrimental to our sons.
579	Parents	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
580	Parents	They should honor and respect them.
581	Parents	Realize that engaging with our past does not be being bound by it... and more forward. Accept the fact that tradition can be a barrier to progress... and be willing to allow for the organic birth of new traditions.
582	Parents	The time of Collegiate's founding is covered in lower school perhaps building its history into the curriculum would be appropriate at that time if not already done. Current day students could also leave notes/essays for future generations such that messages for graduating seniors could be written by prior classes 25 years ago such that there could be a rolling tradition to connect generations of collegiate students.
583	Parents	Collegiate should hold onto its roots in history that are not overtly negative (such as the colors and seal), but equally add symbols that demonstrate that the school is advancing into the future, with respect for diversity of thought as well as background and talent.
584	Parents	Discussion nights with the community and engagement around these issues.

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585	Parents	I would like to see a holistic exploration of Collegiate's involvement in slavery, anti-semitism, racial/ethnic disparities, and beyond this how to come to terms with this history including a discussion around reparations - taking cues from institutions such as Brown, Georgetown, and Harvard. https://library.brown.edu/create/firstreading2012/browns-legacy-of-slavery/ https://news.harvard.edu/gazette/story/2019/11/harvard-initiative-to-deepen-study-of-its-historical-ties-to-slavery/
586	Parents	Collegiate has always struck me as an institution that despite its long history is always looking into the future. This to me is more important than engaging with a distant past that is no longer representative of the school. Recognize that mistakes may have been made by leaders in the past but embrace that the school has continued with the educational traditions that we all know and love. I do feel the sports programs should be more inclusive and that all boys should be allowed to play sports.
587	Parents	Collegiate should honor its past. Should never try to rewrite history, embrace it and be proud of it. Life evolves but that does not mean you have to try and change the past.
588	Parents	Update and modernize the seal and mascot (perhaps replace the peg leg with an actual leg) but keep it the same
589	Parents	History should not be forgotten - in some way it shapes who we are today and speaks to the institution's ability to persevere and stay relevant. Are there core values that have withstood the test of time that we can celebrate and promote?
590	Parents	I believe it is fine to probe and question who Stuyvesant was - but I am opposed to changing any current symbols of its history. We can accept facts about our history without stripping the school of its unique identity. To do so would be giving in to the current wave of listening to the loudest victim in the room and I do not want that for my son - who happens to also be a minority.
591	Parents	By celebrating its entire history, not just its founding in the 17th century, although that should not be ignored
592	Parents	Continue this constructive dialog with members of the community.
593	Parents	Have units in history that teach about the early Dutch settlers. Learn about the founding fathers of the school and the changes the school has experienced over the years.
594	Parents	I'm not sure.
595	Parents	I applaud the Committee for reaching out and really trying to involve and engage the community, even if these are difficult issues and there is a risk that people will not read, understand and reflect adequately, so will respond emotionally rather than knowledgeably. That is always the risk with consultation. I would encourage more discussion/dissemination of information before taking decisions, especially on the (seemingly) more innocuous symbols -- e.g. the mottos, the colors, and the insignia -- so that there is buy-in, either way, from the community. (i.e. some will be furious if those are included, while others will be furious if those are omitted). With regard to Peter Stuyvesant, there is a risk that a whole segment of the community will be alienated if no action is taken. Indeed, some action probably must be taken as a result of this initiative, and it would appear that that particular symbol is, at a minimum, the obvious one to tackle. Whatever the Committee and the Board ultimately decide, I recommend that explanations be provided in settings where even those unfriendly to or uninterested in this project are present - i.e. where there is a captive audience -- and not just where people participate voluntarily. It is important that everyone hears the rationale, whether they want to/are interested or not, so that they do not then "badmouth" the outcome afterwards. It is tricky, but this should ideally be a community-building, rather than a divisive, project.
596	Parents	The symbols and mottos of Collegiate were not intended to be intimidating, insensitive, or exclusionary (unlike the statues, for example, of Robert E. Lee in Virginia). These mottos were intended to highlight the institutions that the Dutch established in New York/Amsterdam as they settled in Manhattan. The school could encourage students (and parents) to learn more about the institutions, and conditions, of colonial American life in the 17th (and 18th) centuries, including the history of the slave trade as well as property laws (for women). Finally, while I appreciate, on the one hand, why this survey has glossed Peter Stuyvesant as having "earned a reputation for being an anti-semitic," this comment drastically oversimplifies his views on religion. Indeed, Stuyvesant opposed any public religious observance that was not Dutch Reform.
597	Parents	In all imagery and branding Collegiate should be mindful of who is included and who is excluded.
598	Parents	It's about the values more than the visuals...look more into that aspect of the past
599	Parents	I think we can't erase the past nor should we try to.
600	Parents	However, students should be taught the history of the school and how it came into being
601	Parents	We need more old pictures around the school so the kids can constantly be surrounded by its past even when it was co-Ed.
602	Parents	Collegiate's long history should be a symbol of an institution's ability to evolve, learn and embrace the future. Collegiate should be proud of its 400 year history AND its ability to now reflect what excellence means today.
603	Parents	To obliterate the past by removing symbols or mascots precludes learning from our history. We should embrace the history -- good bad and otherwise -- as a wonderful opportunity to explore the frailty of humankind, and therefore better understand our own role and contributions to history yet to come.

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604	Parents	I think historical symbols should not be altered unless they truly have a negative connotation and result in unfavorable energy. The only point that should be up for debate should be the Mascot.
605	Parents	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.
606	Parents	I think there is a huge opportunity to share more about Collegiate's alumni and use them as a real opportunity to learn and share what works (and doesn't) in how people live their lives.
607	Parents	I believe in respecting traditional values while making it a warm, inclusive and happy community for all students. It's important to take the positives from past and present. Carefully consider and hold steadfast to all values that are good instead of becoming unhinged and going along with the latest trends. Balanced approach is best.
608	Parents	This process and the discussions (including uncomfortable ones where participants may have different views) is a valuable learning experience - such discussions could be integrated for the three divisions in appropriate manners.
609	Parents	We cannot run from the past or suggest that when in the past people were not as evolved as we believe we are now, can we throw out our past to pretend it did not happen. Collegiate exists bc of its founders. It can move forward acknowledging that while evolving it's depictions to reflect the future.
610	Parents	Through continued dialogue, we should reconsider the symbols we want to associate with, given the facts that we all now know, instead of blindly excepting the status quo. This could also mean reaffirming our association with the symbols that align with our Statement of Beliefs, now and into the future.
611	Parents	See prior explanation re symbol. 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.
612	Parents	Teach more classes on slavery
613	Parents	Let's explore the past, without getting stuck in it. Everyone is so proud that Collegiate is so old, but there's not a clear narrative around the schools history. Someone should create that and imbed it into the cultural fabric of the school.
614	Parents	I think there are themes perhaps of the blue and orange, NYC
615	Parents	I need more information
616	Parents	I think this committee has done an exemplary job. I have no suggestions, however I admit I have not been very involved in discussions at the school regarding this matter.
617	Parents	There should be a curriculum for the community around this akin to unconscious bias trainings, sexual harassment trainings, there should be training/session around school history for broader parent community.
618	Parents	No one institution can be "all things to all people." People apply to and study at Collegiate because of its reputation, academic rigor, and success in grooming well mannered and highly educated young men. What is happening here?? It's okay to have discussion about our past — and future—but if every symbol or word that we are now associated with is now being challenged than we are stripping out who we are! If students or parents are so against the institution then perhaps they need to change schools— and not make the school change, bowing to every demand!
619	Parents	I think that the conversation about the specific use Peter Stuyvesant is reasonable, given what we know, but this is not a reason to throw out everything related to the history of the school- some things could be modified slightly. Perhaps students should be made aware of the symbols as well as the history of the school.
620	Parents	We advise to pay attention to upcoming issues, how to ensure that despite our limited size the school is able to effectively be competitive and remain at the top of the academic program. More focus in academics and developmental programs and revising those in the midst of an increasingly competitive environment
621	Parents	Archiving Collegiate's history is critical in this process. If there is a way to continually educate the community in the history of the school and how the institution has changed over time, I think that would go a long way in narrating how to plan for its future while representing how it is today.
622	Parents	Leave it alone and move onto more important topics like why there isn't coding in the curriculum, why math and science continue to be weak at Collegiate.
623	Parents	Approach open, unbiased and objective. Allow for diversity of thought. Don't forgo conclusions and have a fair debate.
624	Parents	I think that the history of the symbols, etc. is what it is. But the School today, and it's treatment of everyone regardless of race, religion, sexual orientation, etc. is self-evident. It is unrelated to the historical fact of the symbols. However, the symbols are significant in that they will forever represent the school to so many of us, they are more of an "identity" and a source of unity and community, and I really believe that they should be able to stand. The history of the symbols does not define the school. AT ALL.
625	Parents	Sharing information on Collegiate's history in different formats to make all students, faculty, and community members feel more connected to it.
626	Parents	Learn the good and bad of it objectively and face it. But not forget it or throw it under the rug
627	Parents	Collegiate's most distinguishing feature in a competitive world (even education is competitive) is its history as the oldest school in the US. If you start to delete key elements of its identity you will start to remove the link it has to its history and therefor its biggest competitive advantage which would be a big mistake!!

	A	B
628	Parents	A study of its culture and the contributions that its history has made to its educational goals.
629	Parents	It would be a shame to try to eradicate the history altogether. Maybe a good compromise would be to keep the blue and orange and the "unity" motto and create a new logo to replace the outdated seal?
630	Parents	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). Library time is a great opportunity for education. History of settlers good and bad. How the school came about, how has it evolved.
631	Parents	The school is doing a fine job but might consider seminars for both students and parents that are topically focused.
632	Parents	Teach more about the school's history, including its relationship to Dutch colonial governance and philo-Dutch sentiment in nineteenth and twentieth centuries. It's better to acknowledge and learn from the problematic aspects of the school's past than to bury them. The report commission by the Board should be required reading for upper school students.
633	Parents	Collegiate should embrace and be proud of its great history - the decades of good young men that became men and went on to lead good and moral lives while contributing to their communities. There should be studies of alumni that have made lasting impacts on society so that the current student body can be inspired to achieve and make a difference in the world.
634	Parents	We should study and engage more the history of this school and community of its past
635	Parents	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.
636	Parents	Curious what historical aspects of collegiate might be celebrated - particularly those related to educating the underserved - rather than celebrating a direct connection to colonialism.
637	Parents	Why can't we embrace and be grateful for the past that's gotten us to this point, and now focus on the future? My only concern is that we throw away centuries of heritage in an attempt to modernize. Let's attempt moderation.
638	Parents	Perhaps a more detailed study of the evolution and response of Collegiate and other institutions of higher learning in the context of the prevailing social, political, philosophical and economic climate in NY and in other parts of the world at the time.
639	Parents	Every time period in history is full of bad actors (including our own). This is all the more reason to understand and embrace the good about the school's past, and not tarnish its entire history and iconography with the misdeeds of the few. My hope is that we can look frankly and critically at the school's past without denying its heritage. In my mind, these symbols already embody the school's values, because that's how I choose to view them.
640	Parents	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.
641	Parents	It would be interesting to explore what reparations would look like at Collegiate.
642	Parents	Changing symbols does not equate real change in people. The same way Collegiate stressed sex and gender education last year, Collegiate needs to put a lot of effort in anti bias study in whole, including racial bias, which is literally tearing our country apart.
643	Parents	Boys could study the book "The Island at the Center of the World"
644	Parents	I recognize that attitudes change with time. I bristled at all of the references to Eli Whitney (inventor of the cotton gin) during a recent visit to New Haven. I imagine that would be upsetting to many people in that community. Consequently, I think it's important to engage in these conversations and try to strike an appropriate balance between respecting/honoring our past and making people previously excluded from such elite institutions feel welcome, comfortable, and equal.
645	Parents	By NOT engaging in with some sort of "woke" attitude of today. I understand why certain symbols like the Confederate flag flying brings distress to AA but for the love of god (lower case) the idea that the Pegleg mascot brings anyone distress is BS. Get over yourselves people. I was born and raised Roman catholic, I find the religion to be corrupt like many of large scale organizations but I embrace the schools relationship and history with the Collegiate Church. History is important and our's is arguably the longest of any school in America. America, the greatest country ever formed, has plenty of faults and miscues but I for one embrace all of its history warts et al.
646	Parents	And for what its worth. On another topic--I find the naming of the library after a HOS and trustee chairperson who while presided over the new school to be absurd as well. Where was any groundswell support for that, the new school will likely be here for another 100 years. Both named library people were "doing their jobs". Yet, somehow one finds that short term cram down OK. Personally I do not think naming rights should Not happen until time has past to ensure legacy is truly deserved and not given because the inside regime who worked with them wanted to give them a parting kiss. If it was so deserved , give it to them after the entire board turns over and time has passed and new leadership can truly articulate why this is so deserved. I am sure both are fine people (and maybe deserving) but I found this Both BS and slight of hand.

	A	B
647	Parents	Create an educational seminar, or aspect of the school curriculum, that deeply explores the time that Collegiate was established. What did the Dutch do to establish New Amsterdam as a global trading center? What other churches, schools were here? Fully explore the Dutch relationships - both good and bad - with other cultures. Create a school assembly on this. Create a walking tour. Create a Community service opportunity. This is an exciting teachable moment if handled well!
648	Parents	Offer a class for upper school boys about the history of the Dutch in NYC
649	Parents	We cannot change history, nor should we erase it. We can only learn from it and do better moving forward.
650	Parents	I think there should be pride in how the school has evolved since the 1600's as a forward thinking institution that carefully reflects on the positive and negative aspects of its history, learns from it and moves forward. Important to show both the good and the bad of times past.
651	Parents	nothing to add
652	Parents	Acknowledge the inappropriate beliefs and behaviors and be sure to educate the students - Showcase more photos and memorabilia to help boys realize they are part of something larger.
653	Parents	- Highlight alums and the paths they have taken, their achievements and contributions and how they're making an impact in our society and world - my concern is that the boys have a sense of entitlement as a collegiate dutchman, but don't also have the same sense of responsibility -- in terms of both how they comport themselves in and out of school as well as what they need to do to help others
654	Parents	Be transparent about the symbols and our history. Own it.
655	Parents	Create a history book. Teach collegiate history throughout the history curriculum (beginning in lower school)- explain the good, bad etc. add more history to the building- images, etc
656	Parents	We should continue to explore the positive and negative associations of various historical symbols so that we can understand the underlying history in their fullness.
657	Parents	Teach Black history, have books such as These Truths become mandatory, and use the past as a tool to teach. Don't deny the grand history of Collegiate School for Boys
658	Parents	The Dutchman should lose his peg leg and the school should consider changing the seal to BCE. The Latin motto should be dropped. This survey as written is biased and skewed toward the particular politics of one of its chairs in particular. While I think the idea of the survey is a good one, it is unfortunate that it was presented in this manner.
659	Parents	Let students know at the appropriate age about the meaning of the symbols, and how they have changed, and Collegiate has changed, over time. Nothing to apologize for.
660	Parents	The school should continue to use the Dutch colors and term Dutchmen. Perhaps the logo could remove the peg leg so not to be representative of Peter Stuyvesant.
661	Parents	The school's history is important and fun and makes us all proud. Love the twitter pictures and stories from the recent past. But not as far back as 100+ years
662	Parents	Seems like a loaded question; I am not sure why collegiate needs to "engage more fully with its history and past"
663	Parents	More classes on nyc history and politics
664	Parents	I think the School is investing too much time and energy focusing in revising the (very proud and fine) past of this institution. Parents crave participating and supporting discussions and initiatives that will help improve the prospective success of our children. 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. Changing the colors of the School or attempting to hide the identity and roots of this great institution is equivalent to any of us trying to change or hide our skin color, national origin, family history or past personal mistakes. This would be the opposite of inclusive values - we need to accept who we are and do the best going forward. As the great Arthur Ash said: "Start were you are, use what you have and do what you can". 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.

	A	B
	Parents	1. Discussing notable alums, not just famous but let everyone know about who has come before them 2. 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
665	Parents	3. Keep the seal, rich history/tradition, and mottos. Continue to be mindful and be open to changes while maintaining tradition. We are the dutchmen, and in unity we find strength, regardless of time.
666	Parents	Include Collegiate school history and early NYC history in the students curriculum in each division.
667	Parents	Occasional exhibits on display at school from archives with contemporary scholarship.
668	Parents	Teach it. Don't live it.
	Parents	Let's have a conversation! Slavery and racism was everywhere in the 17th century. How has the world evolved since then and how we should conduct ourselves going forward is more relevant than wasting time on choosing in a new mascot. It's ridiculous. The initiators of this whole thing is making a big deal out of it because unfortunately, this is the climate we live in today and it makes a good story for college application. It is enormous waste of time and resources for the school.
669	Parents	I think by being transparent about it and speaking about it and doing what you are already doing right here.
670	Parents	Im not sure that's a very valuable way to spend the school's time and resources.
671	Parents	Collegiate must look forward, not dwell in the past. History can not be changed. Context is important.
672	Parents	Focus more on the history of how learning took place and other historical figures with a connection to the school
673	Parents	I do not believe we need a mascot. If we want to represent diversity, inclusion, and tolerance, having a mascot, limits the representation of all that we are. More images from the past in our halls.
674	Parents	You are doing just fine
675	Parents	This is more than enough
676	Parents	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
677	Parents	Memorialize the concerns in an open letter. Keep the symbols. Like Princeton and the Woodrow Wilson school.
678	Parents	I believe that is exactly what is happening now. I think it is essential that the school does not allow this issue to occupy more attention than it deserves or for a vocal minority to predominate.
679	Parents	Embrace history
	Parents	Learn from it
	Parents	Don't hide from it or erase it
680	Parents	Stop the left wing intolerance from ruining a great institution
681	Parents	More of a look back go forward attitude. Consider the past and make appropriate adjustments to go forward.
682	Parents	There could be a club, academic class, or independent study that does research with the Dutch reform church or other Dutch groups in NY
683	Parents	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.
	Parents	I think Collegiate is fine. Why is there a great need to engage with the past? If Collegiate is defensive about its past, it should focus more on its future conduct. Apologizing for what likely happened in the 1600s or 1700s is ineffectual. And does little to meaningfully ensure that the future does not continue the problems of the past. Structural racism is alive and well in America and the most effective action Collegiate can take to remedy that is to admit more African American kids and support them well.
684	Parents	Acknowledge the good with the bad, but keep the wonderful tradition of the school alive and these innocuous symbols are a big part of it.
685	Parents	I'm not that fussed about the history of the school. I care much more about where the school is headed and how we define ourselves today.
686	Parents	Continue to look at its history and it's impact on the community it was a part of with a critical eye:
687	Parents	By looking forwarding not back. Your problems are right here and now and have nothing to do with ancient history
688	Parents	Keeping this conversation open to all stakeholders matters and reflection of the responses received is critical to forward movement. The sorting,plotting and reporting of surveys will illuminate the next steps. I am sure of it.
689	Parents	Not everything has to be about its past. Part of the history (starting now) can be a reconceptualization of what symbols represent - reclaim them with different meaning. Maybe orange represents vitality and intellectual vigor and blue represents unity and serenity, for example. And the seal could maybe be updated to reflect more directly the statement of beliefs/values with updated symbols and mottos?
690	Parents	New students can learn about stories, learning experiences and successes of prior classes.
691	Parents	

	A	B
692	Parents	ones history and past is part of what one is. the boys should understand their history, embrace it and learn from it. removing a symbol is not going to make the students more tolerant. that is done through education and communication about acceptance, inclusion and being good humans in the world.
693	Parents	We could have an option to study those characters and symbols and learn about them - so we understand their historical contexts. But erasing them is not the answer.
694	Parents	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.
695	Parents	Please see above.
696	Parents	Keep the values, motto, mascot and refresh the brand without changing its DNA.
697	Parents	I believe Collegiate should look forward into the future, becoming an inclusive community where students and employees of color feel welcome. Where the school makes an effort to retain them. Where they are not shown as trophies in the school magazines. The effort must be concrete, not just a "feel good" brochure photography.
698	Parents	dial back the "woke-ness"
699	Parents	Add a balanced dialogue, do not erase or change the past
700	Parents	This is not exactly pertinent to the question, but I was somewhat shocked by the verbiage used in the preceding sections. I would have thought, at the very least, that an option would have been given to fill in other word options. It is clear that these words have come from the open letter, the numerous meetings and from a variety of constituencies. However, I hope that some consideration is given to the fact that the opposite terms are not given - which depending on connotations leaves out neutrality and presents the choice, at very least, quite stark. Perhaps this is an inherent bias on my part. Just something to consider. Thank you for all the efforts in looking at this from a variety of perspectives.
701	Parents	Publish a book Encourage student research on the past Put a plaque outside the building.
702	Parents	Reflect on the core values of the institution rather than being so concerned with becoming something else. Know thyself.
703	Parents	I think this has been a valid exercise to understand our past better. I am concerned though about setting a precedent that a small group of individuals can dictate the agenda for the entire school. I think that before engaging in something like this we should do an broad anonymous survey BEFORE we allocate resources to it. We should do frequent anonymous surveys to see how students think about different issues. We cannot let a small minority of individuals to dictate an agenda that can result in changing our traditions.
704	Parents	It is okay, perhaps even valuable, to recognize the negative side of the school's history/founding. However, we must then put this history in its proper context, remaining open to discuss two perspectives, that so much has changed since then AND that so little has changed since then.
705	Parents	More conversations like we've had around this this topic. Additionally, I think think that Collegiate, in its historic role predating the founding of the City, should look to engage in some form of reparations to descendants of Native Americans and descendants of enslaved Africans. Georgetown and Amherst may shed light on some examples. I would be willing to pursue further confirmation on this topic.
706	Parents	Not sure what you're looking for here...
707	Parents	Collegiate could engage more fully with its past by living its commitment to what's outlined in the statement of beliefs. Right now I don't think those words ring true to many. Collegiate needs to stand for something and stick to it. Otherwise, keep the "Dutchman" name, lose the "mascot," keep the unity line, lose the God one, and call it a day. It seems like a whole lotta resources are being wasted toward getting to that obvious end, but what do I know?
708	Parents	We have always been at the center of NY history, and continue to be. The leaders of NY are schooled here. This is the embodiment of history. We have always been enlightened leaders. We remain so.
709	Parents	Conversations need to take place with the students so they learn the school's history as well as the historical context of 1600 vs 2020. Every grade should use the NYT piece titled 1619(?)
710	Parents	- Slavery and restitution - Native American, immigrants exploitation - white supremacy
711	Parents	Celebrate the connection to the Dutch immigrants without whom collegiate wouldn't exist
712	Parents	Collegiate has already over-indulged a tiny, vocal group that is eager to be offended.
713	Parents	Doing an amazing job.
714	Parents	Continual exploration and discussion about the history of the school and its relevance to the founding of NY.

	A	B
715	Parents	I think exercises like this are good to get people started...I know I have a long way to go and am very open to considering changes as I learn more about the meaning behind the symbols and, most importantly, the impact they have on members of the Collegiate community. All the students, faculty and staff should be welcomed, included, and respected.
716	Parents	Own the past and build to the future. Invoke symbols, colors and mottos that represent the best of who we are and or who we strive to be. This may Include keeping some or all of these things the same. This may involve changing some or all of these things. I'd start with who are we when we are at our best and what represents that.
717	Parents	Historical context is always important in order to evolve to become better attuned to current times. This does not mean that good traditional values and mission of Collegiate should be erased or necessarily amended. This should be good for informed dialogue and productive discourse, but it would be wrong to erase what is so excellent about Collegiate that has endured for centuries.
718	Parents	Own its history, admit to its faults, any prior restrictive admissions or hiring practices, embrace, communicate and live the business /academic case for diversity--it is it only morally right, it builds stronger and more successful communities. Confront it's current challenges vs sweeping under rug.
719	Parents	It would be interesting to have a screen in the lobby that can digitally flash photos from '300 years ago on this day', or '150 years ago on this day', or 'did you know' facts about Collegiate.
720	Parents	Teach more details of the history, positive and negative, to the students and start younger.
721	Parents	The colors are so ugly, but they are ours
722	Parents	The mascot and all other symbols reflect the history of Collegiate School, and we should be proud of what our ancestors chose, which must be reasonable decisions in those times they were adopted. However, values and morals has changed over time. If there are students who feel those symbols offensive, it might be the time to change them in a way that future students will feel proud that we did it.
723	Parents	It's important to maintain at least some of the traditional symbols and colors of the school. There are some that perhaps could be reconsidered as outdated or inappropriate in light of today's understanding. But it would be a shame to lose all of the connection to nearly 400 years of history. That history is something that makes Collegiate unique amongst its peers.
724	Parents	Acknowledge where we have come from but also stress how we have evolved and what we see as our future. Maybe an emblem with historical and future images in the ensignia
725	Parents	I think we are doing exactly that right now. And 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.
726	Parents	At the end of the day the core values and community are what make Collegiate the school it is. It would be nice to see more references from the old building in the new building. We all miss the red doors. Collegiate is so rich with history. So many incredible teachers and students over the past hundreds of years have all helped to shape it to be what it is. They have all left their mark. It might be nice to highlight people from Collegiate's past on a regular basis in the school paper as reminder of those who came before us.
727	Parents	I think too much time is spent on the negative aspects of tradition and these symbols represent a school , knowledge tradition and it has never been a problem in the past.
728	Parents	Communication is key and we all know hat the school stands for and represents today, but changing motto/symbols today, to pander to a small number of left wing liberals, opens the door to bad things down the road.
729	Parents	There is a very obvious and new shame attached to the history of the school, clearly being examined and validated by this survey. If the school history has now become a source of shame and embarrassment, then honestly just avoid it. But attaching shame, judgement and criticism to the history of the school, will do real damage to school spirit and morale. It's not fair to a very rich history of education and wonderful boys and teachers.
730	Parents	Teach it
731	Parents	Bring back more traditions, place more pictures of students/faculty on the walls.
732	Parents	Mascot and nickname should be separated from the school beliefs. Most other ivy prep school and colleges and universities have animals.
733	Parents	I fully support this exercise. And if this exercise is to have any utility, perhaps it might be to test, validate, and re-underwrite the positive origins of our cultural traditions, rather than to weaken our brand and our community by softening the elements that have helped define Collegiate over the course of almost 400 years.
734	Parents	Hire faculty and administration who wholeheartedly believe in and enthusiastically endorse the proud 400-year-old history of the Collegiate School in service of the current and future generations of Dutchmen.
735	Parents	Learn more about the role of Dutchmen in the slave trade. Have a curriculum that celebrates the role of slaves in building the U.S.. Build civil liberties and the role every individual plays in advancing civil liberties into the curriculum. Have required and meaningful service projects that make students interact with the broader community.

	A	B
736	Parents	History helps to evolve and learn
737	Parents	Make clear the positive elements of the early history of the school and if there is no proof that the mascot is Stuyvesant then create a plausible positive story about who he could have been. You can change the narrative.
738	Parents	Dutchmen is unique and is actually part of School's history. Becoming the collegiate cougars or whatever won't change that and just gives us some silly, meaningless mascot.
739	Parents	a visually engaging timeline incorporating location, buildings, seal, motto, mascots, etc and showing how they changed/are changing over time, the colors might be the through-line, but other things would be evolving; could also show the increasing number of students, maybe (hopefully) photos could indicate increasing diversity of students and staff;
740	Parents	Teach the students about the origins of Collegiate's mottos and symbols, and openly discuss the issues surrounding those mottos and symbols. Then, let the students form their own enlightened viewpoints. In my humble view, that approach will be far more effective than trying to dictate morality to the students.
741	Parents	try to find other major contributors to the Dutch that created New Amsterdam.
742	Parents	The process you have created has done just this. I found the historical analysis fascinating.
743	Parents	The Netherlands is an open and progressive country. Being a Dutchman is like being an American
744	Parents	Use them to teach, not erase them.
745	Parents	Again, altering the things that make Collegiate great (which we all believe is the case), allows the current (and potentially short lived) climate to override the 300+ years of tradition and values established by the founders and subsequent leaders of the school. Erasing the past is not an option is my opinion.
746	Parents	I read the commissioned research paper; that sort of thing is good to do
747	Parents	Replace the mascot's peg leg. Give him a normal leg. He will then be any other Dutch settler and not the reviled Peter Stuyvesant.
748	Parents	we can honor our history by acknowledging our founding date and morals that have led us to today
749	Parents	Honesty about history is important.
750	Students	In Lower School, we were taught about Collegiate's history, presented maps and illustrations, and took a trip to Lower Manhattan while studying New Amsterdam. Learning about our history—both the positive and the negative—was exciting and informative. Perhaps we could have more discussions and lectures about New Amsterdam and our school's rich history. Also, the singing of songs in the Collegiate Church at our winter assemblies, our convocations, and commencement is a beloved tradition that I hope will continue.
751	Students	Collegiate has a lot history that looms over our heads, doing only that-- looming. I think it's important to make teaching Collegiate's history as intentional as possible. This question over whether or not Stuyvestant is the school mascot reflects poorly on the school. I think a day (or half day) on teaching and discussing our history once every two years. What does our history mean IN CONTEXT
752	Students	We should incorporate more about the Dutch and New Netherlands into our history curricula. We should also treat the past with respect.
753	Students	We need to be aware of our history, of where we came from, but it is vital to teach how we've evolved since then. Teaching kids about slavery is pointless without teaching about how wrong it is and how we've changed and evolved since then, but it doesn't mean you erase the history. you evolve with it.
754	Students	to that point, i always wished they offered a middle school unit or upper school elective on the history of our school, and i think that'd be a good start to solving this politically complex issue.
755	Students	We cannot disregard the horrible things that happened when colonizers came to the Americas.
756	Students	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. This is not to dismiss all discussion and pride in these symbols, but it is to somewhat contest them.
757	Students	A history of New York would allow those intrested in the history of Collegiate to more fully understand it.
758	Students	Teach a collegiate history elective in the upper school! I'm super interested in learning more about it, and I think a class would be the best setting for that.
759	Students	Teaching classes specifically on the history of Collegiate
760	Students	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.
761	Students	We should try to connect with the neighborhood and city, and also stop the repression of our unique culture. Also, we should have a New York or Collegiate history elective.
762	Students	Keeping the nickname, motto, seal, and mascot. To be honest, I came into the school as a 9th grader, and never for one second did I see our mascot as anything more then a cool, funny, unique design to put on merchandise and represent our beautiful community.
763	Students	Take it with a grain of salt. Show people that we can both love our history and lambaste the problematic parts.
764	Students	We should be aware of the history, but keep in mind we cannot change history.
764	Students	Keep everything that we have. How could you find the seal or colors of the school offensive.

	A	B
765	Students	I appreciate that Collegiate students in the future may have a better understanding of the schools history. As to how this can be accomplished, I do not really know, though I truly do appreciate that it is becoming relevant. My best solution is perhaps to divert certain periods or assemblies specifically to our history. Anything is an improvement to what we have currently.
766	Students	As it is, we students are almost entirely oblivious of the school's history. No effort has ever been made to teach us of it, yet Collegiate goes take silly pride in the school's age. I propose a winter-semester history elective taught by a school archivist, so long as it is OPTIONAL.
767	Students	Create an Upper School History Class for the history of New York City or the history of the school.
768	Students	By incorporating it into the education
769	Students	I feel that on connect under history, instead of just focusing on the positive and important moments in our history maybe there could be some focus on our mottos, seal, colors, and mascot. I don't think drastic measures are needed if the resources to educate yourself are available.
770	Students	Maybe a redesign of our mascot without the features of Peter Stuyvesant, but while keeping the mascot a similar as we can to our current one.
771	Students	Maybe offer a class on Collegiate's history.
772	Students	I think we should be proud of it. People are too sensitive nowadays and take everything as a direct attack. None of the high schoolers even knew that our logo was Peter Steuyvesant and after learning that it was him, do not really care.
773	Students	I think a class on Collegiate's early history (especially in regards to colonialism in New Amsterdam) would be very interesting.
774	Students	Not sure it's necessary to engage more fully with the past, I just think it's important the school maintains a sense of tradition that makes sense. However, if there is no good reason behind a tradition, it should be scrapped.
775	Students	Strive to be better as a school while recognizing the difference between acting for moral reasons and acting to look moral or "woke" as a school in 2020.
776	Students	The reason I want Collegiate for my son was the attribute of Collegiate boys being independent thinkers, sympathetic, compassionate and well educated. Overall it holds true since kindergarten except the last three years which we encountered extreme left teachers who grades with doctrines. All cultures have rituals, stories and myths. They have its significant in holding their society together reminding them of the good and bad. New ritual maybe add for its significance but old ones do not get deleted. Maybe we can change a color or add something to the mascot to indicate a change and awareness We have to do the honorable thing for Collegiate!!
777	Students	Tracing the history of New York from the times when Dutch Reform was the only allowed religious practice to today...we see so many great civic and religious leaders who have helped to build this city, and support it's people,,,much of that diversity in religious faith and practice is in fact reflected in the student body at collegiate today.
778	Students	Not sure.
779	Students	A Sports Hall For Trophies
780	Students	Less of the conversations about it which only make people fed up and ignore other legitimate points for no other reason than fatigue.
781	Students	The school should focus on enforcing a powerful sense of right and wrong in its student body through a careful education of the wrongs of the past and stop dodging these difficult issues in favor of this vain and meaningless reassessment of symbols that have been inclusive and unifying identifiers throughout the entirety of my time at the school.
782	Students	Collegiate can engage with its past by creating new logos, mottos, and seals which incorporate elements of the current ones, but also reflect our modern values more closely.
783	Students	Collegiate might consider an elective or a yearly assembly (or both) to more fully inform students about its past.
784	Students	There could be a class on Collegiate history possible that explores everything about our almost 400 years of history. Additionally, I think that history is something that can not be changed and it partially the reason our institution is where it as today, so I think that people should accept the history as the past rather than trying to hide, ignore, and change it.
785	Students	We are the oldest school in the country, we should take more pride in that and celebrate it instead of attacking our traditions
786	Students	We should get rid of the bad stuff. Change is necessary.
787	Students	By not getting rid of our history.
788	Students	I think an elective on the history of NY/Collegiate would be cool and informative.
789	Students	I think it's fine how it is.
790	Students	Acknowledge the last, but don't let it rule the present or the future
791	Students	We can do more research about the past

	A	B
792	Students	The history department has the resources to teach a class of some sort on our culture, though the students should also be given the opportunity to engage with our history on our own time.
793	Students	We already are engaging sufficiently with Collegiate's past.
794	Students	Diversity. Care.
795	Students	Have discussions on educating students about our past.
796	Students	Collegiate could put up more historical items around the school.
797	Students	By keeping the mascots, logo, mottos, the same.
798	Students	I think that Collegiate could change to be more accepting, but still recognize it's past through informing people or even making a space in the building where they can see the old mascots and symbols and recognize their importance and their failures
799	Students	By not thinking about it
800	Students	Teach collegiate students about the history of the school. Many people don't actually know the history behind all of these symbols, and how collegiate has evolved and stayed the same over the years. Maybe an elective history class about collegiate's history could help with this problem.
801	Students	Incorporate into middle school history classes
802	Students	While I love Collegiate, I recognize that we have a long way to go in making our community inclusive to all types of people from all walks of life. I consider myself lucky to have friends who care about me. However, it is not immediately clear to me how changing some of these symbols will do anything. I think that the answer to making Collegiate a better place lies in the future, not in changing traditions of the past. We can take steps by talking about important topics in peer leadership or advisory more. We can have more assemblies than the 1 JAMAA assembly a year, which was very interesting. Bad people in our community will continue being bad people no matter what mascot Collegiate uses, so I don't see why we should eliminate a part of our tradition for a symbolic gesture.
803	Students	Dedicate some time to students and members of the community to learn about the entirety of the history of the school.
804	Students	Well, it does it well enough already. I get the whole point of this investigation, but I think the premise should not be about making a judgement on our culture, but teaching us about our past as something to be celebrated. I remember in lower school we had field trips downtown, where we saw the battery and other parts of New York's history, and that was nice. I think in terms of engagement we could just spend a little bit more celebrating our most recent history, and keep the memory of the old building alive by keeping our culture the way it always has been: deeply rooted in the past, and ever-changing with the times. Nothing should be removed, but lessons can be learned and traditions, like our beloved Friday night basketball games and chants of "LETS GO DUTCHMEN" must be left alone and allowed to flower.
805	Students	It already does in a good way, except with our Latin Motto.
806	Students	I think it is important to embrace the flaws in the past, especially those of Peter Stuyvesant. And I think that making the Dutchman not Peter Stuyvesant without changing every instrumental part of school spirit such as the Dutchmen or the majority of the mascot should be done and can be as easily as making the peg leg a normal leg and moving on.
807	Students	Put information up around the school. The hallways still feel too barren anyways.
808	Students	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.
809	Students	Red doors
810	Students	Collegiate has deeply engaged with history and tradition; indeed, Collegiate's long history is a great source of pride for its community members. However, we must consider more carefully which parts of our past we should engage with and which parts we should discard.
811	Students	Have more alumni come to school and talk about their experiences at the school.
812	Students	Keep the nickname and mascot!
813	Students	Simply by embracing it not tearing it down.
814	Students	We should keep our symbols. And 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.
815	Students	Be open to change and not attached to the glorified aspects of Collegiate "tradition".
816	Students	It should not past basic inclusion in the lower school curriculum. Students should receive a base level of knowledge and encouraged to seek out the rest themselves.
817	Students	Instead of erasing the steps of Dutchmen past we should instead learn their ways in order to avoid their folly.
818	Students	during art/assemblies, make presentations about the symbols.
819	Students	More incorporation in American History courses.
820	Students	We should engage in discussions to make it clear collegiate is not affiliated with any racism, while still upholding the same values and beliefs.
821	Students	Maybe do more research into more than just the founding.
822	Students	Discussions about who peter Stuyvesant was and about collegiate's past
823	Students	More assemblies taking about collegiate's past

	A	B
824	Students	Maybe embrace the history more.
825	Students	To educate more on the past rather than completely erase it. I think that there have been times in history when the seals, mottos, and colors of Collegiate have represented something truly special.
826	Students	Offer an elective on the history of New York or maybe more specifically Collegiate
827	Students	Collegiate's history is nothing if not complex, as one might expect of a 392-year-old institution. The world of 1628 was quite different from the one in which we live, and just as we recognize its abuses and immoralities, we can recognize their threads in our current Collegiate community. This, in my opinion, should include Peter Stuyvesant. But we must exercise caution in our evaluation, and be careful not to throw out the baby with the bath water. Our Dutch heritage is what unites us and makes us unique. There are hundreds of schools that call themselves the Tigers or the Knights or other generically threatening animals. There are very few, if not only us, that call themselves the Dutchmen. "LETS GO DUTCHMEN" is such a powerful rallying cry precisely for that reason. With a formal disavowal of the darker shades of Dutch Colonialism and the VOC, we can embrace a rich cultural history without endorsing anti-Semitism, slavery, and religious intolerance, all of which are unequivocally in opposition to our nonsectarian, pluralist beliefs.
828	Students	In the lower school, teachers in the library often told us stories of Collegiate's history, and Ms. Bach was always available to show us the archives. As a Middle Schooler, I visited the archives often, for Ms. Bach was my advisor and I discovered a world of history that I had been completely ignorant of beforehand. Most of my peers are ignorant to this history that the school has worked so hard to preserve. I know that with the switch to the new building, our archives have diminished, but it is my belief that every student deserves to know Collegiate's history in order that they might have a greater context for appreciation of the school Collegiate has become and the school that collegiate has always been. Whether it be at an assembly or two or some time taken out of study hall, I think it is imperative to learn of our past as a school to create a better school for the future. As George Santayana said, "Those who cannot learn from history are doomed to repeat it." Let's create a better future for our school by diving into Collegiate's rich past, as a community.
829	Students	Acknowledge and take its roots to heart. Fully engaged in history. It is cowardly to hide or attempt to change something. It is much more inspiring to embrace where we came from but also address how we are always better than we were those years ago.
830	Students	I think every member needs to know the facts about Collegiate's history. We can not live our lives with the vague and partial information we have of our school's past. We need everyone to know all of the facts so they can base their opinions about these various controversial topics off the complete truth.
831	Students	I think we're engaging with the past as much as we are able to right now. If anything, I'm more concerned with our engagement with the present or future. Other than this survey, the student body, or any body of that matter, doesn't have much say. At the end of the day, the board will be deciding what's better for the students while the students sit helplessly waiting for the board to decide their fate for them. For all we know, this could be a publicity stunt.
832	Students	Occasionally incorporating parts of the school history into the day to day school life through assemblies and such
833	Students	Giving a complete background of each of the symbols and listening to concerns are good ways to understand current community and not forget about the past.
834	Students	Discuss it, but keep the symbols and mottos in respect to our history.
835	Students	A semester long course on the history of Collegiate would be really cool!
836	Students	A history elective involving the history of New York/Amsterdam, including the Collegiate School. I would also like to see more student outreach and continued memos to the student body. I would also like to see training for Upper School students so they can learn how to better interact with the past and the present.
837	Students	We need to learn about it, that's for certain. A class dedicated to our history at every level of the school (lower, middle, upper) is needed as well as educating the faculty and community as a whole. Assemblies, too, can be added, though they should be more sporadic and maybe take place during a certain month or day dedicated to our history.
838	Students	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.