

Wilhelm Scholê International will always hold a special place in my memory and heart. I recall many afternoons of carefree learning and exploration of all the things that make our lives worthwhile. During my years at the school, I was able to cultivate a strong thirst for knowledge, an appreciation for diversity of thought and background, and a desire to be a compassionate and conscientious member of society.

Learning at Wilhelm Scholê International was not only a rote classroom activity—it was a way of life. We could feel secure in knowing that the outstanding teachers truly cared for us and wanted the best kind of future for us. We students were also kept on our toes by Mrs. Wilhelm, who was keen on arriving unannounced for a philosophy-rich lecture that would supercede our regularly scheduled coursework. She would demand the best kind of creative thinking from her pupils—going so far as to post our “aphorisms” on the walls of the school. I also thrived on the informal feeling of the school. Thanks to a large amount of student-teacher trust, I was free to spend my recess time roaming the halls and exploring the mechanics of an ancient copy machine, or perusing books on Egyptian history in the library. This freedom, rather than encourage wild behavior, instilled in us a desire to spend our time (even our free time) learning about our world.

The multicultural tapestry of our school awakened in me a desire to explore the world I live in. I grew up as a multiracial child, never quite knowing where to peg myself in American society. However, thanks to the diverse group of friends I made at Wilhelm, I was able to see how we all could contribute to each others’ worldview. I have no memory of lectures on “race relations” or “tolerance,” because these ideas were simply a foregone conclusion at the school. There was no need to teach us the need for appreciating one another because our entire world view was shaped by the indomitable desire Mrs. Wilhelm had to see the world united in love and thought. In my college years, I began traveling the globe at every opportunity, a hobby that I thoroughly enjoy and appreciate. I also have become enamored with the study of languages. I believe that my formative years at Wilhelm helped give me these two wonderful pursuits.

Compassion was another key theme of my elementary school years. Our studies included lectures on psychology, oneness of humanity, love, and the ancient great civilizations. I cannot honestly say I recall the specific facts I learned during these high-level discourses, but I do attribute some of my desire to use my life for the betterment of others to them. Mrs. Wilhelm and her hardworking staff members never flinched when asked to go the extra mile for education and service, and we students saw that and learned by example. Perhaps without my foundational learning in the humanities from Wilhelm, I would have taken myself down a different—and surely less fulfilling path in my life. I dearly hope that as a physician, I can embody the spirit and ideas that I learned at that school in improving the lives of every young child I meet.

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