

ST. ANDREW'S MAGAZINE

FALL REVIEW 2015

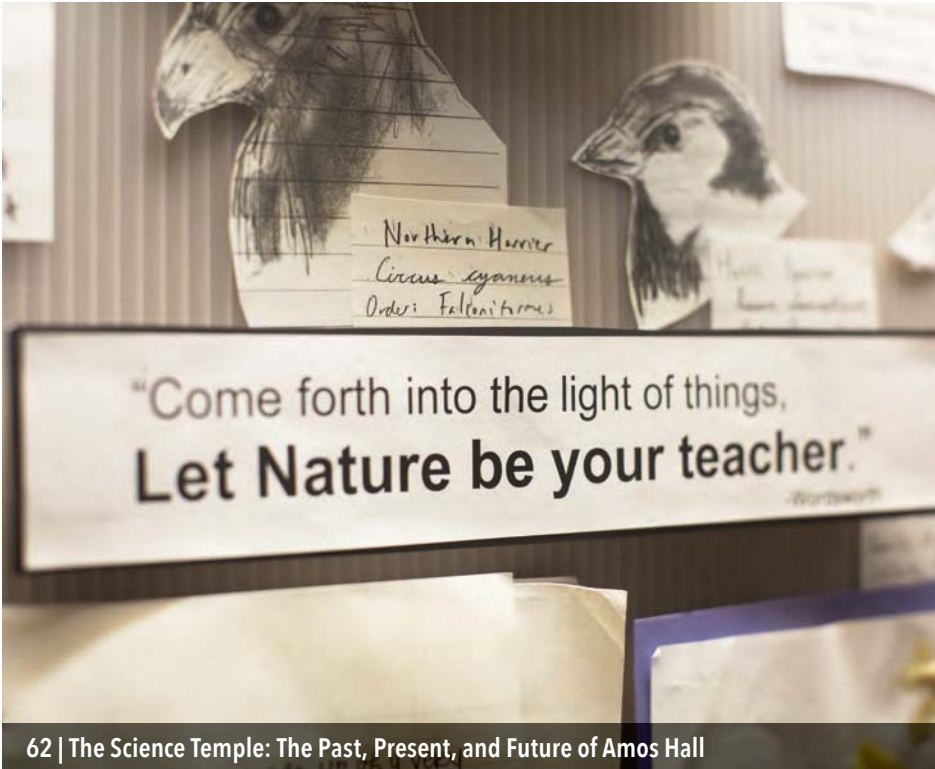




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OUR STUDENTS
TO THE
RESPONSIBILITIES
WE SHARE
FOR OUR
WORLD*

Leadership gifts to the Saints Fund are vital to the stewardship and success of St. Andrew's School, our students, and our unique and important educational mission. We hope you will consider joining the 1929 Leadership Society today!

*For more information please contact Gordon Brownlee '75 P'05,'09,'14 at
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EDITOR'S NOTE

In my first three months here at St. Andrew's, it's become apparent to me that one of the great lessons of the School is simply this: how to live indefatigably. One of the things St. Andrew's does so well is to teach its students habits of rigor: of basic hard work, of resilience in the face of setbacks, of perseverance in the face of exhaustion, of tenacious adherence to principle in the face of moral and ethical laxity. It's not something in the water here; it's a conscious choice by all members of the community—faculty, staff, and students—to model this behavior, and to work hard for one another.

It's easy to find an institution's mission statement (you can read St. Andrew's at right), but most organizations also possess a second, "quiet" mission—what we sometimes call ethos—that one only gets to know "on the inside," and that may or may not align with its publically professed values. An organization's private mission is expressed in the day-to-day actions and choices of its members, in the culture of its spaces, and, in the case of a school, the lives its alumni go on to lead.

If you want to know what St. Andrew's quiet mission is, I'd point you in the direction of a small glass case near the entrance to Founders Hall—the one marked "Headmaster's News," and partially obscured by a door—where someone (the Headmaster?) has tacked up the poem *To Be of Use*, by Marge Piercy. It's a paean to, yes, hard work, and particularly to the vital ancillary benefits generated by hard work we perform *together*. The poem evokes the great sweeping formations of geese migrating over SAS this month; evokes *muzhiks* mowing in *Anna Karenina*, evokes the kind of beautiful, spontaneous teamwork you can witness every day on St. Andrew's campus. We've reprinted *To Be of Use* at right.

Here in the communications office, we always work to support and share the School's public mission, which, happily, is very closely aligned with its quiet mission. But, going forward, what we hope to do is tell more of the stories of this quiet mission, this engine of ethos that keeps the School and its principles thrumming. We hope to make the St. Andrew's Magazine a place where we regularly highlight the individual people—students, alums, parents, faculty, and staff—who stoke this engine daily with their selfless actions and contributions, not only to St. Andrew's School, but in the wider world. This is why we asked alumni to send us their "SAS stories" earlier this fall. The vast quantity of responses we received (we're *still* working through them all, and writing back to each of you) is a testament to the love St. Andrew's inspires in many of its graduates. And the stories contained in your responses illuminate the ways in which the St. Andrew's ethos has guided many of you throughout your years "beyond the pond."

Finally, we want to use the magazine to shine a light on the other quiet engines that make this place tick: its artistic and athletic spirit; its unique curriculum; the confidence and curiosity of its students; the challenges and joys of adolescence; and so much more. We'd love to hear from you on what you see as the components of St. Andrew's ethos. Send your thoughts, ideas, and SAS stories to communications@standrews-de.org. Without you—the people of St. Andrew's—the St. Andrew's story does not exist.

All my best,



Liz Torrey

TO BE OF USE

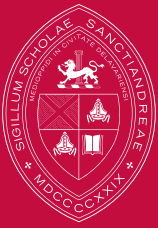
by Marge Piercy

The people I love the best
jump into work head first
without dallying in the shallows
and swim off with sure strokes almost out of sight.
They seem to become natives of that element,
the black sleek heads of seals
bouncing like half-submerged balls.

I love people who harness themselves, an ox to a heavy cart,
who pull like water buffalo, with massive patience,
who strain in the mud and the muck to move things forward,
who do what has to be done, again and again.

I want to be with people who submerge
in the task, who go into the fields to harvest
and work in a row and pass the bags along,
who are not parlor generals and field deserters
but move in a common rhythm
when the food must come in or the fire be put out.

The work of the world is common as mud.
Botched, it smears the hands, crumbles to dust.
But the thing worth doing well done
has a shape that satisfies, clean and evident.
Greek amphoras for wine or oil,
Hopi vases that held corn, are put in museums
but you know they were made to be used.
The pitcher cries for water to carry
and a person for work that is real.



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St. Andrew's MAGAZINE

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Mission Statement of St. Andrew's School

In 1929, the School's Founder, A. Felix duPont, wrote:

The purpose of St. Andrew's School is to provide secondary education of a definitely Christian character at a minimum cost consistent with modern equipment and highest standards.

We continue to cultivate in our students a deep and lasting desire for learning; a willingness to ask questions and pursue skeptical, independent inquiry; and an appreciation of the liberal arts as a source of wisdom, perspective and hope. We encourage our students to model their own work on that of practicing scholars, artists and scientists and to develop those expressive and analytical skills necessary for meaningful lives as engaged citizens. We seek to inspire in them a commitment to justice and peace.

Our students and faculty live in a residential community founded on ethical principles and Christian beliefs. Our students collaborate with dynamic adults and pursue their passions in a co-curriculum that includes athletics, community service and the arts. We encourage our students to find the balance between living in and contributing to the community and developing themselves as leaders and individuals.

As an Episcopal School, St. Andrew's is grounded in and upheld by our Episcopal identity, welcoming persons regardless of their religious background. We are called to help students explore their spirituality and faith as we nurture their understanding and appreciation of all world religions. We urge students to be actively involved in community service with the understanding that all members of the community share responsibility for improving the world in which we live.

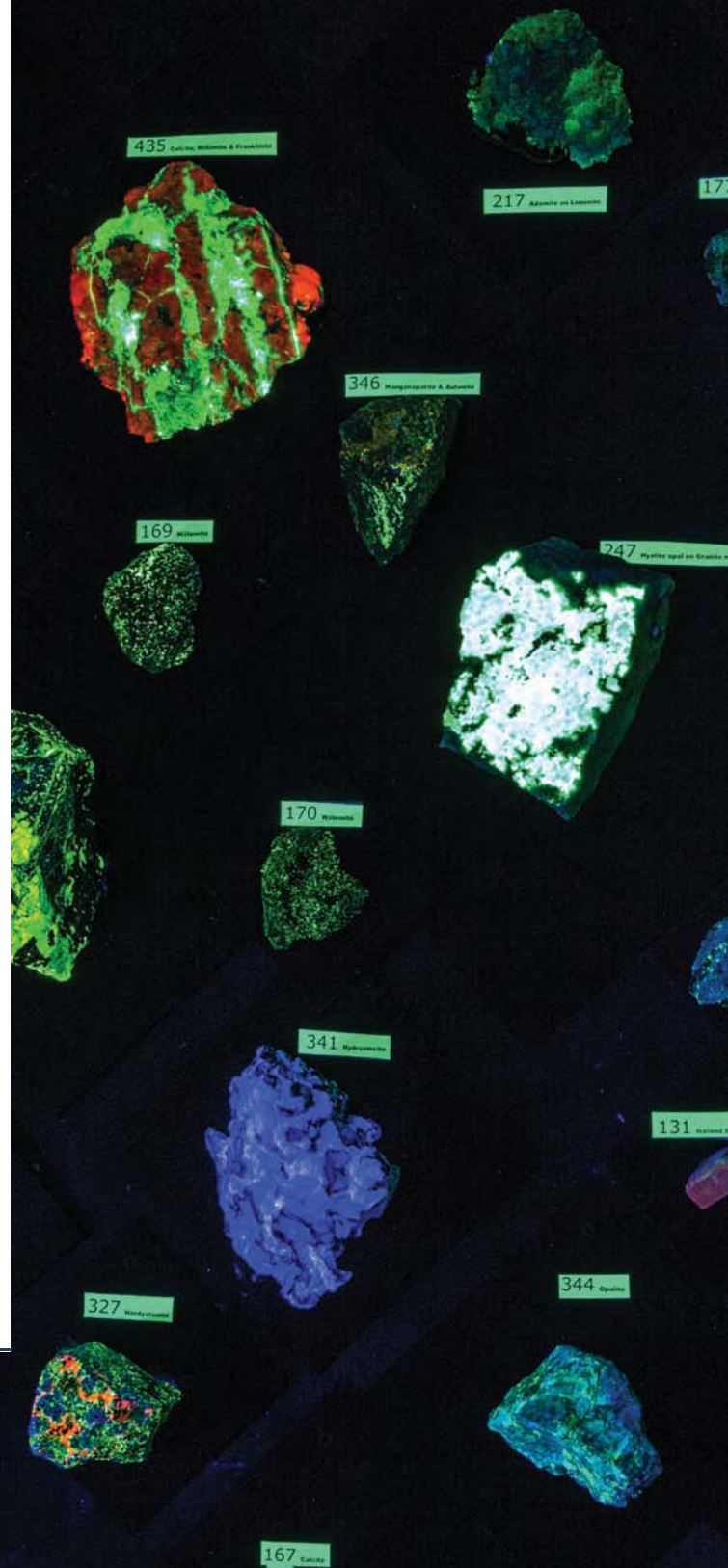
St. Andrew's is committed to the sustainability and preservation of its land, water and other natural resources. We honor this commitment by what we teach and by how we live in community and harmony with the natural world.

On our campus, students, faculty and staff from a variety of backgrounds work together to create a vibrant and diverse community. St. Andrew's historic and exceptional financial aid program makes this possible, enabling the School to admit students regardless of their financial needs.

■ WE LOVE LETTERS (AND EMAILS)

Please email us at communications@standrews-de.org. You can also reach us by fax at (302) 378-7120 or by regular mail at **Communications, 350 Noxontown Road, Middletown, DE 19709**. Letters should refer to material published in the *Magazine* and may be edited for clarity and length.

Did you know that Amos Hall has a phosphorescent rock collection on display in the back of its Lecture Hall room? This magical space is just one portion of a larger collection that's on display throughout the first floor of Amos Hall. The internationally sourced assortment was presented to the School in 1974 by collector Luther D. Reed, founding Director of the Eleutherian Mills-Hagley Foundation (which established and oversees Wilmington's Hagley Museum and the now-public Eleutherian Mills, the duPont family ancestral home). The rocks were arranged in their current cases and spaces by ceramics teacher Elizabeth McGiff, with help from School electrician Ron Lindsey, who installed the movable ultraviolet lights in the phosphorescent rock room. Our phosphorescent rocks are all from North America (16 states, plus Canada and Mexico); rocks elsewhere on display in Amos Hall come from all over the world. For more on the past and future of Amos Hall, visit page 62.





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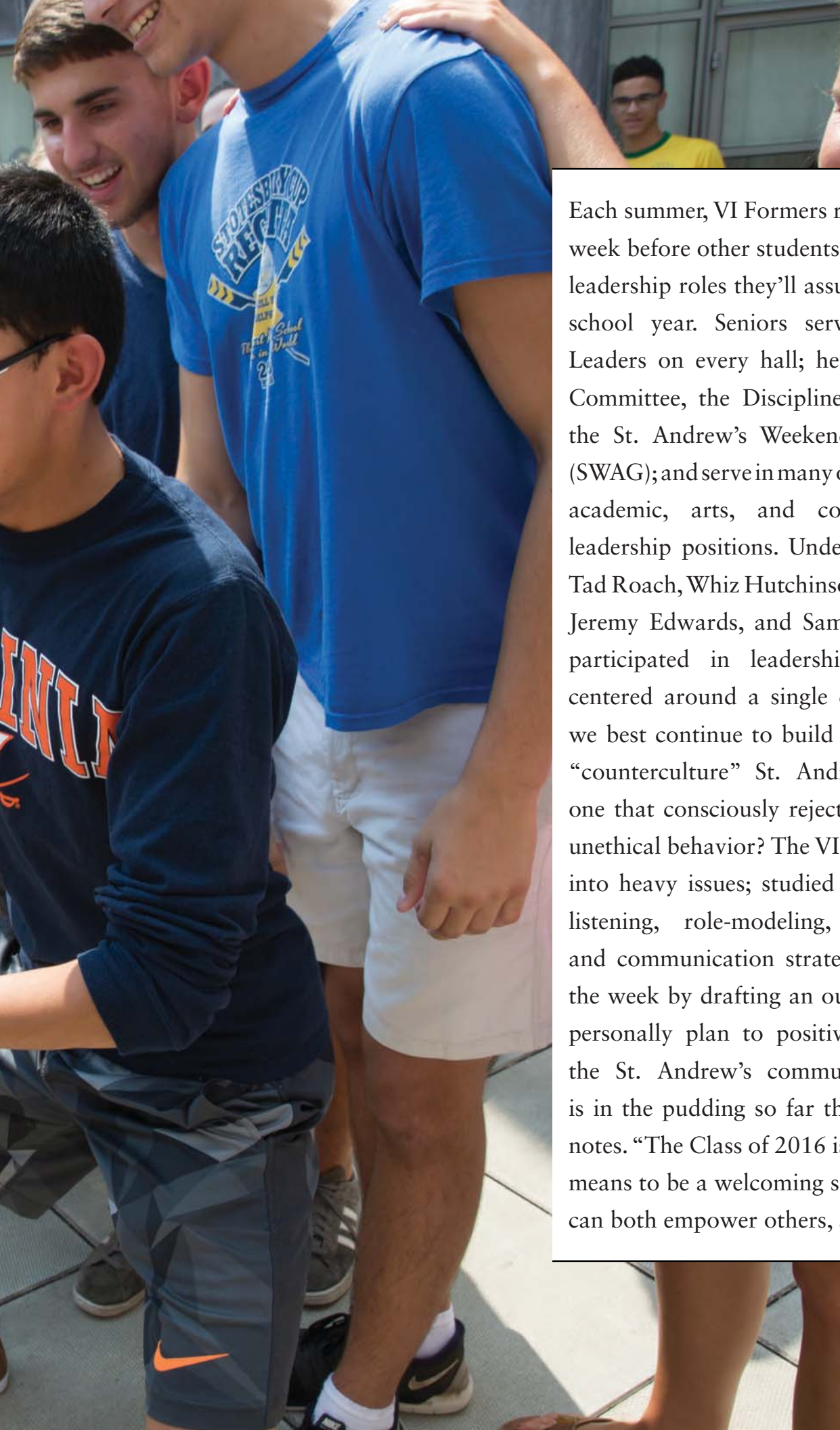
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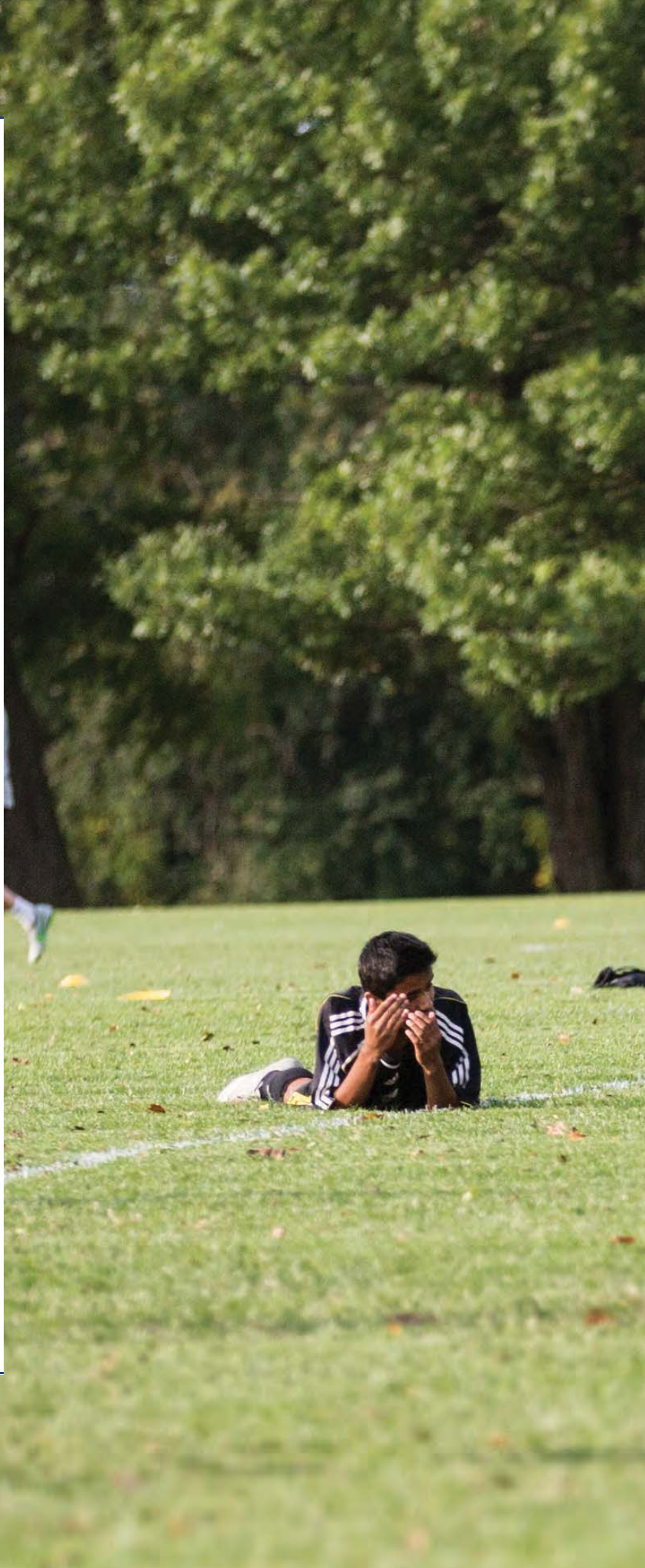
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Each summer, VI Formers return to campus a week before other students to prepare for the leadership roles they'll assume in the coming school year. Seniors serve as Residential Leaders on every hall; head up the Honor Committee, the Discipline Committee, and the St. Andrew's Weekend Activity Group (SWAG); and serve in many other club, athletic, academic, arts, and community service leadership positions. Under the guidance of Tad Roach, Whiz Hutchinson, Will Robinson, Jeremy Edwards, and Sam Permutt, seniors participated in leadership seminars that centered around a single question: how do we best continue to build and reinforce our "counterculture" St. Andrew's community, one that consciously rejects thoughtless and unethical behavior? The VI Form delved deep into heavy issues; studied the arts of active listening, role-modeling, culture-building, and communication strategies; and finished the week by drafting an outline of how they personally plan to positively contribute to the St. Andrew's community. "The proof is in the pudding so far this year," Edwards notes. "The Class of 2016 is modeling what it means to be a welcoming servant-leader who can both empower others, and take charge."

On September 29, a robust 2015 Saints thirds soccer team played their first game of the season, and beat Tower Hill 5-1, with Baylen Manocha '18 scoring four goals; Joey Shields '18 scoring one goal; and assists from Henry Esterson '19, Graham Nielsen '18, and Leo Qiao '18. Athletic Director Al Wood noted how exciting it was to “see a thirds-level soccer team compete so hard and work their tails off to try to win. Coaches Harvey Johnson '97 and Frank Delmiro-Suarez have put in great work with that team and it is paying off. It is clear that the thirds boys soccer team has the exact attitude toward competition that the Athletic Department wants to see instilled in all our Saints athletes: “no matter the level or the situation, we always show up ready to work hard and to do our best.” Go Saints! For more on all our fall teams, see page 20.







On Sunday after the first week of classes, St. Andrew's students, faculty, and staff walked to Old St. Anne's Church in Middletown for the first service of the Eucharist in this new school year. This tradition of walking to Old St. Anne's—and cleaning up roadside garbage on the way there and back—has developed among students over the past ten or fifteen years. It also harkens back to St. Andrew's very earliest years, when the School did not yet possess its current chapel in the basement of Founders Hall, and students walked to Old St. Anne's for service every Sunday. Headmaster Tad Roach gave a powerful homily on grace and the challenges of forgiveness with regard to both large national tragedies, and within a small community such as that of St. Andrew's.

The Family that Love Built

Daniel T. Roach, Jr. | Remarks at Old St. Anne's Church | September 13, 2015

In true St. Andrew's fashion, we begin with appreciations as we gather at Old St. Anne's Church. First, we are guests of the leadership and congregation of St. Anne's parish in Middletown. Working with our Chaplains Jay Hutchinson and Dave DeSalvo, the Reverend Russ Bonrer, and the St. Anne's community welcome us here for two services each year, held on the first and the last Sundays of our School year. We honor St. Anne's by taking good care of their church and the sacred ground that surrounds this beautiful sanctuary. We join them in doing good work in Middletown and the State of Delaware.

Mrs. Gahagan joins us today for this opening service. Mrs. Gahagan is my mentor, leader, advisor, and friend, the Chair of St. Andrew's Board of Trustees during much of my tenure as headmaster and the granddaughter of the Founder of St. Andrew's, Alexis Felix duPont. She and Mr. Gahagan had two wonderful granddaughters graduate from St. Andrew's over the past five years, Grace, now a teacher in India, and Amanda, just graduated from Babson College. Mrs. Gahagan's family is responsible for launching the miracle of this School, and Mrs. Gahagan is the person in my life who best exemplifies the goodness, grace, generosity, and spirit of the School we all love. We thank Mrs. Gahagan for all she means to us and welcome her to Old St. Anne's.

I draw inspiration from the two services we have here each year. We enter this historic church today as a new school community, full of promise, hope, and aspiration, but still in an early tentative stage, especially for our new students who today complete their first week and now begin to understand the full potential of a year here. In May, when we return to Old St. Anne's, our school community will be

whole, completely integrated and focused on the mission, spirit, and momentum of our year together. New students will no longer be new—you will have experienced nine months of life, challenge, and opportunity. You will have enduring friendships, important responsibilities, and many accomplishments to celebrate. And on that day when we feel so complete, so full of the St. Andrew's spirit, we will be preparing to say goodbye to the seniors who made the year possible, beautiful, authentic, and affirming.

To quote Hamlet, "the interim" is ours—nine months to explore and enact Bishop Wright's definitions of love and mercy, nine months to practice "generating clever solutions, personally helping others, negotiating with others," skills Mr. Finch brilliantly enumerated on Friday at Convocation, nine months to respond to my challenge that St. Andrew's go on the offensive in its assertion of goodness, intelligence, and kindness in the world, and finally, nine months to create and sustain grace in this community.

God's grace or the grace we ourselves create leads to acts of love and mercy, and therefore, I am fascinated by the peace, serenity, and clarity of grace in our lives. We need, I think, to learn how to access it, pray for it, express it in our lives. The word, the concept, found new expressions through tragedy and unspeakable violence this summer in Charleston, S.C. A white supremacist and terrorist, infected and ignited and distorted by racial hatred and animus, gained entry to the Episcopal AME Church that itself proudly represented the heroic and triumphant and difficult and dangerous journey of people of color in America towards a dream of equality and freedom. President Obama described the church's history this way:

...it was built by blacks seeking liberty, burned to the ground because its founder sought to end slavery, only to rise up again, a phoenix from these ashes. When there were laws banning all-black church gatherings, services happened here anyway, in defiance of unjust laws. When there was a righteous movement to dismantle Jim Crow, Dr. Martin Luther King, Jr. preached from its pulpit, and marches began from its steps.

As a Christian community, the Bible Study group expressed in the most natural way possible the love Bishop Wright described on Wednesday night: they welcomed the young white man into the sacred sanctuary of the Church, and he sat with the group for over an hour, waiting apparently for the right moment to strike. We later learned that the kindness and peace of the Bible Study group made him hesitate from the fatal execution of his plan.

However, there would be no mercy that night. The absolute hatred won out, and the shooter massacred nine members of the AME Bible Study group: The Reverend Clementa Pinckney; Cynthia Hurd; Susie Jackson; Ethel Lance; DePayne Middleton-Doctor; Tywanza Sanders; Daniel L. Simons, Sr.; Sharanda Coleman-Singleton; and Myra Thompson.

Days later, after the shooter was arrested, relatives of the victims addressed the shooter over video, with a national and global television audience looking on. And this miraculously is what we heard:

I forgive you, Nadine Collier, the daughter of 70-year-old Ethel Lance, said at the hearing, her voice breaking with emotion. You took something very precious from me. I will never talk to her again. I will never ever hold her again. But I forgive you. God have mercy on your soul.

We welcomed you Wednesday night in our Bible Study with open arms, said Felicia Sanders, her voice trembling. Tywanza Sanders was my son. But Tywanza was my hero ... may God have mercy on your soul.

I acknowledge that I am very angry, said the sister of DePayne Middleton-Doctor: 'But one thing that DePayne

always enjoined in our family ... is she taught me that we are the family that love built. We have no room for hating, so we have to forgive.' I pray God on your soul.

In his eulogy, the President sought to explain the source of these beautiful, miraculous, and radical words of forgiveness. And he did so by thinking very hard about Christian grace: his ruminations began with the words of the families, words so astonishing precisely because they were perfectly Christian; he thought of the grace Reverend Pinckney himself explored in his sermons; the President returned to his hymnal and found Amazing Grace: he recited, and he sang, and he thought about the miracle of moving from ignorance to wisdom, from violence to peace, from bigotry to fellowship, from slavery to liberation, from hatred to love. He said:

According to the Christian tradition, grace is not earned. Grace is not merited. It is not something we deserve. Rather, grace is the free and benevolent favor of God.

We see this, hear this, feel this in chapel or at Commencement when the Bishop or our Chaplains bless us, signaling the gift of peace and love and forgiveness to each one of us, no matter our condition, moral, ethical, spiritual, or physical. We see the grace of God bestowed upon students and faculty and alumni in baptisms, confirmations, weddings; I watch each Sunday as a student or adult crosses his/her arms across his/her chest to signal a request, a desire, a need for a blessing. It is a beautiful, eloquent, and humble expression of our need for the miracle of love, spirit, and grace in our lives.

It is important to understand that the source of this Christian heroism, grace, and spirit in Charleston was not only divine, but human. The depth of this church, this congregation's commitment to freedom, to dignity, to the journey from enslavement to heroic demonstration of human dignity and love, was the work of generations. It was a collective effort as those in the 21st century present honored and re-interpreted the grace of those who preceded them. Grace emerged through week after week of readings, prayers,

services all exploring ways to honor and enact a religion of sacrifice, and hope, and service.

With grace comes an obligation to live, to work, to serve, to witness, and to sacrifice. This gift of grace manifested in the words of the grieving families radiated not only to the shooter, but to the nation and the world. This grace served as an argument for love, for compassion, for dialogue, for compromise, for goodness, for humanity. The President's words:

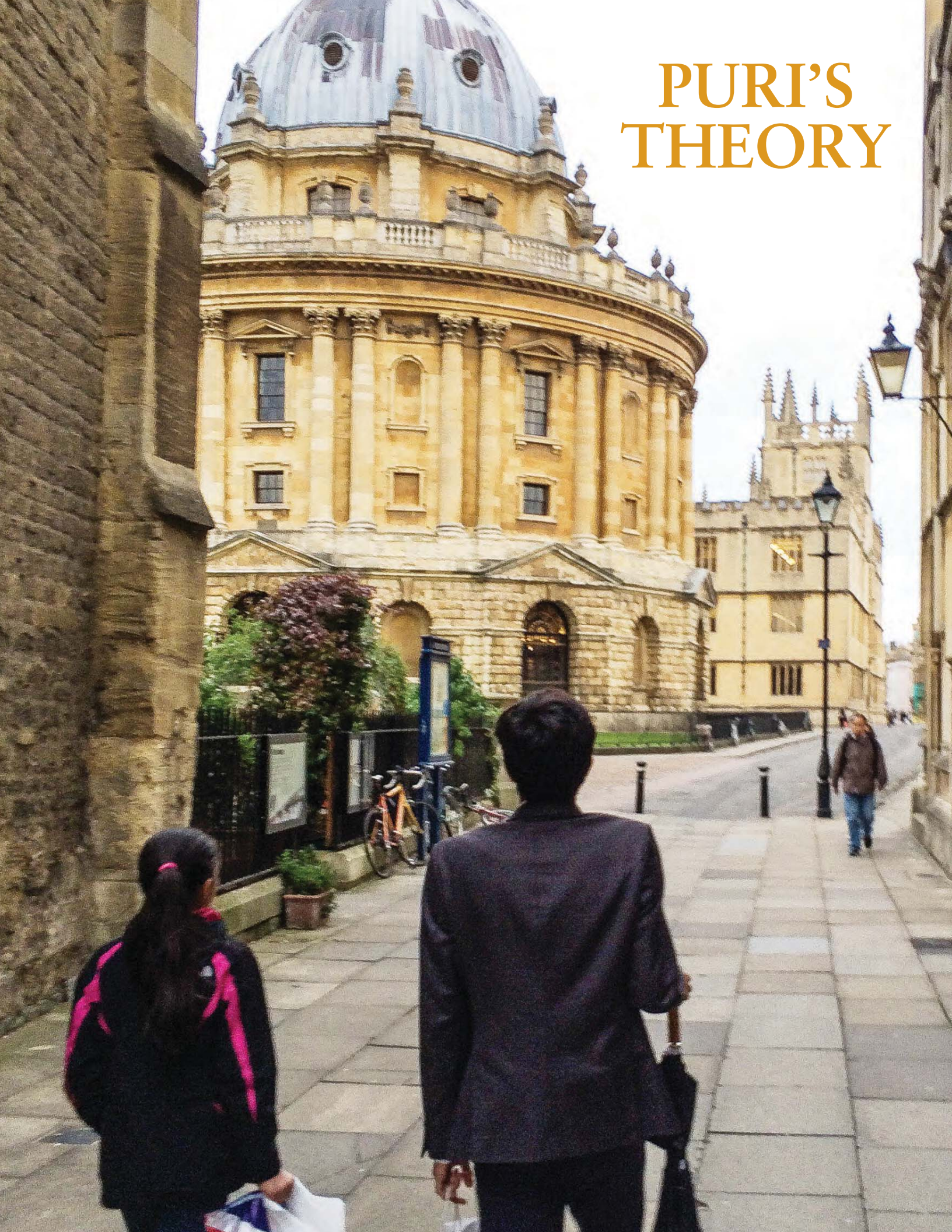
God's given us the chance where we've been lost to find our best selves. We may not have earned this grace with our rancor and complacency and shortsightedness and fear of each other, but we got it all the same. He gave it to us anyway. He's once more given us grace.

As we seek to create love and mercy in our School and in the world, we know we have two remarkable forces behind us: God's grace that calls us to be strong, courageous, and bold—in today's reading: to lose our lives for God's sake rather to live in fear, in isolation, passive before the challenges and human responsibilities of our lives.

And we embrace the grace we ourselves create by daily, intentional expressions of kindness, concern, and respect. You create grace at St. Andrew's when you listen, when you honor a perspective different than your own, when you share, when you express joy and exultation in another person's success, when you cry and grieve not for yourself but for someone else, when you reject the temptation and the ability to say or do something that is unkind, lacerating, or destructive, when you imagine the needs of others and do something about it.

When we return to this church in May, we will ask ourselves how we as a community have grown in love and mercy, how God's grace has filled us with hope, compassion, and courage through the challenges of a year. We will ask ourselves how we celebrated the gift and grace of a year at St. Andrew's. We have nine months together: I pray we will truly be "the family that love built." ■

PURI'S THEORY



Neel Puri '16 Presents Paper on Kashmir at Oxford Conference

The summer of 2015 was just your average school vacation for St. Andrew's senior Neel Puri: he attended the Telluride Association Summer Program (a free six-week intensive humanities program), he conducted research work for CoStar Group, a real estate and tech company in Washington, D.C., owned by Andy Florance '82, and for fun? He analyzed the ongoing territorial dispute in Kashmir and used game theory to make predictions about the future course of the conflict, wrote an academic paper on the subject, and was invited to present that paper at a conference held at the University of Oxford this fall. All in a sleepy summer's day for a Saint, we guess.

Neel first became interested in the subject of Kashmir through his grandfather. "I don't have any family from there—my family comes from New Delhi, and traces its roots to what used to be Peshawar, India [now Peshawar, Pakistan]—but my grandfather was in the Indian military," Neel explained. "He'd always told me about how beautiful [Kashmir] was, how much he loved the region." The contrast between the positive memories of his grandfather and the negative news stories coming out of the region further drew Neel's interest. "At the same time, there's this other side of the conflict: the area's being torn between two countries, as well as a third insurgency. It was just something I was interested in."

He began pursuing this personal interest in a more academic way in an economics class taught by Mathematics Chair Eric Finch. "We were studying game theory in economics class, and we had to make our own game theory problems," Neel recalls. "So I did one on the Kashmir conflict, putting this dispute into a three-player prisoner's dilemma matrix." Prisoner's dilemma is a philosophical game, first developed in the 1950s by game theorists studying the nuclear arms race, that analyzes motivations for and against cooperation between individuals and groups. "I wrote a two or three page paper on that," Neel continued, "and then I decided to turn it in to something bigger." Neel's original plan was to expand his research under the auspices of an Independent Project (IP), but he didn't get approval to do so as a junior. So he used what spare time he had in his junior spring to continue his research on the conflict, and began writing a rough draft of a longer paper. "Then, over the summer, I put it all together," Neel said. He showed the final product (titled "Solving the Kashmir Dispute: A Three Player Game-Theoretic Analysis and Economic Payoff Approach Towards Creating Peace in Kashmir") to some of his family members. "They thought it was really good," Neel continued,

"and that it could actually be put to some purpose. And I wanted to do something more concrete with it too."

Thus, Neel began seeking a place to present or publish his research. After looking into a number of academic conferences with a focus on international politics, Neel discovered the Annual International Conference on Law, Economics, and Politics (AICLEP), held at the University of Oxford in the United Kingdom. "It's an interdisciplinary academic conference," Neel said, "and it fits perfectly with the topic of the paper, which deals with all three subjects—law, economics, and politics." Neel sent in his abstract, applied to be a presenter at this year's conference, and a few weeks later, was on his way to England with his parents.

Neel doesn't seem aware that being invited to present research at a graduate level conference as a high school student is a very big deal. "Most of the people there were doctors or professors," he recalled. "I guess that was a good thing, because I got a lot of good feedback, even on small things, like formatting. The question-and-answer session was the hardest part. I've given presentations before, but never anything that was so pointed, so specific, and to a group of experts on their topic." But, he says, he was able to answer all of their questions, and felt very welcomed by conference attendees in general. "They were really interested by the fact that I was in high school," Neel continued. "They had a sort of respect for that, I guess. I was surprised. I thought I would be shunned, but I was fine!"

Neel credits his involvements at St. Andrew's for leading him to explore ideas beyond his existing academic horizons. As an Environmental Steward and a leader of SWAG (St. Andrew's Weekend Activity Group, which plans and promotes weekend excursions for students), "my work at St. Andrew's has been [focused on] things that directly affect the St. Andrew's community," Neel said. "This was my chance to think about something on a larger scale, and about what I want to do in my future." Presenting his research at AICLEP gave him further insights into that future. The feedback he received at the conference "gave me a lot of good work to do—I feel like I could expand this project even more in college. But, I got a taste of the academic life, and I think that might be a little too theoretical and not enough action for me," Neel concluded. "I definitely think I'm interested in public service or foreign service—something where you can make a difference. Just like I try to do at St. Andrew's."

You do, Neel—and we have no doubt that you will. ■



Neel Puri '16 came to St. Andrew's from Camden-Wyoming, Del., and currently a proud resident of Voorhees Corridor. Neel heads the SAS Environmental Stewards and SWAG. Neel is a long-time cross-country runner and also volunteers each Tuesday with Adaptive Aquatics.



Professional Development by the Pond

Inaugural St. Andrew's Summer Institute Provides Faculty with Much-Needed Space for Reflection

This past June, after the dust had settled from the end of the school year, commencement, and class reunions, nine members of the faculty participated in the inaugural St. Andrew's Summer Institute (affectionately referred to as "SASI," pronounced "sassy"). This week-long, on-campus institute was developed and led by St. Andrew's faculty members Ana Ramírez, currently on sabbatical, Emily Pressman, and Giselle Furlonge '03, with the goal of providing fellow faculty an opportunity to pursue meaningful professional development work without leaving campus.

"The idea for SASI really came out of the prompts that Tad had given to us, during last year's strategic planning work, for small group discussions to think about what the School should look like in the years to come," Pressman recalled. "In the conversations we were having, it emerged that we as a faculty wanted more opportunities for ongoing professional development that were built into our school community, and had a deep understanding of St. Andrew's." With the vast majority of faculty living on campus and assuming

roles and responsibilities beyond those of the classroom—residential, advisory, and athletic—teaching at St. Andrew's presents unique challenges and demands, but little time during the school year to collaborate and reflect on these challenges with one's peers. "You know you have these incredible colleagues, who have brilliant ideas about what it means to be a great teacher, and what it means to be a deeply invested advisor," Pressman said. "And you also know they're amazing people. But the time you have to have those conversations during the year is limited."

"We don't often have time to be with each other as adults, and to get to know each other beyond these roles of advisor, educator, coach, mentor," Furlonge concurred. "So SASI sort of fills a real need for that. In terms of professional development, we were thinking about: what kind of meaningful experience can you craft when you're at home and you don't have to explain yourself?"

"When the kids are here, they are our first priority in terms of time and energy and everything that we put into those relationships," Pressman continued. "But

in the summer, we were looking for the chance to step back and reflect on the year and to think about: what would we like to do as individual teachers? As individual advisors? As faculty as a whole in the coming year?"

Pressman, Furlonge, and Ramirez selected a few core issues around which to center the institute's program: adolescent identity and socioemotional development (the idea that personality is formed through experiencing crises and resolutions); diversity inclusion in the classroom and school culture; giving and receiving feedback; and fostering resiliency in students. "There were certain issues that we wanted to engage, particularly in terms of diversity and equity on campus," Pressman said. "We wanted to think a lot about identity development in the teenage brain, and in relation to some of these issues of diversity."

The cohort prepared for the institute by reading an array of selected texts, including *Thanks for the Feedback* by Douglas Stone and Sheila Heen; *Understanding Youth: Adolescent Development for Educators* by Michael Nakkula and Eric Toshalis; and *A White Teacher Talks about Race* by Julie Landsman (to name just a few). "We did a lot of reading on a range of topics," said Terence Gilheany, Director of College Counseling and member of the inaugural SASI cohort, "and then we discussed our own experiences with those issues, and pedagogical strategies and structural changes for dealing with those issues in an effective way." For example, faculty discussed what existing school structures foster inequality at St. Andrew's and developed strategies for implementing more equitable teaching practices and school culture. They debated how best to foster a "growth mindset"—the belief that one's basic abilities are not fixed, but can be developed through hard work and even failure—in adolescent students, and learned cognitive behavioral techniques for coaching students toward greater resilience. They conducted a writing exercise to articulate what faculty "bring to the classroom" in terms of racial identities and experiences. They examined "scripts," the assumptions and expectations students may confront due to their gender, racial, ethnic, sexual, or spiritual identities, and the behaviors, conflicts, and disruptions that may arise from these scripts.

Each day's agenda was guided by leading faculty, but much room was given within discussion areas for topics and debates to arise organically. "So much of what we were hoping to do, we were able to do in really exciting ways," Pressman said. "But there were also all of these great moments that weren't planned. We sort of hoped for that too—that if you bring together this group of colleagues, there will be really remarkable ways that we'll be able to learn from one another, and in ways that we didn't even anticipate."

"I felt incredibly inspired by this work in a couple of ways," Gilheany said. "It gave me the time and the space and the peers to reflect on my own practice in a way that we don't, by definition, have during the year. And it allowed me to do that specifically within the context of St. Andrew's. I've used summertime to go to workshops on my own that have helped me in a specific area, say, in my history teaching. This was the first time where I had both the time to reflect and the specific St. Andrew's context. I could ask questions about my own work as a teacher and not immediately have to explain a whole lot of contextual aspects before someone could start addressing my ideas."

The Merrill M. Stenbeck Headmaster's Chair provided the funds to support this new professional development program. Established in 2010 with a gift from Cristina Stenbeck Fitzgibbons '95 and her husband Alexander Fitzgibbons, the Stenbeck Headmaster's Chair supports Headmaster Tad Roach's work with the faculty. One can witness the work of SASI manifesting itself throughout campus this semester. SASI ideas implemented thus far include biweekly advisory lunches, in which an advisor gathers all of his or her advisees for a group meal; new faculty working groups on issues of inclusion (such as student affinity groups or religious diversity); and deployment of equitable teaching strategies in classrooms, using a protocol based on James Banks' *Five Dimensions of Multicultural Practices*.

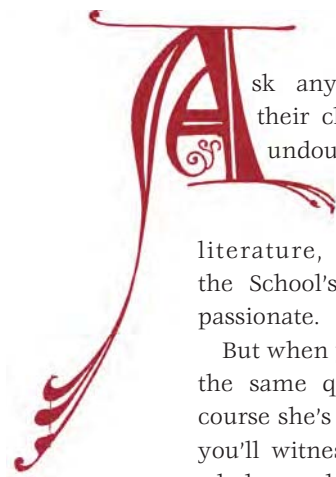
SASI's founders hope that the institute will be held annually, with a new cohort, new leaders, and new issues selected each summer. "We're really excited about the idea of new cohorts and new leaders each summer. The idea of it is that the summer institute will grow and change each year depending on what's taken place over the

course of the past school year, and that the interests and insights and wisdom of each cohort's leaders and the cohort as a whole will shape that particular summer," Pressman explained. "Our hope is that this is something that new people take up each summer, and that this will be an opportunity for cultivation of leadership within the faculty."

"It's a real opportunity for every person who participates to both be a leader in her area, and to develop her skills," Furlonge concluded. "I think in the end, the institute is a really concrete and excellent example of the power of human potential at St. Andrew's. We had this germ of an idea, and with support from Tad, everyone came together to both fulfill a need and work toward something great. That's sort of a neat thing to be able to accomplish in 10 days." ■

BI-WEEKLY ADVISORY LUNCHES
One outcome of SASI visible on campus this year





Ask any St. Andrew's teacher if their class is valuable, and they'll undoubtedly answer with a resounding yes. Whether they're teaching calculus, literature, ceramics or French, the School's faculty is nothing if not passionate.

But when you ask Giselle Furlonge '03 the same question about the Classics course she's teaching on Vergil this year, you'll witness a passion that rises to a whole new level.

On guiding her students through a meticulous study of *The Aeneid*, one of the Roman poet's seminal works, she said, simply, "My aim is for the course to be personal and deeply reflective. I hope this text is a game changer."

Furlonge, who has a warm smile and bright, expressive eyes, was sitting at the head of her classroom's table. All around her, on the walls, handwritten posters posed big questions: WHAT ARE YOUR GOALS? WHY ARE YOU HERE?

"Lots of schools teach *The Aeneid*," she went on. "But the way we teach it at St. Andrew's is unique."

If the mark of a class's value lies in its ability to re-shape the way students see themselves and their role in the

world, then Furlonge's pupils are in for a treat. Beyond a careful study of *The Aeneid* itself—one that includes careful translation, memorization and recitation in dactylic hexameter, among other things—her students will also engage in broader discussions that aim to apply the lessons gleaned from Vergil's text to their own lives in 2015.

After all, Furlonge says, *The Aeneid* is much more than a challenging means for students to engage with Latin as a language; it's a text that asks students to think hard about the decisions they make each day, a text that, "covers how to make good life choices."

"How do you develop good relationships?" Furlonge asks. "How do you get out of a bad relationship? What does it mean to be afraid? How does your background and identity motivate or complicate your desires? Do your decisions reflect the kind of person you want to be?"

Suddenly, the posters on the walls made sense. Probing questions like these promote a level of awareness and self-reflection teenage students may not have fully developed yet. The analytical skills students hone in Furlonge's class will serve them well, both now as members

A CLASS LIKE THIS MIGHT CHANGE YOUR LIFE

of the St. Andrew's community, and later, as they transition into their lives' next stages.

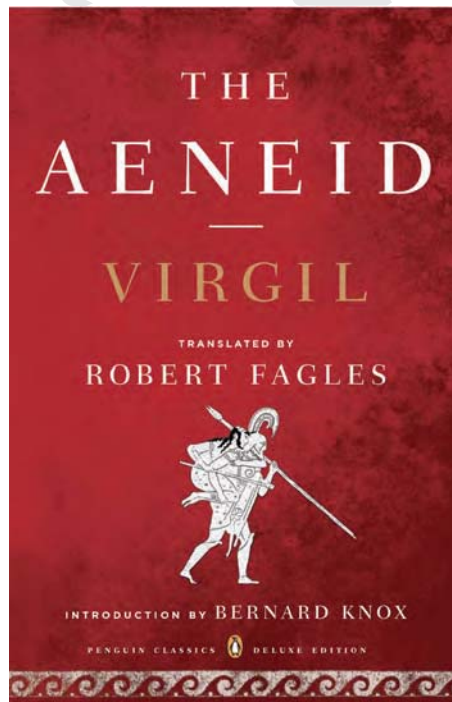
"It's funny to see how much of Vergil can be applied to modern day," writes Amelia Parrish, a V Former in Furlonge's class. "Reading Vergil has taught me that if all of one's actions are only centered around one's own reputation, that person will have a very difficult and very short life."

Furlonge hopes that the class will help her students think about themselves differently, to be more deliberate, more precise. "Of course," she concedes, "we can't be perfectly thoughtful about every single thing we do. But studying Vergil reminds us to try."

Furlonge's goals here may seem lofty, but they're rooted in personal experience. During her own tenure as a student at St. Andrew's—a time during which she received both the Robert H. Stegeman Award for intellectual leadership and the William H. Cameron Award for outstanding service—Furlonge studied Classics under Nathan Costa, now the School's Academic Dean, and her experience was nothing short of transformative. "St. Andrew's is where my foundations as a thinker were laid," Furlonge says. "The way I experienced Vergil here, using the text as a way of thinking more deeply about myself, and a way to hone my own skills as a scholar... there was something really remarkable about doing that as a student that changed my life."

Upon her graduation in 2003, Furlonge went on to major in classical languages at The University of Pennsylvania, where her studies also focused on American history, Bronze Age Aegean archaeology, and the plantation archaeology of the

antebellum American South. Following college, Furlonge went on to graduate studies at UCLA. It was there in California, while tutoring students in Latin and ancient Greek, that Furlonge realized her true calling: to become a teacher. After a year in Prague, where she taught English, traveled the continent and earned her TEFL teaching certification, Furlonge returned to the States, teaching Latin at schools in Pennsylvania and Connecticut and earning her master's in



Private School Leadership at Columbia University's Teachers College along the way. In the fall of 2014, her path led her back to St. Andrew's.

Furlonge is more than happy to have returned. Here, through her hard work, zeal, and dedication, she can continue to foster in her students the same love of Classics—the same inquisitive spirit—

that teachers like Nathan Costa instilled in her. But in a world that's increasingly concerned with education's more pragmatic benefits—the bridge one's studies build from high school to college, and from college to a job—it can be easy to question classes like Latin. Certainly, these courses have value. But should parents of students today worry that Classics courses are somewhat outdated or even superfluous?

Furlonge thinks not.

"Classics is truly a multidisciplinary study." To fully engage with life or with a text, she says, "you have to be able to hold a social, a political, a historical, and a linguistic context in your head at all times... and that ability to hold and process those conflicting ideas, that's a skill you're going to need in any profession."

When asked what makes St. Andrew's a special place—in which to live, learn and teach—Furlonge took a moment to consider.

"It's easy to think that St. Andrew's is magic, that good things just happen here of their own accord. But it's not magic. The word that we use here is *ethos*. That's a Greek word that means habit or custom." Here Furlonge couldn't help but grin; she'd shifted automatically into teaching mode. "It's the people that make the magic. It's the habits and the customs we have—of taking care of each other, of being responsible for one another."

Such a community, she said, was nothing if not unique, and she was thankful to be a part of it. At that, Furlonge noted the time and said she had to get going. She had another class to teach, more big questions to ask. ❖

IN THE CLASSROOM



- 1 III Formers taking Problem Solving Geometry & Algebra get to know each other in outdoor exercises during the first week of class.
- 2 Miles Turner '17, Hannah Sailer '17, and Haden Cunningham '18 examine the dynamics of leaves in Mr. Samulski's physics class.
- 3 Davis Scott '19, Nicole Lopez '19, and Wilder Berl '19 prepare a rebuttal during a classroom debate over the Constitution in Ms. Pressman's U.S. history class.
- 4 Democracy and governance expert Jeff Lilley '82 talks with Wit Keating '16 in Mr. Robinson's global studies classroom. Lilley spoke to students about his experiences working to develop good governance policies and practices for newly formed democracies in Kyrgyzstan and Jordan.
- 5 Louisa Belk '16 and Uche Amakiri '16 examine test tubes in Mr. O'Connell's biology class.
- 6 Spanish 4 students discuss their work with Mrs. Davila.
- 7 Mr. Meier gives advanced photo students Mason Sheridan '16 and Caroline Fry '16 a lesson in studio lighting.





Cross-Country

Boys—The 2015 boys cross-country team showed tremendous spirit this season. The grit and hard work of returning Saints runners set a great example for the entire team. Head Coach Dan O’Connell noted that many returning runners trained diligently over the summer, and this helped the entire team push through longer and harder workouts this fall. These challenging practices seem only to add to the boys’ positive attitude and general cohesion.

The team’s current speediest runners, Alec Huang ’16, co-captain Xander Geiersbach ’16, and Alex Horgan ’18, were joined by a large group of contenders. Wit Keating ’16, Neel Puri ’16, Kieran Murphy ’16, Hoyt Reed ’17, Alec Barreto ’18, Frances Kigawa ’17, and Dylan Torrance ’18 have all shown great ability this season. In a meet against Sanford School on September 26, five members of this group ran as a tight pack. Heading into the last half mile of the race, the Saints trailed Sanford with no close races to be decided up front. When the

Saints runners heard that winning this race depended on them, the group moved together to overwhelm Sanford’s fifth runner and win the meet.

In their first race of the year, at the Middletown Invitational, the JV team took second place (out of 12). Key JV runners included co-captain Anton Delgado ’16, William Gray ’18, Vincent Chen ’18, Christian Doucette ’18, and Tiger Luo ’17, with newcomers, such as Augie Segger ’19 and Alex Qian ’19, improving immensely over the course of the season. Both teams made a strong showing at county and state meets in November, with the varsity team placing fourth at states.

Girls—The girls cross-country team has had a fun and successful season, culminating in a second place finish at states! Many different running paces and levels of experience were represented on a team of more than thirty girls. Some veteran runners worked hard to better their personal bests by seconds, while other first year runners dropped up to ten minutes from the start of the season on

their 5K times. “Whether working hard during training runs or races, these girls are extremely positive and supportive,” said Head Coach Jen Carroll. “They cheer and push each other to be the best they can be.”

“This important work has been led by an all-star crew of senior girls,” Carroll continued. “Louisa Belk, Brookie McIlvaine, and Juliette Neil have led our varsity runners by example through their dedication to the team, willingness to push through pain, and love of running. Alexandra King ’16 has been instrumental with the top JV runners, reminding them to have fun, keep perspective, and compete hard. With her easygoing and cheerful spirit, Camy Hines ’16 has worked alongside many of the newer runners and has taught them how to be good teammates.”

Some highlights of the season included: the whole team cheering Charlotte Oxnam ’19 up the final hill of her first 5K race as a Saint; the JV team finishing first at the DISC Championship race, with Jessica Boyer ’19, Wilder Berl ’19,



Sofie Neil '19, Sarah Paton '17, Camille Seeley '17, and Emma Tapscott '18 all finishing in the top ten; and the varsity team finishing second at states for the second time in School history, with Louisa Belk '16 and Caitlin Cobb '17 finishing in second and third place, respectively, out of 155 runners.

Field Hockey

Girls Varsity—The 2015 Saints field hockey team is led by new Head Coach Viviana Davila '85 and veteran Assistant Coach Gretchen Hurtt '90. Coach Davila played field hockey for both St. Andrew's and at the collegiate level, for Middlebury College in Vermont. Previously, she has served as the varsity field hockey coach at Episcopal High School in Alexandria, Va. Her coaching style emphasizes technique, fitness, and commitment to the program. The girls were led by seniors Grace Egan, Neva Richardson, Riley Shipley, Smriti Kumar, and Karissa Kendricks. Throughout the season, the team has been dedicated to improving fitness and skills, and to developing smart, aggressive play.



One 2015 season highlight was welcoming former U.S. Field Hockey Team member and Olympian Carrie Lingo, who led the team for a three-hour skills and game strategy session during preseason. The Richardson family generously sponsored this training session for the second year in a row; the Saints learned the latest techniques and approaches to the game, and had fun trying out new skills such as air dribbling.

At the close of the season, Grace Egan '16 (center mid) and Alexandra Hopkins '18 (goalie) were both named to the All-Conference First Team, and Smriti Kumar '16, Neva Richardson '16, and Riley Shipley '16 received Second Team All-Conference recognition.

Girls JV—The 2015 Saints JV field hockey team was a group of incredibly spirited III, IV, and V Formers. The roster of 22 saw vast improvement in individual skill as well as team play over the course of the season. With many players new to the game or reengaging in the game from previous experiences, the first half of the season was spent molding athletes into

hockey players, improving stick work, and teaching and honing passing, receiving, and shooting techniques. After an early season schedule that saw close wins, losses, and ties, JV field hockey went on a three-game 0-0 tie-game streak that both validated its strong defense and frustrated its offense. The team spent the latter part of the season working on adding more dynamic elements of team play, becoming more creative with their dodges, and overlapping and creating space on offense. The team, lead by Captains Brianna Adams '17 and Thuy Anh Duong '17, stayed positive, focused, and had fun through all the ties, close games, and stretches of practice without games on the schedule. The team's first-year coaches, Alicia Rojas and Amy Nakamoto, have been impressed by how thoughtful the players are and how committed they are to becoming stronger hockey players.

Football

The 2015 Saints varsity football season got off to a slow start; injuries kept out some key players early on. However,

GO SAINTS!



the team gave their all in just about every game, with a few contests coming down to the very last drive. Captain and quarterback Ryan Bellissimo '16 led an offense that moved the football well, but was still learning how to finish off drives and put points on the board. His main weapons were Tristan Thomas '16, who led the Saints this fall with 569 yards on the ground and added 63 yards receiving on 10 receptions, and captain Donovan Simpson '16, who reeled in 51 passes this fall—tops in the conference, and shattering the previous School record of 31 receptions in a season. Donovan also led the team with 397 yards on kickoff returns, including a 90-yard kick return for a touchdown against Perkiomen. Tight end John Paris '17 turned in a very strong performance this season as he led all tight ends in the conference with 24 receptions for 293 yards. Three of his catches went for touchdowns on the year.

Defensively, the team was led by captain Garrett Hanrahan '16, who both led the Saints with 70 tackles this season,

and helped pave the way for an offensive line that averaged over 100 yards per game on the ground. Cai Johnson '16 was a mainstay in the secondary, leading all Saints defensive backs with 44 tackles on the year. He also had a hand in forcing eight turnovers on the year: one interception, four fumble recoveries and forcing three fumbles that were recovered by Saints teammates. Andrew Zaiser '16 led all Saints defensive linemen with 54 tackles on the season, including 11 tackles for a loss.

Six members of the Saints football team received All-Conference recognition following the 2015 season: Donovan Simpson, John Paris, Garrett Hanrahan, and Cai Johnson were named to First Team, and Andrew Zaiser and Tristan Thomas were named to the Honorable Mention Team.

Boys Soccer

Boys Varsity—Our 2015 boys varsity soccer team enjoyed a remarkable run of success this season, and ended the regular season with a record of 12-3, with

notable wins against St. George's Tech and Sussex Central. The Saints outscored their opponents 39-13. Leading the team were two senior captains, forward Justin Duncan and defender Luke Forsthoefel. Both provided great leadership that enabled and propelled the group to gain such great momentum. The boys hoped to embark on a long run to the state championship, but lost a heartbreaking game in the second round of the tournament to Archmere Academy. Head Coach Matt Carroll thanks all our Saints boosters for their mighty support this season.

Boys JV—The Saints JV boys soccer team earned its third undefeated season and fourth conference championship in a row this fall, thanks to an aggressive attack, a dominating midfield, and a stingy defense. The young Saints outscored opponents 45-4 this fall and notched convincing wins against previously undefeated Archmere Academy and crosstown rival Middletown High School. The team's biggest success was the number of times



referees took a moment after games to congratulate the boys on both their high level of play and sportsmanship. One referee noted that the team's fluid style of play and ability to control the ball rivaled many varsity teams, while another simply thanked the boys for keeping their composure and not engaging in the kind rough play characterized by many frustrated opponents. "I couldn't be prouder of this group of young men," said Coach Will Robinson '97. "They represented the School, each other, and themselves in fine fashion this year and upheld our relentless tradition of graceful domination."

Volleyball

With close to 40 girls on three Saints Volleyball teams, you can be sure that the Sipprelle Field House was filled with the sounds of laughter and hard work during practice, and passionate Saints' spirit during games throughout the fall. Coach Treava Milton '83 heads the freshmen team, and has been doing a great job creating new volleyball players. Many of

her girls came to St. Andrew's with little or no volleyball experience, but their skill quality increased every day and the girls had a blast. JV Coaches Terrell Myers and Gaëlle Le Diuzet built a solid and winning JV team. Though Coach Myers has never played the sport, his basketball coaching skills apply wonderfully to volleyball, and he created an environment of high expectations and skill improvement. Varsity volleyball is lead by Coaches Gretchen Hagenbuch and Michael Mastrocola, and this year's team was comprised of an enthusiastic group of girls. Team Captains Taylor Jaffe '16, Olivia Gumbs '16, and Kat Kornegay '16 are great role models of positivity and hard work. Every game is seen as an opportunity for growth, and winning is always a possibility. ❖



STANDOUT SAINTS



Louisa Belk '16 running a Parents Weekend cross-country course record of 18:34



Augie Segger '19 shaving more than a minute off his 5K time at the state championship cross-country meet



Varsity football co-captain Donovan Simpson '16 setting a new school record for pass receptions in a season (51), 20 more than the previous record



Riley Shipley '16 refusing to leave her last field hockey game of the season although clearly injured, run-limping down the field in tears and continuing to play nevertheless



Thirds volleyball having their first winning season in team history!



ST. ANDREW'S MOMENTS

- 1 Girls cross-country coach Jen Carroll runs St. Andrew's trails with Louisa Belk '16.
- 2 Girls varsity volleyball goes hard in practice in the Sippelle Field House.
- 3 Jaryd Jones '17 performs an agility drill at varsity football preseason practice in August.
- 4 Boys cross-country runners head out of the gate for a group practice run.
- 5 Saints cheer wildly for boys varsity soccer at their November 14 game against Archmere Academy in the second round of the state tournament.
- 6 In August, the girls field hockey team welcomed former U.S. Field Hockey Team member and Olympian Carrie Lingo to a preseason practice. Lingo led the team in a three-hour skills and game strategy session. Her visit was generously sponsored by the Richardson family.
- 7 Second-year varsity striker Robbie Turnbull '18 rips shots, perfecting his form, before practice on a beautiful fall afternoon.
- 8 Girls varsity cross-country finished second at the 2015 DIAA Division II State Cross Country Championships. This is only the second time in School history that the girls team has finished second in the state championship. Two Saints seen here, Louisa Belk '16 (l.) and Caitlin Cobb '17 (r.), finished in second and third place, respectively, out of 155 runners.



TALK OF THE T-DOCK





Shadow, Sea, Smoke, Structure

On Friday, September 18, the artist Christine Lafuente visited St. Andrew's campus to open "Resonance of Place," an exhibit of her recent paintings in the Warner Gallery. Lafuente spoke to students, faculty, and visitors about the personal experiences and artistic influences that had shaped the works in the show. A November 2012 trip to Italy in particular inspired a stylistic shift.

"Because we were there in November," Lafuente recalled, "there was a kind of grey-almost-sadness in the air, something kind of heavy. There was just something about the architecture—these beautiful domes and spires—it just felt like there was this deep sense of art history. The thing about painting in Italy is that you can't help but look through the eyes of all the other painters who have painted in Italy. So, it was a loaded experience, it was a rich experience, and I got very interested in the architecture and the sense of darkness."

Lafuente noted she has always been a "tonal" painter, that is, one who uses light mass and shadow mass, rather than outlines, to create forms in her paintings (think daVinci vs. Matisse; Caravaggio vs. Manet). But when she returned to New York, she began experimenting with oil painting techniques (such as couching, which involves coating the previous paint layer with a colorless oil or solvent, and allows the artist to paint back "into" the previous layer) that would allow "forms to come out of the darkness," she explained. "I wanted to use the darkness and the shadow as a way to create forms." The works that hung in the Warner Gallery—primarily still-lives and landscapes—vividly displayed these influences in their depth of form and architectural, almost grid-like layouts.

But another recent travel experience had almost the inverse influence on her painting style: regular summer trips to Maine led her to become interested in the effects of fog on vision and aesthetics. "I started going up to Maine in 2009," she said. "Painting up in Maine got me very used to working with greys and the sense of reflection on the water and forms emerging out of fog. Fog is a way of obscuring form—shadow can be too, actually—and I wanted to see how forms would emerge out of fog, rather than out of darkness." This opposing influence created a gorgeous tension in some of the works; shadowed forms shimmered against milky grey backgrounds, and structures seemed to be both emerging from, and melting into, the canvas.

Students peppered Lafuente with questions about her artistic process and her experiences as a working artist, and wanted to know everything from what other mediums she uses, to how she decided to pursue painting as a career, to how she knows a painting is finished. In response to this last question, Lafuente said, "There's a quote from the Tao Te Ching: 'care at the beginning, and care at the end.' When I paint, I begin in a very intentional, prepared way. Then, once I start working, I find it has a life of its own—it has a momentum. At the end, I slow down, and I take a step back, and really ask myself, what does the painting mean?"

"I think a painting should stand on its own," Lafuente concluded, "whether you get there with five brush marks, like a poem, or with a million brush marks, like an epic novel. Either way, it should have a sense of structure all the way through." You could sense that structure in all of Lafuente's works, whether through fog or through shadow. ❖





TRUPPE FLEDERMAUS

THE CARNIVAL AT THE END OF THE WORLD



Kahn & Selesnick Surprise and Delight at 2015 Payson Art History Lecture

On Friday, October 16, the artists Richard Selesnick and Nicholas Kahn delivered the 2015 Payson Art Lecture. They spoke to students about their nearly 30 years of collaborative work, and the motivations, ideas, and obsessions that fuel their artistic productions. Their talk also marked the opening of their new show in the Warner Gallery, *Truppe Fledermaus: The Carnival at the End of the World*, which ran through November 20.

Kahn and Selesnick first met at Washington University in St. Louis, where they both majored in photography. After pursuing their art separately for a few years after graduation, they moved to Cape Cod, Mass., in 1988 and began working together on painting, photo, and sculpture projects centered around fictional characters, narratives, and even creators—all of which remain hallmark characteristics of their work today. Kahn and Selesnick have exhibited that work in more than 100 group and solo shows, and have pieces in more than 20 museum collections worldwide.

The artists opened their talk with a short black and white video born out of their recent “Truppe Fledermaus” work, and then moved through a lively slideshow of past projects. Their habit has been to spend years developing a single, large-scale installation project that utilizes a variety of mediums (photography, costume, painting, drawing, sculpture, and video) to tell the story of an imagined world that is some amalgam of the future and the past, or, to borrow a phrase from the artists’ website, “the future-historical impossibility.” Fantastical narratives have included Edwardian-era expeditions to the moon, post-apocalyptic bog dwellers, and WWI soldiers who sprout wings. *Truppe Fledermaus* (German for “Bat Troupe”) continues this tradition; the show tells the story of a circus troupe traveling through a future world transformed by the effects of global warming and rising seas. Meant to be a comment on our “drowning world,” the artists staged photographs of costumed and masked performers moving through sand dunes or floating on the surface of bodies of water. The show also includes hand-painted circus attraction posters and giant human figures, slightly reminiscent of

da Vinci’s Vitruvian Man, but built entirely out of plants or animals. “It’s kind of carnivalesque,” Selesnick explained. “We did a lot of images of people with carts of their belongings, because we imagined that you know if the ecological disaster we all hope doesn’t happen does happen, that the future will be a lot of people just dragging around what’s left of their possessions. In places in the world that are really war-torn, life does actually look like that.”

“I’m going to Nepal next week,” Kahn noted. “They have a shortage of gasoline right now, and all the cars are just parked on the side of the road, and the only way to get to your possessions is in those cars. This is our coming conflict-world over oil. This is pertinent to now.”



Kahn and Selesnick explained the many art historical and literary influences that pervade *Truppe Fledermaus*: tattoo designs from Tudor England; medieval shrines and reliquaries containing saints relics and scenes from the *Book of Revelations*; Japanese woodblock print series; Camillo’s *Theatre of Memory*; the semi-surreal works of Early Netherlandish painters such as Hieronymus Bosch and Pieter Bruegel; and pre-Raphaelite depictions of Shakespeare’s Ophelia after she has committed suicide. The artists’ mention of Ophelia’s death caused quite a murmur to ripple through Engelhard Hall; V Formers are currently reading *Hamlet* and at the time of lecture did not yet know that Ophelia would die later in the play.

Students asked the artists everything from, “Do you use Photoshop?” to “What is the point of art?” Perhaps the most vivid testament to the duration of the artists’ collaboration was the way in which the artists fluidly finished each other’s sentences throughout their seemingly extemporaneous lecture, even when answering questions about their purpose in society.

“We all dream at night in order to process all the stuff that has been bombarding us all day, and then we’re meant to forget that,” Kahn said in response to this question. “Our body does this naturally in order to process that. I think what we’re doing as artists is a kind of processing of all that stuff that’s bombarding us during the day, and then trying to create these dream worlds—”

“—We’re kind of vomiting it all back out and trying to obtain a certain measure of peace,” Selesnick continued.

“—yeah, that lets me feel that I’ve—”

“—shed a layer of the mind—”

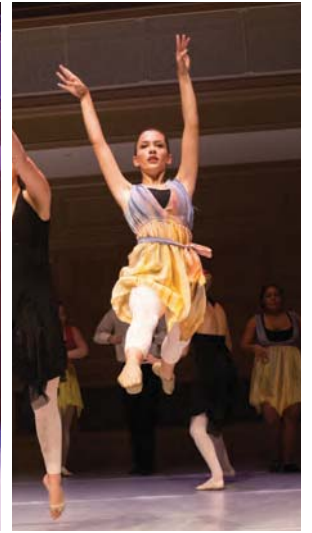
“—in the same way that dreams get us through the terror of existence of this planet. I think art is sort of an escape valve for all our infinite idiosyncrasies,” Kahn concluded.

The Payson Art Lecture was established in 2005 by a generous gift from Joanne and John Whitney Payson in honor of John’s mother Joan Whitney Payson, and to celebrate the graduation of their daughter Joan ’05 from St. Andrew’s. Their gift provides for a biannual lecture by a notable art historian and in alternate years supports the installation of an art exhibition for the benefit of the St. Andrew’s community. In his opening remarks, Headmaster Tad Roach noted that “the Payson Lecture has deepened the School’s understanding and appreciation of art history, confirmed the School’s commitment and exploration of the arts, celebrated the great teaching of John McGiff, and brought inspirational scholars to the School. The Payson Lecture is all about perception: disturbing and recreating our vision, our values, and our sense of moral agency. We thank the Payson family for their gift to St. Andrew’s.” ❖

PARENTS WEEKEND



TALK OF THE T-DOCK



SUSTAINABLE SAINTS

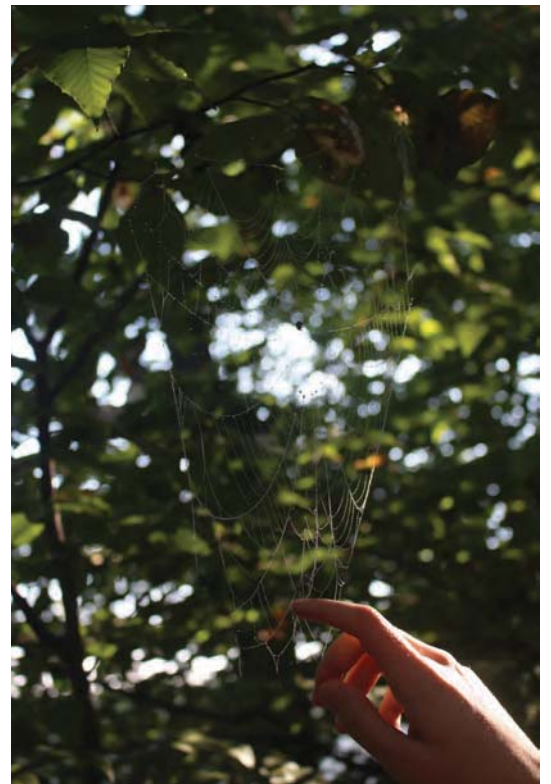


During the first few weeks of each new school year, one Saturday morning is given over to an Environmental Orientation. That day's classes are cancelled, and students, faculty, and staff head out into the wilds of St. Andrew's 2,100-acre campus. This tradition began in 2013 by the student members of St. Andrew's Green Council; their goal was to ensure that no student would ever again graduate from St. Andrew's without having explored and experienced the campus trails and grounds beyond the Front Lawn. This year's Orientation activities included: hiking and a land tour with Headmaster Tad Roach; fishing, canoeing, and Bio-Barge-ing around Noxontown Pond; silent meditation and yoga on the T-dock; organic gardening; hunting for arrowheads; sketching landscapes; and sculpting using clay dug from campus farm fields.

For more info on St. Andrew's sustainability work, visit standrews-de.org/sustainability.



TALK OF THE T-DOCK



Sharing Their Gifts

Distinguished Alums Talk to Students on their Education Work in Tanzania



Polly Dolan '85 and Ashley (Tompkins) Devery '85 returned to St. Andrew's campus this September to meet with students, faculty, and staff; join in classroom discussions; and give a talk at School Meeting on their international education work. These two inspiring women have dedicated their lives to providing educational opportunities for at-risk girls in Tanzania through their SEGA (Secondary Education for Girls' Advancement) Girls School and its accompanying non-profit, Nurturing Minds.

Dolan and Devery were commended for their ongoing work in that country at St. Andrew's Reunion last June, where they received St. Andrew's Distinguished Alumni Award. Established by a gift from the Class of 1959, this award program annually recognizes "graduates whose contributions to the world and to the School have been particularly exciting and meaningful," Headmaster Tad Roach explained in his introductory remarks. The award also underwrites the cost of bringing our Distinguished Alumni back to campus to meet with current students and faculty.

During their talk and Q&A session at School Meeting, both women spoke extensively on the profound impact the friendships they developed at St. Andrew's have had on their work and lives—and how those friendships have helped both of them find the courage and support necessary to "do something that makes you stay up at night," as Devery put it.

"Whatever it is that you guys have, follow that dream," Devery continued. "It started with our friends. If you put a lot of amazing people together, you will make something amazing happen."

Dolan lived in eastern and southern Africa for more than 10 years, working for education, health, and environmental conservation programs, before founding the SEGA School in 2008. Her community development experiences led her to begin formulating her vision for the school. "In sub-Saharan Africa, only about 17% of girls enroll in high school," Dolan noted in her talk at School Meeting. "Between the ages of 12 and 14, the school dropout rate for girls spikes." She spoke to the huge impact that girls' education can have on the economic and social strength of developing countries. A Council of Foreign Relations study cited on the SEGA website found that when the number of girls attending secondary school in a given country grows by 10%, that country's economy grows by 3%.

"I've been in Tanzania for 20 years now, so I brought my experiences into building the school," Dolan continued. "We've had buildings on the ground since 2010, and that couldn't have happened without Ashley on this side, doing the fundraising."

While at St. Andrew's, Dolan and Devery had been roommates, formed a tennis doubles team, and generally served as "partners in crime," Dolan noted. In 2007, Devery celebrated her 40th birthday with a visit to Tanzania to stay with Dolan and climb Mt. Kilimanjaro. "First I saw the tourist part of Africa, and then I went to visit Polly," Devery recalled. "Then I saw the 'real Africa.'"

Devery, a self-professed "soccer mom" to two kids, said she was shocked at the lack of even the most basic resources—libraries, running water, human rights—in the lives of the children she encountered. "People are living on basically nothing," Devery said, "and yet they are happy, happy, happy people. Everyone I met was full of joy."

During Devery's visit, Dolan outlined what would become the SEGA School's mission: to educate Tanzanian girls who are poor, marginalized, and at risk of becoming involved in exploitative forms of child labor. "Polly said, 'I'm thinking of doing this school, but I need some help in the States,'" Devery recalled. "And I jumped all over it." They founded the U.S.-based non-profit organization Nurturing Minds, through which Devery worked stateside to spread the word, raise funds, and purchase materials and supplies to ship to the new school, which Polly was working to build on 23 acres of land in Morogoro, Tanzania.

Its first class of 30 girls was held in a borrowed classroom in 2008. The SEGA campus—dormitories, classrooms, a dining pavilion, a water tower, and a solar-powered well and computer room—opened as a boarding school to 28 eighth-grade girls in 2010. Today, the SEGA School is educating 210 vulnerable Tanzanian girls on a campus comprised of 22 solar-powered buildings. Students have a daily routine that may seem "rough by American standards," Dolan explained, "but we don't have facilities employees that keep up the school—the girls do it themselves. And it's a lot less hard work than what they would be doing at home." Schedules include rising for student-led prayer at 5:45 a.m., with the leading student praying in her faith (typically Islam or Christianity); chores such as cleaning bathrooms and fetching eggs from the on-campus poultry farm; midmorning toast and tea break; classes, sports and clubs until 6:00 p.m.; and "prepo"—the girls' nickname for study hall—after dinner until lights out at 10:30.

Sound vaguely familiar, minus the egg-fetching? That's because much of what Dolan and Devery hope to offer the girls at SEGA is modeled on their St. Andrew's experience. In adapting St. Andrew's values-based living and learning environment to the fit the needs of Tanzanian girls, "Our goal is to create friendships and bridges across economic lines that will hopefully have a ripple effect in the lives of the girls long after they graduate," Dolan explained. "We want to help these girls set self-determined expectations for their lives, whether that's university, or a job, such as becoming a teacher, a nurse, a bookkeeper."

"You guys are fortunate," Dolan concluded. "You're coming out of one of the best schools in the country. You can say, 'What do I really want to do?' and you can do it. That's what we're trying to do with the SEGA School. We're trying to get girls to even hope, to even dream, to even think, that they might be able to do some of these things." ❖

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SAINTS IN SERVICE



Although community service is not required at St. Andrew's, more than two-thirds of the student body elects to participate in service work, either independently, or through service programs arranged by the School. Tuesday afternoons are specifically set aside for service; after lunch, more than 200 students head out into our community to serve others. Some volunteer as mentors and tutors in nine different local schools, while others give swim lessons and play therapeutic water games with local children who have physical and mental disabilities.







RUNNING MUD,

For the past five years, the St. Andrew's community has participated in the Delaware Mud Run, an early-September 5K run, dotted with "bootcamp-style obstacles that have been surrounded by or consisting of mud," according to the race website. The race is a fundraiser for leukemia research, with 100% of proceeds going to the Leukemia Research Foundation of Delaware. "The Mud Run is a community service favorite," said Treava Milton, St. Andrew's Assistant Director of Community Service. "It's a wonderful day—lots of fun and lots of memories, and knowing that at the end of this, we're making an amazing contribution, and could literally save someone's life."

The idea, said Chaplain Jay Hutchinson, is to get students tuned in and turned on to St. Andrew's commitment to community service almost as soon as they get settled on campus. "The Mud Run is fun community service," Hutchinson explained. "So we hope the students build on this as the year goes forward, and as we do service that is more difficult, or that requires a tremendous amount of student involvement, whether that be a blood drive, or the Special Olympics, or something else all together."

"Just going and doing service, say, forty minutes a week—that's not really what we're talking about in our mission statement," Hutchinson continued. "What we're talking about is having a heart that is oriented toward serving other people."

Nearly two-thirds of the student body, plus many members of the faculty, participated in this year's Mud Run. Runners are required to form teams of four, and are encouraged to conduct fundraising beyond the \$40 to \$70 entry fee (members of the St. Andrew's community who aren't inclined to get muddy often give to Saints Mud Run teams in lieu of running). As you can see from the photos on these pages, many student teams also elect to dress in coordinated costumes.

After this year's run, the VI Form stayed behind to clean up the race course, and collected discarded clothes and shoes. Students






RAISING MONEY

later rinsed off the shoes at St. Andrew's in-house car wash, and then donated the shoes to ChangeALife Uganda, a nonprofit organization that provides education and health care to orphaned and disadvantaged Ugandan children. (Its Director, Father Lawrence Kizito Kimbowa, visited campus from Uganda that same week, and spoke at Chapel.)

A student is responsible for promoting and coordinating school-wide participation in the race. This year's student coordinator, Smriti Kumar '16, had a personal connection to the race; she went to elementary school with the children of the family that started the race, one of whom had leukemia as a child. "One of the kids in my class was a Ferrara, and his sister Natalia had leukemia when she was very little," Smriti explained. "The Ferraras started the Mud Run, and I've run in it every year since the sixth grade. So this summer, I contacted [Chaplain] Hutch, and I said, 'I know we do this race in the first three weeks of school. Do you need help organizing?'"

"Smirti said, 'What can I do to help?' and I said, 'You run it!,'" Hutchinson recalled. "She literally just took the bull by the horns and started to recruit kids and set up the spreadsheets and do all of the paperwork and collect the money and make the announcements—all of the thankless stuff that has to be done, she took on with great aplomb, and did not have any hesitation about it."

St. Andrew's Mud Runners raised nearly \$6,000 this year, and had a great time doing so, from the looks of it. "The students have this way of connecting with each other," Milton said. "It's so inspiring to work with them—and to know that something good is coming of it." 

"Just going and doing service, say, forty minutes a week—that's not really what we're talking about in our mission statement. What we're talking about is having a heart that is oriented toward serving other people."





THE SAINTS BUNCH

Meet our new Faculty!

Lou Berl '84, *Associate Director of Admission*

SELF IN 6: Enthusiastic. Caring. Energetic. Glass-half-full. Direct. Curious.

FUN FACT: I am the youngest of three girls and first moved to St. Andrew's when I was 12 years old. My daughter Allaire, who is the youngest of three girls & was named after a former St. Andrew's trustee, also moved to the SAS campus when she was 12 years old.

MOST MEANINGFUL MOMENT SO FAR THIS YEAR:

My most meaningful moments so far this year have been my one-on-one meetings with my advisees, all of whom are new to St. Andrew's, working through adjustments, tears, questions and issues. I am learning who they are, what makes them tick, and how I can help them find their place in this amazing community.

Patrick Moffitt, *Varsity Football Coach; Asst. Director of Athletics*

SELF IN 6: Competitive, Hard-working, Honest, Humorous, Calm, Confident.

FUN FACT: I once helped Neil O'Donnell win an argument on a flight to Nashville. We were sitting in the same row, and a man in the aisle seat started yelling at Neil, saying he was taking up too much room. I was able to defuse the situation until flight attendants arrived when I told them Neil had done no wrong. They moved him to first class for his troubles, not seeming to know who he was.

MEANINGFUL MOMENT: My most meaningful moments so far are conversations with parents after games saying how much they appreciate what we do for their kids in every aspect of their experience here.

Francisco Delmiro-Suarez, *Spanish*

SELF IN 6: Cheerful. Enthusiast. Caring. Focused. Well-balanced. And quite messy.

FUN FACT: I cannot spend more than an hour without listening to some music. I don't care which type of music, it just drives me crazy if I don't! That's why you will always hear music coming from my apartment!

MEANINGFUL MOMENT: I cannot pick just one meaningful moment here at St. Andrew's, but I feel really blessed any time a student or a faculty member comes to me and asks how I'm doing since they know I'm new to the School. Thanks to them I feel I'm part of this great family!

Annalisa Alleyne, *Director of Academic Support*

SELF IN 6: Fun-loving, meticulous, energetic, compassionate, dependable, thoughtful.

FUN FACT: I was born and raised on the beautiful tropical island of Jamaica but immensely enjoy the winter weather of the Northeast.

MEANINGFUL MOMENT: Interacting with parents during Parents Weekend has been one of the most enriching experiences for me. I listened as parents spoke glowingly about their children's progression since being at St. Andrew's but what struck me the most was how they were all so direct and upfront about their challenges. What better way to meet students' needs than taking heed from the people who know them best?

Viviana Davila '85, *Spanish, IV Form Dean, Academic Advisor to IV Form Boys*

SELF IN 6: As Mrs. Elizabeth Roach described me back in the 80s during a name game: VIVACIOUS Viviana, loyal, focused, curious, engaged.

FUN FACT: I can ride almost any horse without a saddle!

MEANINGFUL MOMENT: I have had moments on the field and in the classroom: Watching my field hockey players grow into the confident team that I envisioned from the start. In addition, it has been a true delight to teach the Advanced Spanish Language to our eager, inquisitive, extraordinary SAS students.

Will Torrey, *English, Communications Writer*

SELF IN 6: Intense. Anxious. Funny. Impatient. Energetic. Intense.

FUN FACT: In spite of never learning the proper way to hold a pen or tie my shoes, I am a published writer and am currently wearing non-slip-on, non-velcro shoes.

MEANINGFUL MOMENT: On my first day of work at St. Andrew's, I went to my campus mailbox and found a very kind, very encouraging hand-written note from Will Speers. I remember pausing and thinking, this man is among the busiest people at St. Andrew's, and he's taken the time to sit down and write me a letter, to say 'welcome, and you'll be great'. I left the mailroom feeling ten feet tall. I feel nothing if not welcomed here.

Jason Kunen, *Religious Studies*

SELF IN 6: Analytical, spiritual, disciplined, empathetic, rational, and intense (and punny!).

FUN FACT: This past June I got a chance to sleep over at the Rubin Museum of Art in New York. Participants attended a dialogue between a Freudian psychologist and Tibetan Buddhist teacher on the significance of dreams. There was an article about this event in the *Wall Street Journal*, and I was shown in its photo.

MEANINGFUL MOMENT: There was a night when I had incredible conversations with some of the sophomores on Baum about philosophy, Japan, meditation, martial arts, and the meaning of life. I find those kinds of conversations riveting, and I look forward to having more of them.

Liz Torrey, *Director of Communications*

SELF IN 6: Curious. Clumsy. Confident. Writer. Reader. Listener.

FUN FACT: Somehow, I have been to Mt. Rushmore three times.

MEANINGFUL MOMENT: I think that would have to be the fall's first School Meeting; I went in expecting one thing and was amazed to find, instead, a student-run hour of energy, enthusiasm, skits and music and laughter. The students literally leapt on to stage to make their announcements with self-confidence and swerve, and the hall seemed to fill with a palpable sense of support. Truly, I fell in love with St. Andrew's at that first School Meeting.

Gaëlle Le Diuzet, *French*

SELF IN 6: (Very) French, enthusiastic, passionate, cheerful, fun.

FUN FACT: I love food and music! I am always trying to experiment with new recipes and can spend hours looking for new bands to listen to!

MEANINGFUL MOMENT: There are so many moments that I can't pick one, but if I had to choose, it would be the warm welcome from students and the faculty, which has been amazing!

ST. ANDREW'S MOMENTS

- 1 It was a beautiful Sunday night for the Square Dance on September 6. New and returning students, faculty, staff, and friends came together on the playing fields to celebrate another great, hot Opening Day.
- 2 This year students enjoyed an inaugural Post-Square Dance Jam in Engelhard Hall, hosted by SWAG. Senior band Shoes for Traction rocked the house, and helped everyone “get hype” and up on stage.
- 3 On October 21, Dr. Muqtedar Khan, Director of the Islamic Studies Program at the University of Delaware, gave a beautiful Chapel Talk on how certain Islamic prayers capture the experience of “falling in love with God.”
- 4 Author Julie Orringer visited campus on November 5, and gave a talk on the porous borders between personal experience and fictional narratives. Many students have read her collection of short stories, *How to Breathe Underwater*, in their English classrooms—and are huge fans of her work.
- 5 Peter McLean took a group of adventure-seeking students on our annual camping trip to Hawk Mt. in Pennsylvania, where they enjoyed campfires, night hikes, birdwatching, and a Sunday picnic at the family farm of Pat Durkin and his son Charlie '97.
- 6 On Halloween, St. Andrew's was excited to host the Special Olympics Delaware Fall Festival on our campus. Here, John Paris '17 spars with a competitor on the gridiron.
- 7 Students did some harvest work in the organic garden on the free Monday after Parents Weekend.
- 8 October 16 marked the 25th anniversary of SAGE Dining Services; to celebrate, school chefs baked a huge array of desserts for midmorning snack, and students sang a few loud rounds of “Happy Birthday.” Here's to 25 more years, SAGE!





Recommended Reads *from our Librarians*



Noreen Tully

Dear Committee Members

by Julie Schumacher

A short, hilarious episitolarly novel, perfect for anyone who has no time to read due to writing letters of recommendations. Over the course of a year, long-suffering English professor Jason Fitger writes letters of recommendations—those he's willing to write and those he's been "condemned" to write. Containing personal and inter-departmental pratfalls and intrigues, a school-year's worth of an academic's life unfolds through these missives. You can practically hear Fitger sighing as he sits down to write yet another ridiculously unnecessary letter or listen in as he once again pounds out the keys desperately advocating for a most deserving student. So fun!

Station Eleven

by Emily St. John Mandel

Feeding my obsession with dystopian novels, this book is really exciting, and, for a dystopian novel, not too creepy. After being taken on a fast-riding description of world collapse due to a deadly virus, the reader inhabits a new world 15 years later. I loved this story because of its new order newness—that is, nothing much has been established after the collapse. I was continuously thrilled by how dark, silent, uninhabited and politically dangerous this world is depicted.

All The Light We Cannot See

by Anthony Doerr

Beautifully well-crafted story, moving back and forth between a French blind girl and an engineering ingenue of a German boy, culminating in their paths crossing at the end of World War II in Brittany. A novel that moves quickly within the backdrop of impending world war, but is really about two children—small lives, endless hope. A really lovely book.

Redeployment

by Phil Klay

I've been reading novels about the Iraq and Afghanistan wars—Billy Lynn's *Long Half-Time Walk*, *Fives and Twenty-Fives*, *The Yellow Birds*—and also Brian Turner's memoir, *My Life as a Foreign Country*. *Redeployment* was next. A series of short stories, you cannot walk away from this book without keeping in mind—seared in your mind—what a veteran experiences long after you finish reading it. It is this era's *The Things They Carried*, only more immediate as its telling is in real-time.

Sweetland

by Michael Crummey

A most beautiful, melancholy, and funny tale of a man bent on defying his family, his neighbors and his government by refusing to leave his barren home island off the coast of Newfoundland: everyone save for Moses Sweetland takes the buyout to leave. This novel is so layered—what's on the surface is only the surface. Written from an old man's hardened experience and perspective, it is a story filled with love, longing, and memory.

Lisa Myers

The Burgess Boys

by Elizabeth Strout

Having read *Olive Kitteridge* a few years back and loving it, I was excited to read another book by Elizabeth Strout. Strout did a fabulous job describing the intricacies of sibling relationships in adulthood.

The Woman Upstairs

by Claire Messud

I think, perhaps, I should re-read this novel as it was so compelling—the characters (all sort of tortured souls), the inter-relationships, the scenes depicting their art installations—brilliantly written! ■

▲ *The Irene duPont Library has now made it easier to share your latest inspiring book or find a new one. Please visit standrews-de.libguides.com/good-reads to join the conversation.*



GALLERY

Sammy Nelson '16

This photo was a part of my “Heavy Psych” project for my AS Photo class. Mr. Meier assigned us to find inspiration from other photographers or styles. As a musician, I chose a sort of neo-psychedelic style that I find pairs really well with what I like to listen to and play. I found a photographer that used mirrors in open landscapes to help add surreal feelings to their images and thought that’d be an awesome idea. Along with the style I was trying to emulate, I also paired each of my photos in this project with a song. Instead of choosing psychedelic rock from the ’60s and ’70s, I went with new bands and groups as these photos are a bit “toned down” from the total weirdness of those times. The song I felt fit this photo is “Where Do I Begin” by the Chemical Brothers.



YOU ARE NOT A MACHINE

WHAT MAKES A ST. ANDREW'S EDUCATION INCREASINGLY VITAL IN OUR EVER-CHANGING WORLD

Each academic year, we cap off the first week of the fall semester with Convocation, in which a member of St. Andrew's faculty gives a talk on an academic topic of his or her choosing. Mathematics Chair Eric Finch gave this year's Convocation address, in which he testified to the long-term value of a St. Andrew's education in a shifting 21st-century global economy. Citing his fear of the event's traditional timing (after lunch on a Friday), he also went the extra mile to make his talk decidedly interactive: Mr. Finch asked the more than 300 students and faculty packing Engelhard Hall to stand up from their cushioned seats and get their blood flowing with a few vigorous rounds of "Race to 20," a math game in which two people compete to see who can get to 20 first through simple addition. (For the full set of rules, see Jo Bolar's What's Math Got to Do With It?) Winners of the first round were asked to remain standing and play each other, and so on, until a small set of Race to 20 champions had been determined. Audience members were then given a moment to discuss what strategies might be used to win this seemingly simple game (such as always beginning with a particular integer, for example, or always a certain quantity).

With our blood sufficiently pumping, Mr. Finch proceeded with his talk, reprinted here in its entirety. You can also watch Convocation in its entirety on our Livestream page at standrews-de.org/livestream.

It's been a year since Mr. Roach invited me to give this Convocation address. At the time I was humbled and honored. But for the last 11 months I've been haunted by the scheduling of this moment. Let's think about it for a second. Most of you have been on campus for five days. Many of you have been here even longer for leadership orientation and sports camps, which means you were exhausted even before everyone else showed up on Sunday. You moved everything into your room, met hundreds of new people, and then perspired your way through the square dance. The next day was spent on orientation activities. That same evening you got to do some homework and then start classes on Tuesday. You proceeded to meet your teachers and get to know your classmates, probably receiving even more homework.

Since then you've had three more days of classes, Wednesday chapel, afternoon practices, and I imagine staying up late reconnecting with old friends or making new ones. To top it off, everyone just ate a big lunch. There's a good chance you have never been more tired than you are at this very moment. And this is the time that I'm supposed to talk at you for an hour in a dark, quiet, relaxing theater. Thanks again for the honor Mr. Roach.

Since I know I'm not that gifted of a speaker, we're going to do things a little differently. Just as students in my class must be active participants, I'm going to ask the same of you today. The game you're going to play is called "Race to 20." The person whose first name comes first alphabetically will start. Starting at zero, the first player adds 1, 2, or 3 to zero. Players then take turns adding 1, 2, or 3 to the previously stated number. The winner is the person who says 20. Brookie [McIlvaine '16] and Neva [Richardson '16] will demonstrate, with Brookie obviously starting before Neva. Everyone please stand up and quickly pair up with a person next to you. Everyone ready? You'll have 30 seconds for the first round. Begin. If you lost, please sit down. Winners stay standing and pair up with a new opponent for round two. You again have 30 seconds. Go. Losers sit and second round winners pair up for the final round. Go. Losers please sit. One clap on "3" for our finalists: 1, 2, 3...



Congratulations, you may sit down as well. You now have one minute to talk amongst yourselves about a possible strategy for this game. Now I need one confident volunteer, someone who knows they can beat me, even if I go first. Uche [Amakiri '16], please come up to the stage. You do have to beat one more person to take home the "Race to 20" trophy, but it's not me ... it's him! [Bill Hu '16 comes on stage.] Obviously Bill comes before Uche so he'll start. Begin. Nice job, Uche! You can go

To be honest, if I could unlearn all of the math I know and start over with problem solving, I would do it. [My brain] has been trained to look for ways to plug numbers into formulas it has memorized. It works, but it isn't really math.

back to your seat. That was some great math. In fact, figuring out how to win a “Race to 20” is much more mathematical than solving this: and I’d like to spend a few minutes this afternoon trying to explain why.

In the 20th century the ability to solve such problems as this could lead to a decent job or even save the world from fascism. The women in this picture spent World War II cranking out the computations needed to create the firing tables that were used on the front lines in Europe. Here’s how we can solve those, and much more complex problems today. Brianna [Adams ’17] is going to demonstrate an app called Photomath. Notice that the app both solves the problem and explains each of the steps required to do so. The price of obtaining this app is less than a cup of coffee at Starbucks. Most students get really excited when they first discover Photomath. They start dreaming of all the free time they’ll have now that an iPhone can do their math homework in a matter of seconds. They also realize they don’t need to pay attention in math class anymore. And they are absolutely right, if they were in a 20th century math class.

Sadly for them, the 20th century is over and this technology makes the simple possession of these skills obsolete. Students today are forced to work harder and think much more deeply. I was able to memorize some algorithms and practice their use on countless problems in order to prove myself as a capable 20th century mathematician. That isn’t enough anymore. Which is why I love teaching math in the 21st century and regularly watching my students surpass me as a mathematician. Let me give you an example.

Last year I presented this problem to my class. If {blank} find the {blank} and the {blank}. My solution was a pretty solid representation of many years of studying. Floyd Krout, my own high school calculus teacher, would have been proud. I was proud of myself, but then this happened: [Seal Turnbull ’16 uses Desmos to present his solution.] Thanks again, Seal. It still stings a little. To be honest, if I could unlearn all of the math I know and start over with problem solving, I would do it. My brain is wired the same way as those women creating the firing tables in World War II. It has been trained to look for ways to plug numbers into formulas it has memorized. It works, but it isn’t really math.

Seal’s method demonstrates the essence of mathematical thinking. He used big ideas, like the unit circle and slope, to understand the question in a much richer way. He could therefore see the solution in his mind and knew why it was an interesting question. St. Andrew’s students are thoughtful about math in a way that previous generations rarely were. This is the habit of mind that will serve them well in the rapidly changing global economy.

A spate of recent stories in the media points to the urgent need for such thinking. If you’ve watched the news for at least 30 minutes in the last six months you probably heard a story about the march of robots into the labor market. Though our economy has rebounded nicely from the recent Great Recession, it has been marked by jobless growth, which means we have been producing more stuff, more goods and services, but we’ve done it without hiring more workers. Many economists believe that’s because the computerization of the labor market is advancing at an unprecedented pace. This story isn’t new.

A recent piece on NPR's *Planet Money* detailed the history. The Luddites were 19th century English textile workers who fought against and tried to destroy the power looms that threatened their livelihood. You may also remember the folk tale of John Henry. He raced a machine in rural West Virginia to dig a tunnel through the mountains for the railroad. Though he won the race, his heart failed and he died. In the 1980s machines replaced auto workers. In the 1990s Travelocity supplanted travel agents. In the next decade autonomous cars may well eradicate taxi and truck drivers.

In 2013 two professors at Oxford University, Carl Frey and Michael Osborne, published a paper entitled "The Future of Employment: How Susceptible are Jobs to Computerisation?" They studied nine characteristics that they expected to have an effect on a job's susceptibility to computerization. The four that were most significant were:

- Do you need to come up with clever solutions?
- Are you required to personally help others?
- Does your job require negotiation?
- Does your job require you to squeeze into small spaces?

An occupation that answers yes to the first three and no to the last one should still exist in 10 years. The authors analyzed 702 different jobs and found that 47% of total U.S. employment is at high risk of being computerized in the next decade or two. I assume I haven't just crushed your dreams of being a weaver, tunnel digger, auto worker, travel agent, or taxi driver. You've probably set your sights higher, perhaps as a mathematical technician, which is someone who spends their time solving problems like the quadratic I presented earlier.

Even though I obviously know about Photomath, I was still shocked to learn that the Oxford study ranks mathematical technician as the 699th job out of 702. There is a 99% chance such skilled workers will be replaced. Maybe that just means you should concentrate more in English class. Sadly, there's an 89% chance that technical writers will be replaced in the next 20 years. I have a good friend who currently earns six figures as a technical writer for Cisco. Thankfully, he's of retirement age and won't be around as his colleagues lose their lucrative jobs. A firm in North Carolina called Automated Insights has a platform called Wordsmith that takes data and turns it into a story. NPR set up a contest between the computer and one of its best reporters, Scott Horsley. [Above] are the results. The computer isn't Jane Austen, but it gets the job done. One of the occupations Oxford found safest from computerization was social worker. But even that has been put in doubt.

Story #1

► Denny's Corporation on Monday reported first-quarter profit of 8.5 million dollars. The Spartanburg, South Carolina-based company said it had profit of 10 cents per share. The results beat Wall Street expectations. The average estimate of four analysts surveyed by Zacks Investment Research was for earnings of 9 cents per share. The restaurant operator posted revenue of \$120.2 million in the period, also beating Street forecasts. Three analysts surveyed by Zacks expected \$117.1 million. Denny's shares have risen nearly 6 percent since the beginning of the year. In the final minutes of trading on Monday, shares hit \$10.90, a climb of 61 percent in the last 12 months.

Source: Automated Insights
Credit: Quotient Bull/PFI

Story #2

► Denny's Corporation notched a grand slam of its own in the first quarter, earning a better-than-expected ten cents a share, as restaurant sales jumped by more than 7-percent. Operating revenues topped \$120 million. Adjusted net income jumped 36 percent to \$8.7 million. Denny's is one of the nation's largest full-service restaurant chains. The growth in sales suggests consumers are opening their pocketbooks for pancakes, eggs, and hash browns. Earnings were also helped by lower costs for raw materials. Denny's results were also helped by the re-opening of the high-volume location inside the Las Vegas Casino Royale restaurant. After sales grew faster than expected in the first three months of the year, managers raised their sales forecast for the remainder of 2015.

The U.S. military has been working on a virtual therapist named Ellie. It was originally developed by a psychologist who noticed one of his patients had an easier time relating to his Game Boy than he did to his therapist. Ellie specializes in helping people with depression or posttraumatic stress disorder. They realized that much of Ellie's effectiveness was in asking the right questions and then simply listening. Soldiers in particular found it easier to talk to Ellie, because actual therapists usually reacted badly to their traumatic stories from combat, a reaction patients tended to



avoid by not telling the stories they needed to share. Ellie also collects data on smiles and other microexpressions that can indicate a patient's true feelings. That data is used to fine tune Ellie's follow up questions. In multiple studies Ellie was found to be as good or better than human psychologists at diagnosing PTSD and depression. Though I don't think Ms. Roz needs to be worried just yet, Ellie is another example of the rapidly growing ability of computers.

On the bright side, there's only a 4% chance of authors being replaced, which is why you should make the most of your English classes. As you know, English classes at St. Andrew's do more than teach you how to write a grammatically correct sentence, the way Wordsmith already can. They are not preparing you to be just a technical writer. They push you to generate your own ideas, carefully analyze texts, and generate your own original arguments. I know that it's hard work, but it produces the authentic skills that will be required for you to survive in the global workplace you'll experience from 2023 until 2065.

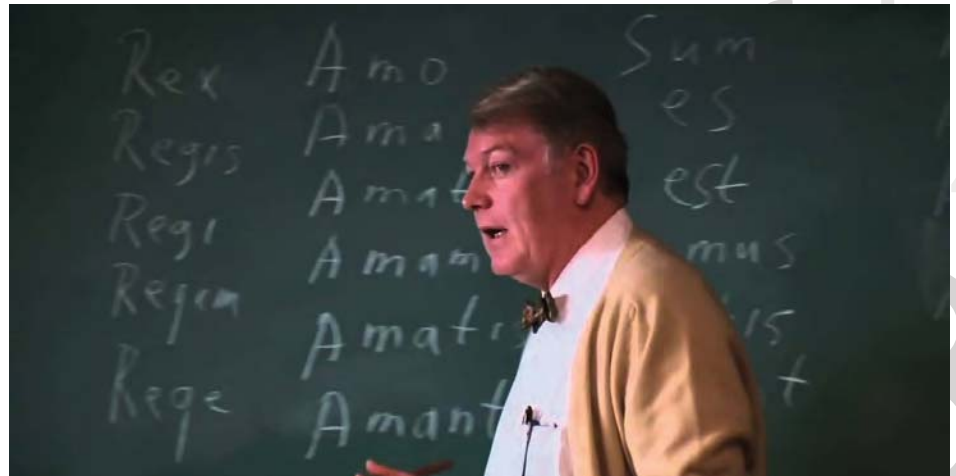
None of us can predict the state of the world five to eight years from now when you graduate from college, let alone 30 years from now when you're in the middle of your career. What we do know is that problem solving, creativity and social skills are the most difficult ones for a computer or robot to emulate. Those are the precise skills that you must work to hone in yourselves. That is why you are at St. Andrew's and why St. Andrew's will still be here for your children and grandchildren.

I was relieved to find that the Oxford paper put the odds of high school teachers being replaced in the next 20 years at only 0.8 percent. But that will be true only if the nature of high school teaching continues to progress and develop at a pace much faster than it has over the last few hundred years. Lectures are still a mainstay in many American classrooms. Just 20 years ago I had a professor in graduate school who spent the first 20 minutes of each class writing theorems on the board, which he had copied out of our textbook. He was dutifully carrying on the tradition of teaching that originated in medieval Europe at Cambridge and Oxford. At the time, books were still rare and precious commodities. The store of human knowledge was

found in these books. Universities were the owners of the books. Knowledge was then disseminated by having a “teacher” read the book to a room full of students, who carefully made their own versions of the book in their notes. At Chapel Hill I taught what were termed recitation sections to groups of students taking Econ 101. The term recitation comes from the fairly recent educational practice of reciting. Teachers would state phrases like “pistis kai episteme” and the class would repeat it back in unison: “pistis kai episteme,” they would recite it. This could go on for an entire class as a way of passing along knowledge to students. There’s even a scene in *Dead Poet’s Society* where a class is being taught via recitation. Books have been ubiquitous for quite a while now, yet too many classrooms are still dominated by a teacher reading their lecture notes. But the information age we now live in is finally making the lecture the relic of the Middle Ages that it should be. Thanks to Google and our new campus WiFi you essentially have the contents of every book ever written in your pocket. And now even more recent teaching methods are under attack.

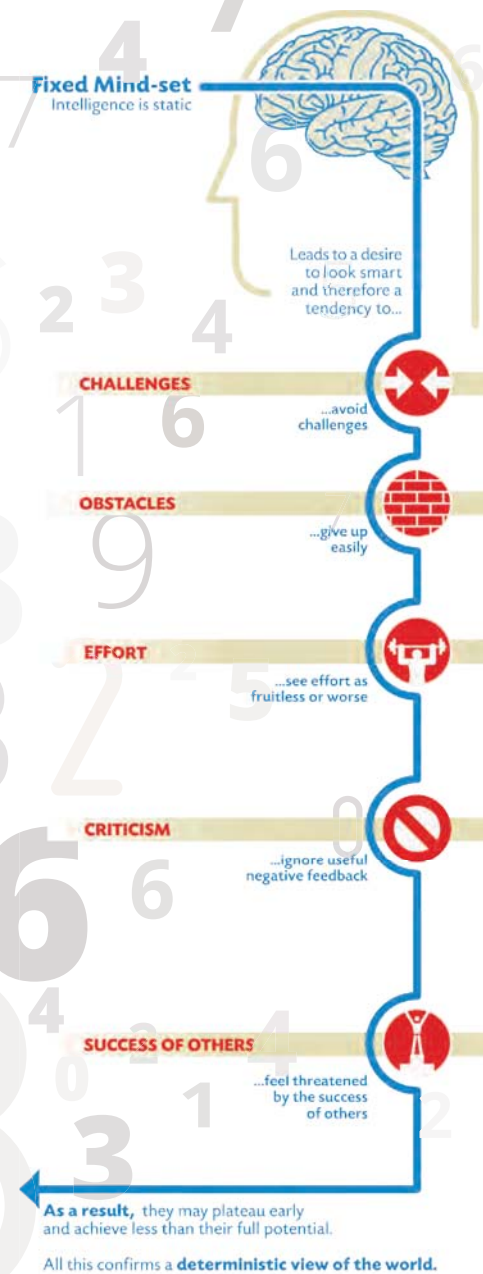
This summer I had the opportunity to explore the joint venture between MIT and Harvard named EdX. Thanks to Mr. Miller encouraging me, Mr. Mastrocola, and Mr. DeSalvo to enroll in a baseball statistics course, I’ve gotten to know the EdX platform quite well, and I love it. A few weeks ago I spent 13 consecutive hours in my dining room working on the course because I couldn’t pull myself away. I even skipped lunch because I didn’t want to stop learning. To be honest, as soon as I’m finished here I’m headed back to my dining room with my laptop because the final exam for the course was released this morning at 11:00 a.m.

I can’t wait to take it! I’m just worried that Mr. Mastrocola and Mr. DeSalvo skipped this talk to get a head start on me! I’m addicted to the course because it’s interactive. It gives me immediate feedback about my progress. I can work on it whenever I want to, even if that’s for 13 hours one day in the middle of August. EdX is also featured in Kevin Carey’s new book, *The End of College*. After reading Carey’s work, I doubt my nine-year old will attend the type of



college that I did and you will. I think his opportunities will be better and significantly less expensive. I haven’t spent his college savings on a new sailboat yet, but I may soon. Just don’t tell him about it! It’s our little secret.

I like to think that 10 years ago I was teaching excellent courses in calculus, geometry, algebra, and economics. Those courses were worth the tuition. The 150 students in my course at Georgetown combined to pay \$450,000 in tuition for my class alone. At the time that was their best option. Today it isn’t. If the goal of education is simply learning how to solve an equation, integrate a function, or know the seven



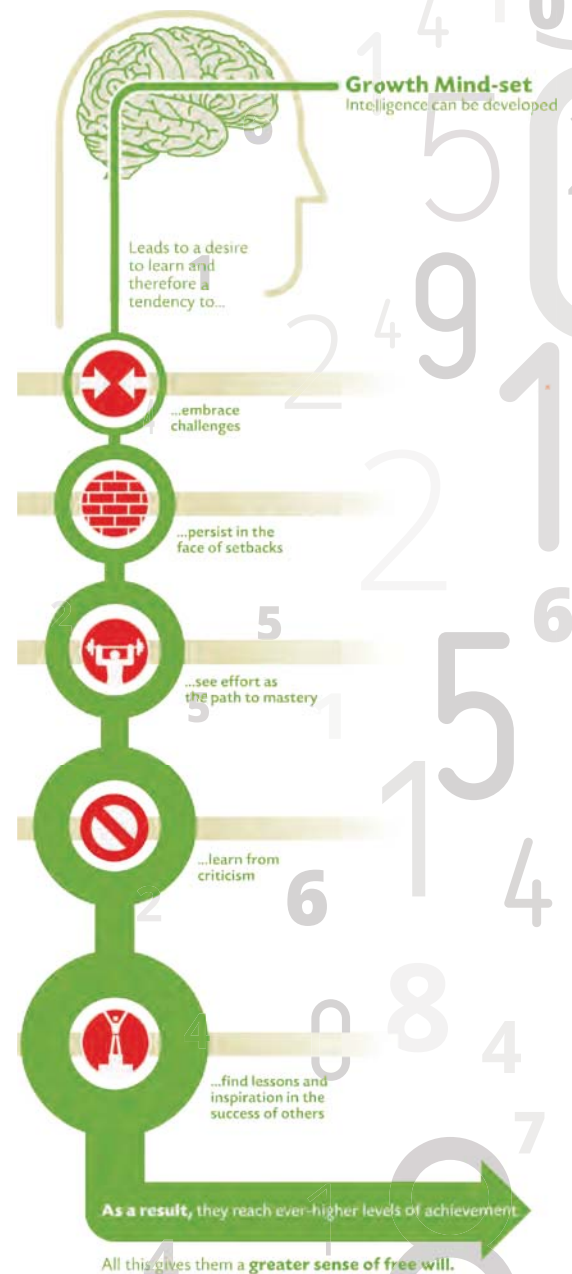
steps involved in implementing monetary policy, then colleges like Georgetown, and high schools like St. Andrew’s are in trouble. The efficiency of online learning is growing at an exponential pace, largely thanks to the artificial intelligence and advancements in cognitive science that the best online courses are utilizing. The ability to target learning to the needs of individual students means that everyone will soon have access to their own personal Aristotle, just as Alexander the Great did. To be brutally honest, I could not teach the same classes I did just 10 years ago in good conscience. EdX can teach you to solve equations and integrate functions much better than I can in a classroom with 11 other students. My role as a teacher must be fundamentally different today. The St. Andrew’s of the 21st century must be unrecognizable to students who were here in the 20th century. Though this is a significant challenge, it is also an amazing opportunity. We must leverage the fruits of the information age in order to focus more on those skills that will enable you to enter occupations that computers cannot make redundant. Again, we must work toward these:

- **Generating clever solutions.**
- **Personally helping others.**
- **Negotiating with others.**

These skills are certainly on display in the following clip from the film *Apollo 13*, which I hope reminds you of your math classroom. I call this an Alex the Astronaut problem. Those NASA engineers were faced with a problem they hadn’t even imagined. No one knew the answer, but they worked together and found a way to bring the Apollo 13 crew safely home. Your math teachers strive to give you the same experience and help you hone these critical skills. They refuse to directly answer your questions, insisting you work toward your own clever solution. They require you to work closely with and help one another, either in small groups during class, at evening help sessions, or in the dorm after study hall. They encourage you to find ways to work productively with all types of students. They foster resilience by embracing your mistakes and helping you to learn from them. They train you to break seemingly impossible problems into smaller, more manageable chunks. In a recent study, a psychology professor from UCLA named Jim Stigler gave an impossible math problem to first graders in the U.S. and Japan. On average, American first graders gave up after 30 seconds and said: “We haven’t had this.” Japanese students typically spent the entire hour and had to be told to stop. He concludes that Asian cultures typically view academic struggle as a sign of strength and a natural part of learning. They have a better understanding of a growth mindset in which one’s abilities expand as you struggle and are not fixed by some genetic code. American students have typically viewed struggle as a sign of diminished intelligence, and thus avoid it. You cannot simply look at the next page of problems in your math book and walk away with the defense that no one has taught you how to do that problem before. We don’t expect you to know all of the answers, but we do expect you to think deeply about the questions.

I also know that these habits of mind are being taught throughout the classrooms of St. Andrew's. Mr. Porter certainly doesn't just tell you what Fitzgerald means in the last line of *The Great Gatsby* when Nick says we are "boats against the current, born back ceaselessly into the past." Dr. O'Connor exposes you to expanding liquids, but then gives you a chance to figure out how a thermometer works on your own. Instead of simply memorizing facts about history, Ms. Pressman lets you uncover the rationale behind the Declaration of Independence by reading it and other pertinent documents yourself. It is not our mission to simply pour into your brain the store of knowledge that is already available on the phone in your pocket. At St. Andrew's you are given the opportunity to unlock the wonders of our disciplines and make them your own. What we push you to do here is not easy, but it is more vital than ever to your own future and that of our society. Though I've taught classes around a Harkness Table for some time now, spending a week at Exeter this summer, where the Harkness Table was first introduced, gave me a deeper understanding of and appreciation for the philosophy of learning behind the Harkness Table. The demands it places on students to engage with their own learning are significant. Sharing your own interpretation of Toni Morrison or struggling through an Alex the Geologist problem in front of your peers can be scary. I felt that same fear as I was tackling Math 4 problems in front of other teachers at Exeter. It's easy to let our need to appear smart trump our desire to learn. I had no understanding of a growth mindset when I was in high school. So it wasn't until graduate school that I learned the importance of asking sincere questions. The Harkness Table at St. Andrew's encourages you to break free from such inhibitions and begin a life of sincere curiosity and realization.

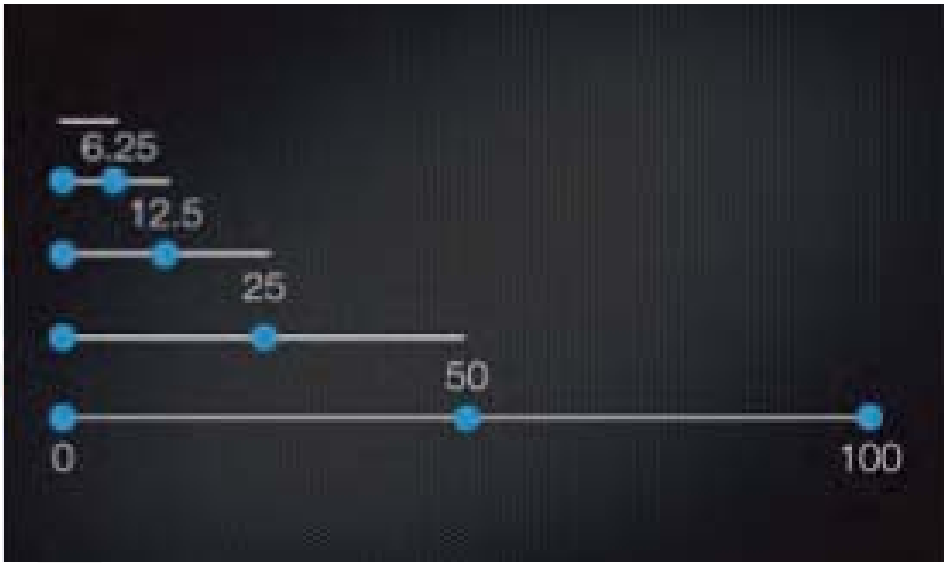
EdX and online learning pose another challenge to the traditional high school, even exemplary ones like St. Andrew's. The college admissions process is what economists call a problem of asymmetric information. Information about your ability as a student is not perfectly shared between you and the admissions office, hence it is not symmetric. College admissions offices try to close that gap by looking at your SAT scores, grades, transcript, essays, and recommendations. You have an even bigger advantage because St. Andrew's has traditionally graduated students who have been successful in college and Mr. Gilheany works hard to make sure colleges know that. Each year we also invite a cadre of admissions officers to campus for a few days to ensure they do know about St. Andrew's and its ability to prepare you for further studies. Your attendance at St. Andrew's makes it easier for colleges to recognize your potential. A century ago prep schools like Exeter and Lawrenceville were the primary ways for Harvard and Princeton to screen students. Attendance at an elite prep school essentially guaranteed your admission to a top tier college. Do you think that's because those students were the most deserving and capable students in the world? I doubt it, but at the time it was the best mechanism available to Harvard and Princeton. The ability of college admissions officers to find the best students is rapidly expanding beyond



GRAPHIC BY NIGEL HOLMES

just knowing where you went to high school. We are nearing an age when colleges will be able to locate the best students and invite them to campus instead of just hoping the best students send them an application. For example, one of the best EdX courses is taught by MIT's Eric Lander, the scientist who headed the human genome project. It contains the same level of rigor as the actual course taught on campus in Cambridge.

When Professor Lander was asked what he found most surprising about teaching the online course he replied, "I was struck by how many really good thirteen-year-olds are out there." The very first EdX course was in circuits and electronics. The exam for the course was purposefully "MIT hard." Though tens of thousands of students took the exam, only a few hundred earned a perfect score. MIT discovered that one of those scores belonged to Battushig Myanganbayar, a fifteen-year-old boy living in Ulan Bator, Mongolia. Where do you think he



was living one year later? He was in Cambridge, Massachusetts, on a full scholarship as a freshman at MIT. Since the results of online learning will be machine readable, colleges will soon be able to Google the best potential applicants in the world, which may or may not be the best news for you. In order to help you compete with the emerging Battushigs of the world, St. Andrew's must and does offer more than the simple dissemination of knowledge.

From looking at your faces, I think it's time for another activity. I can't believe I'm saying this, but please take out your phone or laptop. I've enlisted Mr. Burk's help to gather some data from you using an activity that was recently posted on the *New York Times* web site. You're going to pick an integer from 0 to 100, with that number representing your best guess of one-half of the average of all the numbers chosen by the members of the audience. For example, if the average of all numbers chosen was 60, then you will win by entering 30, which is half of 60. Make sure you think about it for a second. Mr. Burk will now explain how to input your guess.

Thank you, Mr. Burk. Now let's model how we can all responsibly use our new WiFi freedom by putting our phones and computers away. Thank you. Let's look at the results. Interesting. Please raise your hand if your answer to the question was zero. If so, I'm tempted to waive the stringent prerequisites for my econ class, for zero is the theoretically correct answer. Sadly, only about 25 of you reached that conclusion. But don't feel bad, only about 5% of *New York Times* readers recognized the solution. It turns out that zero is the only Nash Equilibrium for this problem, a game theory

concept that earned John Nash the Nobel Prize in economics. Game theory is used to explain everything from the cold war to competition between firms, and even Jane Austen novels. Let me explain it in the context of our little survey. If you thought everyone's guess would be random, then the average would be 50 and you would answer 25, which is half of 50. But if you realized that everyone should think the same, then the group average would be 25, so you should take half of that and say 12.5. Of course everyone should then say 12.5, making the group average 12.5 and forcing you to revise your answer to 6.25. Your logical train of thought should lead you to zero. When everyone says zero there is no incentive for anyone to deviate. You have reached the Nash Equilibrium. Simply averaging the numbers between 0 and 100 isn't sufficient for this problem, nor is guessing that the answer is something less than 50. It requires thinking beyond an initial effect and considering the secondary and tertiary consequences. This is the type of mathematical thinking we ask you to do at St. Andrew's. Finally I'd like to recognize the most important teachers at St. Andrew's. Though my colleagues are amazing and dedicated professionals who pour their blood, sweat, and tears into this institution, I'm not talking to them. I'm talking to you Sarah Pinto '17, and you Rishi Shah '16, and you Donovan Simpson '16, and you Diana Georges '18, and you Robin Zhang '19, and all of your peers.

In the face of exceptional online learning like EdX I often question the value of St. Andrew's and my own role as a teacher. I've come to realize that my purpose is no longer showing you how to do math problems. My purpose is doing math problems with you, and analyzing how you are thinking about those math problems. My purpose is to challenge you with tasks that are difficult, but achievable with sincere effort. My purpose is creating a learning community where you have the opportunity to think creatively, work collaboratively, and help each other; for those are the attributes that will serve you well in your professional and personal lives throughout the 21st century. But you cannot collaborate and help others in isolation. You need your peers to reach those critical goals. None of them can be achieved sitting in front of your laptop. St. Andrew's brings together some of the most curious and engaged teenagers in the world. That is the beauty of this place; not the pond, not the buildings, not even the incredible faculty. You, the students around you, and the students yet to arrive will ensure St. Andrew's remains a thriving community of faith and learning. ❖



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Choosing Chapel

On a beautiful fall Friday in October, students, faculty, and staff—plus a few Trustees who had just arrived on campus for their fall meetings—gathered on the Front Lawn for an outdoor noonday Chapel. Senior Thomas Lindemann gave the address, and spoke to the role of St. Andrew’s Chapel Program within our 21st century school that contains students of many faiths and many backgrounds. Thomas explored the ways in which our Chapel program might continue to be relevant and valuable to a religiously diverse student body and school community.



Hello everyone. I am excited to talk to you today, right before Long Weekend. I’m excited, but nervous too. Today I would like to talk a bit about the Chapel program and my thoughts on it. I have been thinking about this for some time now, turning it over in my mind throughout last spring and over the summer.

In my three years and change at this school, through conversations and general experience, I have discovered something about the way we operate as a community: we sometimes don’t like going to Chapel. The feeling that I have gotten is that Chapel is often seen as a nuisance, and, more importantly, an imposition of Christian faith on a group of students who are not entirely, or even mostly, Christian. The prevailing narrative is that it is a relic from the School’s past, a past where our student body consisted entirely of white Christian males. In our 20/20 hindsight, we can say that this past has no place in our tolerant, accepting community, and that Chapel has become obsolete.

To paraphrase the words of the Rev. Dr. Smokey Oates, my former headmaster, there are always two sides to every argument, and somewhere in the middle of these is the truth. Without an opposing view, we lose the possibility of finding the truth. In response to what I see as the prevailing narrative of Chapel’s obsolescence, I would like to voice my view of the importance of Chapel and our school’s inseparable connection with the Episcopal tradition. ►

CHOOSING CHAPEL

In 1929, our founder, Mr. A. Felix duPont, wrote the following words: “[t]he purpose of St. Andrew’s School is to provide secondary education of a definitely Christian character at a minimum cost consistent with modern equipment and highest standards.” More specifically, I might add, this school educates us in the upstanding tradition of an Episcopal school. In other words, the Episcopal tradition is inexplicably bound to this school’s identity. There is no way around this fact, unless one would like to change the school’s mission statement. But let me back up a little bit.

If I am to defend the School’s Christian mission, I must define what exactly this mission is and why it is important to the overall mission of the School. Our community is founded upon principles of trust, tolerance, kindness, and acceptance of all people, regardless of their differences. These principles are what hold us together, and without them, we would cease to be a community, and would instead be a fragmented collection of individuals.

Now, contrary to what some may think, the tradition of Episcopal schools is also grounded deeply in principles of acceptance and tolerance. The website for the National Association of Episcopal Schools says that “the intentional pluralism of most Episcopal schools is a hallmark of their missions.” In other words, the Episcopal school is, by nature, not a conversion factory, and is not meant to be made up entirely of Christians, or even of a vast majority of Christians.

The article goes on to state that “[a]bove all, Episcopal schools exist not merely to educate, but to demonstrate and proclaim the unique worth and beauty of all human beings as creations of a loving, empowering God.” These ideas sound rather familiar. We are taught, and strive to practice, similar principles every day of our existence at St. Andrew’s in an

effort to create and sustain inclusivity in our community. So the presence of each and every one of us, Christian and non-Christian, is intentional, and, furthermore, quintessential to the fulfillment of the mission of this Episcopal school.

Inclusivity is at the heart of the Episcopal tradition and the identity of an Episcopal school. I think that we can all agree that inclusivity is also at the heart of the mission of this school, even if it is not always practiced perfectly. In my time here, I have heard it said that as an accepting, global school, we have outgrown our association with a single religious tradition. However, I implore all of you: have we really outgrown the principles of acceptance that are the basis for this tradition? Are we so perfect as a community that we are

beyond associating with a tradition that embodies the same morals that we seek to uphold? Do we not need the framework and moral grounding in something other than ourselves that association with a faith instills?

Tolerance and diversity exist at St. Andrew’s not in spite of, but because of our Episcopal grounding. The “definitively Christian character” of our school grounds us in our ethic of acceptance, and, as I see it, our ties to

the Episcopal Church benefit us and help us recognize these goals. We hear all sorts of messages, from Father Lawrence last week, to Mrs. Kemer last night, to Muqtedar Khan, a Muslim mystic, in a few weeks, all of which help us to embrace various perspectives.

St. Andrew’s is special because, in our time here as students, the School focuses on our whole person, rather than on simply our academics. Like any good school, we are strong in the classroom, but we are also given advisors, in whom we can confide about matters that stretch far beyond academics. We are built up physically, through athletics. We live on dorms amongst our peers, where we are given the opportunity to make the best friends of our lives. In these

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ways, the School builds us up not only academically, but also physically and socially, in an effort to build the whole person.

The chapel program serves to cover the spiritual aspect of our lives. Chapel is not a place where we are forcefully indoctrinated into the Christian faith; rather, it is a place where we are given a chance to stretch ourselves spiritually, to seek answers to the bigger questions of life.

To paraphrase my former headmaster again, I have never met anyone in my short time on this Earth who does not have seemingly unanswerable questions about life. Why are we here? How did we get here? Do people have a purpose? Do I have a purpose? What is it? Is there a God? These are all questions which all of us face in some capacity at some point in our lives. As students who are about to find themselves on the brink of the big, bad, adult world, where we must pave our own way, I can think of no better time to start asking these questions, if you have not already.

Chapel serves as a place where we are invited to explore some of these questions. As I have already explained, we are by no means forced to accept any answers presented here; they are simply offered up to us, available for anyone who needs them to embrace them. Neither the School, nor the Episcopal Church, claims that these answers are the only ones that are correct, nor does it claim that the answers of any other religion or individual are wrong. It simply provides a lens through which we can choose to view our world.

That is what chapel is all about: gathering as a community, all 375 or so of us—students, faculty, staff, and

even trustees—to explore these questions. Nobody's view is wrong, and we are not forced to accept anything. We are just asked to sit, listen, and consider the bigger questions of life.

And, look, I can understand why people might be apprehensive. Christianity, and, indeed, religion in general, has at times been co-opted by extremists and used as a weapon against those who think differently. I understand that some Christians, both in the past and currently, have been intolerant and hateful of other cultures and faiths.

But, I would argue, that is more about the human condition than it is about any religion. We as humans have a capacity for hatred and intolerance in the same way that we are capable of love and acceptance. It is people that commit evils, not religions. People simply find different outlets for their hate, whether it be ISIS using Islam or the Westboro Baptist Church and their sad excuse of a Christian faith. But St. Andrew's is not that type of school, and we are not grounded in that type of Christianity. Everyone, regardless of culture, race, religion, or any other identifiers, adds value to our community.

The same can be said for our Chapel program. Not only is everyone welcome, but everyone is necessary, because, for an Episcopal school to function properly, there must be a diversity of cultures and faiths. An Episcopal school is not meant to be made up of an entirety, or even a majority, of Christians. It's just not in the design. It is meant to allow students of all faiths to gather as a community, and to explore some of the intangibles, the bigger questions of life. What, I ask, is more St. Andrean than that? ✨



Thomas Lindemann '16 is in his fourth year at St. Andrew's, and hails from Charlotte, N.C. He plays cello in the School orchestra, and performed the lead role in this year's fall play, Flowers for Algernon. He lives on Sherwood Corridor.



THE SCIENCE TEMPLE

The Past, Present, and Future of Amos Hall



WILLIAM H. AMOS HALL

In 1962, three St. Andrew's science teachers—Bob Colburn, Webb Reyner, and Bill Amos—began a journey. For years, they toured laboratory and classroom facilities at colleges and schools across the region, compiling notes and consulting advisors at Andover, Loomis, and Goucher College. The men's goal was simple: to gather the insights necessary to create the top-notch science facility St. Andreans needed and deserved—a place where students could conduct real scientific work, where the careers of young biologists, chemists and physicists could be launched, and where, above all, devoted teachers could best instill in their students a love, respect and reverence for the natural world.

“When we went on this trip, we put ideas together,” Bob Coburn said on a Monday in October. The Emeritus faculty member and baseball coach was tucked away in his tiny office in back of the chemistry lab. In the adjoining classroom, Dr. Harvey Johnson '97, Colburn's former student, helped his own students with an experiment. Colburn went on about the trips: “Bill Amos always had his camera, and he took pictures of every little detail. Not just the main labs, but the details. The question we always asked other schools: ‘After building your building, what did you feel got left out, and what would you have done differently?’”

A discussion regarding a stand-alone campus science facility had been ongoing among the faculty and the Board of Trustees for years. From the time that St. Andrew's first opened its doors, the science department had been housed, in less than ideal circumstances, all over Founders Hall. “Where the classes were before,”

THE SCIENCE TEMPLE



Colburn explained, “they were spread out. There was no connection. The chemistry lab was right under the Headmaster’s office. The physics lab was where the business office is now. The biology lab was over in the main corridor somewhere. The lab was the same as the classroom. Things were outdated, and you were restricted.”

Despite what appeared to be an obvious need for a new facility, a number of hurdles—cost and other campus construction projects among them—stood in the way. But by 1964, after Amos had presented the Board with the proposal for the new science building, the ball at last was in motion—though not without complications. Originally set for construction between Trapnell House and the grass docks, opening out onto Noxontown Pond, with a glass atrium, the building’s initial plans proved too costly, and the location, idyllic though it would have been, was ultimately deemed too far removed from the flow of student traffic. Revised plans moved construction away from the water and into the then wooded area between Founders Hall and the gymnasium, a place that struck both the Board and faculty members as a natural crossroads, and where it stands today.

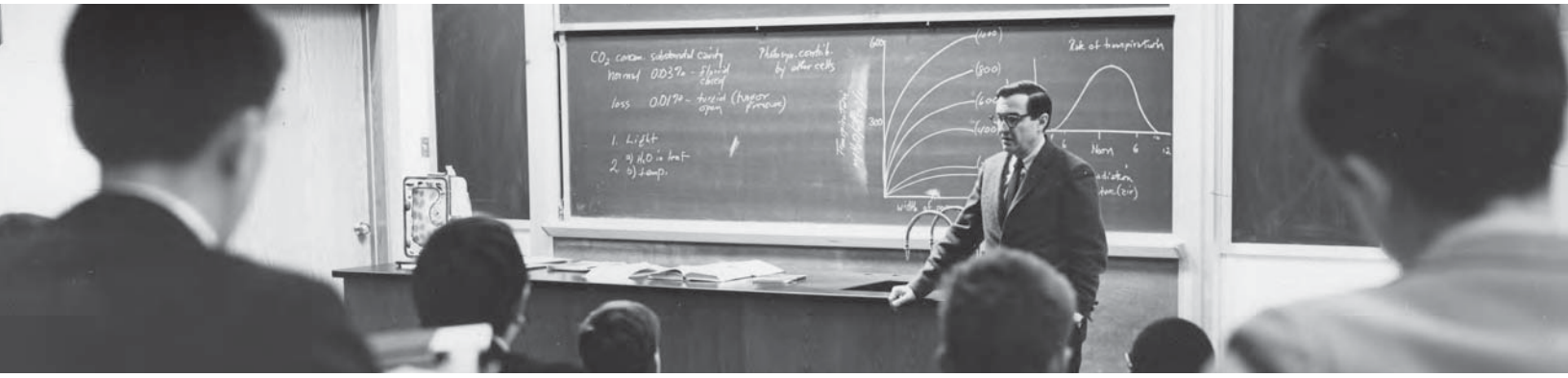
Upon its completion in 1967, the Science Building—nicknamed “The Temple” for its imposing and initially all-but-windowless-exterior—immediately earned the science program at St. Andrew’s a new level of notoriety. The facility boasted classrooms tailor-made for science instruction, with adjacent laboratories, a science library, a telescope, and a wet room, as well as supplemental lab spaces students could access for extracurricular projects of their own design. Many of the building’s interior walls were non-load-bearing, which would allow the layout to be reimagined to meet the demands of time. All of these amenities, paired with the School’s unbelievable natural resources—Noxontown Pond, the 2,100 acres of flora and fauna: a natural world in living exhibition—made the School’s science resources some of the finest in the country. The three men’s journey, long though it had been, had ended in success.



Since its completion, the Science Building—renamed Amos Hall upon Amos’s retirement in 1984—has indeed served as a great resource, for teachers and students alike. One such student is Cuth Hutton ’04. Hutton, who now works as an ecologist focused on environmental reclamation for a consulting firm outside of Tampa, remembers Amos Hall as the place where his “love of math and science came to life and grew into a passion.” Hutton’s most important memories, however, like those of many St. Andrew’s alumni, center more around people than on place. For Hutton, the teachers who made the greatest impressions were Mark Hammond and Bill Wallace. “My love for science was sparked in Mark’s chemistry class, and honed in Bill’s AP Environmental,” Hutton said. “Mark’s masterful understanding of chemistry sparked an intellectual curiosity I had never known. I always looked forward to going to Amos Hall for his class. In my senior year, I would drop by his office to ask questions about the chemical and physical world. I remember him showing me videos in the physics lab after dinner, before study hall. Then, my senior year, I took Bill Wallace’s AP Environmental Science. His course took my love of science and helped form it into a love of natural science.”

Another alumnus who remembers Amos Hall fondly is Eddie Hickman ’05. “Looking back,” Hickman says, “the curious nature that makes me a good scientist today was definitely influenced by Amos Hall. It was where I could take refuge and focus on my AP Chemistry, Physics, Calculus, and Biology studies.” Hickman, who’s in progress on his Ph.D. in Neuroscience at Vanderbilt, remembers one teacher in particular. “If Amos Hall had a ruler,” he says, “it would be Eric Kemer. His passion for critical thinking and problem solving made even AP BC Calculus and Honors Physics exciting. I remember having to design a spring-based slingshot-type device in Physics class to hit a precise target on the wall—we spent an afternoon in an Amos Hall lab shooting balls all over the place!”

Of course, Hutton and Hickman are but two of many St. Andrew’s alumni who have chosen to make science their lives’ work. In the time since the building’s construction, St. Andrew’s



students have gone on to vibrant careers in medicine and research, as well academia. Their accomplishments, not to mention the impact their commitments to their own fields have made on the world at large, are testaments to the marvelous work done not only by the men who designed the building, but to all the dedicated teachers that, in the intervening decades, have called it home.



Today, it's almost impossible to imagine St. Andrew's without Amos Hall. In many respects, the building has come to serve as a campus hub. One can stand before its brick façade at any time and take in the parade of students making their way to and from Founders or the across-the-gully dorms. In the afternoons, young athletes in wind shorts race along the Strand en route to practice for cross country or field hockey, while students donning tights or toting sketch pads head off for dance and drawing in the gym or the O'Brien Arts Center.

In addition to courses in mathematics, science and computer science, Amos Hall also houses the School's English Department. This pairing makes for an interesting blend. Strolling down the main corridors, one is as likely to hear Peter Mclean or Dan O'Connell talking with students about photosynthesis or taxonomy as they are to hear Elizabeth Roach and Emily Pressman team-teaching a Humanities unit on Toni Morrison's *Beloved*. Indeed, a student could feasibly make their way from math to physics to creative writing, all without ever setting foot outside of Amos Hall.

This arrangement has served the campus well in recent years, and Amos Hall itself continues to be an essential center of campus learning, but it's important to note how long the building has gone without substantial renovation. Apart from a project that added extra classrooms to the main corridors, the "Science Temple's" footprint remains almost precisely the same as it was on the day its first classes were held.

And while 48 years may seem like a relatively short run in the lifespan of a building, when you think of that timeframe in the context of science

and technology, it may as well be an epoch. Consider this: in 1967, when the last construction trucks rumbled away down Noxontown Road, man had yet to walk on the moon. Today, nearly every person at St. Andrew's—faculty, staff and students alike—takes for granted their ability to walk around with a supercomputer in their pocket. The Internet has gone from nonexistent to ubiquitous. On a whim, a student can stroll into the Irene duPont Library and rent a high-definition camera, a wireless hotspot, or even a drone.

In that time, St. Andrew's, too, has vigorously transformed. The School has thrived under the direction of four Headmasters, has shifted from all-male to coed, and, perhaps most pertinently, its student body has almost tripled.

All of these changes, positive though they are, have created the need for St. Andreans to reflect on the building's current state. Despite a growing interest in the sciences nationwide, not to mention a bevy of tech and biotech career opportunities that did not exist ten years ago, let alone a generation ago, Amos Hall is in many ways dated. The facilities, once the envy of schools in the region, have begun to show their age. The time has come for a substantial update, one that will again ensure that St. Andrew's students and faculty will have the facilities needed to inspire the passions of a whole new generation.



What, then, might the future hold for Amos Hall? A walk through the building on a Friday in late September set out to answer that question. Science and mathematics faculty members John Burk, Harvey Johnson, Eric Kemer and Mark Hammond, along with Headmaster Tad Roach, set out on a room-by-room tour of Amos's two stories. As the teachers passed through classrooms, labs and prep rooms, they noted a variety of the building's issues, ranging from anachronistic classroom layouts and a misuse of office and storage space, to a dearth of windows and natural light, to an outdated HVAC system that's the frequent cause of noise pollution. Further, the faculty noted a lack of clear sightlines and open floor plans, which saddle labs with an

THE SCIENCE TEMPLE

over-built choppiness that obscures collaborative interaction.

The strain of these larger, teaching-based concerns isn't limited to laboratory settings; it impacts mathematics instruction as well. "Our classrooms," said math teacher Bowman Dickson, "they're just tiny." Dickson, who is nothing if not energetic, explained the difficulties of teaching this year in four different classrooms. What was most trying, he explained, was the rooms' inconsistency and lack of adaptability. "The classrooms all have Harkness tables in them, and you can barely walk around them. Some have good whiteboard space but others don't at all. There's a real mix." His response begged the question: does Harkness-style instruction—which places students alongside their teacher at a large table in hopes of fostering discussion as opposed to lecture—have a place in math and science classrooms? Dickson considered, his brow folded in thought. "The issue is that it's one-dimensional," he said. "It doesn't work for everything. It's hard to do group work because everyone's on a curve. If we were designing new classrooms, I'd push for having modular furniture that enables us to have more space."

A better use of space in general and more adaptable classrooms in particular are key themes in the thoughts for future renovation. But, as it stands, the plans for a new Amos Hall are far from concrete.

When asked recently if a single major change—redesigned labs and learning spaces, flexible furniture—might be the building's panacea, science faculty member John Burk smiled politely and shook his head. "I don't think I can answer that," he said. Burk's gentle and bespectacled eyes seemed to say without saying that, whatever it would take to remake Amos Hall, finding the precise solution would take time and serious thought.

"What was great about the approach that [Amos, Colburn and Reyner] took was that they went from a blank sheet of paper. They started by going out and seeing what was happening in

science programs around the country." Burk was sitting in Amos's lecture room. It was mid-morning on a Friday, and he'd just finished teaching computer science. "They wanted space for students to do research. They wanted a building that was flexible and adaptable. Those two principles bore the test of time—it's why we're still able to teach here 50 years later. I want us to honor that kind of work. I want the entire department to think about what science teaching will look like from 2015 forward."

At this, Burk shifted in his chair, his wheels clearly turning. "So how do we make a building that can adapt to that?" he asked. There was a short pause, and then he answered his own question.

"We make a building that teaches students," he said. "We get students involved in the design process. We think about sustainability. We open up the space so that when students are in the hallways, there are things they can do. There's a table where they can sit and study and work. There's a whiteboard where they can solve problems. Not every resource is relegated to the classroom. If a student wants to do some work on their own, there's space that encourages that."

As for the classrooms themselves? Burk had one word: "Transformable. You can have a Harkness-style discussion one minute, and another minute you can switch over and have students working in four-person groups or in pairs, and in another minute you can go and quickly test an experiment."

As Burk stood to go, his eagerness was plain. This five-minute talk about improvements to the building—the idea of it—had him going.

"Collaboration is the biggest thread," he said. "That's the spirit of Amos Hall."



Back on that Friday in September, after the faculty and Headmaster had finished their tour, the teachers happily plopped into seats in the lecture room. The afternoon was drawing to a close, and the room, without students, seemed



big and empty. A slideshow commenced, and all present took in a stream of photos of other schools and newer facilities, all possible inspirations for the future of Amos Hall. The room filled with a mix of excitement and exhaustion. It was a feeling much like one experiences upon landing a new job: on the one hand, you're excited about all the possibilities; on the other, you've got a lot of nitty-gritty details to figure out.

After the slideshow, Tad Roach, pensive in the front row, the sleeves of his white oxford rolled to his elbows, made note of the potential renovation's unique timing. When Bill Amos passed away this summer, St. Andrew's lost one of its most important figures. By all measures—as an educator, a scholar, a naturalist, a man—Amos perfectly embodied the attributes we as a community hold most dear. What better way to honor him and his legacy, Roach suggested, than to bring the building he helped design almost 50 years ago, the building that he poured himself into for much of his career, back to prominence and glory?

"This is a historic building," Roach said, "it's capable of something better."

Everyone in the room agreed. And though no one could rightly say where the renovations might end—a full redesign, a whole new footprint—everyone knew where they would begin.



And so we arrive at the start of a new journey.

Already, members of the science and math departments, like their predecessors before them, have begun to tour facilities near and far. And while the times have changed, their goal remains the same: to build a place where the fires of student's interests in science and math will be stoked, a place that will promote for future generations the spirit of inquisitiveness and collaboration that defines St. Andrew's.

There is in this connection an undeniable beauty. Men and women, teachers, scientists and mathematicians—some themselves once

students at this school, the students of the men who designed this building—packing their bags and traveling together, taking photos and making notes, all the while asking, again and again, the same question Amos, Colburn and Reyner asked all those years back: If you could rebuild your science building—your temple—so that it was better, more perfect, what would you do?

It is the same connection that St. Andrew's students today share with the boys who walked with Bill Amos from the main hall to a newly cleared square to watch A. Felix duPont break ground on the new science building, the boys who helped move beakers and Bunsen burners from Founders across campus to their new home—the classrooms and labs built just for them. It is the same connection that St. Andrews of the past and present will share with the students at this school 50 years from today. It is a world only some of us will share in, and a world not a single one of us can imagine. ♡



In October, science faculty and students traveled to the University of Delaware for a tour of their recently built Integrated Science and Engineering Lab (ISEL) to gather ideas for the future of Amos Hall. The group met with three alums and UDel science faculty, plus sat in on an integrated honors biology and chemistry class.

(l. to r., top) Dianna Georges '18, Richard Einhorn '17, Dave DeSalvo, Harvey Johnson '97, Mark Hammond; (bottom) John Burk, Hallie Fausey '15, Izzy Navarro '15, Sara O'Connor, Eric Finch, Victor Arriaza '14, Zach Ewing '18.





Remembering A Legend

WILLIAM H. AMOS

REMARKS FROM THE NOVEMBER 1ST MEMORIAL SERVICE
BY DANIEL T. ROACH, JR.

On the last night of his St. Andrew's career, a time period that spanned the years 1947-1984, Bill Amos slowly walked around the campus and the community he loved. He wrote:

I walked along the pond's familiar shoreline, stood in the common room, sat in the dim Chapel, circled the buildings, looked up at the Gothic details, slate roof, tower spire, golden in the sun, seeing as I had not seen before.

THIS PASSAGE CAPTURES THE SPIRIT OF THE MAN WE HONOR, CELEBRATE, AND REMEMBER TODAY. Amos the scientist, Amos the teacher, Amos the guardian and steward of the pond, common room, soul of the School, Amos the historian all find expression in this walk. But what strikes us today is the passage's emphasis on vision, epiphany, discovery, this man's capacity to revisit, rediscover, and see anew.

Bill Amos was an exemplary teacher, our culture keeper, our historian, roles that gave him access to the very heart and soul of the place where he lived and worked. This passion, dedication, and restless search to understand where we lived, how we lived, how we grew and developed, characterized his life as a scientist, teacher, articulator of St. Andrew's history. For Bill Amos, the search to understand, transform, and discover the heart of the School was a lifelong endeavor.

What was the source of this educational and human vision? Bill Amos was the son of a headmaster, a boy who grew up in Japan, a man who served his country as a cryptologist breaking the top Japanese naval codes, a man who experienced the tragedy and paradox of war, a man who embraced family, school, and education as the foundation of his life. In his own words, "the School's stability became my own; the power of the St. Andrew's community sustained me in down times when outwardly I was on the top of the world." >

REMEMBERING A LEGEND



If St. Andrew's provided a foundation, an answer to the essential spirit of this great man, his response was to contribute, to build, to envision, to write, to experiment, to inspire, to explore, and to transform St. Andrew's and St. Andrew's students. He gave so much of his life, his time, energy, and effort to St. Andrew's, even though year after year he received offers, opportunities, for headmaster positions in other schools, teaching positions at other schools, universities, and colleges.

St. Andrew's and Bill Amos were intertwined, connected just as naturally and powerfully, as he argued, the pond is to the campus. What committed his focus and attention and central development as a scholar, teacher, and writer was a scientist's passion both for analysis and for regeneration. The very idea, the very birth of the School intrigued him: he tells the story of Walden Pell's walk with Bishop Cook and Alexis Felix duPont as if it were yesterday, mesmerized by the confluence of a vision of a school and the astonishing natural setting they chose for their experiment. Of course, the source of Amos' foundation and the Founders' selection process and walk was Noxontown Pond.

In an essay he wrote for the *St. Andrew's Magazine*, Amos describes the sacred space of the pond:

Every St. Andrean should pause to remember his or her own earliest moments on campus. Whether a student applicant or a faculty or staff member seeking career employment, you came in the long drive and parked near the front entrance of Founders Hall. Walking to the oak doors, you glanced across the wide lawn towards the glint of water. Was it merely a little pond or a bit of tidewater creek? Soon, you were shown Noxontown Pond from another vantage point and found its two mile length surrounded by woodland ... Didn't the pond's presence at once heighten your interest in St. Andrew's? And need one ask if this gem of a pond, cradled in 2,000 acres of school land, is important to St. Andrew's? St. Andreans understand that the School and the pond are inseparable—perhaps more intimately than we realize.

For Bill Amos, the pond became the source both of the School's mission and spirit and for the innovation in education he planned to create around its borders. He understood that the very name St. Andrew's called the School to educate its students not only for intellectual and professional excellence. The spirit of St. Andrew's came from the notion that a private school with a soul could inspire students to seek generous, empathetic, loving lives even as the world turned in the 20th century towards war, violence, and destruction of the human spirit. Was it possible to commit education to goodness, education to the miracle of students and adults turning from the affairs of the world towards a more generous, enlightened vision of faith and learning? That question, that opportunity, that promise focused Bill Amos' life and career here.

In 1947, Bill Amos created and enacted a form of education that was innovative, exciting, responsible, and vital to the

very spirit of the place. As alumni in this Chapel today know, this teaching and learning approach was all about baptism, immersion, and joy as Amos and his students embraced the mystery, the life, health, and spirit of this precious pond. "Within my first weeks at School," Amos writes, "I began making a biological inventory of what this marvelous outdoor laboratory contained." Even the wisdom and vision of the Founders could not have known that the pond would be the source for both an educational epiphany and the foundation for the professional and environmental lives of generations of alumni. We know now in the 21st century that great teachers do not delay in giving students opportunities to think and explore and research and problem solve and argue like historians, mathematicians, scientists. We seek to create opportunities for students to see the pursuit of learning as one full of discovery, miracle, and epiphany. But Bill Amos began this revelation immediately as he and the students literally immersed themselves in the exploration of the wonders of Noxontown Pond.

That immersion led to generations of St. Andrew's students learning and expressing the passion, intellectual energy, and discovery of the sciences; it led them to a profound appreciation of the miracles in nature and in their own lives that were not immediately obvious to them before looking, searching, discovering more carefully; it gave students the freedom, the fresh air, the water that needed in a school environment that was structured, regimented, and intensive. It launched an exploration of the role of joy, exuberance, and discovery in a national educational regime that was repetitive, mechanical, and deadening. It launched careers, professional careers in the highest levels of research, scholarship, and medicine.

Equal to Amos' delight in exploring, collecting, researching, and protecting the pond was his own deep desire to capture the spirit of the pond in words. Here is one beautiful example of the scientist turned poet:

It begins on a mist-shrouded morning. At first, it is a faint bugling call with flutelike overtones. The sound grows, but never lowered—until with whispering wings the great white forms burst into view, streaming overhead against the luminous mist, so low I can see the undulations of long outstretched necks. The black-billed heads tilt as (I like to think) each swan in turn inspects the clods of earthbound creatures below as it rushes past. The swirling mist envelops them one by one and the aerial flutes diminish as they go over the point, heading for the far end of the pond. It is the swan's song that tells it all, the fluting bugle that fills the heart.

Throughout Amos' life, the pond found itself threatened: in the 1960s when DDT and chemical additives to farms were diffusing throughout the still water and again in 2006 when a water weed, Elodea, began to choke the pond and turn the surface green and the water impossible to row in. In 1984, Jon O'Brien and Bill Amos pulled the life cycle of the



pond backward when they worked with the Board to dredge the pond—Amos wrote: “The work took almost two years, and almost as though it had received an elixir of youth, the pond reverted back to its earlier days.” The 2006 Elodea crisis brought me to call Bill in retirement in Vermont—he quickly told me how to save the pond from its newest crisis.

If the pond was Bill Amos’ living laboratory, the students and alumni were the center of his life as teacher, advisor, mentor, and coach. He once wrote: “The best of humanity is in young people. The love I feel for them, and for the institution is as genuine as that of a member of my family.” His students remember his joy, his brilliance, his humor, his passion, but most importantly, his kindness.

Of course, Bill’s decision to write *Time to Remember* gave him the incredible opportunity to assess the resonance of St. Andrew’s with our alumni, and as he told the story of 50 years of School history, he communicated with so many of his former students – they trusted him, honored him with their stories and tributes, and helped him create a book that captures the very spirit of this place.

As he surveyed the work, the development, and the emerging vision of the School, he studied racism and integration, coeducation, and the emergence of a culture honoring boys and girls; he examined complex and important work on the financial health of the School; he analyzed the spirit of headmaster leadership at St. Andrew’s.

He recognized what four of us headmasters knew in our hearts: that leading St. Andrew’s is not about a brief, superficial commitment to a generic boarding school: it is a lifelong act of love, generosity, resilience, and courage. It involves many, many days of joy, accomplishment, and fulfillment, and, yes, a few days of complexity, isolation, doubt, and exhaustion. Through these portraits, Amos found and celebrated the heart of leadership in Walden Pell, Bob Moss and Jon O’Brien. I read and studied the book carefully; I find myself in my own 20-year tenure feeling very much like Dr. Pell, Mr. Moss, or Mr. O’Brien at some point every year. In other words, Amos’ book helps me define and explore courage, vision, leadership, and innovation in my work in the School.

Reading Bill Amos’ essays, memos, books, and articles remind us that he loved family with all his heart and soul – he was so proud of his brilliant, creative, and generous children, their spouses, and his and Catherine’s grandchildren. And the love of his life, Catherine, made these incredible moments of thinking, creating, appreciating, connecting, seeing, exploring possible. She and Bill made their home and their lives sanctuaries of hospitality and friendship.

Ultimately, Bill Amos and St. Andrew’s expressed deep love and appreciation for each other. You feel and sense that devotion and commitment to the School in this passage Bill wrote:

Nothing could compare to what St. Andrew’s meant and how much more there was for me to do there—work that I wanted and needed to do ... I cannot imagine any other professional experience other than serving St. Andrew’s, working with colleagues, friends, and being close to generations of students.

As I finished my Amos reading and writing, I followed his example, walked slowly to the shores of Noxontown Pond, and gave thanks for the vision of our Founders and the capacity of teachers like Bill Amos to give this idea, this connection, and this School life: life as magnificent and complex and miraculous and beautiful as his sacred pond and all the pond’s inhabitants and neighbors, seen and unseen through the ages. ❖

IN YOUR WORDS REMEMBERING MR. AMOS

Mr. Amos was one of my favorite teachers at St. Andrew’s—so brilliant and so kind. He will always hold a special place in my heart. —*Anita Pamintuan Fusco '86*

He was a most gracious, gentle, and humble man, with so much to teach. —*Jack Fiedler '51*

He touched so many lives, in more ways than I’m sure he ever knew. He was an inspiration. —*Jim Bullitt '52*

A truly wonderful human being and the embodiment of all that is great about St. Andrew’s. —*Ted Lake '80*

What an amazing teacher and a great man! I have so many funny memories of taking zoology with him, like naming the animals we were dissecting. —*Robin Gage Lilly '80*

I loved Mr. Amos. He was my advisor the whole time I was at St. Andrew’s, and I swear you will not find a finer, kinder person in the world. —*Kathryn Nevin '84*

Understated, combining the wisdom borne of experience, intelligence and an innate sense of one’s place in the academic orbit, he was a powerful influence on my career and life. —*Jim Beverly '62*

Mr. Amos was a major influence in my decision to study biology—and ultimately, medicine—and gave me a first glimpse into the world of scientific study. He was endlessly curious, and he guided us by his own example. In his interest in ecology and locally invasive species, he was decades ahead of his time. I think of him often, and warmly. —*Marcia Moore '75*



ST. ANDREW'S

REUNION



JUNE 10-12



**Class notes have been removed
from the online version of the
Magazine in order to protect the
privacy of our alums.**



**CALLING ALL BLAZERS, TIES, CARDIGANS, DRESSES, AND GOWNS!
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**FOR MORE INFORMATION, CONTACT LOU BERL '84, ASSOCIATE DIRECTOR OF
ADMISSION, AT 302.285.4427 OR EMAIL LBERL@STANDREWS-DE.ORG**



*Regardless of when, where, or how you served in the military,
your life was changed by your service.*

Al Day '64 and Rich Hutton '01 have volunteered to spearhead an effort to collect and publish stories of St. Andrew's vets who served after World War II, particularly during the Korea, Vietnam, Desert Shield/Desert Storm, and post-9/11 eras. (This will complement the similar collection of stories from WWII alumni veterans, published in 1995.) We encourage ALL alumni veterans to participate. Your stories and reminiscences are all important and need to be preserved for future St. Andreans.

As our military becomes more and more isolated from the general population, it is important that younger generations of SAS students/alums are exposed to the experiences of their predecessors who served. Military service was pivotal for many. A few saw combat, but many who served may never have experienced "a shot fired in anger." These experiences need to be memorialized and made available for others, if for no other reason than to provide historical perspective and first-person source material.

This objective may be beyond the scope of any compilation of stories, but we hope you will take this opportunity to share your story and deepen the understanding of what service to God and country meant to so many.

Submit your account to alum@standrews-de.org or mail to 350 Noxontown Road, Middletown, DE 19709. We would also love to have copies of your photos!





Your gift provides support to enhance the core experience of St. Andrew's. Here are just a few of the ways unrestricted gifts make an impact.

SAINTS FUND CLUBS

Front Lawn Club

Up to \$249

- Cover a Saturday night cookout at Rodney Point
- Purchase scripts for the theater program
- Fund VI Form religion class trip to Hindu temple

Cardinal Club

\$250 to \$499

- Transport student body to the Mud Run
- Purchase make-up for theater performances
- Sheet music for the Orchestra fall performance

Griffin Club

\$500 to \$1,928

- Fund an evening of school-wide advisee dinners
- Purchase new equipment for the Chemistry Lab
- Underwrite one year of The Cardinal

1929 LEADERSHIP SOCIETY

1929 Society

\$1,929 to \$4,999

- Purchase a laptop computer for a student
- Cover athletic uniform refresh for the year
- Build costume closets for the dance program

Noxontown Society

\$5,000 to \$9,999

- Restore and rebuild benches for the Dining Hall
- Underwrite the IV Form Leadership Retreat
- Build new raised beds for the Organic Garden

Saints Society

\$10,000 to \$24,999

- Provide a named one-year scholarship
- Purchase new common room furniture for a dorm
- Close the gap between full tuition and actual cost for one student

Headmaster's Circle

\$25,000 to \$49,999

- Fund restoration and repairs for historic Garth
- Support Headmaster's Discretionary Fund, which underwrites student- and faculty-driven initiatives

Bishop's Circle

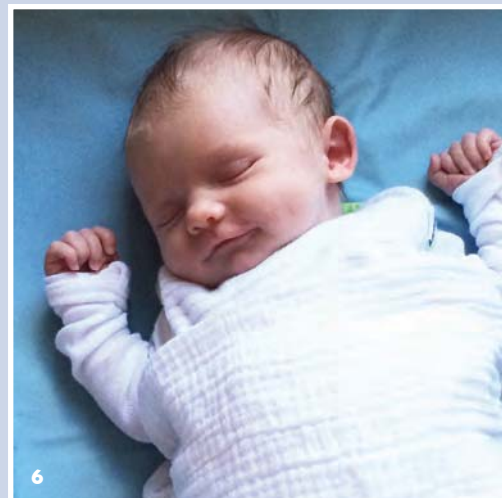
\$50,000 and Up

- Fund energy efficiency upgrades throughout campus
- Cover full tuition for one student on full financial aid

Founders' Circle

\$100,000 and Up

- Cover professional development opportunities for the faculty



1 Katie (Edwards) Tesar '97 announced the birth of her daughter Skylar Marie on July 31, 2015. **2** Charlie Durkin '97, his wife Kristen and son Patrick joyfully announce the birth of their daughter Catherine "Cate" Mary, born June 1, 2015. **3** Christopher Reiger '95 and his wife Elizabeth welcomed Nathan Caleb Cedars Regier on July 13, 2015. **4** Alex Kinsey '99 and his wife Amanda announced the birthday of their son Conor Eyerman in July. **5** Leslie Archer '00's son Nate being held by classmate Tara Todd's oldest, Carter, on the front steps by Admissions during a summer mini-reunion. **6** Richard Hutton '01 and his wife Katherine welcomed Katherine Stearns Hutton on August 10, 2015. **7** Wilson Everhart '95 and his wife Sarah welcomed their daughter Campbell Mae on August 13, 2015. **8** Twins! Laurence Birdsey '00 and his wife Daphne welcomed twin boys, Adrian Sage and Oliver Chappell, in May.



1 Serena Roberts '01 married Anthony Houlihan in New York City last spring. **2** Emily Zazulia '02 married Max Merkow. **3** Peden Harris '95 wed Lindsay Gunther on the grounds of the Albemarle Inn in Asheville, N.C., in August. **4** Nancy Graves '06 wed Pepe Buzón in Spain in Fall 2014. (l. to r.) Ikenna Iheoma '06, Andrew Devlin '06, George MacDonald '06, Brandon Sigh '06, Sam Arnold '06, Molly Whiteman '06, Ashley Panichelli '06, Pepe Buzón Gutiérrez, Nancy Graves Buzón '06, Kate Garvey '06, Fitz Barth '06, Adelaide Belk '06, Sallie Graves Schwartz '01, Eliot Brady '06, Penn Graves Lunger '98, and Jamie Devereux '06.



#CantHelpButConnect



Lots of great SAS news coming out of the University of the South. Robin Lilly '80 P'11, '13 shared the latest with us on her daughters Nancy '11 and Bella '13. With a classmate, Nancy found and mapped a new cave on Sewanee's 13,000-acre landholding. Their professors were so impressed with the map that they sent the girls to a national caving convention, where they won a merit award for their work—"almost unheard of for first-time cave mappers, Nancy tells me." Nancy graduated from Sewanee this past May and is currently working, through AmeriCorps, as the coordinator for the Tennessee State Parks' Junior Ranger program. Bella has "done a lot with music in her first two years at Sewanee, which I will directly correlate to the FANTASTIC music mentorship of Gary Harney and Nathan Costa." Last year, Bella began a Music House theme dormitory at Sewanee, sang in an acapella and a gospel group, founded an all-girl bluegrass/indie band called the Motha' Pluckas, and is current president of the Mountain Top Musicians. This October at Sewanee's Convocation, Bella also received Sewanee's Mary Susan Cushman Scholarship, given for "integrity, academic distinction, extracurricular achievement, and contributions to the life of the University."

Lindsay Brown and (Louise Howlett P'11, '14) attended this same Convocation ceremony to see their son Malcolm Brown '14 get "gowned" (a recognition of academic achievement in the preceding year). Alec Hill '12 is the



President of the Order of Gownsmen, and "he gave a thoughtful and eloquent talk to the many hundreds of parents, faculty, and distinguished guests who were there," Lindsay said. (He also had to read the 240 names of those being gowned!) "We were so pleased that Malcolm asked Alec to be the person to present his gown to him, Lindsay noted. The gown itself was first worn by Dave DeSalvo P'00, '04, who then passed it on to his son Richard '04, who passed it on to Charlie Hughes '10, who now has passed it on to Malcolm. Also in attendance at the ceremony was Haley Wilbanks '13, who earned her gown last year and came to support the Saints getting gowned this year.



Brian Andersen '15, Carter Speers '13, and Leighton Durham '13 bumped in to each other at the London Eye this summer!



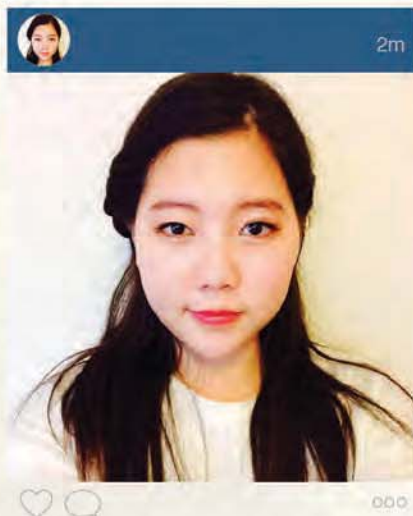
Liza Tarbell '13 is a junior at Bowdoin College, but is currently studying abroad in Jordan. In late October, she took time out of her international travels to Skype with Terence Gilheany's History of the Middle East class. She talked with students about her experiences living in Amman, where she's learning Arabic, studying Middle Eastern politics, and working for a local newspaper.



Julie Bennett '15 is enjoying her first semester at Davidson College. She tried out for Gamut, Davidson's student-run, audition-based dance company, and was accepted into the company as an apprentice! She wrote to St. Andrew's dance teacher Avi Gold to let him know, saying, "I just wanted to email you and thank you for all the training, advice, and support that you gave me as a dancer at SAS! I couldn't have made the Davidson Dance Company without you!"



In late October, Noah Rickolt '14 and Michael Ding '12, both playing for Davidson College; Chris Gsell '15, playing for the University of North Carolina; and Reed McLaurin '14 playing for Duke, met at the Charlotte Squash Invitational. Michael's mom Laura Jin P'06, '12 noted in an email, "Although wearing different school athletic uniforms, together they represented St. Andrew's spirit and sportsmanship well. We are so proud of them!"



Clara Lee '14 wrote to tell us she has been thinking of SAS, and let us know how she is faring in her sophomore year at Cornell, where she's double-majoring in Government and China-Asia Pacific Studies (an interdisciplinary major that requires four years of Chinese, study abroad, and internships in Washington, D.C. and Beijing). "I decided to pursue this major mainly because of the influence of Mrs. Chiu," Clara said. "I really cannot say enough about her. She was truly my mentor who helped me find one of my passions in life." Clara is also involved in Cornell's Model UN; clubs such as JUSA (Japan United States Association) and NK Focus (North Korea Focus); and every Sunday, she volunteers to teach Korean to young Korean-American students.



Liam Batson '15 is rocking his first year at Emory & Henry College in Virginia. He's planning to pursue a double major in civic innovation and political science, and he is playing club rugby and interning at the United Way. This past summer, he was working at a hockey rink in his hometown of Quincy, Mass., when a man playing a pickup game had a heart attack and collapsed on the ice. According to a local write-up, "Liam took the lead and administered life-saving shocks from the AED (defibrillator). Doctors at Boston Medical Center [later] concurred that this man's life had been saved by his heroic actions."



**COME BACK TO ST. ANDREW'S CAMPUS
ON SATURDAY, JANUARY 9 FOR OUR FIRST-EVER**

SAS COLLEGE REUNION!

This event is open to the Classes of 2015, 2014, 2013, and 2012, or in other words, to our young alumni who are currently enrolled in college. Enjoy a dinner with faculty, join in discussion panels for current seniors (answer all their questions about college!), and support Saints athletics; swimming, boys and girls squash, and girls basketball all have games at home that day.

We hope to see you on January 9!



The question isn't whether we *should* give back to St. Andrew's—the question is how.

As a trustee, alumnus, parent and grandparent, Bill Brownlee '44 is fully invested in St. Andrew's School. He invested even further by establishing a **charitable gift annuity** (CGA) in 2003. It's a relatively simple way to make a charitable gift while retaining a fixed stream of payments to yourself for life. The annuity rates are based on the age of the annuitant—the older the annuitant, the higher the rate. In exchange for Bill's irrevocable gift of marketable, appreciated securities, he receives a 7.2 percent return each year. Part of the payments are tax-free and part are treated as ordinary income (appreciated stock may incur a small capital gains tax). "When you make St. Andrew's the beneficiary of a charitable gift annuity, it is more than a win-win situation; it's a win-win-win," Bill said.

"St. Andrew's wins as the recipient of your generosity. You win the satisfaction of helping to maintain the Founder's vision of St. Andrew's as a school available to all regardless of financial means. And, you also win with a generous tax deduction and guaranteed payments at a very favorable rate. I am reminded of the win-win-win aspect of my decision every quarter when the income check arrives in my mailbox."

Special Thanks to Our Class Agents for Their Connections with Their Classmates!

- | | | |
|-------------------------|--------------------------|-------------------------|
| George Lewis '41 | Paul Eichler '82 | Chad Shahan '05 |
| Morgan MacDonald '43 | Stephen Billhardt '83 | Dana Daugherty '06 |
| William Brownlee '44 | Amy Burnham-Brown '83 | John Devereux '06 |
| Luther Campbell '46 | Denise Waite '83 | Sophia Fleischer '06 |
| Francis Giammattei '47 | Daniel del Sobral '84 | Nicola Fleischer '07 |
| Richard Smith '48 | Gary Clarke '85 | Rachel Hickman '07 |
| Peter Obbard '49 | Hugo Heriz-Smith '85 | Matthew Russell '07 |
| Constantine Tonian '49 | William Brakeley '86 | Shabazz Stuart '07 |
| Stuart Bracken '50 | Sherry Gamble '87 | Ruby Cramer '08 |
| John Hukill '50 | Stephen Gratwick '87 | Schafer Newman '08 |
| W. Barrett Register '51 | Jennifer Mullins '88 | Aderinsola Akintilo '09 |
| L. Herndon Werth '52 | Richard Hall '89 | Laura Hain '09 |
| David Levinson '53 | Elizabeth Pyle '89 | Mackenzie Lilly '09 |
| P. Churchill Hutton '54 | Brian Leipheimer '90 | Elizabeth Martin '09 |
| C. Powell Hutton '55 | Aubrey Armentrout '91 | Mary Shea Valliant '09 |
| William Cox, M.D. '56 | Peter Lockhart '91 | Caitlin Forsthoefel '10 |
| Thomas O'Rourke '56 | Anna Vocino '91 | Grace Gahagan '10 |
| George Brakeley '57 | Quincy McCoy '92 | Marcus Bailey '11 |
| James Wigglesworth '58 | Carolyn Anderson '93 | Maya Cave '11 |
| Andrew Adams '59 | Keri Brenner '93 | Grace Benjamin '12 |
| Pieter Voorhees '60 | Francis Crawley '93 | Carolyn Dalrymple '12 |
| Howard Snyder '61 | Megan Glenn '93 | Emily Grohs '12 |
| John Craighill '62 | Stanley Roberts '94 | Nina Labovich '12 |
| Kent Hughes '63 | Oliver Turner '94 | Elizabeth Lakeman '12 |
| William Pfeifer '63 | Noelle Frieson '95 | William Maas '12 |
| John Schoonover '63 | Jennifer Merchan '95 | Kara McDonough '12 |
| William Paul '64 | Lindley Kratovil '96 | Ann Satine '12 |
| Jonathan Smith '65 | Anne Merrill '97 | Madeline Thomas '12 |
| O. Lee Tawes '65 | William Robinson '97 | Katherine Toothman '12 |
| George Smith '66 | Megan Nowak '97 | Mary Wilson '12 |
| Frank Hoeffecker '67 | Michael Everhart '98 | Susannah Donoho '13 |
| Taylor Peck '68 | Cynthia Barker '99 | Alexandra Porrazzo '13 |
| William Prier '68 | Samuel duPont '99 | Elizabeth Tarbell '13 |
| Frederick Lewis '69 | Liza Jane Green '99 | Emily Troisi '13 |
| William Strong '70 | Genevieve Cadwalader '00 | Josué Chavez '14 |
| Andrew Hamlin '71 | Annie Douthit '00 | Ysabel Coss '14 |
| Frank Merrill '71 | Caroline Gage '00 | Mollie Gillespie '14 |
| R. Stewart Barroll '72 | Kodi Shay '00 | Isabella Miller '14 |
| John Maul '72 | Erin Hall '01 | Jamie O'Leary '14 |
| Gerald Rue '73 | Lindsay Payne '01 | Oriana Pando '14 |
| Henry Hauptfuhrer '74 | Robert Pennoyer '01 | Brian Peart '14 |
| F. Matthew Kramer '74 | Thomas Burns '02 | Noah Rickolt '14 |
| Robert Greenlee '75 | Ashley Gosnell '02 | Austin Salley '14 |
| Ralph Neel '75 | Anna Hickman '02 | Lucy Slack '14 |
| Susan Moon '76 | Searcy Milam '02 | Lucien Baumann '15 |
| Steven Salter '77 | Priscilla Gildart '03 | Jordan Bonner '15 |
| Charles Walton '77 | Margaret Hoeffecker '03 | Carter Douglas '15 |
| Garrett Hart '78 | Richard DeSalvo '04 | Emma Porrazzo '15 |
| Robert Jones '79 | Marten Elder '04 | James Seiler '15 |
| Robin Lilly '80 | Brooke Farquhar '04 | Mary Buford Turnage '15 |
| Judi Spann '80 | John Lupton '04 | |
| Elizabeth Clark '81 | Francis Hickman '05 | |

In Memory

John Hanson Boyden, Jr. '40



John Boyden died July 18, 2015 at Heron Point in Chestertown, Md. He was 94.

He was born July 4, 1921, in Bowie, Maryland to John Hanson Boyden, Sr. and the former

Margaret Lillington Parker.

He married the former Ann Davy Offutt on February 9, 1945. She survives him, as does a sister, Mary McRea Boyden of Baltimore. He was predeceased by his sister Margaret Lillington Krebs of Baltimore.

He is survived by four daughters: Ann Davy Harwi of Philadelphia; Mary Boyden Hinely of Lexington, Va.; Sarah Boyden-Smith of New Oxford, Pa.; and Katherine Merriwether McCormick of Hudson Township, Ohio, and six grandchildren.

Following graduation from St. Andrew's School in Middletown, Del., he commenced studies at Johns Hopkins University, leaving school to do his duty for the war effort, joining the U.S. Army Air Corps, in which he served as navigator for a B-24.

He resumed his studies after the war at the University of Virginia, where he was a member of Phi Delta Theta, graduating with a degree in chemical engineering in 1948.

His professional career began with Davidson Chemical, followed by the W.R. Grace Company. He retired from AMAX Corporation in the early 1980s, soon thereafter building a home on Kinnairds Point near Worton, Md., where he resided until moving to Heron Point.

Throughout his life, he enjoyed gardening, sailing and photography. Long known within his family as Practical Jack, he was a good and loving husband, father and grandfather who will be missed.

Carlos Porfirio Echeverria '48



Carlos Echeverria died on July 7, 2015, after a valiant fight against pulmonary fibrosis. He was 85.

Born January 13, 1930 in Camden, N.J., to Carlos Porfirio Echeverria

and Jane Gummert Echeverria, his education included St. Andrew's Prep School, Tufts University, and The Wharton School of Business.

On September 4, 1979, Carlos married the love of his life, Rafaela Valdez Powell. The happy couple resided in their home on the Upper East Side for over 30 years. Carlos was a proud and active member of the New York Yacht Club, as well as the Explorer's Club where he maintained an office until his passing.

Sailing was Carlos' first true love. At the age of 4 he learned to sail in Beach Haven, N.J., and went on to become a sailing All-American at Tufts where he was inducted into their Sports Hall of Fame. Carlos represented the United States in the Pan American and then Olympic Games in the Dragon Class of the 1956 Melbourne Summer Olympics. In 1989, as a member of "Sociedad de Cabo de Hornos," Carlos completed an expedition around the treacherous waters of Cape Horn. He later turned his love of the ocean into his profession as a Yacht Consultant with design and brokerage firm Sparkman and Stevens and later his own Carlos Yachts.

Carlos was easily recognized by his elegant and impeccable dress, completed by either his trademark "captain's" or Panama hat. He will be remembered by his gift of making every day a celebration of life and of treating those around him to the delights of the world. Carlos and Rafaela spent many summers at the family summer home in Beach Haven, where he never tired of showing their guests the art of bodysurfing or choosing

the perfect oyster, how to hypnotize a lobster, where to pick the best raspberries, or view the best sunset. He was the consummate host, a wonderful chef, and a delightful storyteller. Carlos had a beautiful and long life, but to those of us left behind it was not long enough.

Carlos is survived by his wife Rafaela Valdez Echeverria, sister-in-law Mercedes Valdez Powell, brother-in-law Charles D. Youree, Jr., nieces: Consuelo Echeverria, Diana Echeverria, Linda Kenda Wiggin and spouse Dan Preston Wiggin; Victoria Youree Seminario and spouse Robert Seminario Michelle Youree Hostler and spouse Robert Hostler; Valerie Youree; and nephews: Carlos Paul Kenda, William Kenda and wife Christine; Robert Youree and spouse Kara; grandnieces: Whitney Kenda Wiggin, Madison Jane Kenda, Meleana Kenda Johnson & family; Ashley Kenda Rodriguez-Pena & family; Elissa Kenda, Ivy Seminario Rosales and spouse Benjamin Rosales; Addison Jane Youree; and grandnephews: Zachary Cleaves Wiggin, Paul Chancellor Kenda, Chase Kenda & family; Alec Kenda, Charles Edward Seminario and spouse Alejandra Parra Seminario; Jackson Charles Youree, Cooper Valdez Youree, and their families.

He was predeceased by his brother Edward Echeverria and sister Juanita Echeverria Kenda.

Rob Van Mesdag remembers his friend, "Yacht Consultant" reads his business card. I'd rather call him 'Friends Consultant' because Carlos or 'Echie' in spite of his serious demeanor was gentle, loyal and totally honest in his dealings with people, warm-hearted to his friends and fond of applying his sense of humour. I trust classmates will support me when I express my deepest sympathy to Carlos's life-long wife and friend Rafaela or 'Rafi' as Carlos always called her. While both pursued totally different careers—health care and yacht consultancy—the bond between them was touching as I was able to observe when dining with them. Carlos, as chef in

IN MEMORY



his smock, fully in charge. Well...fully? Perhaps not quite!

“Soon after birth Carlos crawled into boats, progressing from a kid of four in a dinghy to a yachting consultant in a reefer jacket via the Olympics in 1956 and yacht brokerage with Sparkman and Stevens. Once, after dinner he received an email from a famous fashion designer who wanted a luxurious yacht: two state rooms, five cabins, professional staff and catering. In the Mediterranean. Next month, I stayed with him then and saw how instantly and all that night Echie contacted his world-wide network of luxury yacht suppliers and how by morning he had produced beautifully-printed brochures giving the exact details—down to oil-pressure gauges and temperature controls—of four mega yachts, in the Med, from which the fashion designer could take his pick.

“On another occasion and on a lighter note Carlos joined me for a day’s sail on a Dutch yacht on Long Island Sound. ‘I can allow myself a day off,’ he had assured me that morning. But when at the end of a sunny day he left ship to catch a train back to Manhattan where Rafaela expected him at the Opera, he said with a worried look: ‘Oh... how am I going to convince Rafi that I have had a tough day at the office?’

“Carlos’s navigational skills took on an interesting turn while still at school. He once told me how during a very cold winter in the late 1940s he had worked his way onto the loft of one of the school’s buildings where to his surprise he discovered a dismantled ice sail boat. He carried the various bits down onto the front lawn and put this ship together again, leaving her there for all to see.

“The next morning Carlos was called to the Headmaster’s Office, causing him great anxiety. But Dr. Pell who had no idea where the boat had come from or who had found her asked Carlos: ‘You, a sailor man, why don’t you take my

daughters for a sail this afternoon?’ Much relieved, Carlos did.

“Having Carlos to stay with us in London during his tour of European boat shows was always a delight. Not being terribly interested in these shows my friend Michael and I would first have to divest Carlos from all talk about boats or luxury yachts before being able to settle down to matters of mutual friendship. But then, over dinner, conversation about family, friends and happy memories would flow.

“An essential part of Sir’s appearance was his collection of yachting bags of the most curious design, multi-coloured and overflowing. What was inside them? How could he carry them all? Some years ago, Carlos still upstairs, Michael and I, downstairs, stumbled in our living room over a single huge, white and stylish yachting shoe in the middle of our Persian carpet. How did that get there? And why? A while later it had disappeared. But sometimes I still see it.

Spencer Connerat recounts, “‘Echie,’ as we classmates at St. Andrew’s knew him, had a wonderful, outgoing personality and a very bright mind. I also had the privilege of meeting his very fine father. Echie was an outstanding athlete, particularly as an oarsman on the School crew, which no doubt furthered his lifetime interest in sailing and yachting. He will be sorely missed.”

Edwin A. Hoey, Jr. '48



Ted Hoey died surrounded by family and friends on March 16, 2015, after a long bout with Alzheimer’s. He was 84. He was a beloved husband, father, brother, brother-

in-law, uncle, poet, writer, educator and an all around great guy.

Ted grew up in Chillicothe, Ohio, and had what he described as a “Tom Sawyer like childhood.” He left Ohio to attend prep school at St. Andrew’s in Middletown, Del., where he earned academic honors all three years and lettered in football, wrestling and crew. He then went on to college at Swarthmore where he “survived among the whirling brains and bubbling talents”

and became a “Swatter” on their golf team.

After college he served in the Army from 1952-54 in Augsburg, Germany, as a medic. He also put the troops through their paces by leading calisthenics and on one occasion one of his army buddies set him up to have a dance with Ella Fitzgerald during one of her concerts. Following his service to Uncle Sam, Ted taught English for three years at The Buckley Country Day School on Long Island.

In 1957 Ted moved to Middletown, Conn., to work at what was then American Education Publications. During his tenure he authored the poem “Foul Shot” in 1962, which became widely used to teach poetry to middle school students. He also became the managing editor of *Read Magazine*. With Ted at the helm, *Read* was transformed from a social studies periodical to a thriving language arts magazine for middle school students and their English teachers.

Upon his retirement in 1997 *Read* and the National Council for Teachers of English acknowledged his contributions to education by creating the Edwin A. Hoey, Jr. award now known as “The Outstanding Middle Level Educator in the English Language Arts” Award.

Ted’s civic activities included donating an outstanding 18 gallons of blood to the American Red Cross. He volunteered his managerial expertise to help raise thousands of dollars for the Russell Library serving through Friends of the Russell Library in Middletown, Conn. He was an active member at Church of the Holy Trinity in Middletown as a choir member, volunteer dishwasher at The English Tea Room and volunteered several times a year at dinners sponsored by Holy Trinity Church for St. Vincent De Paul’s community soup kitchen.

On a personal level, Ted never met a cookie he didn’t like, especially if chocolate was involved. He was an avid reader, walker, vegetable gardener and golfer. He enjoyed singing, reading, cycling, skiing, movies, music of all kinds and spending time with family. He was unassuming; a “no muss, no fuss” kind of guy with a throw-away wit and humor. Famously thrifty and frugal, his favorite fashion accessory was duct tape which he used on clothing and footwear

alike because they otherwise "still had lots of wear and life in them," much to the chagrin of certain family members.

He is survived by his wife, Carole Clew Hoey, daughter, Lesley Hoey of South Portland, Maine, son Edwin A. Hoey, III (Ned) of Santa Cruz, CA, brothers and sisters-in-law and numerous nieces and nephews."

William Boone Groves, Jr. '49



Boone Groves of Matthews, N.C., passed on to abide with his Lord and Savior May 3, 2015, at the age of 84. Boone was born on January 3, 1931, in Pittsburgh, Pa., to

the late William Boone and Elizabeth Shaw Groves. Boone is survived by the love of his life and best friend, Jacquelyn (Jacque), to whom he was married for almost 60 years. Together they shared a life of great happiness and affection.

Boone leaves behind his three beloved children, their wonderful spouses and eight remarkable grandchildren: Stephen, (Joy) of Charlotte, N.C., and their children Brian (Olivia), Logan (Madeline), and Laura Grace; Betsy, (Sam Dobrotka) of Huntersville, N.C., and their children Samuel, Sarah and Peter; and David, (Sandy) of San Diego, Calif., and their children Dylan and Olivia. He was preceded in death by his younger brother, George Groves. Boone grew up in Pittsburgh, Pa., where he had deep historical roots, especially in Glenshaw, which is named after his descendants.

Boone attended St. Andrew's School and graduated from Yale University with a business degree. After two years in the Army, Boone worked 33 years for the Aluminum Company of America. He started in field sales in St. Louis, and later moved back to Pittsburgh for various marketing assignments. After retiring from Alcoa, he became a Certified Financial Planner and spent his later years working for Allegheny Investments.

In Pittsburgh, he was an active member of Memorial Park Presbyterian Church. He served as an elder and

was part of a vibrant small group with Jacque for years.

Boone had a passion for life and believed in living it to the fullest. His interests were many, including astronomy, photography, and cheering on his beloved Steelers. He was also a member of the Civil War Round Table in Charlotte. He and Jacque enjoyed traveling the world and instilled that love of travel and adventure in their children and grandchildren. Boone enjoyed genealogy and did extensive research of the Groves, Boone, and Shaw families. He was particularly interested in his Scottish heritage and visited his Aunt Margaret Shaw Campbell and her husband John several times on the Hebridean Isle of Canna. The last time being when he took his three children to celebrate his aunt's 100th birthday.

One of Boone's biggest loves was reading, particularly about world history and the relationship between God and science. He marveled at the great mysteries and wonders of this universe and now he has all of his questions answered! Boone Groves was a man of incredible character and dignity who had extraordinary capacity for love and concern for others. Inquisitive by nature, he would seek to learn something about all whom he met, taking time to hear their stories and share a laugh with them.

With his children he went further, encouraging their dreams and interests and visiting them wherever they lived around the U.S. As a father of three young children, he was always the instigator for a new adventure, and almost every summer would load the kids into to the station wagon and set out to explore a new state or National Park. Later, he began the tradition of a week vacation at the beach where all the kids and grandkids could gather, make wonderful memories, and share much laughter and joy. Boone constantly demonstrated his love for his family and had a never-ending positive outlook on life that was contagious to anyone who was around him.

Boone Groves was a great example of a life well lived. A devoted husband, father and grandfather who is deeply loved, he will be missed by all who knew him.

Matthew J. McDermott '51



Mac McDermott died Sunday, July 12, 2015. He was 82. Mac was born in Lewes, Del., and grew up in Georgetown, Del., the son of Marguerite and Matthew

McDermott. He was graduated from St. Andrew's School in Middletown in 1951 and The University of Virginia in 1955 where he was a member of "St. Elmo Hall" fraternity. Following graduation from the University of Virginia Medical School in 1959, he married Gail Watson, who grew up in Baltimore. Mac did his internship at Norfolk General Hospital and went into the Army as a medical officer and was assigned to Karlsruhe, Germany. He then returned to civilian life and completed a pediatric residency at Kings' Daughters Pediatric Hospital in Norfolk, Va. Following his residency Mac and Gail returned to Delaware where he began a long and dedicated pediatric practice.

Through the years he served on a number of medical committees including the Delaware Chapter of the American Academy of Pediatrics, The Medical Society of Delaware and the Delaware Academy of Medicine and was a founding member of the Wilmington-New Castle Pediatric Association. He was on the staff of the Alfred I. duPont Hospital for Children in Wilmington as well as Christiana Care and the Thomas Jefferson Hospital in Philadelphia. For many years he enjoyed being a preceptor to medical students and residents in his office and later, after retirement from private practice, at the Christiana Care's Wilmington Hospital pediatric clinic. He also spent a month volunteering with Health Volunteers Overseas in the pediatric hospitals in Siem Reap, Cambodia and Georgetown, Guyana.

On moving to Rehoboth Beach, Mac served on the Henlopen Acres Board of Commissioners. Over the years Mac was honored for his leadership and advocacy for the children of Delaware. In Mac's spare time he could be found fishing on his boat, the "Birddog," or hunting quail with his English setters. His love of the

outdoors was shared by friends and family.

Mac will be greatly missed by his friend and wife of 56 years, Gail, his daughter Kathleen Hillman and her husband Jack, sons Matthew (Jamie) J. McDermott, his wife Sue and John McDermott and his wife Lecia., as well as six grandchildren: Matthew IV, Davis, Andrew, Jack, Anna, Shannon Hendershot, husband Kevin and two great grandchildren Will and Kayla. He is also survived by his nieces Carol Emmert and Ann Solli and nephews Daniel, Peter and Caleb Layton and was predeceased by his two sisters, June Layton and Mary Helen McNeilly.

David E. Scherer '51



Jack Fiedler eulogizes his classmate, “Dave was my roommate in our V Form and VI Form years. As a young man, there were already clear signs that

Dave was going to march to his own drum. He was fiercely independent, very competitive, tremendously inquisitive and blessed with an elegant and wry sense of humor.

“Once, he and I and Dave Bryan, who joined us in VI Form, were sleeping in. Dave’s alarm went off at 6:30 a.m., and annoyed, I yelled at him, ‘What time is it?’ He had one of these little round alarm clocks on legs with a bell on top. Without opening his eyes, with his fluid baseball arm, he reached down, threw the clock out the window into the courtyard, said, ‘Wednesday!’ and went back to sleep.

“Who else but Scherer, already showing signs of a budding master of English, a career he practiced at Tower Hill for 25 years, could become enamored for a full term at St. Andrew’s with the obscure, turgid Victorian poetry of Algernon Swinburne? He used to try to read the stuff to me. It was as awful as it sounds, but Dave mastered it.

“Dave introduced me to jazz with the gift of a 78rpm Blue Note recording by Sidney Bechet. During vacations at his home in Montclair, N.J., we

shared many late nights in NYC at Dixieland jazz dens like Nick’s and Eddie Condon’s. We even managed to get served. Wonderful memories! Dave and I swapped deb parties in Montclair and my home in Reading, Pa. He even started to date an old girl friend of mine from Reading. That didn’t work out for either of us.

“He was one of the lucky ones who got into NROTC and had college paid for by the Navy. He got even luckier while in the Navy. As a special courier, he was once ordered to deliver a document to Virginia Beach. Assignment completed, he called a friend who got him a blind date that night with none other than Martha, the love of his life.

“After Dave retired from Tower Hill, he and Martha travelled continuously, but Dave found time to write two books. (I got killed off in one of them.) They had been married for 55 years when Dave died. They had three children and four grandchildren. Martha recently told me that the day Dave left us, his daughter was able to tell him that his granddaughter was expecting his first great-granddaughter! What a fine way to celebrate a life well led.

“Dave and Martha had an unconventional retirement. In 30-odd years, they spent roughly six months of each year at home, and six months on cruise ships. Dave once told me he thought they had visited every country in the world that had a port. On a visit to the Scherer’s home in Wintergreen, Va., Dave showed me a picture album. He wore a different colored dinner jacket in each picture—white, red, blue, yellow, beige, green, possibly 20 different ones. I asked him why in the world he had so many? He said, exasperated that I should ask such a dumb question, ‘Jack, you can’t possibly eat at the Captain’s table with the same jacket night after night!’ They took more than 150 cruises, clocking more miles under the keel than your average Admiral.

“In recent years, I didn’t see as much of Dave as I would have liked, particularly as his last years were a bit rough. He was a most engaging, well read, well travelled, interesting and loyal friend. He brought his own special light to this world. I shall miss him very much.”

William H. Whitehead, Sr. '51



William Whitehead of Vero Beach, Fla., passed away peacefully on March 30, 2015. He was 83. Born in New York City on January 23, 1932, Bill was a

long-time resident of Redding, Conn., where he and his wife Connie Ann raised their family. He grew up on Long Island and attended St. Andrew’s School in Middletown, Del., and Brown University.

A gifted athlete, he won nine varsity letters at St. Andrew’s in football, basketball and baseball. He was an accomplished horseman and polo player, riding in the National Horse Show at Madison Square Garden in 1948 and playing polo from an early age eventually reaching four goals. He played at Meadowbrook and Bethpage on Long Island, in Florida’s first Polo season in 1951, in Chicago and Milwaukee, at Blindbrook in Purchase, N.Y., and for many years at the Fairfield County Hunt Club. He was a very good golfer—11 handicap—despite taking up the sport in his later years. He was a past member of the Old Lyme and Redding Clubs and a member of Bent Pine in Vero Beach.

Bill’s career as a manufacturer’s representative began with sales roles at Pheoll and Parker Kalon. He began his own sales agency, W.H. Whitehead and Company, which grew to cover all of New England and was eventually sold to his partners. It continues to this day. Mr. Whitehead was predeceased by his parents, Lyman T. Whitehead, Jr. and Cathleen Gruner Whitehead of Locust Valley, New York and his wife of 37 years, Constance Carpenter Whitehead.

Survivors include his wife, Elizabeth Butterworth McEwan Whitehead, his sister CiCi Cole of Pomfret, his sons, William Jr. and Lyman T. III, both of Redding, step-children Dr. David Anthony Clark of Richmond, Va., and Susan Clark of Redding, granddaughters Havens, Willoughby and Cici Clark of Richmond and step-children, Stodd, Tim, Elizabeth and Samantha McEwan,

Ailsa McEwan Hendrick and 6 step-granddaughters.

Sidney Bishop Congdon II '52



Sidney Congdon of Granville Summit, Pa., passed away on Friday, April 11, 2014, at his home surrounded by his family. He was 79. He was the loving husband of

Marian (McCauley) Congdon. The couple married May 10, 1958, and had 55 wonderful years together.

Sid was born Aug. 12, 1934, in Pittsburgh, Pa., son of the late Robert and Marjorie (Stewart) Congdon. His early childhood was spent in West Chester, N.Y., and later Girdletree, Md. Sid was a 1952 graduate of St. Andrew's School in Middletown, Del., and earned his bachelors of science degree in economics from the prestigious Wharton School of Business at the University of Pennsylvania in 1957. Sid was a U.S. Army veteran, serving his country in the 6th Cavalry.

Early in his career Sid worked in sales for IBM, then opened his own camping supply store. He then became a carpenter and cabinet maker and was owner/operator of Sid Congdon and Associates home building and remodeling. Sid's last and best project was the home he built for himself and Marian in Granville Summit. He never really retired from carpentry because he was always working on a project or two at home.

Sid was an active member of St. John Nepomucene Catholic Church in Troy. He served on the Parish Council and was president of the St. John's Cemetery Association. He was a past member of Our Lady of Good Council Catholic Church in Moorestown, N.J., and was also a member of the Knights of Columbus and proud and revered Boy Scout leader.

After moving to Troy area from Moorestown, Sid became active in his community by becoming the first man to be a member of the Troy Hospital Auxiliary, and was an active supporter of music and arts in Troy and Bradford and Tioga Counties.

To Sid, family meant everything. He enjoyed the special times he spent with them. He enjoyed watersports; whether it was swimming with his children and grandchildren teaching them how to swim and dive, or sailing in his sailboat on area lakes. Sid was an animal lover and was preferential to Beagles as his dog breed of choice, and was proud of the work his granddaughter was doing with the ACS.

Sid is survived by his wife Marian; his children, Kevin Andrew (Christine Marie) Congdon of Malvern, Pa., Michelle (James) Blade of Granville, Pa., and Francis "Frank" S. (Catherine) Congdon of Philadelphia, Pa.; his grandchildren, Sydney Blade, Emily Blade, Jacquelyn Blade, Shannon Congdon, Michael Blade, Keith Congdon, Patrick Blade, and Madelyn Congdon; several nieces and nephews; along with his faithful canine companion Annie. Sid was preceded in death by his parents and his brother Robert Congdon Jr.

Robert L. Hough '53



Robert Hough passed away on Friday, May 31, 2013, in Marana, Ariz.. He was 78. Robert was born in Washington, D.C., on May 15, 1935, to Philip R. Hough and Nina Blanche (Cain) Hough. Robert attended St. Andrew's School and Virginia Polytechnic Institute in Virginia, then served in the Air Force from 1956 to 1960. He was stationed at Lowry AFB near Denver, Colo., where in 1958 he met and married his wife, Joann Helen Schmidt, who survives him.

Following his military service, Robert began a long career in the tech industry as a computer engineer, instructor and technical writer, and worked at the NASA Goddard Space Flight Center during the early days of the space program. Known to a multitude of family, friends, and co-workers as "Huffie," he was a member of the Colorado Springs chapter of the Hash House Harriers.

After retiring to Marana, he did volunteer work for the Marana Police

Department and was a member of the Sunflower Hiking Club. He had a passion for astronomy and sundials, and often spent time geo-caching or playing pool with friends. He enjoyed a lifelong love of the outdoors, travel and exploration, and had a great sense of humor that he shared with many.

Robert is also survived by his children, Philip J. Hough (Deb), Patricia A. Miller (Rod), Kathleen L. Hough (Matt), and Deborah L. Stelter (Eric), grandchildren Joanna Young, Jandy Stelter, and Jestin Stelter (Cari), a sister Barbara A. Miller (Robert), and a nephew Robert Miller Jr. (Ann).

Robert Thompson Oliphant, Jr. '53



Tom Oliphant died May 23. He was 80. Born in Philadelphia, Pa., to Eleanor Edmunds Oliphant and Robert Thompson Oliphant, Tom went to school in

Middletown, Del., and graduated from the University of Pennsylvania in June 1957. Upon graduation and ROTC, Tom entered the Air Force as a 2nd Lt. and in 1960 was sent to Korea for 14 months.

Tom and Diana grew up in Philadelphia and were married in 1959 just before Tom served in Korea. When he returned, they were stationed at Canon Air Force Base in Clovis, N.M. Tom was the base information officer. They left the Air Force in 1962 and with their two-month-old son Alexander moved to Scottsdale, Ariz.

Tom joined the Valley National Bank as a trainee officer and then became a trustee officer for the bank. He was a member of the Phoenix Art Museum Men's Council, the Heard Museum and the YMCA of Scottsdale.

In 1981 Valley Bank sent Tom, Diana and their sons, Alexander and Andrew, to Sedona, and Tom visited all the bank offices in the northern part of the state.

Tom was very involved in community affairs. A member of the Sedona Academy, the Greater Sedona Community Foundation. The Museum of Northern Arizona, on the boards of the Nursing School at NAU, the

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Sedona Chamber of Commerce, Sedona's Evening Rotary and President of the Sedona Art Center's board of directors.

Tom retired from the bank in 1987 and spent his remaining years traveling abroad with his wife Diana and summering in Maine.

He is survived by Diana, his two sons, Alexander (Steve) in Phoenix and Andrew (Shelli) and granddaughter Rilee in Weddington, N.C.

Mike Milligan recalls, "I met Tom (Robert) in 1948. We were about 12 years old. He had stature and reserve then which he kept through our graduation in 1953. Looking back, he was true and immune to all the vagaries that happened to our class throughout the years. He was a man and a friend."

W. James Morgan '62

Jim Morgan passed away in March 2015. There is no obituary but Jim wrote a comprehensive 50th Bio for the Class of 1962's 50th Reunion Book which we excerpt here.

Jim Morgan came to St. Andrew's in II Form and transferred to Episcopal High School in Alexandria, Va., after V Form but years later when driving up the familiar New Jersey Turnpike on his way to Harvard, stopped in at St. Andrew's and had a nice visit with Bill Cameron. According to Jim's wife Melissa, "Jim loved St. Andrew's and the friends he made there—many of whom he kept in touch with through the years."

After Harvard, Jim set on to graduate school at MIT but soon realized that being a research chemist was not going to be his life's calling. At about the same time through a series of coincidences, a friend sold a story Jim had written to *The Atlantic*. For the next ten years Jim wrote freelance articles for everyone from *Sports Illustrated* to *The New Republic* to *Rolling Stone* to *The Washington Post*. He went to diamond mines in the jungles of Venezuela for *The Atlantic*, and to Midland, Texas, to interview oil wildcatters for *New Times*. After a year in Paris as the French correspondent for *The Blood-Horse*, he returned to the U.S. with the idea that he did not really want to work as a staffer for a magazine or newspaper.

After some thrashing about he started as a retail stockbroker in Washington, D.C. in 1979. Five years later he was handling commercial commodity accounts for Merrill Lynch and on his

way to New York. He met the cousin of a friend on one of those trips to New York. He and Melissa were married three years later in 1986. By 2000 Jim had bought a seat on the New York Cotton Exchange, and was trading on the floor. Throughout his many successes and adventures, Jim spoke most proudly about his family, his three children Amanda, Quentin, and Theodore, and his wife Melissa.

Barton Charles Conchar '64



Bart Conchar of Harpers Ferry, W.V., passed away on Monday April 27, 2015, at his residence. He was 69. Born in Essex County, N.J., Bart was the son of Barton Charles

Conchar and Helen Schauwecker Conchar. He had one younger brother, Robert Conchar, of Virginia. He is survived by his loving wife of 25 years, Teresa Cummings Conchar of Bakerton; adored daughter Krista Conchar Haynes of Miramar Beach, Fla.; loving stepson Levi Suttentfield of Bakerton, and delightful grandchildren Jakob Conchar Harbaugh, Issac Suttentfield, Kaitlyn Suttentfield and Devin Suttentfield. Also, he is survived by one adorable niece, Summer Conchar James and husband Jesse James of Rockville, Md. At the home he also leaves one very devoted St. Bernard.

Bart served in the National Guard, attended numerous colleges and various training, furthering his constant thirst for knowledge. He was most currently employed as a card dealer at nearby Hollywood Casino. He made many devoted friends, among them John and Gail Morton.

John Morton remembers, "Bart came to St. Andrew's from Millburn, N.J., in 1960, following a family friend, Jim Cooper '63, who was from the Short Hills section of the town. He later attended the University of Richmond where he majored in English literature. After a time in the National Guard, he enrolled in The George Washington University Law School. After law school, Bart chose not to practice law, however. Instead, like many who came of age in the sixties, he opted to take the road less travelled that took him to live in rural communities.

"In the seventies, he lived for a time in Cooperstown, N.Y., then western Virginia and finally Bakerton, just behind historic Harpers Ferry. Bart was a brawny woodsman, a sensitive Renaissance man who valued his intellectual pursuits on a par with his professional life. He was a lover of nature and animals.

"From his time in law school and over the course of his life, he was always accompanied by St. Bernards. He had many, the first of which was appropriately named (given his love of English literature, meaningful conversation and bonhomie) Falstaff. He was a collector—both of skills and all things that interested him. In the 1980s, he had amassed hundreds of VHS tapes of films, American and foreign film classics, most of which he donated to St. Andrew's after enthusiastically attending his 25th reunion in 1989. His film knowledge was prodigious, and film reference works filled his bookcase. They joined reference books of all stripes: literature, flora and fauna, gardening, history.

"Bart had expert knowledge of the Civil War and Civil War battlefields, many of which he had visited and come to know intimately, notably nearby Antietam and Gettysburg. In the early 1990s, he got into photography and started accumulating his credentials for work with the regional Appalachian Trail Search and Rescue Conference (ASRC). For a time, he was a wildlife photographer who assisted one of the region's premier experts on timber rattlesnakes to document the species in their native habitats. Bart also became qualified in fire and rescue. The qualification later led to his decision to enroll in the nursing program at Shepherd College (now University). At his pinning ceremony, he was pinned by his beloved wife Teresa, at the time a sergeant in the Charles Town, W.V., police force. Bart thereafter served as a nurse in Winchester, Va., hospitals and as a hospice-care provider and transporter.

"Among the many interests, Bart and Teresa shared was collecting, initially buying and selling antique furniture and objets d'art. Bart collected anything that caught his fancy, even the whimsical, regardless of value: at one time, he collected Gary Larson desk calendar cartoons that captured his sardonic view of the passing scene. In recent years, Bart moved into collecting stereoscopic

slides and hand-held viewers. His collection was well over 10,000 images, catalogued in historic file cabinets that lined his dining area. In this field, Bart was a recognized expert collector.

"When the Charles Town Races opened its Hollywood Casino several years ago, Bart decided to leave nursing and train as a blackjack dealer, a position that suited his interest as a student of human nature. Shortly thereafter, his health problems began.

"In recent months, his interests returned to literature. Since the nineties, he had prized his Oxford English Dictionary that came with its own magnifying glass. As his health deteriorated, he was delighting in delving into Old and Middle English origins of our language. And at the very end, he was reading Chaucer's *Canterbury Tales*, doing detailed analyses of the word etymologies in the text.

"Earlier this year, Bart was excited to hear about a Grateful Dead reunion concert set for July. It prompted him to ponder our mortalities as he viewed a YouTube clip of Jerry Garcia singing *So Many Roads*. 'What made it so special,' he wrote, 'was it was dated one month to the day before his death, a Chicago show, and he put all he had into it. Having worked hospice, I came away with a conviction that most, if not all, have a pre-death awareness of its soon arrival. I wonder if Jerry 'heard the footsteps.'

"Several days before he left us, Bart must have heard the footsteps. In a last email, he wrote, 'To quote a character sitting at a bar in a cartoon, 'I used to get depressed watching the news, too. Then I discovered the miracle of apathy...'' Heretofore, Bart was anything but apathetic. He was done here. Ready for a greater adventure, unburdened by his failing body."

Jim Boyd remembers, "Bart was a great roommate and friend and I have thought of him often in the years that have passed since we graduated from SAS. Bart and I had numerous adventures together most of which involved finding ways to subvert authority when the rules seemed silly for young men headed off to college. We were both conservatives and borderline anarchists that felt that the less involved government was with not only our lives but everyone's lives the better. Clearly Bart followed a pathway consistent with that core belief. He and I briefly got back together during our 25th

reunion and I was pleased that he had not changed at all. It was unfortunate that his health would not allow him to attend our 50th but it seems that he stayed true to his core values. "

Harry Parker recollects, "Bart, Mike Moseley '64 and I suffered through three years of Spanish, the last two painfully with Emilio Chomat. Bart was a pretty good student, and he used to help those of us in trouble by suggesting the right answer in a loud whisper. I don't know if Bart was a ventriloquist, but I don't think Emilio ever knew what Bart was doing. I believe Bart had a job to clean the Master's coffee room, a favorite place for Emilio in the evenings. Bart is reputed to have put laxative in the coffee urn. However I cannot verify this, and maybe this is best left out of the obituary."

J. Walter Pratt '66



Soula Culver shared the sad news of her husband Jim's death. She writes, "James W. Pratt III went to St. Andrew's School with Willard 'Mark'

Dryden and they were good friends. Jim came to love Mark's family. He was quite devastated to learn that Mark had died, really regretted not keeping in contact, and consequently came out of his shell when he was notified that there would be a gathering in Mark's memory, I think it was last year. He had a wonderful time with the family, recalling the old days."

Jim Rogers remembers, "Walter Pratt was a rare combination of being very school spirited as well as very funny—no pomposity, just salt of the earth. What a loss to his family and friends!"

John Reeve remarks, "Walt Pratt was a keystone of our class. He attended Mark Dryden's memorial service and I was fortunate enough to sit next to him. Walt had a great sense of humor. He is missed."

John Evans writes, "Devastating news to hear that Walt has departed this life. Not only was he a good friend with a great sense of humor, but I knew his parents, too. Walt's father Jim was a Soviet specialist with the State Department. I recall staying with them in their house on 24th Street near the Department, and listening to Mrs. Pratt's

tales of the Foreign Service (which were great stories). I had hardly even heard of the Foreign Service, and I was captivated. In the summer of 1966 I visited them at the embassy in Moscow, where Jim was the political counselor. Like so many of us, I wasn't good about keeping up with old friends, and now regret that."

C. Dallett Hemphill '75



Dallett Hemphill, an American history professor at Ursinus College, an accomplished storyteller, and a scholar whose specialty was social history from colonial times to

the 19th century, died at Jefferson Hospital on Friday, July 3, after a prolonged battle with breast cancer. She was 56.

Dallett's research topics included how the French government provided women for the settlers of Louisiana and the role of women in 18th-century Quaker meetings. She lived in Erdenheim, Montgomery County. She lent her expertise on early-American families and women to "Philadelphia: The Great Experiment," Sam Katz's TV documentary series. "She was just an outstanding scholar and mentor—and just a really wonderful person," Katz said.

During her 28 years at Ursinus, Dallett taught an array of American history courses, as well as a class on civic engagement based on Philadelphia government and politics. Instead of focusing on the city's elected officials, Dallett had students interview people who dealt regularly with the city from other perspectives, including neighborhood activists, ward leaders, political consultants, reporters, and City Hall lobbyists.

She was the author of two books published by Oxford University Press: *Bowing to Necessities: A History of Manners in America, 1620-1860*, and *Siblings: Brothers and Sisters in American History*. She used manners as a lens to see the lines that society created to mark class, age, and gender. While conducting the research for what would become *Bowing to Necessities*, Hemphill told *Inquirer* reporter Ralph Vigoda in 1995: "Historians are just now paying attention to these face-to-face interactions. What

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really intrigues me is that it enables you to read between the lines.”

Etiquette was not just about where to place knives on a dining room table. After the book was published in 1999, Dallett disconcerted some listeners of Marty Moss-Coan’s WHYY radio show by saying: “Well, yes, a gentleman was supposed to stand up when a lady entered the room, but that didn’t include the Irish washer-woman.”

Dallett’s work on the importance of sibling relationships in a young nation was a natural outgrowth of her own life in a large family. She grew up Chestnut Hill as one of eight children of the late Alexander Hemphill, Philadelphia’s city controller from 1958 to 1967, and his wife, Jean. Dallett attended Philadelphia public schools and Ravenhill Academy in East Falls. After the private girls’ school closed, she transferred to St. Andrew’s School in Middletown, Del., and graduated from there.

Dallett’s first name was Christina, but she dropped it in favor of her middle name when she went to Princeton University. In a household with so many children, nicknames were common, said her husband, John Hill. Christina was shortened to Tina, which Dallett hated.

While studying at Princeton, Dallett spent her junior year in Paris. She used the French National Archives to research the settlement of Louisiana years before it was purchased by the United States in 1803. The swampy land held little appeal for women, and Dallett found that the French government went to unusual lengths to provide them for the settlers. It shipped convicted prostitutes and female mental patients to the French colony.

Dallett earned her master’s and doctorate degrees from Brandeis University. Hill said he and Dallett met and fell in love in a modern European social history course.

“I would have fallen asleep in the middle of class if I wasn’t watching her,” Hill said. “She was drop-dead gorgeous, very funny, and very smart. And she had this added quality of great strength combined with great kindness.”

Hill, a history professor at Immaculata University, said the couple had been married 31 years and 17 days. He said his wife loved gardening, classical music and opera, and “sitting around talking to people.” Dallett, he said, “was very devoted to her nieces and nephews, as well as her two sons.”

In addition to her work at Ursinus, she was a senior research associate at the McNeil Center for Early American Studies at the University of Pennsylvania and edited its professional journal, “Early American Studies.”

Dallett had completed the manuscript for a third book, *Philadelphia Stories: Twelve People and Their Places in America’s First City*, which includes short biographies of lesser-known figures from the American Revolution.

Besides her husband, Dallett is survived by sons Evan and Alexander; her mother, Jean of Oxford, Md.; six sisters, and a brother.

Louise Dewar ’75 writes, “The news of Dallett’s passing has come as an enormous shock and fills me with indescribable sadness, especially in a year when the SAS community also lost Larry Walker and Bill Amos. Hearing of the deaths of two of my favorite teachers was the inevitable reminder that ‘you’re not a kid anymore’ but losing such a friend, from such a pivotal moment in my life, oh my, I struggle with the words to describe what has been lost.

“It was an honor to attend Dallett’s memorial service at Ursinus College last month. She contributed so much to her family, her profession, her colleagues; it was actually somewhat comforting to realize how full and satisfying her life had been. Former and current colleagues spoke of her enormous contributions to her field: Dallett wrote two books, both published by Oxford University Press. Both were deeply rooted in two of her great loves—family and Philadelphia. A former student and advisee spoke of Tina’s enormous contribution to her decision to pursue a similar path in American History academics, and of her unending willingness to ‘be there’ for her students. And her sister and husband John spoke movingly of Dallett’s love for her family, both immediate and extended, and the tremendous hole her passing has left behind.

“Before I can speak of her meaningfully, however, I have to make a confession. Dallett will always be Tina to me. I understand that she didn’t care for that name, and took her middle name as soon as she went forward to Princeton from SAS. But, in truth, and in my heart, the girl sitting across from me at breakfast on all those cold early mornings will always be Tina, and so: Dallett, please forgive me, but for this purpose,



St. Andrew’s performance of *Antigone* from Winter 1974. (l. to r.) Dallett Hemphill and Louise Dewar.

you have to be Tina again just for a little while.

“Hearing her friends and family speak of her last month reminded me of the things we have had in common over so many years. One of the things that drew us together from the first was that we both came from large families (although Tina took the prize there—my six to her eight). And, later, as a History teacher myself, the only place I ever got to see her, really, was at conferences we both attended, although, more often than not, we waved at each other in the hallway as she ran to present a paper or moderate a panel. The thing we both shared that created an unbreakable bond, however, was our love for theater and acting.

“Tina called me her ‘stage sister’ (like she needed another sister!). That was because, from the very first day at St. Andrew’s, the two of us were put together in almost every theater production during the two years we were there. Beginning with *The Odd Couple*, in which we played the Partridge sisters, and ending with *The Crucible* in our senior year, we acted with and against each other in four different productions. She was Ismene to my *Antigone*, Abigail Williams to my *Elizabeth Proctor*. She led the production of Anton Chekov’s *The Bear* with Tom Lawton in repertory with a play I was in. She was a talented actress and I loved working with her.

“As she did off stage, Tina supported and prodded and celebrated everything you tried that was new or different. She would be the first to applaud what worked; and she would be clear, firm, and kind about what didn’t. And that is how I remember her best: a good, good friend, who was always your cheerleader but knew when to call you on your nonsense.

That was a good thing because there was a lot of nonsense during the two years we were the 'first girls.' After all, there weren't very many of us in that first class of graduating girls, 10 at the beginning and 8 at the end. As a group, we were both charmed and cursed to be the focus of a coeducational experiment that, perhaps, had not been planned out in enough detail. But, by our senior year, we thought we had the school and all of its trimmings wrapped up in a basket with our names on it. And, of course, that's when the drama began.

"In those days of teen angst, snarkiness, and growing pains, it was Tina who routinely brought us all down to earth: 'Look, ladies, let's get real about this...'" She was our voice of reason, our touchstone of appropriate responses. I think there might have been a couple of us who would not have made it to graduation without her hand on our shoulder and her suggestion that 'maybe there's a better way to handle this.'

"But my best memories of Tina and those days are in the senior girls' common room/smoke shack. We talked, we smoked (ugh), we listened to a LOT of Carly Simon (which helps to explain the teen angst a bit), we told stories, we plotted, and we laughed. We laughed a lot. She was a wonderful friend and a great all-around gal. I hope I get to hang out in the common room with her again someday but, until then, I will miss her forever."

Ginny Silva recalls, "Tina was my roommate our first year at SAS when we were both 15, which was one of the best things that happened to me there. She was a teacher already, not of history but of human nature; she was the sort of person who makes those around her better people just by knowing and observing her. She was serious, thoughtful, humble, somewhat reserved, and also lighthearted, funny, confident, and not at all afraid to speak her mind. She was wise, prudent, disciplined, studious, a listener, and fun to listen to. She loved to tell stories about her family, and to take friends into that fold—summertime with them in Longport was a special and often hilarious adventure. She had a gift of seeing people as they were, and loving them in a very matter-of-fact way. She was unfailingly kind. May God comfort her family in their grief, and may Dallett's memory be eternal."

William Spain '80

Bill Spain died in August 2015. He was 53. His former colleague Jeffrey Bartash published the following:

"The early days of *MarketWatch* were part of the Wild West of Internet-age journalism. And Bill Spain was always in the thick of it. Hired by former *MarketWatch* editor Dave Callaway in 2000, Bill quickly carved out a beat for himself covering the so-called sin industries: gambling, tobacco and alcohol. And that's where he made his mark.

"Sure, Bill smoked, enjoyed a good drink and made the occasional wager—he loved to attend the Kentucky Derby. Yet with a keen eye for the weird and a humorist's flair with words, he shined a bright light on both the doings of the sin industries and the inflated claims of their critics.

"Goodness, if folks between 18 and 20 are allowed to marry, drive, vote, enlist in the Armed Forces and look at porn, how much damage can a few beer ads possibly do to 'em?" Spain wrote in 2002 after a 'study' claimed that America's youth was being corrupted by Budweiser commercials.

"Bill Spain was an American original. Highly educated, cultured and well traveled. Yet down to earth, salty and deeply patriotic. Either dining with U.S. senators or enjoy a smoke with the local street urchins, Bill was in his element.

"Like so many Americans, Bill was from a family of strivers. His father James, born poor in Chicago, once served as an aide to General Douglas MacArthur and he later become a globe-trotting diplomat. His frequent posts abroad resulted in Bill spending most of his early years in far-away locales such as Pakistan, Turkey and Tanzania.

"His unrooted childhood gave Bill a cosmopolitan outlook, but the experience also shaped in him an abiding love of America. Whatever our own nation's flaws, he always viewed the United States as a lighthouse of liberty in a sea of trouble.

"Bill protected those liberties passionately. He was a liberal who counted Sen. Patrick Leahy of Vermont as a family friend. Yet politics was not personal. Bill could get along with anyone and he did. That's why so many people of all walks of life fell into his ever-widening orbit. He was fiercely loyal

to family and friends, not to mention his beloved Boston Red Sox.

"True to his nature Bill was also impossible to pigeonhole. He was a staunch advocate of the right to bear arms, for example. And he once represented the fireworks industry because he thought Americans had a sacred right to shoot bottle rockets to celebrate the nation's birthday every Fourth of July.

"Free speech was another cherished ideal and Bill even worked for a while at the American Civil Liberties Union. He always spoke his mind and never begrudged anyone who did the same.

"After he left *MarketWatch* in 2013, Bill tried his hand at standup comedy, and part of his routine could be rather saucy. But Bill saw humor, even bawdy humor, as an escape value from the daily pressure of life that should never be censored.

"Just a few hours before his health suddenly collapsed, Bill joked with a friend in a message. 'Dave [Callaway] wrote my epitaph years ago. 'William Spain. He finally went too far.' That will definitely be on my tombstone.'

"Humor is what helped Bill cope with the tragic death of his mother, Edith, and older sister, Sikandra, who were killed by a reckless car driver in 1983. His wit and humor is what Bill's friends will remember the most as they lament his passing. The former *MarketWatch* reporter died at the too-young age of 53 of unknown health complications.

"Bill is survived by a 17-year-old son, Aidan, and two older brothers, Patrick and Stephen."

Bill Thomas '80, who sent the news about Bill Spain, his classmate for the first two terms of IV Form year, remembers, "One of the many St. Andreans who were children of diplomats, Bill wasn't there long, but he was well liked as a worldly though unpretentious guy who could talk about just about anything and certainly liked a good time, all of which were evidently prologue to his career. He made an abrupt exit during mini-term after Rob Pasco opened his locked drawer and ... well, you know. Following the tumult of that winter his departure was a barely noticed afterthought, but the guys on C and D corridors were sorry to see him go." ❖

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I spent time this summer thinking about Larry Walker and his contributions to St. Andrew's during his 39 years at the School. I reflected on the dedication, commitment, passion, stamina, and resilience expressed in a career devoted to one school. I thought of Larry's role as Director of Instrumental Music, creator of Arts Day, and then Arts Weekend, chair of the Arts Department, and coach of varsity volleyball, JV girls basketball, thirds boys basketball, and varsity baseball. I thought of the many musicians whose professional careers Larry launched and inspired. I thought about my own friendship with Larry and my many opportunities to understand and appreciate his perspective on education, on St. Andrew's, and on life. I studied the beautiful tributes that appeared via email and letters following the news of his death. I pondered the life and spirit of the man known to us all as "Cool Breeze."

Over the course of his career, Larry Walker expressed his passion and exuberance for the study and production of music, and he communicated his expertise to both students gifted and ambitious in this field and, equally important, to students without background or perceived talent or interest. He met students where they were, and he succeeded in helping them see and feel and hear and experience the power of music in new and profoundly different ways. He did this work by performing for years and years with his band and by creating and recreating a program that reflected American culture, St. Andrew's culture, and the talents of students who moved in and out of the School every four years. Bill Stevenson '62 captures one of the early Larry Walker moments:

"I believe this was Father's Day Weekend, in the fall term. Everyone assembled in the auditorium—fathers, students, faculty—and the highlight of the program there was Larry playing solo tenor sax. His performance was masterful, but more than that, it was soulful and spellbinding, as if the instrument was a separate live being, sonorous and melancholy like a butterfly aware of its brief mortality, and by the end there was not a dry eye in the audience ... now that kind of musical expression could only emanate from a warm and loving, musically talented human being"

Larry Walker also created a vital bridge between the arts and athletics, and he performed this unique balancing act at a time in the School's history when the separation between these two programs seemed immense. In the 21st century school, thanks to Larry Walker, Jon O'Brien,

Ann Taylor, John McGiff, and Avi Gold, students move seamlessly in and out of athletics and the arts on a day-to-day basis. However, when Larry Walker began his career in 1960, the arts lacked prominence, stature, recognition, acclaim, and campus space. Part of his magic, much of his legacy emerged from his own ability to represent and speak powerfully and persuasively for the flourishing of both programs. Because Larry Walker coached and loved the very energy and spirit of St. Andrew's athletics, he brought credibility as he argued time and again that the enlightened school would honor and welcome a synthesis of the arts and athletics. That union has finally arrived at St. Andrew's in 2015.

Larry chaired the Arts Department, led instrumental music, and coached extensively, and this work night and day brought students access to his humor, humanity, warmth, and care. Through van rides, bus trips, practices, rehearsals, games, and concerts, St. Andrew's students spent time with Larry Walker, and they learned to appreciate the interesting and refreshing

ways he differed from many of the other teachers and coaches within the School. Larry had a deep and abiding love of and faith in St. Andrew's, but he also had the ability to see the prep school world with a certain sense of skepticism, amusement, and coherence. He certainly was not interested in conforming to a standard prep school model of a teacher-coach, whatever that model was in the 60s, 70s, 80s, and 90s. He watched colleagues carefully, mentored teachers wisely, all the while quietly advocating for a community that was real, authentic, free of pretense, social hierarchy, and hypocrisy. If you earned Larry Walker's trust and friendship, you had a friend, an ally for life.

Of course, his students loved his authenticity and difference in a school often full of stress, anxiety, and ambition. "Cool Breeze" offered students a fresh dose of reality, of perspective, of humor, of humility. Three alums captured Larry perfectly when they wrote these words:

I loved how Mr. Walker was deftly irreverent about so much of the administration while simultaneously making sure none of his band students got into excessive trouble. —Kim Egan Rutter '88

He was the jazz in our otherwise classical world. —Tiger Martin '87

He was one of my favorite masters just because he was his own man and never tried to mold himself to fit our prep school. —Andy Parrish '66

The Walker spirit and approach endeared him to students who listened carefully to his advice, perspective, and example. He had a big heart and a beautiful smile, qualities the alumni focused on again and again in their notes to us at the School:

Larry Walker shared his warmth as a volleyball coach. —Jenny Kern '83



REMEMBERING

Larry Walker

by Daniel T. Roach, Jr.

I loved chatting with him about baseball and life. I saw him ten years ago on the Rehoboth boardwalk. I unknowingly sat down next to him on a bench . . . he leaned over in a quiet voice and simply said, "What's up, Doc?" —Karl Saliba '81

Larry was a wonderful, talented, kind, up-beat addition to the St. Andrew's family ... Always a smile, always kind, and infectious enthusiasm for his role and the community. —Rob Pyle '63

Larry Walker was refreshingly authentic about how he went about his work and life in general. —Chris Michel '65

Want a working definition of a good man? Try Larry Walker. —Ned Gammons P'85,'87

I equate a feeling of joy with "Cool Breeze." The twinkle in his eye, the always ready, easy smile. —Lisa Rich McIvor '93

Mr. Walker gave me guitar lessons at St. Andrew's. He helped my parents shop for a beautiful Guild guitar for my graduation present, which I still have. One cool cat! —Robin Gage Lilly '80

"Cool Breeze" . . . what an awesome person. His kindness and talent were inspiring, and he had a quiet, gentle, and sincere way of connecting with people. My fondest memories of St. Andrew's revolve around him at the dinner table, conversations before the dining room opened, going to the flea market with him, and good ole JV volleyball. —Patricia Evans Denz '94

"I can't overcome your musical deficiencies, but we can develop your curve ball." Larry always found a way to engage and mentor, with a great sense of humor. —Scott Sipprelle '81

I'm grateful for the many beautiful memories: jazz band rehearsals, the annual trips to Inner Harbor, Arts Weekend performances, jam sessions before rehearsals, baseball practice, beginning of year cookouts with Mrs. Walker, baseball card hunting at the flea markets. I feel very lucky for my time with Mr. Walker. —Mark Phillips '99

We had such great times and learned so much under the guidance of Larry Walker. He really believed in us as musicians—even though we were just teenagers with so much to learn ... Thank you Larry for teaching us all how to play tasty grooves and melodies! I can picture it all – very special times in our lives! —Tim Wainwright '83

My heart is filled with grief and sadness, but also filled greatly with music. —Maylene Hugh '84

Only a few of us dedicate four decades to St. Andrew's. Our society changes, technology changes, faculty, staff, and students come and go. What abides, what strengthens and sustains and invigorates us is this mission, these people, this opportunity to connect, inspire, and make a difference in the world. Larry Walker deserves his place among the teaching legends at St. Andrew's. ♥

THE LAST WORD



Melba Dixon

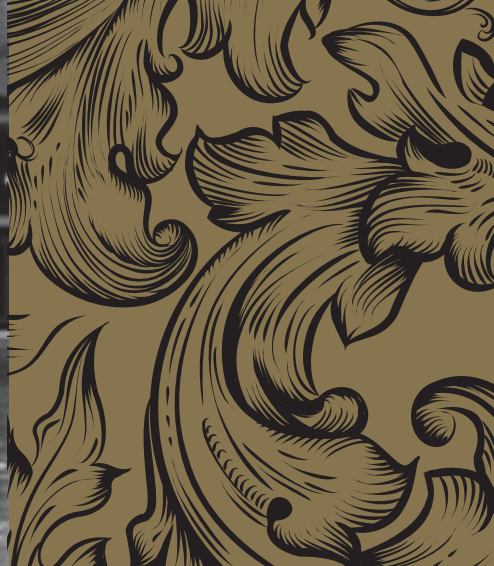
I would like to start off by saying: thank you to my SAS family. Thank you. Thank you. Thank you. On July 3, 2015, I lost my daughter, age 32, due to a two-year long illness.

She left behind five kids, ages 1, 5, 7, 12, and 15. I didn't know what I was going to do with five kids. But God shared me with three of them. After all, the Battle is not mine. It is the Lord's. So I would like to take out this time and say thanks. Thanks, and thanks again, to my SAS family who didn't have a problem in stepping up to the plate and helping me out when I needed it the most. Cards, hugs, kisses, prayers, school supplies, flowers, and gift cards—and the list goes on. We all have family. But when you have family outside of family that you see and work with every day, and they care—it's a blessing from God. It's a blessing from God to know that you have this family on your side. May God continue to bless you.

I love you.

Thank you.

Melba Dixon was born in Philadelphia, raised in Grasonville, Md., and currently lives in Magnolia, Del. She works in Facilities at St. Andrew's, and takes custodial care of Founders Hall, the O'Brien Art Center, and a number of dorms on campus. She is a mother of two, one of whom passed away this past summer, and a grandmother to nine. This spring will mark her ten-year anniversary of service to St. Andrew's.



HARD WORK IS A ST. ANDREW'S HALLMARK



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