

# St. Andrew's

## MAGAZINE

FALL-WINTER 2015  
SPRING-SUMMER 2015

- Commencement
- Reunion Weekend
- Around Campus







*Senorita Julia Smith's Spanish 3 students take advantage of an early spring day.*





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## EDITOR'S NOTE

I've never been a gambling man, but my greatest professional joys were indisputably the result of taking a chance when every rational part of my being was yelling at me to play it safe. The first time was when I joined Teach For America and was sent to rural Louisiana to teach middle school special education for three years at the ripe age of 22.

The second time was eight years later in the spring of 2010 when I took a call from Tad Roach. Tad was a mentor and coach who had never given up on my passion for education. He told me St. Andrew's needed a Director of Communications and wondered if I'd be interested. At the time I was leading a team in a creative and challenging job at a global communications firm in DuPont Circle. Lindsay and I had two-year old and six-month old little boys and we'd just bought a house in a cute little neighborhood in Alexandria, Va.

Life was good. Actually, life was great, which is why my coworkers and new neighbors offered looks ranging between confusion and pity when I told them I was uprooting it all to go work at a high school in Delaware. It was irrational by most measures, but my time as a St. Andrew's student prepared me to take such chances.

I tell people that St. Andrew's is the best client I've ever had. Content is king in the communications world and this place overflows with the best kind of content: students eager to learn and live with honor and purpose; faculty and staff who inspire with creativity, dedication and care; families who embrace our counter-cultural ambitions; alumni from New York to Norfolk, Des Moines to Dubai, who continue to make me proud to be a Saint.

I've loved my job, which is why it's bittersweet for me to leave the communications office and transition to focus on being Dean of Students, teaching History and coaching. I don't need hindsight to understand the opportunity and privilege it's been to share your stories these past five years. I'll miss hearing from alumni and I'll miss having ready outlets to celebrate my colleagues and students.

I think what I'll miss the most is working alongside my friend Amy Kendig. Amy has worked primarily as a designer in the communications office for the past 14 years, developing the look and feel of everything from this magazine in your hands and event invitations to the St. Andrew's gear you wear proudly. She's cursed with being good at everything, which means she also leads the Alumni Scholarship Golf Tournament, builds e-commerce websites for student fundraisers, and is a catch all for every internal and external communication the School produces.

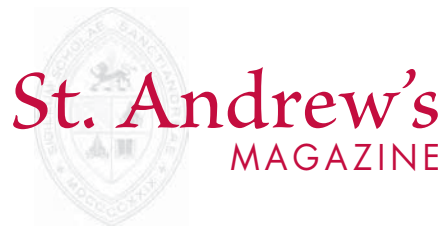
She's done all this while raising two sons with her husband, Adam, and commuting an hour each way, every day, from Pennsylvania. It can be stressful at times, but her understanding and love of St. Andrew's fuels her commitment and passion for this place. She believes in the mission, gives to the Annual Fund, and is always available to lend a helping hand. She's the one who taught me that you don't have to graduate from St. Andrew's to be an exemplary model of everything we try to instill in our graduates: kindness, generosity, hard work, and the courage to follow your passions. It's people like Amy that make me glad I followed mine back in 2010.

In these transient times we're lucky to have a handful of people who make a significant impact on our careers. Amy is one such person for me and I thank her on behalf of all alumni and parents for everything she's done and will continue to do for St. Andrew's.

All the best, ♣



Will Robinson '97



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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.





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**SHOUT OUTS & LETTERS**

We received the *St. Andrew's Magazine* today and you are doing an amazing job with it. I had specific plans and activities, but I opened the magazine and was totally captivated by your choice of articles and the layout. Outstanding work! One article that caught my attention featured Polly Dolan '85 and the SEGA School for Girls she launched in Morogoro, Tanzania. My first born, Sierra [Dennis '10], is headed to Dar es Salaam, Tanzania in June through Howard University's Global Education and Awareness Research Undergraduate Program. We're hoping she'll get a chance to visit Polly's school and say hello.

Sincerely,

Jackie Barker-Dennis P'10,'12,'14

*Thanks Jackie! Polly and her classmate Ashley Devery were recently named our 2015 Distinguished Alumni Award recipients. We're in awe of the impact she's had on so many and proud of everything Sierra has also been able to accomplish in her young life. —Ed.*



Al Navarro ▸ St. Andrew's School (DE)

May 21 · 🌐

Thanks St. Andrew's School (DE), for four amazing years!

The Billingham, Navarros, and Billingham Navarros will be eternally grateful.

**■ WE LOVE LETTERS (AND EMAILS)**

Please email us at [communications@standrews-de.org](mailto: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.



In his 2006 TED talk, Ken Robinson recalled the story of the famous choreographer Gillian Lynne. As a child, Lynne had so much trouble sitting still that her parents took her to see a specialist who offered an unusual diagnosis: “She’s a dancer,” he said. “Take her to dance school.” ¶ Samir Arrington ’18 is also a dancer. He shares Lynne’s gift of having trouble sitting, standing, or doing anything passively. Soon after arriving on campus, he watched Avi Gold’s contemporary dance class from the wings of Engelhard Hall. “I just started doing the dance they were practicing and then created my own dance,” recalls Samir. ¶ A student in the class asked him to perform it, and soon Samir started coming to classes whenever he could and improvising in the dance studio three times a week. This jump occurred over Arts Weekend after Samir asked Gold how to do it one night on dorm. “He had seen it done by other students and put it into his choreography,” says Gold. “The line is phenomenal. With the adrenaline of the show he was jumping higher than ever.” ¶ Samir is officially enrolled in dance next year, but for him it’s more akin to breathing than another block on his schedule. “Dancing makes me feel the most free I can feel. If I have a problem, or if I’m sad or bored, I can go into the studio and just release it through dance.”









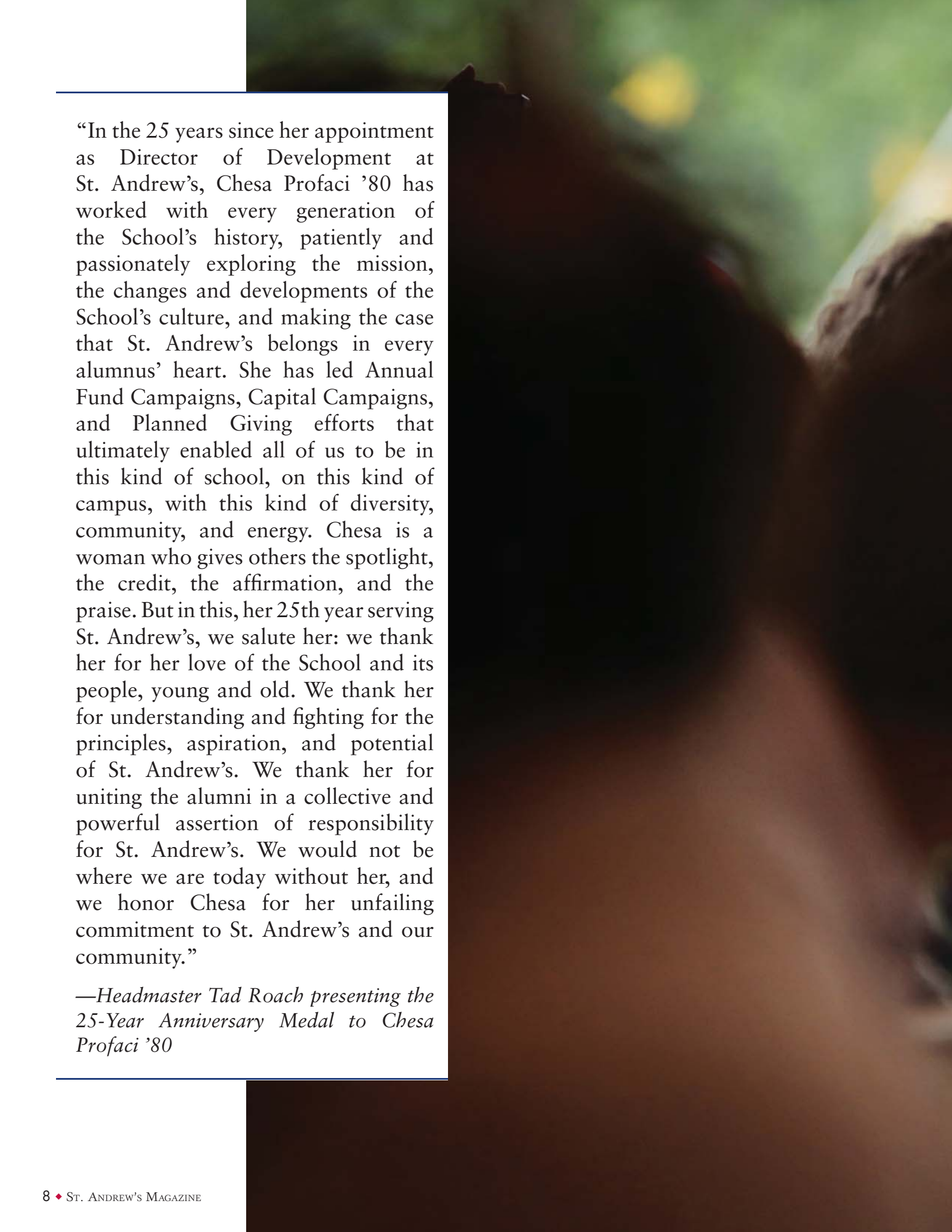




“Being a faculty kid at St. Andrew’s is very exciting and fun. It is also a great place for kids my age to be able to explore. My favorite part of being a kid on campus is you can do the stuff that the students get to do, like take classes or play Frisbee with them. ¶ Being a faculty kid can also be really sad because the students have to graduate and we miss them like old friends. ¶ Everyone here does good deeds. The faculty and trustees came together and made a school for me, my brother, and my friends called St. Anne’s. The workers in facilities make the campus beautiful and mow the lawn where we play, and the librarians help me pick out good books like *Holes* by Louis Sachar. ¶ All of the people who work at St. Andrew’s do a TON of very thoughtful, generous, and amazing things for each other. That’s why being a faculty kid at St. Andrew’s is really, really AWESOME!”  
—Liam Robinson, Age 7

Luke Robinson, Cyrus Meier, Liam Robinson and Eli Meier in Peter McLean’s office in Amos Hall.





“In the 25 years since her appointment as Director of Development at St. Andrew’s, Chesa Profaci ’80 has worked with every generation of the School’s history, patiently and passionately exploring the mission, the changes and developments of the School’s culture, and making the case that St. Andrew’s belongs in every alumnus’ heart. She has led Annual Fund Campaigns, Capital Campaigns, and Planned Giving efforts that ultimately enabled all of us to be in this kind of school, on this kind of campus, with this kind of diversity, community, and energy. Chesa is a woman who gives others the spotlight, the credit, the affirmation, and the praise. But in this, her 25th year serving St. Andrew’s, we salute her: we thank her for her love of the School and its people, young and old. We thank her for understanding and fighting for the principles, aspiration, and potential of St. Andrew’s. We thank her for uniting the alumni in a collective and powerful assertion of responsibility for St. Andrew’s. We would not be where we are today without her, and we honor Chesa for her unfailing commitment to St. Andrew’s and our community.”

—*Headmaster Tad Roach presenting the 25-Year Anniversary Medal to Chesa Profaci ’80*





## A St. Andrew's Celebration



Daniel T. Roach, Jr.  
Reflections on Commencement

This issue of the *St. Andrew's Magazine* describes the School's 82nd graduation ceremony and the first held in the beautiful Sipprelle Field House. You will find in these pages excerpts and transcripts of talks shared by Commencement speaker Scott Sipprelle '81 and co-presidents Pranav Singhanian '15 and Eliza Wainwright '15, and of course you will see photographs of proud graduates and their families as they celebrate this day.

On graduation morning at 5:30 a.m., the weather presented us with a complex decision: the forecast seemed to promise a gap of dry weather between 11:00 a.m. and 1:00 p.m., but it was also clear that rain surrounded and threatened to become steady, at times. As I met at 6:00 a.m. with Director of Facilities Dave McKelvey, Associate Headmaster Will Speers, and Sage Dining Directors Kelly Massett and Jen Brown, we sought to protect the graduates' desire to enjoy the ceremony outside even in questionable weather. By 6:15 a.m., we made our plan: the ceremony

would take place outside. For the next three hours the Facilities staff prepared Commencement: chairs, tents, podium, microphone, flags, tables for diplomas and Commencement prizes.

The V Form arrived at 8:00 a.m. to complete the arrangement of chairs, and as we moved towards our Chapel at 10:00 a.m., the weather held.

As I emerged up the back stairs of the Chapel a half hour later, the rain was steady and the chairs were already soaked. I quickly found Dave McKelvey, and he informed me that the radar indicated a new pattern for the rest of the day: rain. When I asked if we could move the ceremony to the Field House, Dave said he and his crew could make it happen. And so, in an hour, we changed our plan, our location, our set-up, and our program.

Parents, grandparents, alumni, and friends walked through the new accessible gym lobby created through the generosity of the planned gift of Chip Haselton '54. Underformers lined up in the varsity gym. The graduates, trustees, and faculty gathered in the Durkin-Fleischer Squash Center. From

the Schuller track, Gordon Brownlee '75 and the student bagpipers prepared for the VI Form procession. Of course, this magnificent building and setting were inspired by Scott '81 and Tracy Sippelle and by Dwight '76 and Susan Sippelle, as they gave transformational gifts to our Crossroads Campaign.

In retrospect, I remember three moments in that hour of transition from outside to inside, from the front lawn to the Sippelle Field House. The first, of course, was the personal connection and commitment we all felt with our Facilities staff, a group that from the very first days of the School have embraced the very spirit and humanity of this place. Dave McKelvey and his team are ready, day after day, night after night, to serve the School, to set the stage for exemplary education and community. This was a sudden, urgent, triumphant, and good-natured display of what they do every day.

Secondly, I remember how calm and happy and patient everyone in the graduation audience was as the venue changed. The excitement and pride

and love that found expression in our families on graduation day intensified as we made our way from Founders Hall to the Sippelle Field House. They appreciated the work of our staff, the facility that welcomed them so warmly, and the time to savor this special family moment.

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*The excitement and pride and love that found expression in our families on graduation day intensified as we made our way from Founders Hall to the Sippelle Field House.*

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As we lined up for the procession, Commencement speaker and Vice Chair of the Board of Trustees Scott Sippelle walked through the very center of the VI Form, greeting and congratulating each senior moments before the ceremony began. This walk, this gesture, this connection

reflected Scott's appreciation of and commitment to this class, but it also expressed the new relationship today's trustees have with the students. Trustees are not only wise and discerning and experienced people who work for the School; they are members of the St. Andrew's family, men and women as alumni, past or current parents or grandparents, or members of the Founders family who give generously and accompany our students gracefully for the rest of their lives. We work very hard now to open up many ways for trustees to serve as mentors and allies of current students, and in the coming years we hope to increase opportunities for trustees to work collaboratively and creatively with faculty, staff, and students. Scott's walk into the center of the class perfectly captured the work he and trustee colleagues do each year.

I hope you enjoy this magazine's description of a great day at St. Andrew's. ■





# MEET THE TEAM THAT MAKES IT POSSIBLE FOR THE BLIND TO USE FACEBOOK



"We wanted to build empathy into our engineering," says Jeff Wieland '01, who helps oversee this effort. Wieland founded the Facebook Accessibility team in 2011. After studying pre-med as a college undergrad, he'd come to the company as a part-timer a few years earlier, helping out with customer support to pay the bills while also working at a Stanford University infectious disease lab, and somewhere along the way, this morphed into a career serving Facebookers in other ways.

He eventually joined the company's User Experience research lab, where he explored how the world at large used Facebook, testing the classic "big blue app" in various ways, including through focus groups. And at one point, he realized that a portion of the app's audience was under-served. "So, I pitched the accessibility idea," he says. "Our goal as a company is to connect the world. If you really believe that, we need to include people with disabilities."

**—Cade Metz in *Wired* reporting on Facebook's efforts to become more accessible to people with disabilities**



"Stout's wit, playful charisma, and exceptionally high taste level carry through from her ebullient TV personality to each of her irreverent design objects—from rugs that look like hats or gongs, to knit chairs so soft they collapse when sat upon, to the ultra-modern, Memphis design-influenced pieces she developed on HGTV."

**—K. Sundberg, editor of *Artsy* on Katie Stout '07 winning *Ellen's Design Challenge* on HGTV**



**HUFF POST** **BLACKVOICES**
**Without Sanctuary? On Lynching in the 21st Century**

"In *Without Sanctuary*, collector James Allen catalogs photographs and postcards taken as souvenirs at lynchings throughout the United States. The images collected in *Without Sanctuary* reflect what the historical record indicates: that the majority of victims of lynching were African American men, though it is also important to note that African American women and women and men of other ethnicities (for instance, Irish and Italian immigrants) were also lynched."

—Nicole Brittingham Furlonge, former English faculty member, featured on *Huffington Post*


**The Atlantic**
**How *Darkness Visible* Shined a Light**


"Given Styron's monumental contribution to American literature, it could seem like a strange incongruity that this slim volume will likely end up as his most enduring work. But in many ways, *Darkness Visible* was the culmination of a lifetime spent grappling with the meaning of sorrow."

—Peter Fulham '09 in an essay discussing how William Styron's autobiography drew attention to the reality of depression

**ONE**
**Dear Malala with love from Delilah: A birthday letter from one teen to another**


"I gave you a letter when I met you at the Malala Fund reception two weeks ago and in it I wrote that the reason why you are so important to me is because you represent hope. As a teenager nearing adulthood, I feel my youthful naiveté diminishing as I am increasingly aware of how scary the world can be. Don't get me wrong; I know it is extremely important to know the issues the world is facing, how else can we work to make things better?"


"However, I feel constantly bombarded with negative images and bad news. During the darkest hour of your struggle against the Taliban, your story was part of this category of news bringing me down. Hearing you had been shot made me see the world as dark and cruel.

"But it is what you chose to do next – and what you continue to do – that makes you stand apart.

"You continue to fight for the things you believe in: education, safety, health, peace, and equal opportunity, with grace and courage. With gentleness and strength."

—Delilah Harvey '16 in a guest post at **ONE.org** celebrating Nobel Peace Prize-winner Malala Yousafzai's 18th birthday





# Life Of The Mind

St. Andrew's classrooms can be all sorts of shapes and sizes — four walls and a Harkness table, faculty living rooms, labs, dorm rooms, even van rides to athletic contests — but credit generations of Trustees for having the foresight to ensure the School's greatest classroom: 2,100 acres of thriving woods, fields, and water draw classes outside every spring as both a living classroom and canvas for creative young minds.









### Representing Lebanon at Model UN: Cindy Jung '15

"Delegates, there are big ships, small ships, and then there are partnerships." This was one of the many irritating yet laugh-inducing analogies that the representatives for Djibouti spewed out throughout the four-day NAIMUN conference in Washington, D.C. I was once again taken aback by the sheer energy of the 3,000-plus delegates convened at the Hilton Hotel, fully charged to engage in debates and "partnerships," tasked with resolving the imminent problems at hand.

What always amazes me in a Model UN environment is that, whether we are assigned an obscure U.S. Senator at the height of the Cold War or a member state of a Criminal Tribunal, we all assume professional identities as soon as we enter our committee rooms. What Livia [Wallick '16] and I actually believed should be done to alleviate Syrian Refugee Crisis or check the rise of ISIS was to be viewed through the vantage point of Lebanon, the country we were representing. Our task was to defend Lebanese interests and fight for its needs at every given chance, of course without sacrificing the goal of reaching the common good.

There were many understandably erroneous claims that our committee chair, being the authority presiding over the sessions, intervened to correct. For example, United Arab Emirates

outrageously estimated their budget at \$50 billion, and Palestine generously offered its land to take on some of the overflowing Syrian refugees. But these moments demonstrated the remarkable challenges that diplomats face, having to take into account their countries' political, social, religious, cultural, and economic sectors, as well as its historical background.

Often, I found myself trying to pay attention to the other representatives' speeches, ripping out pages to send notes to secure a potential ally, and at the same time reaching for the "Lebanon" placard to suggest the next motion before anybody else. The pace of things during sessions was hectic, though in retrospect much time was wasted due to bureaucratic lags, repetitive assertions, and unnecessary use of jargon to fluff up meager content.

The parliamentary procedure, which provides the basic structure for Model UN discussions, appeared foreign to my junior year self walking into my first conference ever. As a novice, I remember carefully observing my enthusiastic fellow delegates setting speaking times for "unmoderated" and "moderated" caucuses, or proposing "friendly" versus "unfriendly" amendments. It did not take long for me to recognize the efficacy of the procedure and the reasons behind its many clever designs. Many would

agree that mastering the art of speech and unwavering confidence are formulas for successful delegacy. Yet substance often gets lost in rhetorical battle, and sometimes our brains simply cannot seem to keep up with the volatile and ever-changing nature of the issue being dealt with.



Trying to come up with a solution to the Syrian refugee situation that encompasses humanitarian aid, relocation, and long-term repatriation was immensely complicated to begin with. Adding to this predicament were frequent crisis updates, including faux news reports of shootings near the Syrian border and terrorist threats. Following such interruptions, we would proceed to navigate whole new actions to take or significantly modify resolutions that were in progress.

I have to admit, it was funny to see so many high schoolers clad in Western Business Attire, girls busily scurrying about in heels and holding Venti lattes. But mostly it was inspiring. We were all there to persevere through hours of discussion and keen strategizing in the hopes that, by the last day of the conference, we would discover some light at the end of the tunnel.

Our mission was an ambitious one, yet our work at NAIMUN was only a distant simulation of the real responsibilities that world leaders face today. I still cannot imagine the enormously stressful and rewarding nature of their work, which they carry out knowing that how they respond to crises erupting by the minute would change the number of lives saved.

*Cindy Jung '15, one of the senior leaders of the St. Andrew's Model UN club, has been recognized both in and beyond the School for her accomplishments as a scholar of history. Her entrance essay for the recent NAIMUN conference was published in the Concord Review, an academic journal dedicated to the publication of exemplary scholarship by secondary students.*





### Ret. Admiral Dennis Blair '64 on Lifelong Learning

In the midst of their spring research projects on the Vietnam War, Emily Pressman's History of Social Reform students were eager to hear first hand accounts of the war and its aftermath from Ret. Admiral Dennis Blair '64. Recipient of the 2014 Distinguished Alumnus Award, Blair began his Naval career during one of the most troubled times in U.S. military history. "I can remember walking through public places in uniform during the late sixties," Blair explained to Ms. Pressman's students, "and being accosted by strangers. At the time, it was difficult to reconcile my own objections to the way things were going with my commitment to service... but when I talk to friends now about it—even friends who were conscientious objectors—it seems like a part of our history that we can and should try to learn from."

Blair, a self-described, "radical moderate," is an ardent believer in the value of learning, and the idea that the slow accumulation of information—over decades or even centuries—is essential to our ability to make sense of the world. "Here at St. Andrew's, I learned Newtonian physics," Blair explained, "and later at the Naval Academy... I learned quantum mechanics." But it wasn't until he was working as an Admiral that his understanding of physics truly crystallized. In a riveting address delivered in Engelhard Hall, Blair recalled a moment when he was responsible for landing several planes

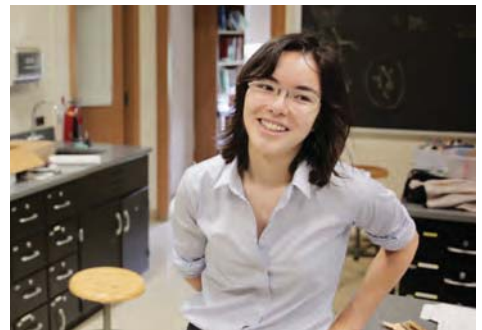
on an aircraft carrier in the middle of the Pacific Ocean: "That morning, the dew point was very close to the air temperature ... and suddenly a flash fog appeared that we hadn't predicted." The planes were low on fuel, and it took almost fifteen minutes for one of the ships to find a window in which the fog was thin enough for the planes to fly through. This was, for Blair, the moment when he realized that he needed both the, "fundamental intuitive understanding ... and the rudiments of mathematics and science to do [his] job."

He calls the process of knowledge-based decision making, "slow thinking," in language borrowed from psychologist Daniel Kahneman's best-selling book *Thinking Fast and Slow*. Blair submitted to the audience that the real business of lifelong learning begins when we learn to subordinate our intuitive, immediate reactions to a process of thoughtful, informed consideration. Though often useful in moments of crisis, fast thinking can be dangerous, particularly in the face of issues with which we are not personally familiar. In these moments, Blair explained, our judgments are often colored by, "instinct... or prejudice," and those problematic, ill-formed assumptions can corrupt our understanding of incidents, people, and cultures from which we stand to learn a great deal. Sometimes, as in the aircraft carrier example, the stakes are life and death, but even in our day-to-day lives,

Blair would urge us to practice the art of slow thinking.

Prompted by questions from several curious students, Blair shared stories from his St. Andrew's years, citing his own impish transgressions as consequences of misguided, "fast thinking." Academically gifted and "clever," Blair was the sort of student who dismissed the value of school rules and was able to succeed without having to think seriously about the work he was assigned. "It wasn't until graduate school, when I was a Rhodes Scholar," Blair reflected, "that I was really driven to think things all the way through... Looking back, there were people who tried to teach that to me here at St. Andrew's, but it didn't take."

He urged the students in the audience to use their time here differently, explaining to them that many of the most satisfying moments in his life—both personal and professional—have come as a result of slow thinking. "I'm not advocating that we all become completely cerebral," he clarified, "... many times it's the emotional reaction, the fast thing, that gets you started... but that shouldn't be the end of your thinking about that problem."



### Izzy Navarro '15 Awarded Eugene duPont Scholarship

When Isabel (Izzy) Navarro '15 arrived at the University of Delaware to interview for the Eugene duPont Memorial Scholarship, her father asked her if the room full of students in coats and ties made her feel nervous. "No Dad," she replied. "That's my dress code every day at school. I feel totally ready for this."

After being accepted to the University of Delaware's Honors College, Izzy was one of a small group of students invited to apply for this prestigious merit scholarship. Her academic performance



## LIFE OF THE MIND

at St. Andrew's, along with her proven track record of leadership, creativity, and concern for others made Izzy an excellent candidate for the scholarship, and the School was eager to recommend her.

"During my interview, I ended up sort of clarifying my goals for myself," Izzy admits. "I talked a lot at first about my interest in prosthetics because the University of Delaware has an amazing program that outfits little kids with cool prosthetic tools that look like fire trucks and race cars," she explains, "but when they asked me if I was interested in continuing my work on prosthetics I said no. I think that if we focus on ending problems like war, malnutrition, and poverty, the need for prosthetics will be dramatically reduced. Infectious diseases, though, will probably always be a problem. I'm much more interested in public health issues like that."

As a student at St. Andrew's, Izzy has had plenty of opportunities to explore the many ways in which she can engage with urgent public health issues. With the help of faculty member John Burk, she used the School's 3D printer to create a moveable prosthetic arm (captured on video on our Vimeo channel). She has also worked closely with faculty member Dr. Harvey Johnson '97, an alumnus of both St. Andrew's and the University of Delaware. "When he told me he was working on cancer cures, I was so excited," Izzy reflects. "He has been such an important mentor to me, and he is a big part of why I've become so interested in epidemiology."

After her interview, Izzy wasn't sure what to expect, but she was certain that she desperately wanted to matriculate at the University of Delaware. "I didn't really believe it was possible, so when I realized they had left me the voicemail, I couldn't hold in my excitement. I ran around and hugged all my teachers, thanking them for helping me."

Izzy's scholarship will cover all tuition and fees for her four years of school, and she will also receive a small stipend to use towards an exciting independent research project of her own design. She is thrilled to be joining such a vibrant and diverse community, and she is eager to keep developing the many skills she learned at St. Andrew's. "They didn't

choose me just because I got good grades," she reflects. "They chose me because my time in the Orchestra qualifies me to play in the marching band, my experience in Mr. Gold's dance class means I can participate in the weekly swing dances, and my humanities classes have taught me how to express myself in conversation. They wanted someone who knew what it meant to be part of a community."

Izzy will likely focus the bulk of her academic energy on the sciences—as of now, she hopes to major in biochemistry or chemical engineering—but she is eager to invest deeply in the community she saw when she visited the University of Delaware's campus.

### Dr. Sean Carroll Delivers 15th Annual Crump Physics Lecture

Since beginning his academic career in the late 1980's, Dr. Sean Carroll, professor of Astronomy at Caltech, has published prolifically on the issues of cosmology, field theory, and gravitation. Passionate about communicating his findings, he has also authored several books for popular consumption, including *From Eternity to Here*, and *The Particle at the End of the Universe*.

Dr. Carroll joined the St. Andrew's community on this winter for the 15th Annual Crump Physics Lecture, and shared his insights about, "some of the deep, fundamental ways in which physicists think about the world... that

we don't successfully popularize or spread the word about."

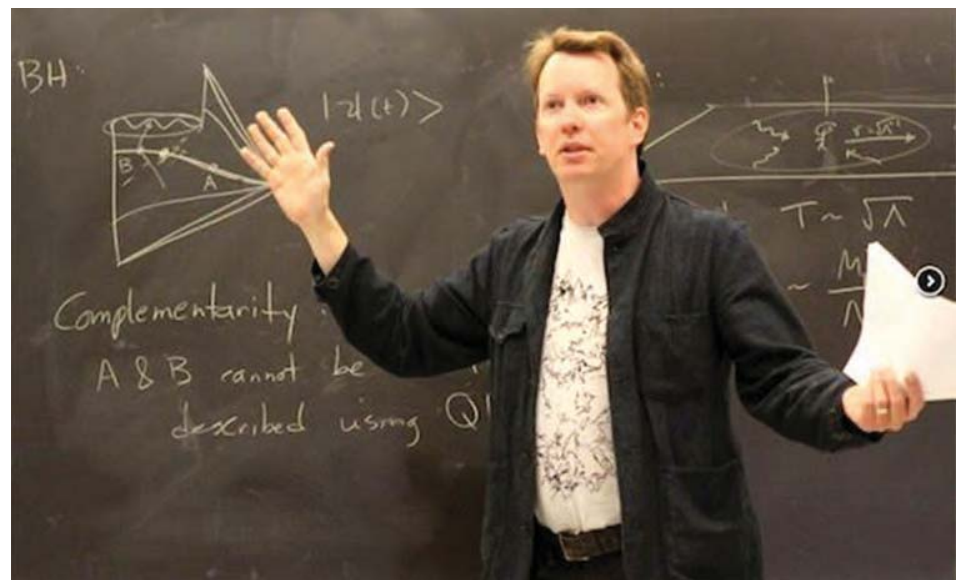
A charismatic and engaging speaker, Carroll wanted to reassure the students in the audience that he was not only, "hip to Justin Bieber," but also that by the end of his lecture, they would, "understand something profound about how reality works."

Carroll, who is no stranger to the world of American popular culture, has appeared on several talk-shows like *The Colbert Report*, and has served as the scientific advisor for films like *Big Hero 6* and *Thor*. He is not, this is to say, a scientist who seeks only the company of other scientists.

Perhaps it is his unusual ability to bridge the gap between academic science and everyday experience that allowed him to convincingly compare the discovery of the Higgs Boson to a rock concert: "youngsters literally lined up to sleep overnight... And they weren't lining up for a rock concert. They were lining up for two powerpoint presentations!"

Carroll spoke beautifully about the significance of the Higgs Boson particle, illuminating for the students that even the most esoteric and seemingly incomprehensible subjects can be fun, accessible, and interesting to learn about.

Dr. Carroll's lecture was recorded on our Livestream Channel. You can also read Dr. Carroll's blog, [www.preposterousuniverse.com](http://www.preposterousuniverse.com), which he has dutifully kept since 2004.





# the Art of Healing

A SYMPOSIUM ON MEDICINE

**NOVEMBER 13-14, 2015**

We invite the entire St. Andrew's extended community to join us for a weekend celebrating our alumni and their work in medicine. This weekend, sponsored by the St. Andrew's Women's Network, welcomes everyone back to campus to enjoy our keynote speakers, panel of alumnae, interactive workshops led by alumni, parents and friends, and a strategic thinking session with Tad and Elizabeth Roach.

## **KEYNOTE SPEAKERS**



**Friday, November 13, 2015 | 8:00 P.M.**

**Janice Nevin '77, P'13, M.D., MPH**

*President and CEO of Christiana Care Health Services*



**Saturday, November 14, 2015 | 8:30 a.m.**

**Kyla P. Terhune, M.D., FACS**

*Associate Professor and Residency Program Director of Surgery,  
Faculty Head of Hank Ingram House, Vanderbilt University*

9:15 a.m.	Alumnae in Medicine Panel
10:30 a.m.	Workshops
12:15 p.m.	Lunch
1:00 p.m.	Strategic Thinking Session

**HOMECOMING EVENTS TO FOLLOW**

*3:00 p.m. Cannon Game*





“In Executive Order B-29-15, directive 13 requires that the Department of Water Sources ‘...shall give priority in grant funding to agricultural water suppliers that supply water to 10,000 to 25,000 acres of land for development and implementation of Agricultural Water Management Plans.’ While this directive implies that there is a concern for farmers and their crops, it lacks any implication of whether farmers should be given water that they need to produce crops, or whether allocated water for crops should be decreased in an effort to conserve water even further.”

—Taylor Jaffe '16  
*examining California's response to its current drought*

“As a historical figure Christine represents the beginning of a feminist era. We cannot hold her to modern standards because she did not live in a modern time. The arguments she makes may not seem progressive enough today, but they certainly were progressive in the fourteenth and fifteenth centuries.”

—Camy Hines '16  
*on the French Renaissance writer Christine de Pizan, the first woman known to have made a living as a writer*

“Mnyele was not just pondering abstract or distant ideas about tragedy. Rather, he was beginning to construct a method to heal the tragedies of the world beginning with what is most personal to him, the tragedy of South African apartheid.”

—Rooney deButts '16  
*on the influence of South African artist Thami Mnyele within the anti-apartheid movement*



EXCERPTS FROM HISTORY  
SPRING TERM PAPERS

“The Greek victory at Salamis forever shaped Western Civilization, preventing the advance of the vast Persian Empire and setting the stage for Athens, the birthplace of democracy, to dominate the Mediterranean.”

—Andrew Nolte '16  
*on the significance of the naval battle between Persia and Greek city-states in 480 BCE*

“In 2013, Russia’s atomic agency, Rosatom, took over Uranium One, a Canadian company with stakes covering Central Asia to the American West. The deal made Rosatom one of the world’s largest uranium producers, a fact that should concern any country with a nuclear energy program.”

—Yousaf Khan '16  
*on Russia's attempts to influence energy markets, especially within the European Union*



## Stephen Krashen Leads Language Conference

Occasionally, pedagogues and researchers stumble upon discoveries so intuitive they seem too good to be true. Dr. Stephen Krashen, professor emeritus at the University of Southern California, is one such scholar.

After spending the bulk of his early academic career hoping to defend the merits of grammar study in foreign language classrooms, Krashen realized that the drills and endless grammar exercises that characterized the traditional language education were adding little to student performance, and even less to their ability to speak and use their language skills in the real world.

Language acquisition, he discovered, is “effortless... and involuntary.” We are all hardwired to learn languages, and we do it through listening and reading. As young children, we absorb language from our surroundings, slowly developing an understanding of what the words mean. Acquiring a second language, according to Krashen, is essentially the same: “Language acquisition... is a byproduct of understanding what we hear and what we read.”

During the annual Language Acquisition Conference, this year held at St. Andrew's, Krashen explained that language classes in schools are getting it all wrong, wasting incredible amounts of time drilling grammar and laboring over the finer points of the subjunctive

mood. “I am a professional grammarian,” he insisted. “My personal hero is still Noam Chomsky! But you're listening to a convert today, and it's the research that has convinced me.”

Krashen does not advocate for the total banishment of grammar study in schools; grammar rules, he explains, are essential for correcting errors and for editing our own speech and writing. He credits this ability to something called the “monitor,” the body of available knowledge we have that can be instantaneously applied to speaking and writing situations. The problem is that “there are daunting constraints on the monitor,” constraints that, especially in young and inexperienced language learners, often create damaging anxiety around the task of learning and using language.

Instead of insisting on the rules right out of the gate, Krashen believes that teachers are responsible for inspiring students to fall in love with language first, by giving them time to read and listen. “Teaching language, in a sense, is easy.” Krashen insists. “All it has to be is comprehensible and interesting.” The problem is that we so often fail to give students study materials that they find interesting or comprehensible, let alone both at once.

The solution? “Books! And free voluntary reading! Fill your classrooms

with all kinds of books written in the target language.” He encouraged teachers to resist the urge to force students to read “great literature” after only a few years of language study, insisting that prolonged and frequent exposure to easier, more accessible writing, whether in the form of magazines, sports reporting, news papers, or comic books, would help them build stronger foundational skills.

As for academic language, Krashen has pioneered a method called Sheltered Subject Matter Teaching, in which instructors teach content courses, such as math and science, in the target language. The results of this method have been staggering, with students taught in this way outperforming nearly all other second language learners. The demands on the teaching staff at schools like this will be much different from what education schools are accustomed to preparing them for, but Krashen believes that the results would be worth the challenge of a paradigm shift.

Longtime St. Andrew's faculty member Donald Duffy, a long-time disciple of Krashen's scholarship, raved about the conference, suggesting that it was one of the most valuable professional development experiences of his career. He was pleased to meet so many “accomplished, intellectually curious, energetic, passionate people who are dedicated to improving the second language teaching profession,” and looks forward to continued collaboration with the conference's other attendees.

Krashen, an avid supporter of connections like these, urged audience members to use one another as resources, and most importantly to communicate the power of his findings. “Tweet! Spread the word! Collaborate!” he exhorted. “You, as educators, are vital to helping schools and administrators understand the power of this kind of teaching.”

Krashen's revolutionary work is all available for free on his website, and his conference talks are available on our Livestream channel. ■





This winter, St. Andrew's hosted Most Rev. Dr. Katharine Jefferts Schori, the 26th Presiding Bishop of the Episcopal Church, for an afternoon and evening of conversation and chapel. While the air was frigid outside, Bishop Jefferts Schori graced us with her warmth, wisdom, and an enthusiasm for St. Andrew's as a place where students can engage in diverse expressions of spirituality and faith.

In the afternoon, twenty students gathered in the Main Common Room for a conversation with the Bishop. From Creationism to sexism in the Bible to how a leader as esteemed as Bishop Jefferts Schori handles moments of doubt, St. Andrew's students absorbed philosophies and stories from her life that illuminate her thoughtful and actualized presence.

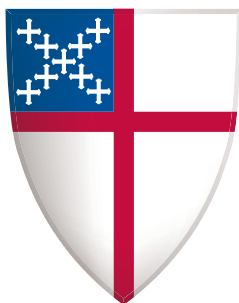
Bishop Jefferts Schori offered that the most challenging dynamic of

being the first woman elected to head a national branch of the worldwide Anglican Communion is other people's perception. Bishop Jefferts Schori closed the student session by addressing doubt, describing it as an opportunity for growth. Drawing from her own experiences, she offered the notion that personal growth is achieved by struggling through the very questions that feed the doubt.

Before spending time with students, Bishop Jefferts Schori sat with faculty members, sharing her views on the Episcopal Church of today and tomorrow. Lively, humorous, and thoughtful comments were exchanged when discussing the opportunity for introspection and spiritual growth that exists at St. Andrew's—a school with a faith tradition and a Chapel program that requires students to attend more than one weekly service. It was a transparent

# A Day of Thoughtful Influence

## *Bishop Katharine Jefferts Schori Visits St. Andrew's*



conversation about the utility of, and perhaps limits to, a more formal Anglican tradition in a setting that has a student body who represent a wide array of faith and cultural traditions outside of the Episcopal Church.

Bishop Jefferts Schori shared her perspective, "If you come to a school like this I think you come or your parents send you because you are expected to be formed as a whole person. Mind, body, heart, soul. And, this is for the parts you don't necessarily get in the classroom. [The Chapel program] is a place where we can invite students to confront mystery. I am reminded of the Hindu tradition of understanding that life is divided into stages. Late in life you come to the Wisdom Journey. This is preparation for that Wisdom Journey—to know how to reflect or to be quiet. You can't ever get to that Wisdom Journey if

you have not learned some of the skills that we think are being taught here."

In her homily on Wednesday night, the Bishop began with the story of Creation, folding in the significance of Epiphany and the mystical and metaphorical power of light. She implored us all to breathe, and pushed us to "draw in that possibility for creative word as you take a deep breath. Breathe it out slowly and consciously and consider we can use our breath to make light."

"Freedom is an experience of light in all senses of that word. It's the end of oppressive burdens and the injustice; it's about a lightness of heart and rejoicing; it's about the ability to see and hope for a new future."

Put into the context of the season and the world around us, Bishop Jefferts Schori offered, "This is the season of darkness and there is a darkness of plenty in the world around us. The

season makes us hungry for light. I just might remind us that all times are occasions to be light in the world. And light for the world."

"She is the visionary architect of the culture of humanity, human rights, diversity, and environmental sustainability that drives us every day," shared Headmaster Tad Roach. The day's conversations, reflections, and genuine exchanges of learning brought Tad's words to life, and we are humbled and grateful for the time she shared with us and her broader contributions to the work of the School. ❖





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- 1 Geometry and Algebra 2 students work on third dimension vectors outside of Amos Hall.
- 2 Introduction to Biology students head out onto Noxontown Pond to collect data on water quality and surrounding wildlife.
- 3 Students investigate behaviors of mathematical functions in Dave DeSalvo's Honors Precalculus class.
- 4 The azalea garden in nearby Historic Odessa comes to life every spring and offers inspiration for Painting I students.
- 5 Modern Languages Chair Diahann Johnson leads her French 4 students in a discussion of Annie Ernaux's *La Vie Extérieure* on the Front Lawn.
- 6 Ill Form English students wrestle with E.L. Doctorow's *Ragtime*.
- 7 Dan O'Connell explains cell division on the O'Brien Arts Center patio.







# Delivering the Promise of St. Andrew's

*Tony Alleyne '01 and the Delaware College Scholars Program*



*Since its inception, St. Andrew's has always considered itself a private school with a public purpose, a place where students have the opportunity to cultivate strong values and the kind of character that guide them in having an impact wherever their lives may take them. Tony Alleyne '01 is a compelling example of this tradition.*



**A Brooklyn native,** Alleyne came to St. Andrew's as a III Former in 1997 after completing New York City's PREP 9 program. He was bright, athletic, and deeply involved in the community, serving as a residential leader and co-captain of the football team. He went on to Wesleyan University where he earned a B.A. in sociology and African American history and volunteered as a tutor in local public schools. He joined Teach for America after graduation, and taught sixth grade math in Charlotte, N.C., for two years.

Alleyne returned to St. Andrew's as a member of the Admission team in 2007, and his experiences in the public school system allowed him to think boldly about the role St. Andrew's can and should be playing in the world of secondary education. His experience recruiting Emily Grohs '12, a former student

of his in Charlotte to come to St. Andrew's as a new III Former in 2008, further strengthened his belief in the power of St. Andrew's. Emily would go on to become co-president of her class and is now a Morehead-Cain Scholar at the University of North Carolina.

"I love working in Admission," explains Alleyne, "because I get to share the narrative of St. Andrew's with so many amazing students and families. It's gratifying to look out over the dining hall and see kids I met when they were in seventh grade becoming leaders of their Forms. It's amazing to know that I have, in some small way, helped to shape this community."

Alleyne's commitment to St. Andrew's has motivated him to not just shape our community, but expand its impact throughout the state and region. In 2013,

through a collaboration with Tad Roach, Will Speers and Kassy Fritz, Alleyne launched the Delaware College Scholars (DCS) program, a first-of-its-kind public/private partnership between St. Andrew's and the Delaware Department of Education aimed at increasing the number of high achieving, low-income students who apply, matriculate, and flourish in college.

"As we studied statistics showing students in our public schools losing their way as they approached the college application process, we decided to launch a program that we hope will succeed

qualified rising high school juniors from a group of over 200 applicants to live at St. Andrew's for an intensive, three-week college preparatory experience. Students were selected according to their academic potential and their drive to succeed, with close consideration given to aspiring first generation college students and those who qualify for the USDA's free and reduced lunch programs. They took classes, had personal coaching sessions, and toured colleges from Virginia to Connecticut.

This summer, an additional 45 students joined the program. "When the students

arrived here in mid-June, they immediately jumped into classes and activities designed to get them thinking about their futures," explains Alleyne. St. Andrew's faculty members teach Socratic seminars, the bulk of which are focused on analytical writing, discussion, and literary analysis. There are also math courses that help improve students' performances on state tests, APs, SATs, and ACTs. "Though we don't want to spend all our time thinking about standardized tests, our goal is to prepare them as well as possible for the juggernaut of college admissions," explains Alleyne, "and test preparation is something that this particular group isn't getting enough of in school."

Perhaps the most important component of the curriculum is the human development course, which fosters character traits like grit, resilience, self-understanding, and confidence. Students are paired with advisors from a pool of recent St. Andrew's alumni who coach them on the transition from high school to college. "I know that these students have enormous



and become a model for other private/public partnerships across the country," explained Headmaster Tad Roach who, along with the college counseling office and the Board of Trustees was instrumental in bringing DCS to fruition. Most high achieving, low-income students don't even apply to college, even those who exceed 1500 on the SAT.

Tuition costs and the Byzantine application process are more than enough to make college a dream rather than a reality for these students. That is, until they come to DCS. Alleyne is committed to mitigating both by demystifying the process and helping students and families better understand the sorts of financial aid and scholarships available.

Last year, in its inaugural summer, Delaware College Scholars (DCS) selected 40

▼ Tony Alleyne '01 (center) discusses his vision for the Delaware College Scholars Program with Trustee Paul Harrell '?? and Governor Jack Markell.



## LIFE OF THE MIND

potential,” Alleyne says. “One of our biggest goals is to get them to understand that about themselves.”

Kaylani Williams recently finished the first of what will eventually be three summers at St. Andrew’s. A rising junior from Dover, neither of Kaylani’s parents finished high school and she’s hoping to be the first in her extended family to attend college. “[DCS] definitely helped to shape and mold me into being okay with being away from home, being okay with trying new things, being okay with meeting new people, adapting to people, building relationships with staff. It’s just a big family here,” says Kaylani.

Alleyne is committed to tracking and supporting scholars like Kaylani throughout the upcoming school year. Students and their parents will also be invited to attend college workshops hosted on campus. By the end of Kaylani’s third year with the program, the goal is for her to not only be headed to college, but also have the academic and social skills necessary to thrive once she gets there.

“We in the private sector must do more than speak rhetorically about contributing to a public good,” says Headmaster Tad Roach. “We have to create programs

that quite literally will change the lives of students across this nation.” A few of Delaware’s largest employers have already jumped on board. In addition to the Rodel Foundation, Capital One and Barclays have already made sizeable grants

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*I know that these students have enormous potential. One of our biggest goals is to get them to understand that about themselves.*

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to the program. Sixteen school districts have also made financial contributions to the program. “While the initial support we received from St. Andrew’s and the Department of Education was instrumental to our success last year,” Alleyne reflects, “this new support has allowed us to move

much more aggressively in the direction that we know we can go. We are interested in imagining what’s possible when private and public schools come together to focus on educating young people.”

The early results are encouraging and in a few years Alleyne expects to have a model of cooperation and collaboration that will inspire schools throughout the country to consider similar efforts. In the meantime, he’s staying busy on the road for admissions finding the next great St. Andrew’s student and working toward his Ph.D. in Education from the University of Pennsylvania.

“The only cost to all of this work,” Alleyne laughs, “is sleep! I get up at 4 a.m., work on my dissertation for two hours, go to the gym with the students, take my daughter to school, come to work, pick my daughter up from school, spend time with my family, and then buckle down for more dissertation work.” When asked how he manages to handle so many commitments, Alleyne insists with a smile that he is simply “more comfortable in chaos.” It’s a chaos that has meant clear benefits to the hundreds of young people he’s already supported and inspired in his young career. ❖

## A STUDENT PERSPECTIVE

### JORDAN BONNER '15 ON TONY ALLEYNE '01

“I KNOW THAT I CAN’T CLAIM ANY OF MY ACCOMPLISHMENTS AS SOLELY MY OWN BECAUSE SO MANY PEOPLE HAVE HELPED ME GET TO WHERE I AM TODAY. MR. ALLEYNE IS CERTAINLY ONE OF THOSE PEOPLE. MY ATHLETIC ACHIEVEMENTS HAVE A LOT TO DO WITH THE FACT THAT HE WAS WILLING TO WAKE UP EARLY AND HELP ME LEARN THE LESSONS OF DISCIPLINE, STRENGTH, AND PERSEVERANCE. THESE ARE LESSONS I WILL TAKE WITH ME WELL BEYOND ST. ANDREW’S. I AM SO GRATEFUL TO MR. ALLEYNE. HE’S BEEN AN IMPORTANT ROLE MODEL TO ME AND COUNTLESS OTHERS.”

When Tony Alleyne isn’t traveling for admissions you can find him early every morning in the Stuart Fitness Center lifting weights with a few dedicated students, including Jordan Bonner. Bonner holds the single game record for points scored in a basketball game with 51, led a Bible Study group, was the RL on Hillier and won the St. Andrew’s Cross at graduation in recognition of his concern for others, humility and high principle. This fall, he will attend Wesleyan University where he plans to play basketball and continue to serve others.





**ST. ANDREW'S**

# FALL EVENTS

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## **OPENING DAY**

SEPTEMBER 6TH

## **SCHOOL CONVOCATION**

*ERIC FINCH, MATH DEPARTMENT CHAIR*

SEPTEMBER 11TH

## **ENVIRONMENTAL LECTURE:**

*DR. DAVID ORR, OBERLIN COLLEGE*

SEPTEMBER 18TH

## **2015 DISTINGUISHED ALUMNI:**

*POLLY DOLAN '85 & ASHLEY TOMPKINS DEVERY '85*

SEPTEMBER 24TH

## **PARENTS WEEKEND**

OCTOBER 23RD - 25TH

## **BILL AMOS MEMORIAL SERVICE**

NOVEMBER 1ST

## **WOMEN'S NETWORK WEEKEND**

NOVEMBER 13TH - 14TH

## **HOMECOMING & THE CANNON GAME**

NOVEMBER 14TH

## **SERVICE OF LESSONS AND CAROLS**

DECEMBER 13TH

FOR A FULL CALENDAR OF EVENTS, PLEASE VISIT [WWW.STANDREWS-DE.ORG/CALENDARS](http://WWW.STANDREWS-DE.ORG/CALENDARS) | FOR QUESTIONS, PLEASE CONTACT BERNADETTE DEVINE 302-285-4274









# GO SAINTS

Another year, another DISC Championship for St. Andrew's. The boys once again ran away with the title to secure a streak that started before some had even been born.





### Girls Basketball Shines in State Tournament

In a show of force, grit, and spirit, the girls varsity basketball team won 67-32 against Delmarva Christian in the first round of the State Tournament. This winter, seeded to lose, the Saints came together and demonstrated to a roaring crowd of fans precisely how well they can perform when they work as a team.

Point guard Morgan Hallow '15 scored 17 points and drained three shots from outside the three-point-line. Olivia Gumbs '16, the team's lead scorer, dominated the scoreboard with 29 points. The victory, however, belongs to all the girls on the court who gave their sweat, energy, and passion this season.

"Our team seems to function in pairs," Coach Seraphine Hamilton explained during the end-of-season Winter Sports Awards Assembly in Engelhard Hall. "Our irreplaceable halves help us to remain responsible and accountable for the success of the entire group." Seraphine credited her own irreplaceable half, co-coach Nathan Costa, with providing an example that served to establish the team's core values this season: toughness, work ethic, and collaboration.

One of the physically strongest teams in Delaware this season, the team accomplished extraordinary things

even before qualifying for the state tournament. Junior Olivia Gumbs '16 broke a school scoring record during a game against Tower Hill, and scored her 1,000th point during a game against Tatnall later in the season. "She has remained focused all season," Seraphine reflected, "learning to lead her teammates in a way that has made her and all of us incredibly proud of her achievements this season."

The five seniors, Liz Grabis, Morgan Hallow, Melina Jorizzo, Michelle Kim, and Eliza Wainwright, were the bedrock of the team, providing support and leadership to the rest of the squad. When the team qualified for the tournament and learned they would have to give up a week of their spring break, Seraphine was grateful to her seniors for urging the younger players to see this as an opportunity worth the sacrifice.

Though they lost in the second round in a particularly challenging game against Sussex Central, their coaches were thrilled with the performance. "They all have so much to be proud of," Seraphine explained, "and I am really lucky to have been able to be on the journey with them."



### Whiting Tennis '11 Wins Collegiate Division at CRASH-B World Indoor Rowing Championship

Whiting Tennis '11, a co-captain of Brown University's men's crew team, finished first in the collegiate division and third overall at the CRASH-B World Indoor Rowing Championship in Boston this spring. Whiting rowed the 2000-meter race in a time of 5:54.9, behind only Cuba's top single sculler, Angel Fournier Rodriguez, and Australia's two-time Olympian, Sam Loch.

Whiting's world-class result wouldn't be surprising to anyone who saw him row on Noxontown Pond. Along with fellow collegiate rowers, Sean Crowley '11 (Northeastern), Bobby Moffitt '12 (Dartmouth), and David Ashpole '12 (M.I.T.), Whiting sat in the engine room of the St. Andrew's V8+ that finished second at the 2011 Henley Royal Regatta. His collegiate career was no less spectacular.

Whiting rowed five-seat in the Third Varsity Eight that won Eastern Sprints in 2013 and rowed in the Junior Varsity that placed 4th at both Eastern Sprints and IRAs. As a senior, Whiting served as Co-Captain of a program that finished the regular season at the top of CRCA/US Rowing Coaches poll.

Whiting excelled off the water as well. He served as the co-coordinator of the 2014 Pull For a Cure fundraiser for Breast Cancer and is a contributing writer for the Brown Daily Herald. He graduated in May with a B.A. in English with an emphasis on creative nonfiction writing and is looking forward to a long career in service overseas, starting with the Peace Corps next January.

## Mark Wieland '09 Wins Icelandic National Championship in Squash

Though ultimately bound for a career in medicine, Mark Wieland '09 is not ready to end his career as a squash player just yet. After spending three years near the top of the ladder at St. Andrew's, Mark went on to Stanford University where he filled the number one spot on their varsity team. After graduation, he chose to stay at Stanford for an additional year, earning his master's degree and continuing to work on his squash game. "I realized, once I graduated, that playing competitively was still important to me," Mark explains, "so I decided to seek out opportunities that would allow me to continue to grow as a squash player."

Mark's efforts clearly paid off. This winter he captured the Icelandic National Squash Championship. "My mother is Icelandic," he says. "My father fell in love with her when he was in Iceland for work, and somehow he—this sweaty American guy—convinced her to marry him." As a result, much of Mark's extended family still resides in Iceland, and he is, himself, an Icelandic citizen. "Iceland means a lot to me, so it was always a dream of mine to play

there," he explains, "and my citizenship made me eligible." Fortunately for Mark, this year's tournament was slated to coincide with his family's annual trip, so he decided to compete.

Though for the most part Iceland is not known for squash, their top ranked player, Róbert Fannar Halldorsson, had won the tournament seven times, and was expected to win by a landslide. Mark beat him three-to-one in a heart pounding match, upsetting predictions and becoming only the third man to win the tournament since 1993.

"I was in a really good mood throughout the tournament," Mark reflects, "and I felt like I was playing good squash. It cemented my feeling that I should be playing as much squash as I can right now, and it made me excited for future tournaments."

Mark played competitively all summer and plans to continue this fall. In the mean time, he has plenty to do. In addition to completing some of his pre-med requirements at Berkeley's extension school, Mark offers private squash lessons to students and practices his own game for at least two hours a



day. "I can feel steady improvements happening, which is incredibly satisfying," he says.

Though Mark will likely go on to medical school in the next few years, he intends to keep playing squash recreationally. "Part of why I'm playing so much now is because I know that once I get started [at medical school] it will be much harder to find time to play in tournaments," he explains. "But I'll of course continue to play squash! It will always be a huge part of my life."

## Grace Saliba '12 and Katie Toothman '12 Named to All-American Teams

St. Andrew's student-athletes continue to shine at the next level, helping teams vie for National Championships and earning individual honors along the way. Two young alumni were recently selected to All-America teams in their respective sports.



Katie Toothman '12 was selected to the 2015 Pocock All-America first team rowing for the Stanford varsity eight. Toothman, now in her third varsity season, helped lead the Stanford V8+ to a sixth place finish at the NCAA Championships and second at the Pac-12 Championships. One of the strongest Cardinal rowers, Toothman is also considered a team leader off the water, earning Pac-12 All-Academic honors the past two seasons as a human biology major.

Grace Saliba '12 was named to the Intercollegiate Women's Lacrosse Coaches Association (IWLCA) Second Team All-America after the junior led the Franklin & Marshall Diplomats to the DIII Women's Lacrosse Final Four in June. This was Saliba's fourth

postseason award. She was also named a first team ECAC All-Star, first team all-region and selected as a unanimous first team All-CC selection. She was second on her team in both assists (43) and points (78) and fourth in goals with 35.







**Sydney Taylor '08 and Taylor Brown '08 Compete at PanAm Trials**

After a successful career on the Williams College Women's Varsity Crew team, Sydney (Tooze) Taylor '08 wasn't ready to give up rowing. "I wanted to be mindful of the toll that years of sweep had taken on my body," she explains, "so I decided to try sculling competitively for the first time."

Sydney and her husband Alex Taylor were married in 2013 and moved to Chicago where Alex is in Medical School at Northwestern University and Sydney works as a physical therapist. Eager to find community in a new city, Sydney joined the Lincoln Park Boat Club where she instantly felt at home.

"I did my first race with Lincoln Park in July 2014, and my second race was just a few days later at the US Rowing Club Nationals," she reflects. It was a simultaneously daunting and fortifying experience, and she has since competed in several more regattas, making steady improvements to her time and technique with each successive race.

This spring, she decided to test her mettle at the Pan American Games Trials, but before making the trip to New Jersey's Lake Mercer, she returned to Noxontown Pond to reconnect with her rowing roots.

"I had this moment on the pond," she reflects, "when I was doing pieces in the

direction that we would normally race, and when I made it to the sprint wire I felt my heart just start to pound with excitement. It was surreal being back."

Sydney was joined at the PanAm Trials by classmate Taylor Brown '08, an alumnus of Brown University's rowing team. He recently graduated from the University of Texas at Austin with a master's degree in sports management, which he earned after writing a thesis about the adversity and resilience found in club level rowers. Taylor was hired as the head competitive rowing coach at the Austin Rowing Club where he began coaching full time this summer.

Both Sydney and Taylor did incredibly well at the PanAm Trials, with Sydney advancing to the Women's Lightweight Semi-Finals and Taylor winning second place for the Men's division with a time of 7:09. ♡



**2014-2015 DIAA ALL-STATE SELECTIONS**



Justin Duncan '16  
Morgan Hallow '15  
Carson Long '15



**CROSS-COUNTRY**

Louisa Belk '16  
Caitlin Porrazzo '15  
Emma Porrazzo '15



**BASKETBALL**

Jordan Bonner '15  
Olivia Gumbs '16



**SWIMMING**

Caroline Fry '16  
Xander Geiersbach '16  
Alec Huang '16  
Jay Jacobs '15



**LACROSSE**

Spencer Peet '15



### Thirty-Two Rowers Compete at Alumni Sprints

Philadelphia's Stotesbury Cup Regatta is always an important day for St. Andrew's. The School sent several boats to Friday's races, and three boats qualified for the second round on Saturday. Both the boys and the girls Senior Eights placed fourth in their semi-finals, and the girls Second Eight placed fifth in the final.

It was a great weekend for students, leading into an incredible showing by alumni during the Alumni Sprints Regatta on Sunday. Captained by John Reeve '66, the St. Andrew's team boasted 32 alumni representing 13 class years from 1944 to 2006.

The Regatta welcomes alumni teams from colleges, universities, and preparatory schools throughout the country, and the turnout is always strong. This year, St. Andrew's boasted the largest team with the Red and White outnumbering traditional powerhouses UPenn, Harvard and Princeton.

"It was truly an incredible day," recalled Louisa (Hemphill) Zendt '78. "We raced and raced and raced. It was an amazing way to reconnect with so many wonderful alumni who share this passion."

Dear Coach Berl,  
Welcome Home!

*We are so proud to welcome Lou O'Brien Berl '84 back to St. Andrew's this fall as coach, teacher, mentor, and friend.*

Harvard-Radcliffe Lightweight Head Coach:

- 2015, 2014 Eastern Sprints Champion
- 2015 IRA Silver Medal
- 2014 IRA Lightweight Coach of the Year
- 2014 IRA National Championship





# ST. ANDREW'S MOMENTS

- 1** Eliza Wainwright '15 rips a shot against rival Tower Hill.
- 2** The boys V8+ celebrate the christening of the Rob Colburn '80.
- 3** Despite having no returning varsity players, the young and feisty boys tennis team finished 3rd in the State.
- 4** Girls varsity soccer made the State Tournament in only their second spring season.
- 5** Rowers come together before their final race of the season on Noxontown Pond.
- 6** Girls tennis continues to be a force, finishing 12-3 in duel meets and a 5th place finish in the State.
- 7** The upstart boys lacrosse team made the State Tournament for the first time since 2012 behind veteran leadership and a youth movement featuring 20 new players.
- 8** St. Andrew's sluggers celebrate a 5-4 win over Seaford High School.









# CREATIVITY







CAMPU





### Finding Community in Music: Alphonso Ramirez '15

Growing up in Chestertown, Md., Alphonso Ramirez '15 had limited exposure to classical music. When the elementary school hired a violin instructor to start a music program, Alphonso's brother, Julio Ramirez '12, was one of the first students to sign up. "I've always sort of followed in my brother's footsteps," Alphonso recalls, "and according to my mom, the only reason I ever picked up a violin was because he was doing it."

As the brothers matured, Julio's focus shifted to film, which he now studies at NYU's Tisch School, and Alphonso's early skill for the violin bloomed into an incredible passion for classical music.

Alphonso chose St. Andrew's because he loved the musical atmosphere he saw here. "When I was in eighth grade, I knew that this was what I wanted to do," he reflects, "and I was developing skills, but I had no room to grow. The only ensemble for me to play with was a group of third graders at my school." When he arrived at St. Andrew's for his visit back day, he was stunned. "What was happening here musically was unlike anything else I saw when I was touring schools. I knew this was the place I needed to be if I wanted to reach my potential as a musician," he insists.

While at St. Andrew's, Alphonso touched virtually every aspect of the music program. He was the first chair violinist for the Orchestra, he sang in the Noxontones, he played the starring role in *Godspell* this winter, and he sang with the Jazz Band this spring.

Most impressive of all his achievements, however, was his composition of "The Griffin," a piece written for the St. Andrew's Orchestra and inspired by Alphonso's four years as a student. When he took the stage on the Friday of Arts Weekend to conduct his peers in their performance of the song, everyone in Engelhard Hall was transfixed. Woven throughout the piece were sonic tributes to various aspects of the School, from the refrain of the St. Andrew's Hymn to the instantly recognizable tolling of the bells.

"As soon as I heard those bells, I couldn't stop myself from crying," reflects Anna Cutler '15. "It was one of the most moving experiences of my time here."

As he looks back on the time he has spent at St. Andrew's, Alphonso credits his development as a musician to the incredible opportunities he had for ensemble work. "It's one thing to be a good musician in isolation," he explains, "but my work in the music department at St. Andrew's showed me how much more I can do when I collaborate with others. I love working with people, and I think that I will always seek out opportunities to do that in my musical career."

This fall, Alphonso plans to join his brother in New York, where he will study composition and film scoring at NYU Steinhardt. "I am really looking forward to being in school with my brother again," he says, "and I hope that one day maybe we'll make a movie together."

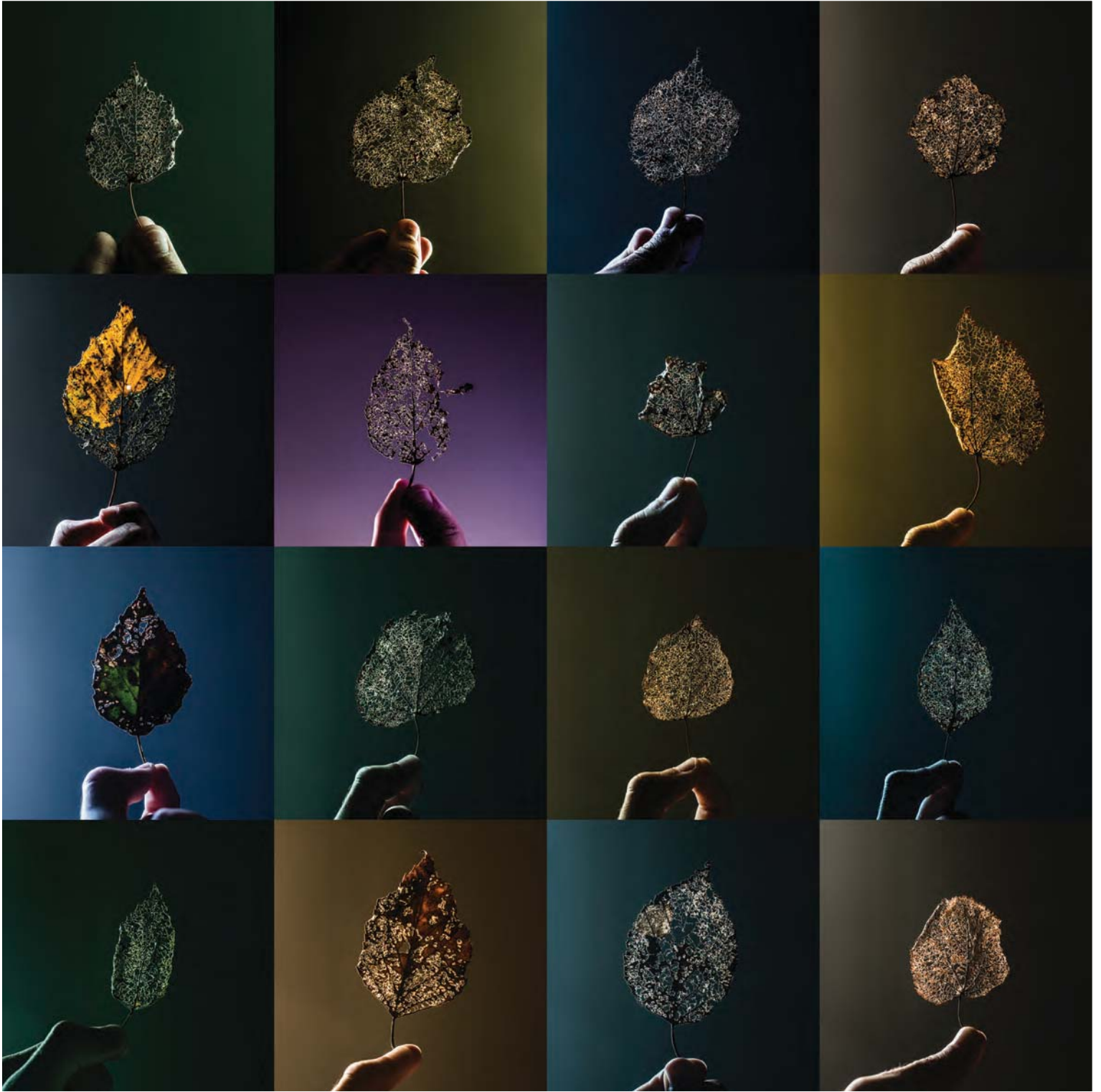
### Hugo Hentoff '15 Garners National Attention

If 2014 was a breakout year for student-artist Hugo Hentoff, his success in 2015 further solidified his place as one of the country's great young artists. This fall, Hugo was awarded second prize in an international juried exhibition of over 250 artists at the Brooklyn Waterfront Artist's Coalition. A few months later he received the Grand Prize from *Photo District News*, the leading magazine for emerging photographers, in its annual photo competition for his stunning long-exposure shots of dancers taken at the St. Andrew's production of "The Nutcracker."

The breadth and diversity of his work suggests a young man eager to explore many interests and styles. His Gold Key from the Scholastic Art & Writing Awards this spring was for his "Remnants" Portfolio, a series of photographs of preserved animals from the St. Andrew's Bio Lab. "Dr. Mclean was so helpful and encouraging while I was doing this project," Hugo says. It was one of eight regional Gold Keys he won for individual works, including one for a one-act play. Hugo would go on to win three Silver Medals and a Gold Medal at the national level, a feat rare enough to also earn him an American Vision award for exceptional skill and creativity and a personal note from U.S. Senator Chris Coons congratulating him on his success.

Hugo credits his teacher and advisor, Joshua Meier, with much of what he learned about both the art of photography and the business of becoming a professional artist. "We need more young people like Hugo, those who are smart, creative, and ready to challenge the status quo," says Meier. "His fearlessness has certainly led him to some opportunities in the art world most people his age would never think possible."

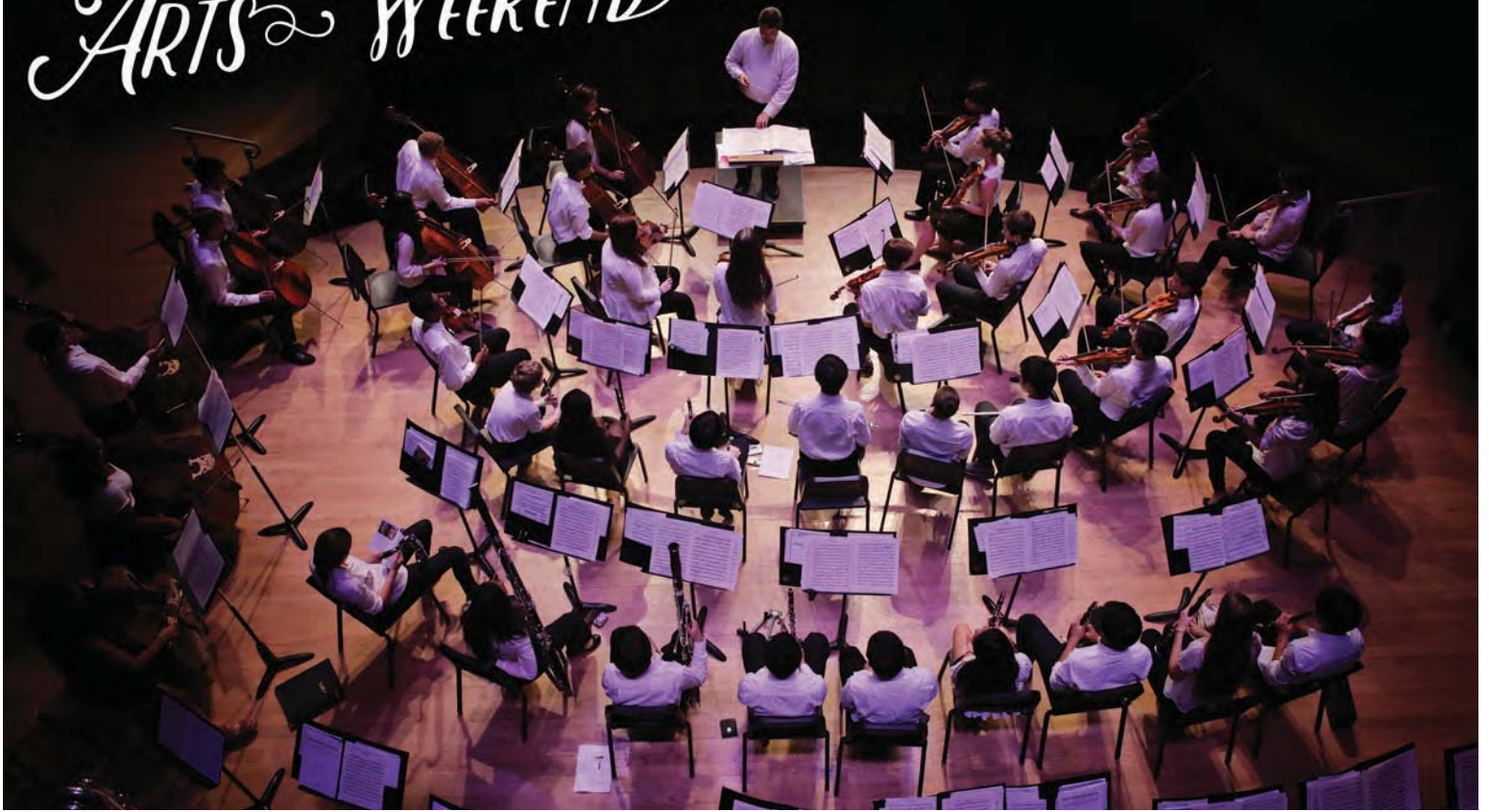
That his work has been so admired has been an "experience equal parts insane and exhilarating" for Hugo. For now, the Washington, D.C., native is preparing for the next chapter in his career at Bowdoin College. "I can only hope that the faculty and students at Bowdoin will be even half as supportive as the community at St. Andrew's has been over these past three years," says Hugo. "I'm so grateful to have been able to grow at a place that puts such a premium on the arts."



LEAVES, HUGO HENTOFF '15



# ARTS WEEKEND









## CREATIVE CAMPUS



### The Copeland Quartet Comes to Campus

Established in 2012 by Katharine and John Haroldson in honor of their daughters, Sarah '09 and Katherine '12, the Haroldson Music Fund has supported an annual concert series that has become one of the most dearly held traditions in recent St. Andrew's history. Thanks to the Haroldsons, we welcome a professional string ensemble to campus each year to perform in Engelhard Hall to the delight of the entire community.

Even more exciting, the musicians also teach a master class, working with some of the music department's most passionate string instrumentalists, and impart a deeper appreciation for some of the subtleties of ensemble performance.

The most recent concert by the Copeland Quartet is the latest in the Haroldson Music Fund series. Formed in 2003, this group of Delaware Symphony Orchestra players has performed throughout the Mid-Atlantic and is renowned for its vast and stunning repertoire.



### Jared Soares "In the Studio, on the Court"

This spring, the O'Brien Arts Center's Warner Gallery was full of striking portraits taken by visiting artist Jared Soares, a Washington D.C.-based photographer whose work engages with questions of community and identity in America.

After three years working as a photojournalist for the *Roanoke Times*, Soares began his freelance career in 2010 and has since occupied himself with long-term, independent projects. He first gained recognition for photographs of Roanoke hip-hop artists, a project that developed into a deep exploration of a burgeoning artistic sub-culture.

Soares also took a series of photographs in Martinsville, Va., that would later inspire Beth Macy's debut novel, *Factory Man*, an account of middle-class suffering and the effects of outsourced labor on American factory workers.

Most recently, Soares completed a series of photographs featuring the George Goodman League, an outdoor summer basketball league that includes professional, collegiate, and high-school players: "D.C. native and NBA MVP Kevin Durant will play in a game each summer. In August, Bradley Beal of the Washington Wizards played in a few games to fans' delight. Also, U.S. Secretary of Education Arne Duncan plays in the league," Soares said.





### Cellist David Agia '06 Joins Orchestra as Guest Soloist

The first time David Agia '06 ever heard someone play the cello, he was nine years old and sitting in the audience while a St. Andrew's faculty member played a solo. "Until then, I knew I wanted to play an instrument but didn't have a concrete idea which one," he says. "I went home and told my mother I wanted to play the cello. I liked the sound. It has the biggest range of any of the string instruments."

Agia joined the III Form at St. Andrew's in 2002 and was one of twelve students interested in being part of an orchestra. Under the fearless leadership of Fred Geiersbach, they convened in a room in the old gym to practice pieces that, though perhaps too ambitious for a young, inexperienced group of musicians, inspired in David a love for classical music that would eventually drive him towards a career as a professional cellist.

His journey was not straightforward, though; David left St. Andrew's with the intention of becoming an engineer: "I went to Rochester and began taking engineering classes but I realized very quickly that I wanted to be a musician," he reflects. Agia transferred to Rutgers University where he began studying the cello full time.

While in college, he spent summers touring Europe and performing in classical music festivals all over the world. "I realized, during that time, how strongly present the classical tradition is in those parts of the world, and I really wanted to live abroad." Upon completing his undergraduate requirements, Agia moved to Cologne, Germany, to begin studying for an advanced degree in music at Hochschule für Music Köln, or the Cologne University of Music.

Eager to reconnect with his former student, Fred Geiersbach reached out to David and asked if he would be willing to visit campus this spring. Fortunately, he accepted the invitation and flew from Germany to Philadelphia, joining us on campus for an extraordinary performance of Haydn's *Concerto No. 2 in D Major for Cello and Orchestra*.

"It is amazing to be back," Agia raves. Engelhard Hall, which was constructed just before he graduated in 2006, is one of his favorite places in the world to perform: "It's such a great facility. But what's really incredible," he explains, "is being able to return to a full orchestra of students who are so interested in and appreciative of the music." He is proud of what the program has become since he left the School nearly a decade ago and enjoyed his experience playing with the current students. "They are very talented," he smiles. "Mr. Geiersbach has a lot to be proud of." ■







*Pride & Prejudice*





CENTER STAGE





# GODSPELL







**Finding Your Gift and Giving It Away:  
Lindsay Roznowski '99**

“A few years ago, I started to do yoga for myself and really connected to it,” says Lindsay Roznowski '99. She sought out yoga when her job as a community behavioral health practitioner for at-risk children in Philadelphia began to take a toll on her mental and physical well-being. “It was a very overwhelming job, and I was losing time for self-care. I lost a crazy amount of sleep just worrying about whether or not I was making an impact.”

When Lindsay began practicing yoga, everything changed. “I suddenly felt like myself again, and I realized that the things I was learning were helping me become a better therapist.” Eager to share the gift of yoga with others, Lindsay decided to enroll in a Philadelphia-based teacher-training program through Beyond Asana Yoga Studio.

She was half way through her training when Tad Roach invited her to rejoin the St. Andrew’s community as a member of the School’s Counseling and Wellness department this past

fall. Lindsay, her husband Jordan Roznowski, and their three-year-old son Ben moved to Middletown, but Lindsay continued to commute to Philadelphia a few days each month in order to complete her yoga teacher certification.

She chose to train with Beyond Asana, she explains, “because embedded in their mission is a real commitment to service work.” Lindsay has been passionate about service since her days as a student at St. Andrew’s, when she participated in Adapted Aquatics. Beyond Asana partners with buildOn, a non-profit organization that builds schools in high-need communities around the world. Teachers who earn their certification through Beyond Asana are responsible for raising \$5,000 and participating in the building of one of these schools.

This spring, upon completing her certification, Lindsay traveled to Mchereka, Malawi, with her fellow teacher trainees and, in collaboration with members of the community,

helped build a school. “We did not travel to this village with the notion that our purpose was to show up and deliver a gift of this new school,” she explains. “We were there to connect, to be curious—yes, to give—but just as equally receive and learn.”

Lindsay returned from the trip feeling humbled and restored, grateful for what she was able to contribute, and thrilled to have been a part of something so meaningful. Six weeks after her team left Malawi, the supervisor of the construction project sent photos of the completed school. “I was stunned,” Lindsay recalls. “The villagers of Mchereka had finished their school in six short weeks fueled by their excitement, motivation, and commitment. Our leader told us that she had never witnessed a school going up so quickly.”

Lindsay has worked hard to bring the lessons she learned during her time with Beyond Asana and buildOn back to St. Andrew’s, hosting weekly yoga sessions for students and faculty, and delivering a beautiful chapel talk during which she told the story of her trip.



## One School at a Time: Colin Smith '99 at Change for Kids and Dave Sykes '99 at the Hackley School

After he graduated from the University of Virginia, Colin Smith '99 did what many successful, ambitious college graduates do: he moved to New York to work in finance. He spent a few years in private equity placements for Bank of America before landing a job as Vice President in the Direct Private Placements group at Atlantic-Pacific Capital. During that time, he served as a board member for Change for Kids, an organization that helps underfunded public schools provide enrichment programs that would otherwise be eliminated due to budget cuts. The experience opened his eyes to the harsh realities facing New York City's most underserved children, and he began to feel pulled towards a career in urban education. In February 2009, Colin decided to leave APC to work as the executive director of Change For Kids, a job that has allowed him to invest deeply in his growing passion for education.

Change For Kids partners with New York City public schools to provide supplementary literacy, arts, music, and health programs that their schools do not have the resources to provide. Founded in 1994, the organization began as an effort to provide school supplies to New York City Public Schools that could not meet students' needs. Working "one school at a time," the organization has grown steadily in the last two decades, engaging entire communities in the task of creating unique, inspiring learning environments at their local elementary schools. With Colin at the helm, Change for Kids has been able to increase its financial



support to partner schools by 1,500% and partner with four additional schools, providing music lessons, arts classes, health curricula, and support to students who would otherwise be denied those opportunities.

As a St. Andrew's graduate, Colin believes in the value of education and is committed to the idea that all schools can and should serve the needs of all students. In an interview with the *Journal of Cultural Conversation*, he recalled a conversation with the principal of P.S. 73 in the Bronx, who likened the services provided by CFK to those normally reserved for students in private schools. "Despite the great efforts being made," he explained, "there is a real gap in the opportunities available at different schools in our city. To the extent CFK can change that for one school, then four schools, then more, equal opportunity goes from being a goal to a tangible change."

David Sykes '99, Colin's former classmate and long-time friend, is a huge supporter of CFK's mission, and has sought to inspire his own

students at the Hackley School, a private school in Tarrytown, N.Y., to recognize the importance of fighting to give other students access to the kinds of programs that make their own education so valuable. In an effort to reinforce this idea in the minds of his students, Sykes took a team of Hackley ninth graders for a day of teaching and friendship building with first through fifth grade students at Brooklyn's P.S. 81. "For me, simply to walk around and see the ninth graders doing such a good job and interacting so positively with the students from 81, all while having a great time, was amazing." He is thrilled to have had the chance, thanks to his ongoing friendship with Colin, to expose his students to the reality of need in the American public school system, and the possibility of meaningful change in urban education.

To learn more about the inspiring initiatives at Change For Kids, visit their website at [www.changeforkids.org](http://www.changeforkids.org). ■



# ST. ANDREW'S MOMENTS

- 1** The Class of 2017 gather near Annapolis, Md., for leadership workshops with faculty led by Assistant Head for Leadership Jeremy Edwards.
- 2** The Class of 2015 enjoy a day together in Rehoboth Beach.
- 3** St. Andreans help commemorate the importance of the nearby Hunn and Alston farms as stops on the Underground Railroad this April. Anthony Johnson P'10,'17, Treava Milton '83, Elizabeth Roach, and Harvey Zendt P'03,'05,'09 were instrumental in bringing the important history to light and working with the local community to dedicate a historical marker and benches from the Toni Morrison Society.
- 4** AS Environmental Science students take in the Potomac River from the top of Weaverton Cliffs near Harpers Ferry, W.V.
- 5** The Noxontown Grillers enjoy an early spring day on the grass docks.
- 6** Seniors harvest greens from the organic garden during Arbor Day.
- 7** The Class of 2015 coach and support Special Olympians during a day of games and camaraderie.

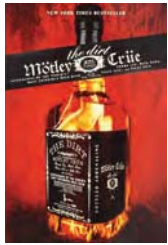








# Recommended Reads



**Duncan Covell '16**  
**The Dirt: Confessions of the World's Most Notorious Rock Band**

By Mötley Crüe

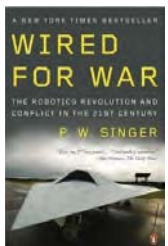
Written by the members of one of the greatest heavy metal bands of all time, *The Dirt* chronicles Mötley Crüe's rise from its L.A. roots and eventual fall in a swirl of prison, alcoholism, and addiction. The only thing I was addicted to was this book. It is the most detailed and raw book I have ever read. I could not put it down.



**Amanda Sin '16**  
**The Red Tent**

By Anita Diamant

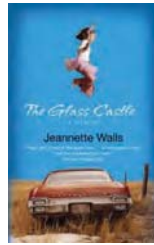
*The Red Tent* is a retelling of the Genesis stories of Jacob and Joseph, but from a female perspective. It features Dinah, Jacob's daughter, who is mentioned only once in the Hebrew Scriptures. Other than the pure, simple beauty of the prose, it's a powerful telling of how a break in one faith and adoption of another can lead to greater peace and self-affirmation. Anyone who has ever had a crisis of faith should consider reading it; it has definitely helped me through moments of anger, confusion and doubt.



**Wit Keating '16**  
**Wired For War: The Robotics Revolution and Conflict in the 21st Century**

By P.W. Singer

This New York Times Bestseller from Strategist and Senior Fellow at the New America Foundation Peter Singer looks at the evolution of robots and drones over the course of the past few years from both a military and economic point of view. It also dives into military doctrines, advancing technologies, and ethics that will govern the use of robots and drones in the future. This seemingly dull topic is spiced up by fascinating tangents about everything from wild DARPA projects to the influence of popular culture.



**Mason Sheridan '16**  
**The Glass Castle**

By Jeannette Walls

Despite my inability to empathize with the countless hardships she faces throughout the years, Walls' reflection on her background challenged and captivated me in a way I didn't realize a memoir could. The descriptive style leads to a deep understanding of each moment, allowing me to venture outside of my own head and into the inconsistent, atypical twists and turns that add up to the story of the Walls family.



**Alexandra King '16**  
**Bossypants**

By Tina Fey

Surprisingly insightful and unsurprisingly hilarious, this book does not disappoint. Fey narrates in her uniquely bizarre yet intentional style that gained her many loyal followers on shows like *30 Rock* and *Saturday Night Live*. *Bossypants* blurs the lines between what is classified as a fun read and great literature. It's full of personal stories and anecdotes describing Fey's ascent to comedy fame. Although names like Amy Poehler and Lorne Michaels were woven throughout the book, the name of heartbreaker Eric Finch, our beloved math teacher who famously took Fey to their senior prom, was disappointingly missing.



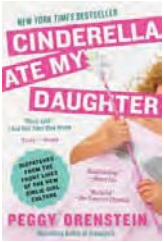
**Jenna Jaquez '16**  
**Sula**

By Toni Morrison

This incredible novel set in small town Ohio is fast enough to keep a reader's attention, but delivers messages packed with meaning. Morrison's creative genius allows each event and twist to have so many different possible endings that you simply cannot put it down until you've finished reading all 192 pages.



# from the Class of 2016

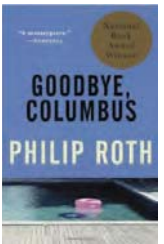


**Camy Hines '16**  
**Cinderella Ate My Daughter**

By *Peggy Orenstein*

A thoughtful look at what it means to be a girl in today's mass media. How is "girlie-girl" marketing affecting our culture and the kids who grow up surrounded by it? How does it impact young girls' self-esteem? This

book is an eye opener for those who embrace the Disney Princess culture and those who worry about its impact on young girls.



**Alec Huang '16**  
**Goodbye Columbus**

By *Philip Roth*

Such a great book. I read the first short story in the collection for my Junior Exhibition. It's both a coming of age story and a love story between a poor city boy and a wealthy suburban girl. Through this book, Roth offers

his insights on class differences, being Jewish American, and the American dream.

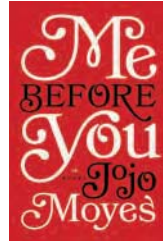


**Nathan Koski-Vacirca '16**  
**Life**

By *Keith Richards*

This book details the life of one of the greatest and most complicated guitarists in history. Mr. Richards is completely honest about everything that went down in the Rolling Stones, but he also offers insight into

his passion for music (well above his passion for the vices that threatened to end his life). It's an inspiring book for any musicians out there and is a testimony that if you work hard on your passion, there's no limit to where it will take you.



**Jessica Millar '16**  
**Me Before You**

By *Jojo Moyes*

This novel features Louisa Clark, a young caretaker for Will Traynor, a man recently wheelchair-bound due to an accident. After spending so much time around him, she gains a better understanding of life

through his eyes and how reliant he must be on others in order to live. She eventually learns about the shocking plans he has for himself and begins to fully immerse herself in his life in order to change them for the better. I would highly recommend this novel. It delves into the power of observation and relationships, and how one moment can change your entire life.



**Jessica Millar '16**  
**Quiet: The Power of Introverts in a World that Can't Stop Talking**

By *Susan Cain*

I also needed to recommend this book about the contributions that approximately one third of the population (introverts) bring to our society. Cain talks about how we live

in a world that is constantly promoting the idea of being extroverted because that is what our society has always known. She explains how introverts are undervalued in terms of their success and, through her book, conveys all that introverts have to offer. ■

▲ *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](http://standrews-de.libguides.com/good-reads) to join the conversation.*



## St. Andrew's Alums Earn Top Honors from University of Virginia English Department

When the University of Virginia English Department announced academic awards this spring, two St. Andrew's alums were among the four top prizewinners for excellence in undergraduate work. Forrest Brown '11 received a Wagenheim Prize for the best literary essay and Claudia Heath '11 took home the Wagenheim Prize for best short story. It's the first time anyone in the U.Va. English Department can remember two students from the same high school being awarded a Wagenheim Prize in the same year. "All speaks well for St. Andrew's, a fine school," noted U.Va. Creative Writing professor and novelist Christopher Tilghman.

Brown's essay, "Beyond Freezing Fires: Spenser's Deconstruction of Petrarchan Paradox in Amoretti XXX", examines Spenser's innovative reworking of a traditional paradox or oxymoron of fire and ice, showing the effects of this particular sonnet in its sequence, and placing Spenser's experiment in and beyond Petrarchan tradition. As one judge put it simply, "This is a gem of a critical essay."

The award is the latest example of the type of intellectual pursuit Brown was celebrated for during his time at St. Andrew's. In the spring of his VI Form year he excelled in a tutorial taught by William & Mary Linguistics professor Tolly Taylor. "I was particularly impressed by Forrest's ability to construct clearly expressed, well-informed, analytical, and often quite insightful essays," wrote Taylor that spring. "By the end of the term, his essays would have received a full 'A' if they had been submitted in our senior seminar at William & Mary."

Brown, a Jefferson Scholar who graduated Phi Beta Kappa in May with a double major in English and cognitive science, seemed to touch every area of campus during his four years in Charlottesville. He was captain of the men's rowing team his junior year and wrote a series of essays for *Rowing Related* about the team's experience at Henley this summer. He also published more than 20 op-ed pieces in the *Cavalier Daily* and was a four-year member of the Virginia Men's Glee Club.

Fellow Cavalier Claudia Heath '11 won her Wagenheim Prize for her short story, "The Slipstream," which features a young narrator trying to make sense of a childhood memory against the backdrop of her passion for fly-fishing. "The Slipstream' glitters with prose as delicate and supple and effervescent as the trout that slip and twist their wily way through these wonderful pages," wrote one of the judges. "Fly-fishing was never so confounding, and enchanting."

Some may remember reading Claudia's essays written as a St. Andrew's student in earlier editions of this magazine. Her essay on helping a child learn how to ride a bike was the inspiration behind creating the student-written "Last Word" at the end of every edition.

"I truly think she is the real deal," said Tilghman. "She took a narrative theory course with me in Fall of 2014, in which I asked students to write weekly five-page stories demonstrating the theoretical narrative element of the week. It is a difficult course, requiring both a certain creative flair as well as an understanding of the concept. Claudia did both beautifully."





Claudia so impressed the English Department that she was awarded one of ten Wagenheim Fellowships, the premier English Department fellowship for rising fourth-year majors, and was chosen to be in the first class of the university's brand-new "Area Program in Literary Prose," which is a concentration in creative writing within the English major.

"Claudia was one of the most brilliant students I've ever taught," said Stuart Chair in English Elizabeth Roach. "One of my big regrets was never having a chance to teach Forrest. My colleagues raved about his sharp mind, curiosity and love of learning. We could not be more proud of the scholars they were at St. Andrew's and how they continued to shine at the University of Virginia."

### Frannie Gurzenda '11 Wins Art History Prize at Bowdoin College

In the fall of 2010, Frannie Gurzenda '11 decided to take John McGiff's Painting I class. She came as a new IV Former, so she didn't have the chance to take the required Introduction to the Arts class as a III Former. What she lacked in experience, however, she made up for with a willingness to dive right in. "Frannie is full of enthusiasm for learning this new language," wrote her painting teacher John McGiff that fall. "She is a fearless, bright, motivated young woman."

That fearlessness continued into her VI Form year when she decided to take Advanced Studies in Studio Art. It was a path that would eventually lead her to being awarded the Art Prize at graduation for her "contributions to the art program in effort, originality and technique."

Fast-forward a few years and Gurzenda continues to distinguish herself in the classroom. This May, she was awarded Bowdoin College's Art History Junior-



Year Prize. The prize is awarded to students judged to have "achieved the highest distinction in the major program in art history and criticism at the end of the junior year."

Bowdoin's Art History Chair Susan Wegner was eager to share Gurzenda's impact on her classes and the department. "I have had the pleasure of working with Frannie in two classes," explained Wegner. "In our upper level seminar on Painting and Society in Spain, Frannie created an innovative term project with another student investigating the circumstances of the rejections, including political maneuvering, artistic jealousy and errors of taste and appropriateness in representing sacred figures. They even consulted one of the professors in classics to translate a Latin contract concerning the requirements for the Contarelli chapel paintings of St. Matthew in the church of San Luigi dei Francesi in Rome. I was not only impressed by her scholarship, but also her ability to work fruitfully with others."

"From my experience, Frannie's imagination, enthusiasm and ability to work consistently and well make her worthy of the award."

McGiff shares a similar perspective when asked to recall Gurzenda's time at St. Andrew's. "She was so full of curiosity and passion and one of the hardest working students I've ever taught," he says. "She would never let an idea expire; she would just keep coming at it from every different angle. I'm not surprised that she continues to find success and I'm grateful for the opportunities and guidance she's found at Bowdoin."

Gurzenda will apply her talents to a new arena this fall. She was selected to work at the Bowdoin College Museum of Art as one of three student Museum Education Assistants.

"Keep sending us students like Frannie!" wrote Wegner. "She's a wonderful example of the great job [St. Andrew's is] doing during a challenging historical moment for education in the United States." ❖

### Making news?

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# Commencement 2015

## PERSISTENCE, ORIGINALITY, IMPACT



It is an honor to welcome you to the 82nd graduation ceremony at St. Andrew's. Today, we honor and celebrate the Class of 2015 and their many contributions to the spirit and life of this School; we challenge them to take the energy and goodness they have created and experienced here out into the world.

Even as we celebrate the individuals that make up this class and the unity, creativity, and vigor they have created, we remember that graduation is not actually only about them. It is about family—generations of family members who have worked, sacrificed, and shared their dream that members of their family, their great grandchildren, grandchildren, sons, and daughters might have the opportunity of a world-class education. It is the highest expression of love we know, this gift of education, this gesture of faith, hope, and trust in schools, colleges, and universities. Your family today will experience a rite of passage, a celebration, an affirmation that all the sacrifice, patience, stamina, and courage you have shared has landed in an island of hope and renewal and grace.

Graduation is a distinctly powerful and wonderful family celebration, and we, therefore, honor and welcome all of you who have come to witness, to honor, to celebrate, and to affirm our graduates.

St. Andrew's graduations each year appear just as our nation celebrates Memorial Day weekend, a time for reflection and appreciation for those who serve this country and those who died defending the freedom we as a country and we as a liberal arts institution in America

enjoy so abundantly. We remember Sarah (Atwater) Abbott '99's words shared at Commencement four years ago:

*On this Memorial Day weekend, recall that people like me get sent all over the world to fight wars... we put ourselves in harm's way... all at the behest of our government and the people that voted for it... Remember that there is a teenage airman controlling aircraft over Kandahar on the night of her birthday, or a sailor deployed on an aircraft carrier right now missing the birth of his child.*

We ask members of the Commencement audience who serve or have served in the armed forces in America to stand so that we can salute and thank you for your valor, courage, and commitment to the freedoms we enjoy and the freedoms we will use to make this country and this world a better place.

Graduation is, of course, also a ceremony manifesting the traditions, values, and rituals of a school with a mission to do good work in the world. As a 21st century boarding school living and breathing in an age of rapid change, national and global challenges, and of division, mistrust, hostility, and violence, St. Andrew's seeks to define, explore and create a new way, a different way of living, communicating, listening, honoring, compromising, sharing, and giving. We find that spirit in our faculty and staff who together work to create a human and educational environment that inspires students to grow in wisdom, maturity, responsibility, and love.

Those of us who work in schools and who care about teaching and learning and character and integrity and

## COMMENCEMENT 2015

humanity know that teaching is an art, and boarding school teaching, St. Andrew's teaching, is a calling—it asks for generosity of spirit, humor, perspective, patience, perseverance, creativity, joy, and belief—belief in the power of ideas, the ability of the student, the transformational effect and potential of each and every class, dorm night, and van to town. The profession, the calling at its best is about embodying a passion for ideas, for scholarship, for conversation, for the pursuit of human excellence.

to think less of yourself and more of each other—you inspire us by your ability to mentor, advise, and change younger students by your idealism, clarity and purpose and courage. You impress us by your mature ability to problem solve, tackle difficult questions, and confront dilemmas previous generations have neglected.

So we begin this ceremony with thanks—thanks to Jen McGowan and Matt Carroll for their words this morning; thanks to our parents and family members who have made

*You impress us by your mature ability to problem solve, tackle difficult questions, and confront dilemmas previous generations have neglected.*



We remember too that the strength, ambition, and focus of this school derive from trustees who work very hard to protect, strengthen, and honor St. Andrew's. Our trustees are members of our Founder's family, alumni, past parents and current parents, and their courageous exploration of the School's mission finds expression in our support of the faculty, the programs we enjoy, our financial aid program, our campus, and our exploration and enactment of a public good.

In a recent article in *Harper's Magazine*, Rebecca Solnit made an argument that we in America should just eliminate high school—the whole experience, she argued, was just too hard, too hostile, too discouraging, too corrosive to the development of creativity, humanity, and communication. As I read this article, I kept thinking about you, our graduating seniors and about you all, the student body of St. Andrew's. It is not that you are perfect; it is not that you are immune to moments of triviality, unkindness, gossip, and complaints, it is rather that you inspire us by your youth, your desire for and capacity for creative acts and works of intelligence, beauty, kindness, empathy, and love. You move us by your willingness

this day possible; thanks to trustees, thanks to our faculty and staff; and thanks to our students for embracing and exploring their audacious mission together.

There is a theme that runs through graduation weekend at St. Andrew's, and it is best expressed by noting that 82 Commencement ceremonies have created a web of St. Andreans all across this country and world who see this school as a foundation and a spiritual and educational home for a lifetime. I call this theme a movement, a collective endeavor on the part of St. Andreans young and old to fight for virtues, values, promises, and responsibilities. We are asserting the power of education here and in so doing, spreading the St. Andrew's way, the St. Andrew's spirit through the world. This web, this movement includes our alumni, but it also includes former faculty and staff.

As we witnessed the power of Arts Weekend a week ago and heard the eloquence of seniors speaking last night, we understand that the particular and unique element and power of this school emerge from a 21st century articulation of the concept of responsibility and leadership. At St. Andrew's, we do not see leadership as



an individualistic expression of the ego or a careful and calculated desire to build a resume. Rather, students embrace responsibility and leadership to honor the School, create a culture of inquiry, independence, kindness, and respect, and to inspire the community collectively and individually to be the best we can be.

Eliza Wainwright and Pranav Singhania have led the School this year, partnering effectively and creatively with classmates, faculty, underformers, and staff. Together,

and facilities have been greater mentors than they could know and family—well, aside from those bound by blood (and more), that's what this is, I suppose. Lastly, I'd like to thank all those who have in the remotest ways touched my life and those who have in the remotest way touched yours, because without that, I wouldn't have the privilege, honor and joy of your company. So, thanks, fam.

I'm not entirely sure how this works. I don't know if I should talk about a "transformative" experience in my



*Together, [Eliza and Pranav] introduced us to a 21st century St. Andrew's, full of hope and laughter and idealism and commitment.*

they introduced us to a 21st century St. Andrew's, full of hope and laughter and idealism and commitment. Describing Pranav, classmate Luke Baumann writes: "He uses his education to better understand how people think and feel, so that he can do this work more effectively."

Nick Mayo describes Eliza with these words, "She is one of the most caring, attentive, and selfless people towards me in my life and that's selfishly not even considering all she does for the other people around her—whether they be friends or acquaintances." —*Tad Roach*

#### COMMENCEMENT REMARKS BY PRANAV SINGHANIA



I'd like to begin by thanking everyone present and absent: teachers, friends, mentors, the staff, the administration, facilities, students, and family. I use the aforementioned labels as fluidly as possible; they are in a beautiful fashion incredibly interchangeable—

as students I hope we at some point have been teachers; teachers have been

life at St. Andrew's with which you can empathize, or quote meaningful words and explain how they apply to us, or impart all of Toni Morrison's wisdom and watch English teachers smile, or throw in a "Spin the Bottle" reference and make you giggle nervously (and others uncomfortably), or respond to a powerful global event and discuss how it has impacted us. I don't quite know what to make of the question, "How do you graduate?" Maybe I'll know in a few hours, when I literally graduate, or maybe I'll know in the years to come, or maybe I don't even need to know the answer. For all the thinking that we do at a place Scott Sippelle classifies as a "laboratory of growth," in the past weeks, I have been unable to merge my thinking with my feeling. I have been unable to understand what to remember of this place and our time here.

Three years ago, at this place, around this time, St. Andrew's parent Elizabeth Cahill in her commencement address labeled the graduating class as "Saints." Saints, I thought, was a kind word. Perhaps generous, too complained the old curmudgeon in me. "Saints" she defines in the words of theologian Karl Rahner, are "the initiators

and the creative models of the holiness which happens to be right for, and is the task of, their particular age.” Now at St. Andrew’s we are scholars, athletes, and artists, but we’re still not geniuses, Olympians, or maestros; humbly, we can leave these labels for faculty and parents, because we are still—while a pretty darn good-looking bunch—just teenagers. We are not perfect. So how then, can we be saints at age 18? How does graduation then, move us from scholarship into sainthood?

Mr. Roach often talks about the factor that distinguishes St. Andrew’s from countless other institutions equal in academic, athletic, or artistic opportunities—he terms this characteristic as “human excellence.” Vague as it seems, human excellence is the trait that we have been developing for the past three years. Human excellence is our ability to carry and convert a discussion started on the Harkness table to conversation at the dinner table; it is our ability to pick up the opposing team’s player on the field who just pushed us down; it is our ability to sacrifice Sundays to sing and Wednesday’s to share; our ability to abandon homework to console or support. It is, in other words, about ability to feel comfortable with vulnerability. There is no such thing at St. Andrew’s after all, as the urban abbreviation “TMI” or “too much information”; we already know things far too personal and intimate about each other (some things we are glad to know, others we sometimes wish we didn’t); we are, already, far too vulnerable.

This strangely gracious vulnerability, while limited to our “bubble” at St. Andrew’s, transcends temporary acts of generosity. Just a few days ago at the VI Form Alumni Dinner, Emily Calkins ’10 responded to a question about the transition from St. Andrew’s to the “outside world.” She said that the outside world is not thoroughly accustomed to the kind of closeness that we at St. Andrew’s are—in other words, it will be a little bit awkward if you randomly ask your college roommate to talk about ethos, or to define happiness, or to explain what kind of animal best represents your grade (hint: it can’t be a horse), or to even simply start talking about just how perfect you think your hair is (hint: it’s probably not as perfect as mine). But when they do reply—if at all they do—but when they do, they would be taking off a shield of armor and plunging into territory that would eventually only enrich your understanding of them, and theirs of you and challenge and push the ways in which you view the world. The *Scientific American* reveals in a study that the breakage of practiced routine in the rhythm of our daily lives, such as learning something new about

your roommate—either solicited or unsolicited—leads to learning, which leads to the formation of a memory. Your vulnerability, or theirs, it turns out, is the key to making things memorable.



So St. Andrew’s brings comfort to vulnerability, it allows us to pursue the art of human excellence. It readies us for the things that the first graduates of college were purposed to do—the earliest colleges instructed in only the humanities, to graduate students that go on and do good for the world of God—literally become preachers sermonizing about virtue, kindness and morality. St. Andrew’s seems to actually make us do the work of, interestingly, “Saints.”

What next then? We graduate as the “Saints of 2015?” I’m not ready to be a preacher. We can’t possibly look back on our time and terrify ourselves with the conspiracy that it was really DeSal and Hutch who were running this school (I meant that in jest)—our time here didn’t only entail sainthood; we were sophomores once as well (and maybe still act like them every now and then). Maybe we’re not exactly saints; we have after all shrunk in class



size in this journey. How can we remember ourselves then, as a class?

These past weeks have been strange indeed. In a few hours, we will officially become alums. There was a



moment this weekend at the end of the men's semi-finals race at Stotesbury Regatta when our boat glided past the finish and placed in fourth position of six crews. We smiled and laughed; for despite our end to the season, we had given it all indeed. The rowers certainly had, as I could tell from my seat of comfort when I gazed upon their miserable, exhausted, smiley faces. After a little while, we stopped rowing and fell quiet. We linked hands under the bridge to which we had drifted, and called loudly at the count of three, "Saints!" There was an echo that rung and resonated of saints past and of saints to come.

So how do we graduate? Don't ask me, I'm still in the process. Heck, let's not even get ahead of ourselves here; I haven't received my diploma yet. But I think we know what to do once we graduate... go to senior parties. In all seriousness, however, for the moments in our lives that don't seem SnapChat-worthy, let's try something

new. Maybe all it takes is some craziness; something you haven't done before. Try it. Maybe all it takes is a question you haven't asked before. Ask it. You might just end up remembering the moment much more vividly than that SnapChat story, and certainly more excitingly than my talk today.

Our class narrative, our story, is defined by these moments of learning and vulnerability, both the kinds that are selfish and silly, and the kinds that are selfless and serious. These are the things we remember and these are the things which we share. It is ultimately only through the exploration of the human condition that we can uplift the condition of humans.

For four years we have been exploring and for four years we have been uplifting, and we will not stop today, for we are ready. In response to an early draft of a novel from his family friend, American author F. Scott Fitzgerald beautifully captures our position in time. He wrote, "You have talent—which is the equivalent of a soldier having the right physical qualifications for entering West Point." We today have readiness, mental, physical, intellectual and somewhat, I suppose, emotional. The end of our time as students here leaves us on a Launchpad from which we can go places. Our time here, and in this world as saints maybe, has just begun. We will soon graduate and will mark the commencement of something absolutely remarkable.

So to the maybe Saints of 2015, my family of four years and four score more to come: you have nothing but my heartiest congratulations and eternal love. To the family around this one, thank you, again.

Today the world will be taken by slight surprise, because instead of the usual 80, St. Andrew's is sending out only 70 maybe-saints. This grade—which is like a horse I'm told, however—is more so today than it has ever been before, ready. Love and thanks to all.



#### COMMENCEMENT REMARKS BY ELIZA WAINWRIGHT

You know that kind of obligatory house-warming or thank you gift that you give to your friends' parents? And you sit there thinking, "what do I give to the people who already have everything?" I've had that feeling for

these past two weeks. I had no idea what I could say to the class of 2015 that they don't already know: the most intelligent, talented, and hilarious people I know are all

sitting right in front of me. Confounded by my own array of emotions surrounding this day and the implications of our impending departure, I didn't have an answer to this conundrum. Naturally, I did what any intelligent, twenty-first century high schooler would do; I looked it up on the internet. I typed "leaving high school" into the search bar, and I was greeted with "10 Things High School Students Should Know When Leaving High School," according to Barbara Bean-Mellinger. The list rattled off

relationships, and a genuine smile is a skill that we will not forget as we make the transition into, to quote Buzz Lightyear, "infinity and beyond." We've learned not only the art of learning and how to identify as global citizens working towards a communal desire for excellence, but how to do things; we've learned how to fully commit to changing the world around us and succeed. We have dedicated the entirety of our time here, whether it be two, three, or four years, to doing and making and changing.

*“Look at the crosses  
and ties around our  
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St. Andrew's will always  
belong to us.”*



ten uninspiring actions of everyday life, like How to Cook and Performing Basic-Self Care.

Unless boiling water and sticking a brick of raw noodles in it, or guilting an under-30 faculty member into driving us to Wawa counts as cooking, I cannot confidently say that I have learned how to be a self-sustaining adult based on these ten principles. However, after a short bout of panic and brief feelings of inadequacy, I realized that Barbara-Bean Mellinger has probably never heard of St. Andrew's, thus leading her to believe that Establishing an Exercise Routine is one of the most pressing issues that high schoolers face.

When Alphonso has already composed a symphony and Luke, Emma, and Caitlin spearheaded the Environmental Stewards in implementing a solar array, being able to correctly file taxes feels so incredibly underwhelming. After committed SWAG members Matt, Carbery, Peter, Morgan and Luke, who wasn't even elected, found innovative ways to revitalize the weekends, and consequently the rest of the school, I'm sure that in the near future they will face few tasks more difficult than organizing a non-rave. Running on four hours of sleep while still maintaining grades,

We have become profound, eager students and substantial people, and given back just as much as St. Andrew's has given us. It feels like we've given so much of ourselves that maybe we have nothing else to contribute to St. Andrew's as students. All we have left is words: words of parting and nostalgia, words of wisdom for underclassmen, words of love and gratitude—but all the same, these are just words. F. Scott Fitzgerald wrote: "I don't want just words. If that's all you have for me, you'd better go." That list of ten things are the empty words by which, if we chose to do so, we could live our lives. We can go about our days cooking and cleaning and managing to exist, but we instead choose action and we seize the day. This isn't a skill one can learn by taking a class, but by living everyday moments in the present, staring unflinchingly toward the future, equipped with the knowledge that you have the power to change it. St. Andrew's has taught us, whether we've recognized it or not, has taught us how to leave.

How ironic it seems that the one thing I feel I haven't learned here is how to say goodbye. These past two weeks, everyone has been trying to reassure us that "We never really leave St. Andrew's" or "You will always



have a place here.” Internally, I respond with, “But will I ever belong here the way I do right now?” The simple answer is no. But look at the crosses and ties around our necks, and find solace that in leaving, though we may no longer belong to St. Andrew’s, St. Andrew’s will always belong to us. I wish I could thank everyone that has made this possible because it would give me a reason to stay longer, but the most important thank you I can give to St. Andrew’s is to the Class of 2015. Thank you for your

Between 1998 and 2007, Scott served as founder and chairman of Copper Arch Capital, a value-based investment management firm. Between 1985 and 1998, Scott worked with Morgan Stanley, where he served as Managing Director and Head of Equity Capital Markets.

Scott and his wife Tracy have three children, Jessica, St. Andrew’s Class of 2008, David and Stephen. Tracy and Scott, through the Sippelle Charitable Foundation, have been active supporters of philanthropic endeavors in the



*It is ultimately only through the exploration of the human condition that we can uplift the condition of humans.*

unwavering faith in each other, for the love that you’ve fostered that binds all sixty-nine of us, and for making it so hard to say goodbye. Congratulations to the Class of 2015.

**INTRODUCTION OF SCOTT SIPPELLE**

For weeks now, we within the faculty have articulated a response to the emotions of a St. Andrew’s graduation by reminding seniors that they not only take the spirit, friendships, and mission of St. Andrew’s into the world; they also bear responsibility as alumni to fight for the School, to protect the School, to give back to the School. That may sound like rhetoric and institutional wishful thinking, but if you think that way, you might consider the example of our Commencement speaker Scott Sippelle, Class of 1981.

Scott Sippelle is the founder of Westland Ventures, a Princeton, New Jersey, based investment firm that provides growth capital for entrepreneurial emerging companies. Westland has been a lead investor in the Bank of Princeton, where Scott has served as Chairman of the Advisory Board.

region focused on education and self-reliance programs addressing the hardships of poverty.

As Scott’s professional career developed and flourished, St. Andrew’s asked for his help. We needed wisdom, intelligence, and perspective to strengthen the endowment. We needed youth, vitality, creativity, and a spirit of entrepreneurship on the Board to activate conversations about education, curriculum, leadership, student life. We needed someone who was fiercely competitive, who believed in his heart and soul that this school, this mission could lead to boarding school excellence and prominence on a global scale. We needed someone generous enough, daring enough to stare a financial crisis in the face and show the Headmaster how to navigate the crisis; we needed someone to announce that St. Andrew’s philanthropy could pursue audacious and bold dreams.

Scott responded with energy, vision, intelligence, and generosity, and every day he works very hard to make sure St. Andrew’s continues to do remarkable and transformational work in the world.

His trustee colleagues describe him with these words:

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Former Trustee Admiral Dennis Blair says, “Scott Sipprelle is one of St. Andrew’s strongest supporters. His parents sent him to St. Andrew’s to provide some stability in his education, as they moved from post to post for the State Department. Scott took advantage of and excelled in many aspects of the school, from classes to sports. Although our times at St. Andrew’s did not overlap, because of our common experiences, Scott and I instantly hit it off when I joined the Board of Trustees. On every one of the tough issues that the Board handled, Scott was a voice of optimism and common sense; above all, he is dedicated to St. Andrew’s mission and its unique value. I’ve also worked with Scott on a non-profit organization that is attempting to improve the American political system, and he brings to that important task the same combination of vision and realism that is his nature.”

Board Chair Kent Sweezey says, “Scott is a 21st century renaissance man... He went on against all odds to run as a Republican for US Congress from a district in NJ where party preference was stacked against him and came very close to an upset, he has provided capital as an incubator for companies launching compelling business strategies and seen them through to successful operation, and he continues to identify opportunities for investment where dislocation has left a void and attractive return potential can be realized from addressing an underserved and overlooked market segment.”

Fellow Trustee Monie Hardwick says, “As many people know, during the last capital campaign when the Sipprelle Field House was built, Mr. Sipprelle (and his brother Dwight) provided significant resources for the project because they believed athletics were integral to a St. Andrew’s education. What many people don’t know is that just as that Campaign was starting, the financial collapse of 2008 hit, threatening to derail the School’s plans. As the Board of Trustees debated the most prudent course to take, Mr. Sipprelle embraced the challenge of that time to step forward—and lead the rest of us forward as well-- with his gift and with his unwavering faith in the future. Now, that’s leadership.”

His classmate Karl Saliba ‘81 writes, “What I respect and admire most is Scott’s unwavering commitment to integrity... Both Scott and Tracy devote their energies to helping others seek their dreams in an ethical manner through their business ventures and foundations. He has proven you can balance professional success with an ethical and enjoyable dedication to your family, friends, and community. Scott is not only a role model to St. Andrew’s graduates, but also to his peers.”

As his former teacher and coach, I used to explore with Scott the mysteries of Hamlet; we used to think of ways St. Andrew’s would win a state soccer title. Now, I collaborate with Scott on the strategy to protect and



strengthen this exceptional school, fighting for excellence, innovation, and creativity in the 21st century. I rely on him for grace under pressure, intelligence, clarity of purpose, and a restless commitment to excellence, I find Scott’s life and career a metaphor for what can and should happen here over and over again. He reminds us by his example that St. Andrew’s graduates fight every day for St. Andrew’s, its legacy, its ideals, its values, and its promise. —*Tad Roach*



### COMMENCEMENT REMARKS BY SCOTT SIPPRELLE

Distinguished faculty, fellow Trustees and Alumni, Parents, Family, Friends, and—especially—St. Andrew’s Class of 2015...let me admit right up



front that I do not remember what was said at my high school graduation.

So I understand the challenge confronting me today is two-fold. One, I need to finish my job (speaking) before



you finish your job (listening), and two, I need to try to say something that the parents of today's graduates will remember many years from now.

I asked my daughter Jessica—St. Andrew's Class of 2008—who is with me here today, what she would have most wanted to hear as a young adult leaving St. Andrew's and she said, "Inspire them with a story, share some lessons from your own life, and remember that you are the only thing standing between the graduates and their diplomas, so don't drone on too long."

Let me start with an introduction, and I am going to fill in a few items that Tad subconsciously redacted from my bio. I am one of the fortunate ones who attended St. Andrew's courtesy of financial aid. I showed up as a 9th grader with a wardrobe full of hand-me-down clothes, and at my first sit down dinner the teacher at the head of

the table asked out loud, "Is that the blazer your brother wore when he attended St. Andrew's?"

I got into some creative mischief here. My VI Form roommate and I likely still hold the tandem school record for marks achieved by two students who made it all the way to graduation. As my advisor wrote in one of his reports..." Scott has chafed at times under the regulations and restrictions of this community. This is indicated by his E (unsatisfactory) conduct rating for the spring term. There has been no major wickedness, but a succession of annoying lapses, lateness, and failures... occasioned perhaps by extra-curricular activities carried on until too late at night." The lesson here is clear: never try to predict how anyone is going to turn out based on how they act at age 18.

Thirty-four years ago I sat where you do today for my St. Andrew's graduation. Actually, they held our graduation in the basement area you now call Forbes Theatre. But I digress. The year was 1981. It was the year the first space shuttle was launched, the year Lady Di got married, and the year the first woman took a seat on the Supreme Court.

But I want to reflect on a different signature event in 1981—the introduction of the IBM personal computer. In a sense, that product changed everything because it brought business computing into the mainstream. A few years later, my first job out of college on Wall Street mostly consisted of entering large batches of bond data into a massive spreadsheet that I updated on my PC. When my boss poked his head into my cubicle, my task was to print out the updated information in my spreadsheet. It probably seems like a pretty mindless task to you, entering and recovering data from a spreadsheet, doesn't it? But this was actually one of the most coveted jobs coming out of college back in that era. They called us knowledge workers.

How we interact with technology has changed immeasurably in the years since I was a VI Former. Back then we studied literature that taught us to fear a sinister future where cameras would observe our every action and individuals would become brainwashed into conformity as a result of the oppressive surveillance. But today you joyfully wield your mobile computers to broadcast your lives. You photograph, film, and share your personal and intimate moments as a way to celebrate your individuality. Predicting the future is every bit as hard as predicting your future.

The march of technology is going to make your journey after St. Andrew's increasingly unpredictable.

The machines are getting so smart that they might even eliminate the profession you had your heart set on. While I can assure you that automated systems will continue to replace humans in many endeavors, like the job I once performed, I can also assure you of one thing that I have learned in my 30 years of starting and managing companies and hiring and managing people: the most important human qualities that live at the core of inspiration and success and excellence cannot and will not be replaced by machines. The meaning of life is actually quite simple—it is about you.

When I was a young partner at a large financial firm in New York, I was put in charge of our recruiting program

how grand an idea, it will only succeed if it is nurtured by an inspired individual.

So what tips can I share to help you become one of these inspired individuals? What are the tools and strategies and habits of mind that can train yourself to build a flourishing life?

I call this approach the POI.

The P stands for Persistence. Most people think that persistence is an inbred personality trait, but I believe that it is a learned habit that can be built like a muscle. Most of the success I have achieved has been strangely correlated with the use of an alarm clock. I was up at 5:00 a.m. as a rookie stockbroker and was always the first person in

*The most important human qualities that live at the core of inspiration and success and excellence cannot and will not be replaced by machines.*



for a year. I had a glass-walled office that looked out onto a large trading floor, where a carnival of capitalism swirled about constantly. There were two seats in the office, in addition to my desk. One of the seats faced outward toward the trading floor and the other faced inward with its back to the action. I always told the prospective recruits to go ahead into the office and that I would follow behind shortly. And then I waited to see whether the candidate would take the seat facing out or the seat facing in. Lesson: I never hired the candidate who declined to take the seat with the view. Curiosity is paramount.

Over the course of that year I interviewed hundreds of candidates for a small handful of jobs, and I began to develop a three factor ranking system that reflected my understanding of the qualities that lead to success. I have refined this methodology over many years, witnessing both success and failure in large companies, entrepreneurial ventures, and civic efforts. I have concluded that no matter

the office to answer phones before the senior staff showed up for work. One of those early phone calls helped me to develop a lasting relationship with an important client that greatly assisted my career. Being early is a simple habit that will create for you a competitive advantage.

Persistence means finding an interest and sticking to it. You have probably heard of Malcolm Gladwell's 10,000 hour rule, which argues that the key to success in any field is committing at least 10,000 hours to practicing and perfecting a specific task. So find something you love and do it at least 2 hours a day for 13 years. Practice precedes accomplishment.

Persistence also means making yourself accountable. It depends on your commitment to caring for your health in order to maintain a sound mind in a sound body. It relies on your effort to cultivate and sustain friendships. Would it surprise you to hear that I have been taking at least one



trip with my St. Andrew's buddies every year since we graduated from college?

The O of POI stands for Originality. You need to be nimble as well as committed. As Professor John Keating said..." I stand upon my desk to remind myself that we must constantly look at things in a different way. See, the world looks very different from up here. You must strive to find your own voice, because the longer you wait to begin the less likely you are to find it at all."

But how do you develop originality? How can you learn to accept Keating's dare? How can you develop the most prized possession of entrepreneurs, inventors, artists, and visionaries—the ability to discover that which is

to build that muscle. You must embrace discomfort and failure and laugh while you stumble. You need to stretch your individuality without regret. I like what Judy Garland said, "Always be a first rate version of yourself, instead of a second rate version of someone else."

You can consciously exercise your originality muscle by doing something unexpected at least once a day. Have a five minute conversation with that person you otherwise would walk by silently. Spend an hour reading about chemistry or macroeconomics or flowers or any topic that makes your head hurt. Send an email to someone you knew long ago. Or try brushing your teeth every morning with your left hand, as I do, for the sole purpose



*“You must embrace discomfort and failure and laugh while you stumble. You need to stretch your individuality without regret.”*

not obvious? Again, I believe that we all have creativity muscles that can be encouraged to grow. But in a world that is increasingly automated, the drive for conformity is also powerful and curiosity is increasingly an endangered quality.

Many years ago I started an investment firm in a borrowed office with two desks, one phone, and no clients. Years later, after having achieved a good level of success, I would fret about our firm keeping its hunger, its edge. One of the customs I initiated was a weekly lunch meeting where every member of the staff, including the secretaries, were required to share an interesting cultural phenomenon that they had observed. This meeting evolved into a rambunctious competition for the staff to seek out the most insightful observations in the world around them and it ended up paying great dividends for our business.

Curiosity must be nurtured by changing routines. You must be willing to go new places and meet new people

of experiencing just how different that feels.

And now we come to I. I stands for Impact and it is the most important piece of the puzzle. Determination and imagination are not everything. You have to be able to perform, to put your qualities of grit and creativity into practice. Thinking it or saying it is not the same as doing it. As my grandfather used to say—with a smile that I only fully understood years later—"It is easier to conceive than deliver."

Accept this challenge: make a list of three things that are causing you anxiety or apprehension in your life. It is likely that these problems represent some form of a dilemma that you continue to delay, only causing them to gnaw at you even more. Here's my advice: look at your list and sketch out your options. Then pick the slightly better option that moves you closer to your goal. Make the decision and then cross that problem off your list. Because I can assure you that when you finally end up at

the destination for that long ago choice, so many other things will have changed in the landscape of your life, that the importance of what once paralyzed you will seem minor in comparison. And then I want you to make another list, a written register of the tangible goals you aim to accomplish in life, and focus on that list. Even now, I am only about half way through my list of life ambitions.

You can train yourself to become decisive, without regret or looking back, so that you can pour energy into things that move you forward, toward new places and new people and new experiences. What you will discover is that the way you have impact in life—in baseball parlance—is to increase your number of at bats. Every professional or personal breakthrough I have experienced in my life came as the result of a decision I made against an uncertain outcome. “Let me try this,” I always say to myself.

I am going to conclude my remarks with the good news. As I have spent time with this VI Form class, I can see that your POI is already flourishing. As I have learned more about you, I have become even more in awe of the ability of this laboratory for growth we call St. Andrew’s to mold great lives. You have come here from small towns of under 100 people. From foreign lands that could not seem more different than the place we assemble today. You have grown up in affluence. And you have been raised in one bedroom apartments. But despite these superficial differences, you have been joined in a common experiment here to learn how to build a meaningful life. Guided by inspired mentors and teachers, you have already developed remarkable POI.

On the sporting fields, in the classrooms and studios, and on the corridor, you have learned to see the texture and the light and the shadows of life. You have experienced breakthroughs of self-discovery and you have been inspired to embrace your individuality. You have learned the importance of teamwork. You have won and you have lost. You have been witness to the fact that there is no substitute for honesty and generosity and grit. And you understand there is no machine that will ever be as powerful as believing in yourself!

So I have two simple requests for our graduates today: First, please thank your parents for the amazing gift of St. Andrew’s. Never forget what you learned here and hold onto the friendships you made here. And second, take strength from your preparation and go forward in the confidence that you can change the world. We are counting on you. ❖

## Commencement Awards

### ROBERT T. JORDAN AWARD

*Given by his classmates and former teachers at St. Andrew’s in memory of Robert T. Jordan, Class of 1986, who died September 11, 2001 in the World Trade Center attack, to the IV Form boy and girl who displays the qualities that made Robert so memorable and distinctive: a love of humanity, an appreciation of friendship, a willful perseverance and resolve amidst adversity and opportunity, a unique and refreshing perspective on life and all its possibilities.*

Jaryd Jones

Sarah Elizabeth Pinto

### CHRISTOPHER WILSON AWARD & SCHOLARSHIP

*Given by his parents in memory of Christopher Edward Wilson, class of 1999. The award recognizes that senior who best embodies Chris’ virtues and personal qualities: a love of St. Andrew’s, a quiet and authentic appreciation of life, friendship and community, a devotion to service and to children, and a kind and generous spirit.*

Elizabeth Ann Grabis

Julie Katharine Bennett

### THE HEADMASTER’S AWARD

*Given to the VI Former who, in the opinion of the Headmaster, has made distinguished contributions to the culture of the School.*

Nicholas Borglum Mayo  
Grayson Ahl

Elizabeth Ann Grabis  
Emma Lea Wheeler

### THE CRISTIN C. DUPREY DIVERSITY & INCLUSIVITY AWARD

*Awarded in memory of Cristin C. Duprey, Class of 2004, to the VI Former who has provided exceptional service in the cultivation of a diverse and inclusive St. Andrew’s School community.*

Charlotte Anne Cece  
Lucien Atticus Baumann

William Oscar Nichol  
Jordan Isaiah Bonner

### FINE ARTS AWARD

*Awarded to the student who has made the greatest contribution in the fine arts and demonstrated a depth and quality of talent that demands our recognition.*

Alphonso Benjamin Ramirez

### THE HENRY PRIZE

*Awarded to the VI Form boy and girl who have been of the greatest service to athletics. It recognizes not only personal athletic skill, but also service to the teams of which the students were members.*

Morgan Morrison Hallow  
Emma Carey Porrazzo  
Peter Nystrom Stansbery

Henry Amele Martellier, Jr.  
Benjamin Myers Cobb

### THE KING PRIZE

*For the leading scholar during the VI Form year.*

Hugo Hentoff

### THE FOUNDER’S MEDAL

*Awarded to the scholar in the graduating class who, during his or her career at St. Andrew’s, has achieved the best academic record in the Form.*

Hugo Hentoff

### WILLIAM H. CAMERON AWARD

*Given to the VI Form boy and girl who have performed outstanding service to the School.*

Lucien Atticus Baumann

Elizabeth Lea Wainwright

### ST. ANDREW’S CROSS

*Given in honor of the late Bishop Cook of Delaware, who was associated with the founding of the School. It recognizes the student whose contribution to the School has been distinguished for Christian qualities of concern for others, humility and high principle.*

Jordan Isaiah Bonner



WILLIAM  
**HOWLETT**  
LEGACY



*Giving Thanks*

1927-2014

Bill Howlett '45 generously gave to the Annual Fund every year of his life, but his greatest gift came through a charitable remainder trust he and his wife, Eleanor, established in 1996. His legacy will now continue, in perpetuity.

Bill once wrote, "Because of the contributions made to me in years past; because of the strong effort by the School family to do, be and provide the best to those it touches; because of the scale of the organization to allow and encourage the interpersonal relationships needful to achieve good results: it is rewarding for us to have a small part in filling the School's needs."

There was nothing small about Bill's generosity or vision, and we thank him for a gift that will last much more than a lifetime.

*Class of 1945*

TO LEARN MORE ABOUT MAKING A LEGACY GIFT TO ST. ANDREW'S,  
PLEASE CONTACT CHESA PROFACI '80 AT (302) 285-4260.





ST. ANDREW'S

# REUNION



COME

BACK

2015





The weekend of June 5th, generations of alumni and their families traveled to St. Andrew's to reconnect, celebrate, and enjoy the beautiful campus. By some stroke of good fortune, forecasted thunderstorms held off, and guests were able to enjoy two full days of sunshine.

For their five-year reunion, 53 members of the Class of 2010 returned to campus, by far the greatest number of alumni present from any class. The 0's and 5's from more than seven decades and fourteen class years also returned to campus, making for a total of 247 guests. Jim Bacon represented the class of 1945 as the oldest member of the alumni body in attendance, and 18 members of the Class of 1965 returned to celebrate their 50th reunion.

As is tradition, the weekend kicked off with the 24th Annual Scholarship Golf Tournament, which has raised over \$300,000 for financial aid since its inception in 1990. Financial aid remains the centerpiece of the School's mission to be "open to all, regardless of means," and this year, the School provided over \$5.6 million in aid.

This year's winners of the annual Distinguished Alumni Award were Polly Dolan '85 and Ashley Tomkins Devery '85. The two have established an organization called Secondary Education for Girls Advancement (SEGA), which seeks to give girls in Tanzania the same opportunities for transformational, residential education that both Polly and Ashley are so grateful to have received as students at St. Andrew's.

In his address given during Saturday evening's banquet, Will Speers suggested that "in our global world, nothing is more important, powerful, and transformational than the gift and promise of education. As we see violence, terrorism, brutality and chaos threaten so many regions, Polly and Ashley have responded with the art and power and dignity of education and its path to peace and reconciliation."

George "Buck" Smith '66 P'08,'09 was recognized for his distinguished service to the School as a class agent, former chairman of the Annual Fund, president of the Alumni Association Board, and in that capacity a member of the St. Andrew's Board of Trustees.

The Classes of 1955 and 1995 received the Fishers of Men and Women award for their consistently strong participation

in the Saints Fund. The Giving Bowl, awarded annually to the reunion class that raises the greatest amount in support of the Saints Fund, was given to the Class of 1960 who collectively donated a total of \$35,390. The Founders Cup, which goes to the reunion class that has committed the greatest total support to the School during its reunion year was awarded to the Class of 1945, who donated a total of \$322,125 this year. A worthy way to celebrate their 70th Reunion!

Following dinner and awards, Grammy-winning songwriter Loudon Wainwright '65 gave an incredible performance in Engelhard Hall. Members of the audience left the theater singing, "In Delaware when I was younger..." the refrain to "School Days," a song inspired by Wainwright's time as a student at St. Andrew's. LeMar McLean '00 also showed his performing chops by challenging his former teacher Ann Taylor '86 to join him in an improv show in Forbes Theater.

The show was entitled "Skippy and the Boss," after the nickname Ann "The Boss" Taylor bestowed upon LeMar when he was a student.

The evening ended with the traditional karaoke party on the lawn of the Sippelle Field House, where Stacey Duprey '85 and her daughter Devon '10 brought down the house with a rendition of Beyoncé's "Love on Top."

On Sunday morning, former faculty member

and chaplain Ned Gammons delivered a beautiful homily, and alumni took a moment to honor their departed classmates. The service closed with an uplifting rendition of the St. Andrew's Hymn. In the Dining Hall, alumni lingered, reluctant to leave, but eager to return for future reunions. After emerging from a long group hug with several of her classmates, Emily Calkins '10 offered the following reflection: "It was a truly incredible weekend, and though it will be hard to say goodbye all over again, I think the experience affirmed for all of us that St. Andrew's is an integral part of who we have all become. I can't wait to come back for my next reunion!"



Turn the page for photos. →









a *girl* among  
**FISHERS** *of* **MEN**



LILI PELL WHITMER REFLECTS ON LIFE IN THE 1930s AT ST. ANDREW'S



In 1930, at just 26 years old, Reverend Walden Pell II moved with his young wife, Edith Bonsal Pell, to Middletown, Del., and joined A. Felix duPont in creating a school of “a definitely Christian character,” dedicated to serving boys of all socio-economic backgrounds, regardless of their families’ ability to pay tuition.

Pell served as headmaster for 27 years and saw the School through some of the most challenging times in American history. He was a skilled rhetorician, a charismatic leader, and a man of such stalwart moral fiber that his legacy remains strongly present in the DNA of St. Andrew’s School today.

Though much has changed in the years since Pell assumed the role of headmaster and chaplain, the School’s commitments to faith, character, and a robust financial aid program have remained strong. Pell’s daughter, Mary Leigh “Lili” Pell Whitmer, returned to campus in early April and was thrilled to see how much of her father’s influence remains intact.

The youngest of the three Pell children, Lili was born just five years after the School’s founding, and she still considers St. Andrew’s to be her true and enduring home. “It’s just... I can’t explain it!” she cried, when she arrived and stepped, for the first time in years, into the office of the Headmaster. The room looks much the way it did at the time of the School’s founding, with antique furniture from her mother Edith Pell’s childhood home. “It’s as though I’m returning to those days, and there’s no feeling quite like it.”

As Lili toured campus, she told the St. Andrew’s story in ways most alumni have never heard it told. Having spent the whole of her young life in a community filled with adolescent boys, she has perhaps more reason than most to dwell on more problematic aspects of the School’s early years. “I remember having to wear my thickest wool coat even in the spring,” she recollected with a wry smile, “because there was a boy who would wait at his window until I came out the front door of my house—the Headmaster’s house—and as soon as he saw me he would fire his BB gun!” When Lili reported this injustice to her father, he stormed from his office, promising his daughter that he would, “take care of that puny runt!”

Aside from the occasional brush with unruly First Formers, Lili’s accounts of her childhood in Middletown are suffused in vivid fondness. “This was our kingdom,” she said. “We small-fry liked to go to each other’s houses and listen to nursery



rhymes on our little Victrolas... or I'd run to that large beech tree that leans over the cove between the Headmaster's house and the T-dock, scramble up that wide trunk, and disappear in the leaves." Returning here to find her favorite places still intact evokes, for Lili, "a very powerful feeling... like some kind of magic."

Many of her favorite recollections feature her family's beloved pet crow, Doc. Lili recalled, "Mother found him lying on the ground with a broken wing. She wrapped him in cloth and fed him a few drops of bourbon so that his heart rate would settle, and just like that, he was part of our family." After several months spent in the Pell household, Doc learned to obey the children's commands, and even to say a few words in reply. In his more mischievous moments, he would sequester himself in the high branches of the trees, and call out an eerily human, "Hello!" to unsuspecting fishermen on the pond. Doc also took up the maddening practice of snatching the family's car keys

from the kitchen counter and holding them hostage until an offering of fresh fruit and nuts appeared on the windowsill.

Like many children who grow up on the St. Andrew's campus, Lili learned to swim in Noxontown Pond. On a warm afternoon in early spring when she was about six years old, she sat perched on the corner of the T-dock with her toes in the water. When she discovered a large black snake creeping towards her, she plunged into the water and made for the shore. "It was the quickest I've ever heard of someone overcoming a fear of swimming," Lili mused. "It's a marvel I didn't drown. I suppose I ought to thank that snake!"

As a child of WWII-era America, Lili also remembers the ways in which the School was forced to respond to the pressures of a full-scale global crisis. From food rationing to fuel shortages to reduced numbers of able-bodied faculty, every aspect of running the School became more difficult in those years. Rev. Pell, who had been a Rhodes scholar at Oxford University, had many European friends embroiled in the heart of the conflict, and he was committed to helping his students with "the intricate business of finding their proper niches in the War effort."

In his 1942 report to the Board of Trustees, Pell wrote, "Our scholastic program moved along without radical changes, but adaptations were made to the important business of preparing our older boys for war service." Pell himself, a Captain in the National Guard, taught a course on Military Science, and several students and faculty members took leaves of absence to serve. "Twenty-six of our young alumni were killed in that war," Lili recalled. "We will always honor them."



Rev. Pell also brought a British family of six to take refuge at St. Andrew's from 1940 until the end of the German Blitzkrieg. "We were always growing as a family in some way or other," Lili recalled. "During the war, we had five extra siblings, and an extra mother. It was wonderful fun in spite of being such a dark time in everyone's lives."

In every sense, the Pells took it upon them to serve as mother and father to the boys of St. Andrew's. From the "gruesome Work Squad tasks" imposed upon those who dared to break the Headmaster's strict rules, to the mandatory hair cuts Mrs. Pell bestowed upon the shaggiest members of the student body, their firm-but-benevolent leadership helped generations of St. Andreans grow into discerning, moral, and fun-loving young men. "Mother served tea every afternoon," Lili recalled. "Lots of boys would come for cookies and tea in that living room, and at Christmas, Dad would read Charles Dickens's *A Christmas Carol*." The Pell family home was, in many senses, the nucleus of the St. Andrew's community.

In a chapel talk delivered on Sunday, April 12th, Lili returned frequently to this notion of St. Andrew's as a family—a place of inclusion, support, guidance, and love, even, and perhaps especially, in times of great difficulty. She appointed herself the "Great-Great-Aunt," of the current student body, and raved about how wonderful it was for her to return to a place that, "was, and is still, [her] home."

Lili has always been one of the great caretakers of her father's legacy, but her commitment to St. Andrew's runs even deeper than her own experiences here. Though neither a St. Andrew's alumna nor a parent of former students, Lili believes in the power of this place and was thrilled to share some, "stories from the 'olden days,'" as well as a great deal of wisdom about the ways in which the St. Andrew's community is unique in the world. She is optimistic about the future of the School, and remains an ardent believer in its ever-deepening commitments to diversity, academic rigor, faith, and character.

In spite of the time that has passed since she lived in the Headmaster's house, Lili believes in the power of this place, and she is thrilled to see how well the School's founding principles have held up over the years. She exhorted the students of today to trust in the value of those principles, and to build them into their lives beyond graduation. "There are six shields I want you to carry into your lives," she concluded: "Faith, friends, family, fortitude, forgiveness—of yourself as well as others—and fun!" She urged them to remember that, "here, now, and always, we are a family. The St. Andrew's School family." ❖





# KNOW YOUR FARMER

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## KNOW YOUR FOOD

CAL HURTT '90'S JOURNEY FROM THE CLASSROOM TO THE CHICKEN COOP

BY EMILY GOWEN '09 | PHOTOS BY JOSHUA MEIER & MATT TROUTMAN











**W**hen I arrived at Bohemia Lea Farm, Cal Hurtt '90 handed me a pair of muck boots. "Was this really your idea of farm wear?" he laughed. Instantly regretting my choice of a skirt and sandals, I put on the boots and followed him to the pig pasture. I soon saw why he insisted on the change in footwear; instead of keeping the livestock in pens, Cal lets them roam throughout the fields, making manure and food scraps difficult to avoid.

Knowing little about farming and even less about pigs, I was stunned by the size of Cal's three Large Black Hogs. Now fully grown, the animals are taller than a large Labrador retriever, and at least twice as wide. "These were the first pigs we got," he explained, patting the largest one on the side. "They're incredibly docile, so it's been

a fun way for our whole family to get comfortable around the livestock."

Cal and his wife, English teacher Gretchen Hurtt '90, have enjoyed intro-ducing their sons Liam and Gibson to farm life, encouraging them to take ownership in the work. "The boys love the pigs," Cal says, "and they love the bacon we'll

get from them too. It's good for them to learn where their food comes from." Cal hopes that this understanding will help them become more mindful consumers as they mature. For now, they get to see how

## **BIG FARMING IS ALL MATERIALS HANDLING AND WE'RE NOT INTERESTED IN THAT.**

things work on a farm, and where their food comes from.

This interest in the food system and its associated political, ecological, and public health implications has been an important part of Cal's journey from the classroom to the





farm. Though he loved his job teaching and coaching at St. Andrew's from 2004 to 2012, he found himself distracted by a growing passion for food and agriculture after reading Michael Pollan's *The Omnivore's Dilemma*. "When I was in my mid-thirties I told Gretchen that this was something I was thinking about, and she told me to wait five years, and if I was still interested in doing it when I turned forty, we could talk about it." Meanwhile, magazines like *The Stockman Grass Farmer* started showing up in the mailbox alongside Gretchen's issues of *The New Yorker*.

Now 43, Cal describes his new career as "the best job [he's] ever had." An engineer by training, he has always loved undertaking large-scale projects, so the early phase of land clearing, mowing, cutting, design, and construction was exciting. "It took a full year just to get all of the pastures cleared, the fences built, and the land ready for livestock." Farm work prompted constant research and learning—books, YouTube, periodicals, and conversations with other farmers all played a role. He built a corral, a turkey roost, moveable pens, and a peculiarly useful structure, the "Egg-mobile," a moving chicken coop for the laying chickens.

When it was time to bring in the animals, the engineer in Cal was even more excited. Inspired by farmer Joel Salatin, one of the great minds in holistic animal husbandry and eco-friendly farming, Cal decided he wanted his farm to be one in which the animals, acting autonomously, functioned as tools for cultivating the land. The chickens, for example, are moved daily over pasture that they help fertilize. This process creates lush grass for the cows. Similarly, pigs move through hedgerows and wooded areas, clearing huge areas of brush, weeds, and even poison ivy. When the pigs eat tomatoes and pass the seeds, the plants are naturally fertilized and grow on their own, which in turn creates a self-sustaining food supply for the animals.

In an era when more than 99% of our meat comes from factory farms, animals are typically raised in conditions that don't meet their fundamental needs—clean air, sunshine, freedom to move. In addition to concerns about animal cruelty, according to the National Institute of Health the unnatural feeds, hormones, and excessive quantities of antibiotics used in factory farms put the human population at heightened risk for obesity, food-born illness, drug-resistant



bacterial infection, and major zoonotic disease outbreaks. When he started Bohemia Lea Farms, Cal envisioned a radical departure from these methods. “Even at well run farms, big farming is all materials handling,” Cal explains, “and we’re not interested in that. I believe that when you let the animals follow their instincts, things happen the way they need to.”

Cal aims to give his animals healthy, natural environments where they can live as nature intended. “Let pigs be pigs; let cows be cows; let chickens be chickens,” Cal insists, “and the result is incredible. I’m really just here to solve problems that the animals can’t.”

Cal’s focus on sustainability extends beyond his agricultural practices, as he hopes eventually to power the barn and the farmhouse using renewable energy. “We put solar panels on the barn in order to power the freezers,” he explains, “and eventually we’d like to be totally self-sufficient.”

Though this goal is still a long way off, Cal is pleased with the progress he has made in such a short time. “The learning curve has been pretty steep,” he laughs, “but I think I’ve learned that there’s a lot to be gained by admitting when I don’t know what I’m doing.” This has been, Cal says, the key to his success.

A couple of St. Andrew’s alumni have helped make his learning curve a little less steep. Joe Hickman ’74 helped Cal find the farm, put him in contact with neighbors and contractors, and serves as a go-to person for questions about farming. Andrew Hill ’89 helped Cal develop his label, marketing materials and website. And he has found that farmers are always willing to share ideas and talk about the work.

The next challenge for Cal is learning how to better advertise and distribute his products. He maintains a partnership with the St. Andrew’s food vendor, Sage Dining Services. Several faculty members also look to Bohemia Lea Farms as their primary source of meat and eggs. This summer he started selling at a farmers market in Lewes, Delaware.

Though his career change may seem idyllic, it has certainly introduced significant challenges—most days he wakes up sore and exhausted. His new life as a farmer is “just as stimulating as teaching and coaching, but with a little less grading.”

For more information about Cal and Bohemia Lea Farm, visit his website, [www.bohemialea.com](http://www.bohemialea.com). 🐷







# THANK YOU

FOR MAKING THIS YEAR'S  
SAINTS FUND EXTRAORDINARY!

OVERALL PARTICIPATION: **41%**  
SAINTS FUND TOTAL: **\$2,225,664**

ALUMNI	45%
PARENTS	72%
ALUMNI PARENTS	29%
GRANDPARENTS & FRIENDS	26%



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

### **Guidelines for Submission of Class Notes**

Class Notes serve to strengthen the connections of alumni to one another, to their class and to the School. We know they are the first pages that alumni turn to, and so we want them to be terrific! Please help us by following these guidelines:

#### **Submission**

1. Via e-mail to [classnotes@standrews-de.org](mailto:classnotes@standrews-de.org)
2. Via mail: Class Notes, 350 Noxontown Rd., Middletown, DE 19709
3. Via your Annual Fund Gift Envelope

#### **Guidelines**

We do our best to print class notes as submitted, but many times we need to edit for various reasons, including space limitations, appropriate language and repetition of content.

It is our policy not to include announcements of engagements or pregnancies in the class notes. However, we love to print news about marriages and births.

We also like to include alumni photo submissions. Sometimes, however, the photos we receive are not useable because the resolution is too low for printing. Please send digital photos as JPEGs. They should be high resolution: at least 300 dpi. If you are unable to check the resolution, we will check it for you and communicate with you about whether it is acceptable.

Label the photo with the name(s) of at least the key person or people pictured in it. Captions are fine, but not necessary.

Send photos only as attachments, not in the body of the Word document containing the text for the class notes.

**MONTHLY GIVING**



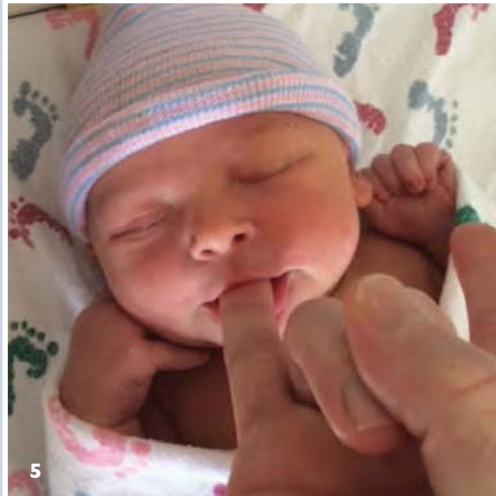
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**1** Patricia '94 and her husband Peter welcomed their son, Adam Richard, on March 23, 2015. He joins big sister Lydia. **2** Logan Greenlee '97 and his wife Marie joyfully announce the birth of their daughter Juliette Rose, born April 26, 2015. **3** Lindsay (Allen) '96 and Marc Whitman are happy to announce the birth of Scarlet Susie, born on April 2, 2015, weighing in at 6 lbs., 14 oz. Big brother Reuben (almost 3 years old now!) has been a superstar. **4** Greta Dormer Robinson was born on January 3, 2015. Lindsay '97, Will '97, Liam and Luke were so happy to welcome her home. **5** Julia (Robinson) Collins '01 and her husband, Tom, had a beautiful baby boy, Booker McCaffrey Collins, on January 5, 2015! **6** Katherine Engelhard Pingree '01 and husband Andrew Dick announce the birth of Charles "Charlie" Sumner Dick on April 9, 2015. **7** Liza (Tucker) Koch '99 & Jady Koch welcome their daughter, Tucker Waite Koch, born on April 23, 2015. **8** Tim '97 and Katie Trumbauer introducing Walter James Trumbauer! Wally was born on April 30, 2015, a healthy 9.2 lbs and 21 inches. **9** Anne (Farland) Arwood '01 and husband Daniel are proud to announce the arrival of Daniel Stephen "Finn" Arwood, Jr., born on May 10. "We couldn't be more thrilled and big sister Taylor is already in love!" **10** John '03 and Genevieve Allen welcomed Beatrice Kathleen Allen on March 4, 2015. She was born at Mount Sinai Hospital and weighed 8 lbs., 8 oz., and is growing at an alarming rate.



# In Memory

## John Marshall Topham '38



John Topham, 94, died peacefully at home December 25, 2014. His wife Dorothy Emory Topham passed away in June 2014 at age 93 after 74 years of marriage.

A construction engineer, John managed such diverse projects as Midtown Plaza, Genesee Hospital addition and the New York State Pavillion of the 1964 Worlds Fair. While building a hospital in Saudi Arabia in 1977 he became interested in Bedouin culture. He collected many textiles and artifacts which were shown at Memorial Art Gallery and then taken to other museums by the Smithsonian. John wrote *Traditional Arts and Crafts of Saudi Arabia* based on his collection.

The family came to Pittsford in 1966, after following his construction projects to various locales, mostly southeastern U.S. and Ossining, N.Y. An avid gardener, John was particularly proud of his prize-winning heritage tomatoes. In 2010 they moved to Westhampton, N.Y., to be near two daughters. Virginians by birth, John and Dorothy were buried in Wytheville, Va. They are survived by loving children, John Topham, Zollikofen, Switzerland; Anne Holsclaw, Bala Cynwyd, Pa.; Pamela Topham, Sag Harbor, N.Y., Nancy Mueller, Roanoke Rapids, N.C.; Dee Topham, Rochester, N.Y.; Elizabeth Topham McCombe, Westhampton, N.Y.; 8 grandchildren; 6 great-grandchildren; sisters, Janet Topham Byrd, Atlanta, Ga., Carol Griffith, Durham, N.C.; and his wonderful caretaker, Tracy Godley, East Moriches, N.Y.

## John M. Alden '43



John M. Alden, 89, passed away peacefully surrounded by his loving family on October 27, 2014 at The Baptist Home in Rhinebeck, N.Y. John was born on August 21, 1925, in

Hamilton, Bermuda, to Captain Charles S. Alden (USN) and Mabel Smith Alden. He

graduated from Eaglebrook School, Deerfield, Mass., in 1940 and St. Andrew's School, Middletown, Del., in 1943. He joined the US Navy and went to Boot Camp at Bainbridge, Md., followed by the V-12 Program at the University of Pennsylvania and Midshipman School at Abbott Hall, Northwestern University where he received a commission as Ensign USNR.

In November of 1945, he was stationed on the USS Missouri when it arrived back from the Pacific after the signing of the peace treaty with Japan and remained there until June 1947. He returned to the University of Pennsylvania (the Wharton School) graduating in 1949. He worked in Boston as an accountant for Charles F. Rittenhouse & Company until May 1951 when he was called back to service in the Navy during the Korean War. John served in the Naval Reserve as a Lt. Commander for 21 years, retiring in 1965.

While stationed at the headquarters of the Commander of the Eastern Sea Frontier in New York City John met his future wife, who was a LTJG. They were married on February 8, 1953 at St. Paul's Chapel in Manhattan. They lived in Great Neck, N.Y., from 1953-1960 while he worked for Sperry Gyroscope Company in Great Neck, N.Y. John and Nancy's four daughters were born on Long Island and in 1960 the family moved to Staatsburg, N.Y. He worked for IBM in Poughkeepsie and Kingston retiring in 1987.

John and Nancy enjoyed travelling especially to England, Scotland, Switzerland, Bermuda and Stowe, Vt. John remains a very special husband, father and grandfather. He sailed, played golf and tennis, skied, fed his grandsons oranges, walked his three black labradors through the parks in Staatsburg, went to his daughters' school functions, and loved taking care of his home which he called "Hame Noo," which is Scottish Gaelic for "Home Now." He welcomed many of his neighbors and friends to enjoy their swimming pool and to sled on the Alden's Hill in the winter. When he first moved to Staatsburg he served as a fireman. He is Emeritus Senior Warden on the vestry of St. Margaret's Church, and was a wonderful member of the community. He was a member of the Board of

Directors of Hudson River Heritage (HRH) where he served as treasurer, and is an honorary member of the Edgewood Club in Tivoli. The Alden's lived at Hame Noo until 2009 when they moved to Arbor Ridge in Rhinebeck, N.Y.

John leaves his loving wife of 61 years, Nancy C. Alden of Rhinebeck, N.Y.; as well as his four daughters, Nancy "Missy" Alden of Washington, D.C.; Elizabeth "Betsy" Alden (Bonnie May) of Florence, Mass.; Mary Alden (John White) of Staatsburg, N.Y.; and Patricia "Patty" Hasson (Tom Hasson) of Barnard, Vt. He also leaves two grandsons, Bradley A. States of Del Rio, Texas, and Daniel D. States of Ithaca, N.Y. He was predeceased by his parents; brother, Charles Seymour Alden; and two sons-in-law, Edward States and Daniel Ogle. Mr. Alden was the nephew of John G. Alden, a yacht designer. He is also survived by numerous nieces and nephews, in particular his brother's three daughters; and many cousins in the United States and in Bermuda.

## Edward J. Armstrong '44

Jouett Armstrong died in February 2015 while in Houston where he was seeking medical treatment. Jouett had lived for many years in Mexico City with his wife of 57 years, Alicia de Armstrong. Sra de Armstrong fondly remembers that he spoke perfect Spanish when they first met, though with something of a Venezuelan accent because he had been working for Sears, Roebuck & Co. in Caracas before he was assigned to Mexico City. Jouett and Alicia went on to live in Chicago and Brussels for his work before returning to Mexico City for his final assignment with Sears.

Sra de Armstrong said she and Jouett met only 13 times before they were married, but that this must have been enough because they were happily married for so many years. She noted that, *un Americano casado con una Latina, si funciona, pero una Americana casada con un Latino no funcionaria.* (An American man married to a Latin woman can work, but an American woman married to a Latin man would not.)

## IN MEMORY

### William W. McDowell, Jr. '47



William W. McDowell, Jr., 85, passed away on Monday, January 19, at Springfield Residence in Wyndmoor, Pa., where he had lived for the past seven years. Bill was born

in Chestnut Hill and attended Chestnut Hill Academy until eighth grade when the school closed during World War II. Bill graduated from St. Andrew's School in Middletown, Del., then attended Princeton University and was a member of the Class of 1951. He was also a member of the Cottage Club. While at Princeton, Bill played rugby and was captain of the team in his senior year.

Bill then went on to the architecture school of the University of Pennsylvania and graduated in 1954 with high honors. At Penn, Bill was influenced by the dean, Louis Kahn, and practiced in the modernist style. He went to work for the firm of Howell Lewis Shay where he worked on a number of buildings at the Penn State University main campus. Upon Mr. Shay's sudden death, Bill set up shop in Chestnut Hill and designed many custom residences and additions throughout Philadelphia. He designed speculative homes for Dave Eichler and Charles Woodward and numerous of his homes stand today in Chestnut Hill. Bill was one of the first to pioneer the "upside down" house on the New Jersey shore with an oceanfront house he designed in Avalon. His style was modern, simple and straightforward and he always put function first. His homes were easy to furnish and comfortable to live in.

Bill served on the Chestnut Hill Land Use Committee for many years as well as the Chestnut Hill Parking Foundation. He was a long standing member of the American Institute of Architects and served on the Board of the Germantown Settlement Association. Bill was a member of the First Troop Philadelphia City Cavalry for 42 years. He achieved the rank of Lieutenant and served in Europe during the Korean War.

Bill was preceded in death by his wife Toby and a son Ian. He is survived by sons Bill, George, Andy, Luke and a daughter Nina.

### Russell W. Chesney '59



Dr. Russell Chesney, 73, died on Thursday, April 2, in Memphis, Tenn. Dr. Chesney was the longtime chair of the Department of Pediatrics at the University of

Tennessee Health Science Center and a pediatric nephrologist at Le Bonheur Children's Hospital. He was born August 25, 1941, and was raised in Knoxville, Tenn., a place for which he carried great affection throughout his life.

Dr. Chesney completed secondary school at St. Andrew's School in Middletown, Del., earned his bachelor's degree from Harvard University and completed medical training at the University of Rochester. He later completed his pediatric internship and residency at Johns Hopkins University, and pediatric nephrology and genetics fellowship at McGill University in Montreal. After appointments in Wisconsin and California, Russell and his wife, Joan, returned to Tennessee, where he served as professor and chair of Pediatrics. He held that role at the University of Tennessee and Le Bonheur Children's Hospital for 23 years, before stepping down as chair. He continued to pursue his interests: caring for children and their families while teaching and mentoring his trainees and fellow faculty. He also continued to lecture and oversaw a large study with the National Institutes of Health.

Dr. Chesney was a respected scientist, clinician and teacher. He earned many honors throughout his career, including

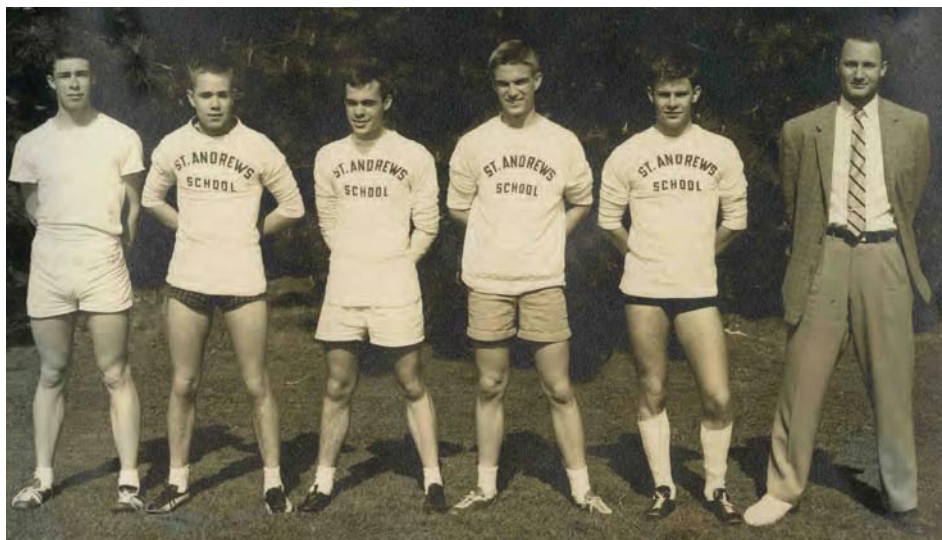
the American Pediatric Society's 2011 John Howland Award, the highest honor it bestows. He earned the International Pediatric Nephrology Association's highest honor, the Ira Greifer Award in 2010, and the Tennessee American Academy of Pediatrics Lifetime Achievement Award in 2011. Those followed the E. Mead Johnson Award by the Society for Pediatric Research in 1985 and the Joseph W. St. Geme Jr. Leadership Award in 2001.

In 2012 the University of Tennessee Health Science Center established the "Russell W. Chesney Excellence in Pediatrics Award," to be given each year to the top graduating student. Dr. Chesney loved life and was eclectic in his interests. He loved to travel and was a voracious reader, especially of history, literature and medicine. His affection for sports—especially the Tennessee Volunteers, Baltimore Orioles and Green Bay Packers—was well known, as was his prodigious memory that allowed him to quote scores for almost anything. His enthusiasm for learning carried over into great commitment to his students and faculty.

He is survived by his wife, Joan, and their three children, Karen, Chris (Sarah) and Gillian; two brothers, Thomas (Carolyn) and Allen (Betsy); two grandchildren, Will, 10, and Leo, 6; nieces and nephews, Catherine, Anne, Margaret, Duncan, Julia, David, Mac, Kate, Betsy, Alexander and James; and three cousins, John, Rhetta and Nina.

### Herbert Miles Richards '59

Dick Richards passed away on April 12, 2014. Beloved husband of Mary Smoot Richards; devoted father of Ann Otten and her husband Tex and Virginia





Waulters and her husband Scott; loving grandfather of Ryan McFarland, Miles Waulters and Morgan Waulters; dear brother of Sally Nurminen and the late John Miles Richards. Also preceded in death by his parents, Ambassador Arthur L. Richards and Ida Parker Richards.

### Barton Jay Griswold '65



Barton Jay Griswold, 67, of Allentown, Pa., passed away January 19, 2015, surrounded by his loving family. He was the husband of Donalee (Klotz) Griswold. They

were married for 33 years. Barry and Donalee knew each other since they were eight years old.

Barry was the CFO of The Island Life Inc. Prior to that, he was the controller of Wave Technology and Core Technologies until retiring, and was the owner and president of Safety First Shoes from 1969 until 1985. Born in Allentown, he was the son of the late Frank and Cleone (Oostdyke) Griswold. He attended St. Andrew's School in Middletown, Del., from 1961-1965 and was a 1969 graduate of the University of Pennsylvania Wharton School. At Penn, he was a treasurer of Theta Xi Fraternity and was a past president of Penn Alumni.

Barry was Detachment Commander for the Pennsylvania National Guard in Easton from 1969-1975. He was a former treasurer and board member of the American Diabetes Association, was House Chairmen of the Livingston Club, and was a member of Saucon Valley Country Club from 1955-1996. He was a member of the First Presbyterian Church of Allentown, where he served as elder and choir member.

Barry enjoyed singing as a member of the Summer Harmony all men's choir group. He and his wife loved playing duplicate bridge and he was proud to be a Director of the Lehigh Valley Bridge Association. He was happily awaiting his first grandchild in February. Survivors: wife, Donalee; daughter, Courtnay Elaine Griswold, wife of Jay Painter of Queens, N.Y.; son, Christian Barton Jay Griswold of Allentown; sisters, Diane, wife of Dr. Carroll Osgood of Hollidaysburg, Pa.; and Cleone, wife of Warren Priest of Canton, Conn.; brother, Neill Schoonmaker and his wife Joyce of Northport, Fla.; father-in-law, Dr. Donald Klotz of Destin, Fla.;

brother-in-law, Jeffrey Klotz and his wife Donna of Columbus, Ga.; and numerous nieces and nephews.

Classmate John Morton wrote the following remembrance he entitled, An Allentown Native Son:

Way back when, St. Andrew's seemed to have a tradition of seeking and accepting native sons from various places—maybe it's still so and for native daughters, too. You'd hear of some of these places, like Shreveport, La., and think of Joe Hargrove '67. In our class, we had a few. Andy Haynes—Tryon, N.C. Jimmy Dick Harris—Bel Air, Md. And Barry Griswold—Allentown, Pa. These guys epitomized their hometowns, and they returned to them after college to have an impact. Andy practices law from the house in which he was raised that, I believe, belonged to his grandfather. Jimmy Dick inherited his dad's insurance business in Bel Air and runs it to this day. And Barry joined his father, Frank B. Griswold, to run Safety First Shoes, the nation's oldest safety shoe company, in Allentown until they sold it in 1985. Safety First for Barry was more than his company: it was his life calling, even at SAS.

The mention of Allentown recalls for some of us old-timers—for better or worse—Billy Joel's 1982 song of the same name that was a poignant anthem about the decline of American manufacturing. Safety First, Barry used to tell us with some pride, sold most of its various shoes to companies and employees of the railroad and steel industries. Foundational American industries whose workforces went about their labor in very hazardous environments. Some 60 percent of Safety First sales were to workers who paid for the steel-toed shoes through payroll deductions. Barry held that Safety First was not a shoe company; it was a service industry.

What's now so notable in my memory of Barry—his pride, his shoes, his dad and his town—is how they all fit together in a heroic and epic American way.

In my mind's eye, I remember one particular afternoon in his VI Form room he shared with Robb Romaine on the Cloister-side of A Corridor. Barry had opened his closet, and I noticed on the shelf several ecru shoe boxes, each having a Safety First label facing outward. I asked him about his collection, and as he pulled one down, I could better see on the label the script, "Safety First," and the

illustration behind it of a cityscape with a single art deco skyscraper.

"Hey, what's that a picture of?"

"That? Oh, that's a picture of the Pennsylvania Power and Light Building in Allentown. The tallest building in the Lehigh Valley."

The first time I went to Allentown was in the autumn of 1981 to visit a childhood friend who had just started teaching history at Cedar Crest College. I took the Bieber Bus from Penn Station in New York. I was excited, because I was keen to see that PPL Building whose image still stuck in my mind from Barry's shoe boxes. Sure enough, it was (and still is) a feature that leads the eye into the city. Whenever I remark about it, Allentown folks maintain that it was used as the Daily Planet Building in the 1950s Superman TV series, a childhood favorite of mine. Unfortunately, it's a tale not true.

But to return to Barry and 1965, in that A Corridor room, he detailed to me the Safety First story and its importance to the manufacturing center that was Allentown-Bethlehem with Bethlehem Steel, Mack Trucks and Air Products in nearby Emmaus.

Barry was proud to represent in some way the American working man. More often than not, he dressed in Billy-Joel-black. Think about it. In this very oxblood, Bass-Weejun prep school, Barry routinely sported his dad's Safety First shoes—eliciting much comment—the shoes of the American working man. Big. Heavy-soled. Lace-ups—not loafers. Come to think of it, when he did wear Weejun loafers (if they were Weejuns)... they were black.

On occasion, his dad would come visit St. Andrew's. A safety shoe man since the forties, Frank was a World War II veteran. A big man, expansive, similarly unpretentious. We'd all remark how he was an older Barry. And indeed, Barry grew from an average-sized guy to become a big man, a big-hearted man. And like his father he, an elder and choir member, was renown as a churchman of the First Presbyterian Church of Allentown. At St. Andrew's, Barry was already churchied, active in the choir and as an acolyte, sacristan and lector.

As a student, Barry was a well-built guy, with his signature bouncing gait. He was an athlete, a JV football quarterback on a champion undefeated team, a varsity baseball and soccer player, a JV basketballer. Barry was light on his

## IN MEMORY

feet. He was a guy with a ready smile who always had your back. He had his mannerisms, like adjusting his glasses with his middle finger whenever they slipped down his nose. If not cheerfully smiling, he would set his lips tightly pursed, lifted upward in a relaxed determination that showed resolve. Barry was an upbeat, supportive guy, unphased by the pretensions of prep school. He knew where he was going and what he was going to do. He went to Penn, along with two other classmates, Jay Rabinowitz and Gibby Kane, and later attended Wharton. He also became a president of Penn Alumni.

Barry is survived by his wife, Donalee, whom he met when they were both eight. He is also survived by their two children: Courtney and Christian. As a lifelong singer, Barry was especially proud of Courtney who chose to go into show biz and is now a well-established Equity musical theatre actress and singer, known for her "sunny countenance."

Barry was looking forward to returning for our 50th Reunion. In a recent e-mail, he reminded me of how moved he was at the 2005 Reunion when he was so warmly welcomed by Bunk Walker and Andy Haynes. He wrote how he wanted to be with us to extend the same to brother classmates who may have waited so long to return to their St. Andrew's family. In spirit, Barry. In spirit for sure.

### Robert L. Cooke '70



Robert Linn Cooke of Dover, Del., passed away Thursday May 8, 2014, at Kent General Hospital. He was 62. Bob was born June 3, 1951, in Baltimore, Md.,

to the late Harry Linn Cooke, Jr., and Margaret Grace Henning Cooke. He was the manager of the Howard Johnson restaurant in Dover until the late 1970s. Bob worked in the liquor sales industry from 1981 to 1990 and then started his own company, Robert Cooke Painting.

Bob enjoyed fishing, sailing, and just being around water. He also enjoyed growing his roses. He was a longstanding member of the Dover community for over 40 years and his commitment and dedication to the community will be missed. Bob was a devoted husband, father, and brother. He was happiest when spending time with his family.

He was often seen supporting his son Harry's many academic and athletic endeavors. Bob is survived by his wife of 12 years, Mary Lillian Sutherland Cooke of Dover; son, Harry Livingston Cooke at home; sisters, Sally Cooke Barnett and her husband Marty of Gaithersburg, Maryland; Trish Cooke Kubico and her former husband Steve of Dover; nieces and nephews, Ryan, Kevin, Michael, and Megan Barnett, and Stephanie and Sam Kubico.

### Joseph K. Pistell '71



Joseph K. Pistell, age 61, of Stony Brook, N.Y. died at his home on Saturday, August 9. Joe was a devoted husband and loving father and is deeply mourned by his wife, Frances;

children, Timothy, Henry, and John; and many more family and friends.

Larry Pistell wrote the following remembrance:

Joe Pistell, a loyal St. Andrew's alumnus, died of pancreatic cancer in August 2014 at age 61. Indeed, it was a prayer that he often said in the St. Andrew's chapel that Joe requested be printed up for contemplation at the time he received his diagnosis: "*O Lord, support us all the day long, until the shadows lengthen and the evening comes, and the busy world lies hushed, and the fever of life is over, and our work is done.*"

At St. Andrew's, Joe excelled at Latin, History, and English, among other subjects. Starting in his freshman year, he made a number of good friends, several of whom he kept up with throughout his life, and who attended his funeral. Joe was a very serious St. Andrew's student, and remained at the top of his class through his junior year. He was an outstanding athlete, and was captain of several varsity teams, including tennis and squash. In his senior year at St. Andrew's, Joe decided he had taken everything much too seriously, and launched a series of capers that did not endear him to the headmaster.

Joe met his future wife, Frannie Heyburn, during college days at Tufts. Frannie relates that she and Joe were the only two students to show up for a Shakespeare class just before Thanksgiving in their sophomore year. They were married in Louisville in 1977,

and went on to have three outstanding sons together.

Joe received his Juris Doctor degree from New York Law School in 1983, and worked for more than 25 years both in law and fundraising. He was employed by a variety of large not-for-profits and, in later years, was on the road constantly, calling on potential donors.

At home, Joe and Frannie coached their three sons in the tennis, joined a church, and played paddleball. Joe was a demanding, but very loving and devoted father. Throughout life, Joe loved art (particularly prints and engravings), oriental rugs, and fine furniture. He was an amateur collector like many Pistells before him.

In his 50s, Joe developed a sense of humor totally out of sync with his earlier serious diligent nature. He took up yoga and meditation, and made a new set of Yoga friends. He bought a condo in Ocean Grove to have an extra place near his employer, The United Methodist Homes. Joe travelled to Korea and Sedona, Arizona for yoga and meditation. He also (briefly) tried stand-up comedy!

Joe was always searching for something. I find Joe's "pilgrim" spirit in this quote from the Lama Govina in *The Way of the White Cloud*:

*"Just as a white summer cloud, in harmony with heaven and earth freely floats in the blue sky from horizon to horizon following the breath of the atmosphere—in the same way the pilgrim abandons himself to the breath of a greater life that...leads him beyond the farthest horizon to an aim which is already present within him, though yet hidden from his sight."*

As his brother, I miss Joe every day, but am sure we are together always.

### Henry Phillip Jacoby '81



Hank Jacoby of Salem, Ind., passed away Thursday, April 16, 2015 at 6:09 a.m. in his residence at the age of 52 years, 10 months and 26 days. Born May 21, 1962 in Bridgeport,

Conn., he was the son of Raymond and Muriel (Keller) Jacoby. He was the Global Sourcing Commodity Manager for Kimball Office and had been a resident of Washington County since 2006, formerly of New England.



Hank served on the board of directors of the Washington County Chamber of Commerce and the Washington County Economic Growth Partnership. He was a member of Rotary, served as a SOAR! tutor and was on the Work One: Workforce Investment board. He was a 2011 graduate of the Washington County Awareness Class and worked on the board of the Washington County Artisans and Farmers Market as a class project.

Survivors include: daughter Kayla Jacoby, New Boston, Ohio; son Conner Jacoby, Louisville, Ky.; stepson Josh Smith, Burlington, Vt.; father Raymond Jacoby, South Hero, Vt.; two sisters, Lynne Jacoby, Arlington, Mass., and Laura Brooks, South Hero, Vt.; brother Peter Jacoby, McLean, Va.; companion Dr. Mindy Gunn, Salem; nephew Zachery Bowen, Franklin Furnace, Ohio; and grandchildren Bella Smith and Brayden Keyser. He was preceded in death by his mother.

A wave of recollections from school mates came in:

From Alec Dana '80: Hank was a wonderful guy. He was a great motivator and cheerleader—so positive and encouraging. He really helped me to get focused and train hard for football season way back when. You actually wanted him to be proud of you. He was like a father figure and mentor, and at such a young age. I have wondered over the years whatever happened to him and where he was in life. So sad to hear that he is now gone from us. But I am positive that he blessed many, many people while he was here with us. He certainly was a blessing to me.

From Scott Zimmerman '81: Hank came in my room my first day at St. Andrew's while I was hanging my 5' x 3' Jimi Hendrix poster. He sat and talked to me for a long time, and even showed me an easier way to tie a tie. He was a gentle giant.

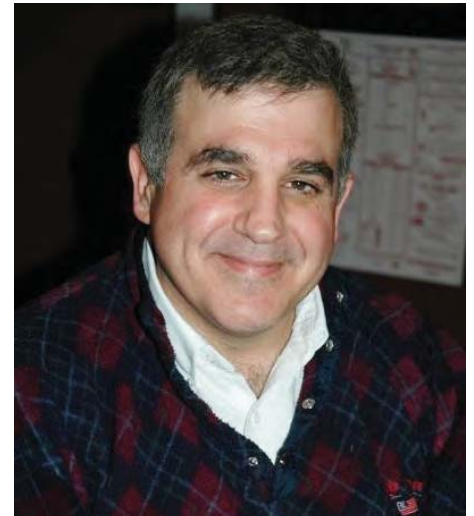
From Skip Middleton '83: "The best thing for being sad," replied Merlyn, beginning to puff and blow, "is to learn something. That's the only thing that never fails. You may grow old and trembling in your anatomies, you may lie awake at night listening to the disorder of your veins, you may miss your only love, you may see the world about you devastated by evil lunatics, or know your honor trampled in the sewers of baser minds. There is only one thing for it then—to learn. Learn why the world

wags and what wags it. That is the only thing, which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, and never dream of regretting. Learning is the only thing for you. Look what a lot of things there are to learn." —T.H. White's *The Once and Future King*

Hank Jacoby and I both had a fond love for T.H. White's *The Once and Future King*. In addition to being just a truly great recount of Arthur and his knights, the training of Arthur offers timeless lessons for us all. Sitting in Hank's new hometown of Salem, Ind., shows me he never let go of the life lessons. Arthur as a young buy is forced into being transformed into a variety of animals and insects, and has vital lessons to learn to shape him into the future, legendary king. The community of Salem obviously benefitted from Hank's learning from his many unique life experiences garnered from his youth in Underhill, Vt., through his boarding school days at St. Andrew's in Delaware, his premature exit, to working in Barrow, Alaska, all the way to finding his way to the heart of America in Indiana.

So many people from so many walks of life stood up in testimony, or offered memories in writing, or shared his 'Hankisms' online, that it's obvious he impacted, deeply, everyone he could possibly meet in his all too short life. His family offered up his un-traditional random walk through life and learning, while keeping all in his gravitational pull an excuse to laugh and enjoy his special brand of cerebral discourse. Hank had a love of learning from everyone he met, everything he read, and every comment offered within his hearing. Nothing was too trivial for Hank. He had a unique ability, truly unique, to extract a gem from everyone and everything, then regurgitate in his own special way while giving credit to the source unceasingly.

Adam Kelly spoke of Hank's impact in his young life, half in tears, half in laughter, recounting various philosophies learned from Hank, towards life, love and living. It was so interesting, so special, to hear Hank's impact in the last 4 or 5 years to this young man were exactly the same, as Hank's impact on me when I met him in 1979. Hank had not skipped a beat in reaching out to everyone, making all around him feel special, unique, important and comfortable. Hank had only gotten better. As I started talking



to him more and more thanks to the new technology of the Internet over the past few years, Hank was still learning, reinventing, and looking for more ways to wrap a pun around an idea or a comment. My trip to Salem taught me one thing more than ever...

Hank, just as Arthur, had become a product of what was important in Hank's life, the learning that he chose to pick up from everyone in his life, from his father, to his brother Peter '77 and sisters in the 60's, to his childhood best friend Andy in the 70's, his schoolmates and teammates in the 70's and 80's, to his children, significant others, all the way to his peers and employees at Kimball to Adam and Vanessa in little Salem, Indiana. His orbit is seen in the eyes and love of his soulmate Mindy. She was so close to his sun, she reflects him in everything she says and her every action. Hank didn't only make us all better, he reflected all of our lessons we learned in his very being. We all made Hank the very special individual he was, and is in the spirit of Mindy, Conner and Kayla and all of his family.

Adam Kelly taught me this in his words at the service, he reflected the lessons of life of Hank, and Hank's son Conner made it truly hit home. I was telling Conner that his father was one in a million. Conner's response to me: *Someone like my dad comes along once in a million years.* Hank and King Arthur, are the stuff from which legends are created. I will miss you forever buddy and truly loved you like the brother I never had. ❖

*“You don’t have to see the whole staircase, just take the first step.”*

*— Rev. Martin Luther King, Jr.*



Simon Kinzelbach '16

I’d never felt more alone than I did on the day I left Germany for my exchange year at St. Andrew’s. I left my family and friends to go to a new place, into an unknown future. Soon after my arrival, I found an unexpected new — a new family, my St. Andrew’s family. I remember my first day on campus. My host family dropped me off and my excitement gave way to fear. At dinner, about fifteen people I had never met before all began talking to me at once. My only thought was, “Please, get me out of here!”

I was afraid of saying something wrong or something that would make me look stupid or uncool. I soon discovered it was not “uncool” to be different, it was encouraged. All my flaws, habits and funny German accent were accepted and I quickly learned to accept others in the same way. I never had so many deep and enlightening conversations as I had this year. I learned so much about so many students’ backgrounds. I learned that listening can be worth far more than talking.

The power of St. Andrew’s is the care and love everyone gives and receives every day. This radical empathy we share promotes relationships between us that still amaze me in their strength and intimacy. I felt loved and affirmed here every day. Part of it comes from the fact that we know each other so well. Whenever I felt sad, whenever something was pressing onto me, I could be sure there would be somebody to listen, somebody who understands me and able to help me out or at least make me feel better.

It is hard to describe how much I appreciate and trust every single member of our School community. With my graduation, I am leaving behind 300 family members and 50 new parents from our faculty, who influenced my life and my personality in powerful ways. I am incredibly thankful.

- I am especially thankful for the Winslows, my wonderful host family, for taking care of me and integrating me so lovingly;
- I am thankful to my teachers and advisors who showed me my strengths and often my weaknesses in encouraging ways;
- I am thankful for my English class, where I truly grew as a person, and Mr. Roach for being so incredibly empathetic and supportive and always being there when I needed advice;
- I am thankful for my football, basketball and especially my crew team and coaches for keeping me motivated and showing me the value of hard work as an individual and as a team;
- I am thankful for the Jazz Ensemble and those who volunteered in Adaptive Aquatics and the boys in my dorm;
- I am thankful for my whole grade for always making me feel at home and welcome, my friends for making me smile and supporting me, and every St. Andrew’s student who, whether it was while hanging out on the front lawn, playing FIFA, roofball or having those cool two-minute conversations in the dining hall, made this year so incredible and life-changing for me.

As I said earlier, St. Andrew’s is my family and leaving my new family hurts. A lot. And truthfully, I find myself afraid again. I am incredibly afraid of leaving St. Andrew’s, this safe space I learned to love this year. I am afraid of leaving my friends. I am afraid of losing something that became invaluable to me.

Although leaving is incredibly painful and terrifying now, I know this ending marks the beginning of something great. I am excited for whatever is going to begin for me and for us. For my part, I will continue to honor the values I embraced at St. Andrew’s. I will share the love and friendship and the way of life I learned here. And I will always be proud to call myself a St. Andrean. Thank you.

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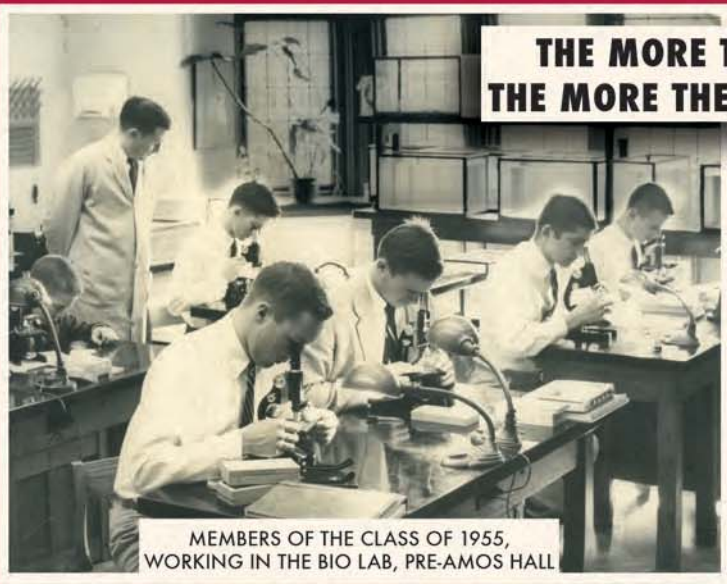
*Simon Kinzelbach '16 spent a year at St. Andrew's through ASSIST, a program providing opportunities for outstanding international scholars to learn from and contribute to the finest American independent secondary schools. This essay was excerpted from his Chapel Talk given during the year's final Wednesday Night Chapel.*





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