

ST. ANDREW'S MAGAZINE

SPRING REVIEW 2016





St. Andrew's MAGAZINE

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Printed by Pavsner Press in Baltimore, Md.

St. Andrew's Magazine is published by the Communications Office for alumni, parents, grandparents and friends of St. Andrew's School. Copyright 2016.

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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by Bilal Morsi '19



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In wrapping up my first year at St. Andrew's, I've been reflecting on something that's often occupied my mind these past 10 months: I can't stop comparing my own high school experiences to those of a St. Andrew's student.

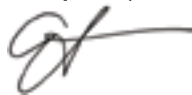
There are a few universal similarities—the intense friendships; the thrill of postseason athletics; the seesawing emotions—but one major, major difference. St. Andrew's students are just so much more *productive* than I ever was as a teenager. I spent so many hours of my adolescence simply wasting time: watching TV or flipping through magazines or driving around, bored, looking for something to do. I have no doubt that our students find pockets of time to waste; in fact I'd argue that occasionally indulging in this kind of purely idle leisure time is essential to good mental health. However! I never, not once, went to a historical lecture on a Friday night during high school. Saturday classes would have been anathema to me. My afternoons were mostly reserved for watching reruns of *Beverly Hills, 90210*—not for sports practice or community service or dance or gardening.

Yes, all of these things (Friday night lectures, Saturday classes, year-round afternoon activities) are mandatory for the St. Andrew's student, but the students don't just show up. They *engage*. After every Friday night lecture, we have to cut the post-talk student question session short (in order to make it back to dorm in time for check-in, of course). The Harkness table discussions are just as lively and fiery on Saturday mornings as they are any other day of the week. (A huge part of their ability to engage even on a Saturday morning can likely be traced back to the fact that they're not using drugs and alcohol on that Friday night.) Walk around campus between 4:00 and 6:00 p.m., and everywhere you'll see and hear students just totally immersing themselves in practices and activities. The ping of metal baseball bats; the thump and squeak of the basketball court; the encouraging shouts echoing over lacrosse fields. The high gazelle-like leaps of ballet students in the windows of the dance studio; the distant figures moving down the green rows of the organic garden; the actors pacing between marks in the cool underground of the Forbes Theatre.

This has to be one of the incredible benefits of attending St. Andrew's: the schedule is intense (as Garrett Hanrahan '16 notes in his "Senior Story" on page 82), yes, but asking students to give so much of themselves for so many hours of the day, seven days a week, puts them in the habit of using all of their hours wisely and well. (Alum Carey Albertine '92 testifies to the far-reaching impact this habit has had on her life on page 102.) I played soccer in high school, sure; I had an after-school job—but I had an abundance of free time compared to St. Andrew's students, and I never disciplined myself to make something good out of that free time.

I know SAS students do; the proof is in the free period. Our Communications Office is located in the O'Brien Arts Center, just above a music practice room. Almost every day this year, in the 25 minutes of free time between the end of classes and the beginning of sports or afternoon activities, we'd hear a student (I never knew who) come into the practice room and bang away on the drums for that entire 25 minutes. Then he'd scamper off to whatever came next in his packed day. I'm not going to tell you that we were always thrilled to hear the drums start up (they did make a bit hard to concentrate, at times) but that student's faithful dedication—his willingness to just show up and do the thing—always made me smile.

All my best,



Liz Torrey



While I appreciate SAS efforts to give its students the opportunity to be effective stewards of our planet, I must take issue with comments made by Ms. Burk, the Director of Sustainability. On page 57, there is a highlighted commentary where she espouses the need "to convince our leaders to enact policies that will compel individuals and institutions to change their actions..." regarding climate change. That is already ongoing. She wants more? Activism is one thing, but compelling our citizenry to fall in line behind the belief structure of any one person or group of people is over the top. I came to SAS in 1960 when my family fled Cuba because we were being compelled to abide by the tenets of a Marxist government. Obviously, you had no problem highlighting the comment, so I can only surmise that you support it.

Terry Pratchett '62

Thank you for the copy of the latest SAS magazine, and for your good efforts in capturing the School's efforts to help us better appreciate each other and the natural world which sustains us. The remarkable photos and well-crafted stories communicate that so well. Thank you.

Sincerely,
 Peter McLean



■ WE LOVE LETTERS (AND EMAILS)

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






Henry Esterson '19, Logan Brown '19, Sydney Williams '19, Shap McCoy '19, and Alice Thomas-Hilton '19 relax after lunch on the Front Lawn on April 22. The School community gathered for an outdoor Friday afternoon Chapel, led by Associate Chaplain Dave DeSalvo, in celebration of Earth Day, then stampeded across the lawn to enjoy a picnic lunch of hamburgers, black bean burgers, salads, and ice cream under the eaves of Founders. After a particularly cool and rainy spring, students and faculty alike lingered on the lawn long after lunch was over, enjoying the sunshine.





On Saturday night of Reunion Weekend 2016, alumni gathered in the ground floor of O'Brien Arts Center for a dedication of the new Larry Walker Instrumental Music Office, in honor of beloved longtime music teacher (and creator of Arts Weekend) Larry Walker, who passed away one year ago in May. After the ceremony—what with all the instruments just lying around—an impromptu jam and song session broke out among those who had gathered. Seen here are, from left to right, Colin Harrington '91 on piano, Paul Rada '76 on harmonica, Ted Cotsen '91 (perhaps better known to some as the Founder of the Frosty Run), Scott Stanard '76 on electric keyboard, Eric Muhs '76 on drums, John Seabrook '76, and Gregory Stanard. For more on Reunion, see page 106.



As anyone who's ever been to a St. Andrew's Commencement knows, graduation day involves LOTS of hugging, including a guaranteed post-diploma-handoff hug from Headmaster Tad Roach. Graduate Tristan Thomas '16 took his Tad hug one step further and lifted Tad off the ground mid-embrace. Perhaps Tristan underestimated the inborn athleticism of our Headmaster, because Tad then lifted him right back. "Thank you, Tristan," Tad said at the close of the ceremony. "I'm feeling surprisingly renewed and strengthened from that exercise."



HEADMASTER'S MESSAGE



The parents of the Class of 2016 made great sacrifices in making a St. Andrew's education possible for their brilliant sons and daughters. Over the four years of their children's time, development, and maturation at St. Andrew's, these parents collectively helped inspire the culture, values, and achievements of the School. They helped parent all of our seniors, welcoming them into their homes over vacations and long weekends; including them in trips for dinners, lunches, and Wawa runs; and giving them love, support, and encouragement after games, recitals, and concerts.

Now, even as they leave, these parents teach their children, and the children and parents who follow them, about the power of generosity, gratitude, and remembrance.

It began with a spirited announcement from Trustee Annie Egan P'13,'13,'16,'16 at our parents meeting over Arts Weekend: a call for generosity and support for both the School's Saints Fund and for the upcoming renovation of our Health Center. And in a matter of weeks, a leadership team of senior parents emerged to develop a powerful way of expressing gratitude and support for St. Andrew's as graduation morning neared. Annie and George Egan and Valerie and John Thomas P'16 coordinated a campaign that led to a senior class parent gift of more than \$100,000 to name two student rooms in the newly renovated Health Center, scheduled to open in August of 2017.

Graduation at St. Andrew's is full of emotion, happiness, gratitude, and grace. It is a time to give thanks for the opportunity we have as teachers to carefully cultivate the promise of a younger generation of scholars and citizens. It is a time for families to understand that all their sacrifice, love, patience, and generosity has set their sons and daughters on an exciting, responsible, and creative approach to our world. It is a time for seniors to thank the parents, grandparents, mentors, teachers who served as elders, guides, and exemplars. It is

a time for younger students at the School to understand what is possible here when students commit to bringing their best selves and best habits of heart and mind to one another and to a school. And for me, it is a time to see how this School and its culture approaches the fundamental challenges and opportunities of the world.

You see, schools and colleges are always in conversation with national and global culture, and whenever our country begins a move towards human enlightenment and illumination, the process begins in the academy. Progress, social reform, all emerge from the miracle of schools and the courage of students and teachers that dream to enact and explore the American promise of freedom, equality, and justice.

This year's graduation comes at a time of sound and fury in American life, a time we expect will lead to polarization, intolerance, narrow-mindedness, and violence. But it also comes at a time when citizens, by the way we live, work, and speak, may reject the rhetoric and practice of division and embrace instead an ethic of human connection, communication, compassion, and empathy. It is a time for citizens to take the microphone, the podium, the spotlight. It is a time for families to assert their values, traditions, commitments. It is a time for a surge in service and generosity. It is a time for goodness, civility, and enlightenment. It is a time for a narrative of human solidarity. These virtues may not sell newspapers or attract the 24-hour-a-day media; but they represent America and the world at its best.

Ultimately, Commencement at St. Andrew's announces a different way, a more powerful, affirmative, and inspiring approach to 21st century life. In the 2015-2016 year, we make this case, this argument, this assertion of goodness.

I hope you will enjoy the *St. Andrew's Magazine's* portrait of this inspiring ceremony. ■



The Girls of Math Circle

Every other Friday evening, if you head to the Amos Lecture Hall, you'll find a hive of activity: faculty kids of all ages—from 3 to 13—scattered throughout the room, drawing shapes and patterns, puzzling over word problems, and playing math games, all under the guidance of six St. Andrew's student-teachers. This is Math Circle—founded by students, for students.

Math Circle was the original brainchild of twins Caitlin and Emma Porrazzo '15. After their graduation from St. Andrew's last spring, the group was taken over by another set of twins, Kathryn and Sarah Paton '17. "We didn't actually start Math Circle," Kathryn explained, "but in the beginning of this year [Math Department Chair] Mr. Finch asked if we would be interested in running

Math Circle. We love kids, and we love math, so there you go." With Mr. Finch's assistance, the girls recruited a few other students to help lead the bi-weekly sessions: Caitlin Cobb '17, Marion Humphreys '17, Amelia Parrish '17, and Wendy Taylor '17. "We all have very distinct strengths and weaknesses," Kathryn said. "Wendy for example is probably our best pure math, number theory person. Sarah and I, our strength is organizational. Amelia clicks with the youngest kids. And so on."

Get these six girls in a group and ask them to talk about math, and you'll wish you could bottle their enthusiasm and energy. They trip over each other to share Math Circle anecdotes and professions of love for geometry, number systems, problem solving—and the faculty kids they

teach in Math Circle. "We actually do share the the same very high enthusiasm level of the five year olds we're working with, so it really works out," Amelia said.

Because of the wide age range of the children who attend Math Circle, the girls have, through trial and error, discovered that the program is most fun and effective when a wide range of math-related activities are centered around a single theme. "We've had a lot of success with offering multiple different ways of looking at a theme and just sort of letting the kids pick which activity they're most interested in," Wendy said.

"We use mathematical themes as a celebration of the fun you can have in math," Sarah added. "The games make kids think about the mathematical concepts behind them."

“At first, we would offer one kind of problem that everyone would do,” she continued, “In one of our initial problems, we asked the kids to figure out at what rate they’d need to ride a bike in to Acme [a nearby grocery store] and back in order to get cookies by a certain time. But one of the kids was like, ‘Guys, my dad is right around the corner. He can take us right now. Let’s go.’ Another kid was like, ‘We’ll just build a jet pack.’ They were finding creative ways to avoid the problem.”

“It was then that we realized that we shouldn’t fight the kids’ creativity and energy—we should structure our activities in a way that will allow them to take the math in the activity as far as they want to, in the direction they want to, while also learning about a specific concept,” Kathryn said. Recent Math Circle themes have included measuring, infinity, number systems, fractions, Scratch (a coding language developed for use by children), and the marshmallow challenge (in which students break into groups and have twenty minutes to build the tallest structure out of twenty sticks of spaghetti, a yard of string, a yard of masking tape, and a single marshmallow).

“When adults—MBA students and engineers—do the marshmallow challenge, they spend the majority of their twenty minutes talking and planning, whereas the kids just dove right in and were trying things,” Marion recalled. “They were so creative with it.”

“We try to avoid teaching the kids,” Sarah said. “We try to encourage them to discover math through their own means. So, I’d see them sword fighting with the spaghetti and I’d try to help guide them by asking, ‘Okay, do you have a plan?’ I wouldn’t want to say, ‘You need to build a base!’ Because they’d actually figure that out by themselves after a while.”

The girls give all the credit for this model of instruction—and for their passion for math—to St. Andrew’s unique math curriculum, colloquially referred to as “IPSGA,” the acronym for the first course in that curriculum, Intro to Problem Solving in Geometry and Algebra. In IPSGA and later Problem Solving courses, math principles are taught not by direct lecture from the teacher, but through independent discovery. Students spend class periods working through sequential problems, either independently or in groups, designed by math faculty to reveal a particular principle to the student as she works out those problems.

“At first I was against IPSGA, coming into math, and there are still parts of me that see some cons of it,” Marion said. “But IPSGA definitely helps you discover how to think. It isn’t necessarily all about just learning math itself. It’s about challenging yourself to think critically and to explore ideas that you wouldn’t have thought of before. It’s all about thinking outside the box.”

Sarah and Kathryn missed the chance to participate in the IPSGA track—the curriculum has been implemented in stages over the past four years, and upon entering St. Andrew’s both girls tested into a level of math for which an IPSGA course had not yet been created—a fact they loudly decry. “We’re the last two people at St. Andrew’s to not take an IPSGA course,” Sarah said. “The thing is, Wendy, for example, is technically in a so-called lower math course that I am right now, but she can think in a different way than I can. It’s not what you know—it’s how you think about math.”

“I feel that makes it in some ways more important than a traditional math class,” Wendy added. “I love the IPSGA model. I’ve had some great teachers here, and I am so committed

to the idea of it. So that’s definitely something I’ve carried into the work we do in Math Circle.”

The girls have discovered that the same habits of self-discovery and perseverance that IPSGA has developed in their own intellectual lives, have also cropped up within their Math Circle students. “What really always strikes me in Math Circle is that the kids really want to do the work to figure things out,” Amelia noted. “I had one boy who I knew was struggling with something, so I asked him, ‘You’ve done a lot of work on this, do you want to move on to a different activity?’ But he said, ‘No, I want to get this!’ They have that enthusiasm.”

Although Math Circle has heretofore been offered exclusively to the current bumper crop of faculty and staff children, the girls plan to work in conjunction with the Math Department to expand Math Circle offerings and open attendance to kids in the local community. Kathryn and Sarah spent the spring semester recruiting more St. Andrew’s students to help lead the group, and are knee-deep in Math Circle “literature” (“Mr. Burk frequently sends me articles and gives me books on math pedagogy,” Kathryn said. “I don’t think he sleeps.”). The twins even attended a local Math Circle in their hometown of Chicago (which has a robust Math Circle program hosted at high schools and colleges throughout the city) over their spring break.

“Mr. Burk gave us these two articles on educational equity and the way that Math Circles can help boost and provide enrichment to kids,” Kathryn concluded, “and they really got me excited about the idea of opening this up to the Middletown community. So over the summer we’re going to create a program structure that will allow us to do that.” ■

Wednesday Night Dinner Transformed

by Terence Gilheany



For millennia, the Jewish people have been celebrating their liberation from bondage in Egypt with the celebratory meal of the Passover Seder. This year, St. Andrew's introduced that spirit of Seder into our Dining Hall. On April 27, Jamie Scurletis P'14,'16, assisted by Joe and Ofra Gelman P'17, Gary and Jeanne Shiffman P'18, and her mother, Carol Rosen GP'14,'16, led the entire School community through a Passover Seder meal for Wednesday evening family-style dinner.

"Three generations of the Scurletis family participated in our Seder," said Associate Chaplain Dave DeSalvo. "Mother Jamie was leader, guide, and focal point of the supper. Her mom Carol shared in the singing, and her daughter Eleni '16 and several classmates read the prayers. The Passover story is more than 3000 years

old, so we at St. Andrew's felt privileged to be part of the first all-School Seder in recent times."

On each table were the symbolic plates of lamb shank, egg, bitter herbs, greens, salt water, and a paste of fruit and nuts. Students at the head table recited the prayers and Choral Scholars, under the direction of Nathan Costa, sang traditional songs. The Dining Hall produced a delicious traditional meal of matzah ball soup, beef brisket, potatoes, and asparagus, culminating in a desert of chocolate macaroons and mixed fruit.

After dinner, faculty children participated in the traditional search for the afikomen, a half-piece of matzah hidden by adults during the festivities. (Victors were rewarded with chocolate for their efforts.)

Unearthing History's "Small" Moments

by Anton Delgado '16

On Friday, April 8, Dr. William Casey King delivered the School's annual Levinson History Lecture in Engelhard Hall. The Levinson History Lecture was endowed by David N. Levinson '53 and his family to provide an annual lecture to the School community in history, politics, economics, or related social science fields. Dr. King, who is the Executive Director of the Yale Center for Analytical Sciences (a part of the Yale School of Public Health), spoke to students about modern-day human trafficking, its parallels to historical iterations of slavery, and current efforts to curtail it.

Much of King's presentation concerned sensitive information about his work in aiding the federal government to locate human traffickers and bring them to justice. "The written record is the smoking gun of history," King said, explaining that by connecting history and modern technology we can bring an end to human trafficking in the United States. "We always see huge moments in history," he continued,

"but don't forget that history is also small. These small moments are what motivates great movements."

In a question-and-answer session held after his talk, a student asked Dr. King how her peers could contribute to the movement to stop human trafficking. King responded, "Keep going to class! Keep trying to understand different cultures, learning how to think is how you can fight this. Learn to be open to other cultures and beliefs, approach them with sensitivity and care. Don't give in to the easy path of hatred, don't think of human beings as a constellation of beliefs."

The lecture kept the student body riveted. "Dr. King was able to present an incredibly complex issue in an understandable yet nuanced way," commented Andrew Zaiser '16. King was also able to stop by several history classes throughout his stay, and was involved in a number of heated Harkness table discussions. History Department Chair Emily Pressman, a former student of Dr. King's, noted

his profound and far-reaching abilities as a teacher in her opening remarks before the lecture. "Our relationship is a testament to how much of an effect that an amazing teacher can have on your life," she said. "Every time I teach the major research paper for my Social Reform class I am thinking of what I have learned from Casey about what it means to truly do scholarly research. In a significant way it has been Casey's voice coming through and affecting my class."

Beyond his work as a teacher and in the fight against human trafficking, King is also working with various branches of the U.S. military on projects that target and combat the development of radicalism, with a particular focus on social media strategies against ISIS.

For this eye-opening experience, our community would like to thank the Levinson family for their generosity and commitment to the St. Andrew's History Department.

The idea for an all-School Passover Seder was first proposed by a group of students (including Eleni Scurletis '16, Adam Gelman '17, Maggie Sternberg '16, Phoebe Shiffman '18, and Sarah Pinto '18) who have been gathering for several years to celebrate Passover. As their group has grown in size, they looked to share this event with their peers, and Chaplains Jay Hutchinson and Dave DeSalvo welcomed the event into our traditional Wednesday Chapel time.

“We are so grateful to all those who made this important observance possible,” concluded Mr. DeSalvo, “and we hope that the Seder will become part of the St. Andrew’s calendar every year.”

Chag sameach!



St. Andrew’s Sustainability Work Recognized with Green Flag Award

St. Andrew’s School had been recognized by the National Wildlife Federation (NWF) with an Eco-Schools USA Green Flag, for its commitment to sustainable curricula and school operations. The NWF’s Eco-Schools USA Program provides support to member schools working to develop environmentally sound practices, “green” curriculums, and student-led environmental stewardship programs. About 3800 schools worldwide participate in the Eco-Schools Program, but fewer than 100 have received the Green Flag Award, the Eco-Schools Program’s highest honor. St. Andrew’s is the first school in Delaware to receive a Green Flag.

Kim Martinez, Mid-Atlantic Regional Education Manager for the National Wildlife Federation, visited campus on Friday, May 20 to present the Green Flag to the School. During the presentation, Martinez said the award was given in recognition of the ongoing efforts of St. Andrew’s Green Council and student-led Environmental Stewards to “green” the School’s facilities and grounds; conserve natural resources in its day-to-day operations; and integrate environmental education into its curriculum. Specific initiatives cited by Martinez included the School’s development of a Climate Action Plan, the addition of a Toyota Prius to the fleet School vehicles, and the recent “Ugly Mug” campaign to reduce paper cup usage on campus.

“When Kim presented the award to the student leaders of the Environmental Stewards, the entire school gave an impromptu standing ovation,” noted Diana Burk, the School’s Director of Sustainability. “The award and the applause felt like the perfect send-off to our three senior heads—Louisa Belk ’16, Brookie McIlvaine ’16, and Neel Puri ’16—who have worked so hard to make our school more sustainable.”

Future goals of the Green Council and the Environmental Stewards include the purchase of electric vehicles for the School’s security team, an expansion of the School’s solar array, and further fostering of an ethic of sustainability within the School community.

“We at National Wildlife Federation and Eco-Schools USA are proud of the example set by St. Andrew’s School for Delaware, other schools, and the country at large,” said Laura Hickey, Senior Director of Eco-Schools USA. “This award demonstrates not only a commitment to sustainability and environmental literacy for students and faculty, but an appreciation that the best, most effective education transcends the classroom and offers a hands-on approach to learning.”

To learn more about the Eco-Schools Program, visit nwf.org/ecoschools. ■





It's an SAS tradition for VI Formers to stay on campus for the last Long Weekend of the school year, and the Class of 2016 made no exception to this rule. Six seniors, however—Grace Egan '16, Bill Hu '16, Jenna Jaquez '16, Quin Scacheri '16, Millie Spencer '16, and Livia Wallick '16—spent that Monday at court. Their infraction? Being a student of Spanish teacher Señora Viviana Davila.

“I took some of my Spanish 4 and Advanced Topics Tutorial in Spanish students to the Wilmington Courthouse to tour the place and observe live-translating of cases,” Sra. Davila explained. “Instead of hanging out with their senior buddies on campus, these students wanted to learn!”

“We were in class, and Sra. Davila asked if we were staying for Long Weekend,” Jenna recalled. “When we said yes, she was like, ‘Okay, you are coming with me!’ I was actually really excited to go because I’ve never been to a courthouse.”

“One of Ms. Dav’s good friends is an interpreter at the courthouse,” Grace explained. “So we got a tour from one of the police officers there. We went down into the police station, which was in the basement of the courthouse, and then we went into a few actual cases with Ms. Dav’s friend and listened as she interpreted.”

The interpreter, Maria Perez-Chambers, served as the coordinator for Delaware’s Court Interpreter Program for seven years, and currently works as a freelance translator for federal and state courts, law firms, and corporations and individuals. She also translates scientific and legal documents for major corporations.

Having Their *Día en Juzgado*

“Ms. Perez-Chambers said there are not a lot of formal interpreting training programs available for translators,” Livia noted, “and that the exam you have to take to become an interpreter is incredibly difficult. It has about a 30% pass rate.”

“That’s partly because of how many different dialects there are,” Jenna added. “There are different expressions, ways of speaking, pronunciations used in different countries. It’s incredible that she can translate for any person who speaks Spanish, no matter where they might be from.”

“The part that was intimidating to me was that she couldn’t paraphrase,” Millie said. “She couldn’t say, ‘This is what I think they meant.’ She had to repeat exactly what they said, in the same tone of voice, in the same order of words—because so much of that influences how the judge perceives the defendant. It was really, really cool.”

“At the same time, it’s not just saying verbatim what the person said,” Quin noted. “You have to take what’s being said in context, and understand what slang is being used. It’s not like a Google Translate kind of thing.”

“The pace of the translation was fast,” Sra. Davila noted. “Even though these kids have the foundation and understanding of the language, they saw how living abroad could be beneficial to their mastery in the years to come. I hope it motivated them to think about immersing themselves in a Spanish-speaking country.”

Most of the seniors noted that they are considering pursuing Spanish majors in college. “I definitely want to minor in Spanish, if not major in it,” Livia said. “The language and culture fascinate me. To see a real world application of what I can do with a Spanish major was so interesting.”

“I’m going to the School of Foreign Service next year, at Georgetown, so I want to do something that involves learning multiple languages and working between different cultures,” Millie said. “But I think the biggest takeaway was whether or not you want to major or minor in Spanish, without a doubt being bilingual is such an appealing quality in a candidate, for any job—it infinitely expands the number of people you can work with. It doesn’t matter what you want to do; the ability to speak Spanish is an awesome skill to have.”

“I’m Latina, so my whole family speaks Spanish,” Jenna said. “It was great to see the language within the judicial system. I’ve seen *NCIS*, and shows like that, and they never show what happens to someone who speaks Spanish. So it was great to see that there are outlets that allow people who don’t only speak English, or who don’t speak English at all, to receive a fair trial.”

“Mastering the Spanish language early on in life is so important in our nation,” Sra. Davila said, “and being bilingual is a necessary skill. Exposing students to the reasons we learn second languages and to the practice of immersion will help them to set individual goals for proficiency, and take their learning to another level in college and beyond.” ■

Exposing students to the reasons we learn second languages and to the practice of immersion will help them to set individual goals for proficiency, and take their learning to another level in college and beyond.



Questioning Our Humanity

A TALK WITH DR. ANGEL GONZALEZ '03

On a snowy Saturday morning in February, the School community gathered in Engelhard Hall to spend an hour with Dr. Angel Gonzalez '03. Gonzalez, who is an Adjunct Assistant Professor in the Department of Africana & Puerto Rican/Latino Studies at Hunter College in New York City, gave a talk titled “Beyond Acceptance,” in which he shared his ongoing research on the impact of race, class, and gender on the lives of students of color. He also spoke candidly with students about his own experiences as a student of color at St. Andrew’s from 1999 to 2003.

Dr. Gonzalez began his talk by recalling an instance during his freshman year in which a faculty member asked his class if they had ever experienced racial discrimination at St. Andrew’s. “My first instinct was to avoid criticizing a school which had provided me with an opportunity that so many people from the Bronx, where I came from, couldn’t have,” Gonzalez said. “I thought to myself, ‘Of course I haven’t experienced racism at St. Andrew’s.’ No one ever said I was unwelcome for being Latino, nor had they hurled a racial epithet in my direction.”

“Yet I often struggled with the uneasy feeling that somehow, I wasn’t a resident student,” he continued, “but rather a guest in someone else’s home. How could I efficiently explain to these folks that no, my music was not crazy, but rather a way of recalling home in a space where I rarely if ever saw myself or my community represented? How could I make them understand that conflating my history and my language hurts, because you would never do that to Europeans? I had no idea that, at the age of 14, I would also have to manage the ways a historically white institution would respond to me.” He went on to describe the ways in which his St. Andrew’s academic experience sharpened both his intellectual curiosity and his ability to think analytically and independently, and how these capacities in turn led him to question the politics of his own identity, and the School itself.

“St. Andrew’s allowed me to claim my sense of humanity, but it was also space where I found myself questioning my humanity,” Dr. Gonzalez said. “As soon as I learned I had the permission and the responsibility

to interrogate the world, my investigation made me aware not of the endless possibilities of life, but rather of the many limitations and challenges that the world presented to those at the margins.”

Dr. Gonzalez received his PhD in Social and Cultural Studies in Education from UC Berkeley in 2013, his current research attempts to give form to some of the questions and experiences he did not have the language or tools to examine as a teenager. In his most recent fieldwork, he has been observing and interviewing poor and working class black and Latinx (a gender-inclusive way of referring to people of Latin American descent) boys enrolled at independent middle schools for “gifted and talented” students. His goal is to understand how their race, class, and gender impact both their experience and their performance as students at these schools.

“I think the strength of Angel’s talk was that he drew in the student community with his own experience as a student here at St. Andrew’s,” said Director of Diversity Education Giselle Furlonge, who arranged for Gonzalez to return to campus. “The talk wasn’t just about his experience. It was about the way his experience then gave shape to his scholarship, and then it was about that scholarship. We have a lot of kids who are interested in inclusivity and diversity work in general, but I think one of the things he did was offer a scholastic, research-based avenue of thinking about this work for the kids, so they might imagine—I can see myself doing work like that.”

Dr. Gonzalez detailed some findings from his research, noting that most of the current research on the performance of economically disadvantaged students of color tends to focus on individual reasons for student underachievement—often citing a “failure to integrate” as an explanation for poor performance. Underpinning this explanation of underachievement is an assumption that educational institutions themselves are not also a piece of the complicated puzzle of student achievement. Gonzalez has found the opposite: that institutional factors such as homogenous core curricula and biased educational programs often make many students of color feel inferior in spite of their academic achievement. Lack of differentiated instruction and classroom practices such as the adoption of texts which focus primarily on European history and literature, can also cultivate a sense of racial inferiority within the student of color; if a school is not intentional about its curriculum, inclusion of only these kinds of texts may assert that the specific values, stances, and behaviors modeled in these texts are the only “proper” attitudes or

As soon as I learned I had the permission and the responsibility to interrogate the world, my investigation made me aware not of the endless possibilities of life, but rather of the many limitations and challenges that the world presented to those at the margins.

world views. In his talk, Gonzalez also noted that faculty and administrators who purport a colorblind attitude, refusing to “see” race, or who, alternatively, segment students of color into remedial sections of classes based on their own assumptions also send a message to students of color about their inadequacy. Perhaps most dangerous, he argued, is the messaging that holds up academically successful students of color as having “beat the odds”; this kind of messaging suggests that students of color have succeeded in spite of their racial identity, further conveying a sense of inadequacy for many students of color and potentially causing a student to separate herself or himself from their own culture.

“It’s not okay for the student of color to be just a kid,” Gonzalez said. “He must prove himself worthy of existence by being an exceptional child. Marginalized students must pave these approaches with the burden of their resilience, and health differentials begin to appear.”

Gonzalez closed his talk to the School community by suggesting some solutions to this imbalance, and spoke passionately about the vital importance of not being a “part-time ally” to marginalized teenagers, but rather a “conspirator” in their success. He urged St. Andrew’s students to do the “everyday work of fighting for more just educational spaces,” and urged faculty to “create a school culture and courses of study that do not simply reinforce canons.”

“I think people often find diversity work onerous and emotionally taxing, but it doesn’t always have to be,” Furlonge said. “It is difficult and requires much introspection, but it doesn’t have to be about separating from one another. Angel’s question of ‘What does it mean to be human?’ is, in fact, the exact opposite. This question forces me to think: Where is the humanity in my curriculum, in what I’m teaching? What does it mean to teach a child? It means that you have to contend with the visible and invisible realities of each child every day, no matter what content you’re doing in the classroom. You never know what’s going on in someone’s mind, or heart. I think Angel really put pressure on me to articulate that, in ways that I hadn’t thought about in some time. He put that necessary pressure on us all.”

“It’s one thing to wrestle with these ideas for the sake of a provocative seminar or academic conference,” Dr. Gonzalez noted. “It’s quite another to live with the questions of one’s existence during the crucible of adolescence.”

You can watch the entirety of Dr. Gonzalez’s talk on our Livestream page at standrews-de.org/livestream. ■



CHALLENGING OUR BIASES

STUDENTS LEAD ANNUAL EQUITY CONFERENCE

St. Andrew's students and faculty spent the first weekend in April diving into conversations about ethnic, socioeconomic, sexual, and gender diversity, in the School's annual Conference on Equity. On Friday, April 1, the School welcomed the artist Myra Greene to campus to give the keynote speech that opened the conference. (You can watch Greene's talk at standrews-de.org/livestream.) The following morning, the community gathered for student and faculty-led workshops on a wide variety of equity and inclusion-related topics.

Director of Diversity Education Giselle Furlonge explained the purpose of an equity conference in her introductory remarks for Greene on Friday night, explaining that its purpose was not so much to focus on the concept of "diversity" but rather to move the School toward a greater equity. "Yes, I am the Director of Diversity Education, and no, I don't like the word 'diversity,'" Furlonge began. "Diversity comes from the Latin verb *diverto*, which can mean to turn, or go different ways, to separate or turn aside. This is the opposite of our aim for this time. So we won't focus on diversity here, but rather equity—the quality of being fair and impartial."

"Our brains subconsciously prevent us from being fair and impartial," she continued. "We have the next 15 hours to practice something different. We'll examine ourselves and the practices of our community with the aim of recognizing our biases honestly. Every session being

offered in this year's conference has at its core two questions: What does it mean to better understand the perspective of another person? How do our own habits change once we do?"

**TO BE TRULY ENGAGED
CITIZENS OF THIS CAMPUS
AND THE WORLD, WE
MUST ASK QUESTIONS.**



In both her keynote speech and her follow-up workshop, Greene explored the idea that photographs inherently contain visual bias. She noted that we tend to treat or “believe” lens-based media as truth, and urged students to approach photos and film with skepticism and a readiness for critical analysis. “Visuality is not neutral. Photography is not neutral. Media is not neutral,” Greene said. “How does photography help us digest race and politics? It is upon us to really sit and examine that question over and over again, and to dissect these things we think are really simple.”

Greene is a photographer, as well as an Associate Professor at Columbia College Chicago, and shared works from her series “My White Friends,” in which she frames “whiteness” within portrait, making a subject’s Caucasian skin and the stereotypical trappings associated with that whiteness (a grill, a domestic beer, an above-ground pool) the focus of the photograph. “I never call any of these pictures portraits,” Greene said of the series. “I call them performances. These people know what they signed up for: that I am now in control of their image, that we play, and that we design something that sits on the edge of description and stereotype.” You can view the series at myragreene.com/mywhitefriends.

On Saturday morning, the conversation around perceptions and inherent bias begun by Greene was continued and expanded upon in student- and faculty-led equity workshops. Workshop topics included: Gender and Sports at St. Andrew’s; What is the Black Lives Matter Movement?; Latinx and the Linguistic Gender Binary; Portrayal of Asians in TV & Film; What Does it Mean to

Be Dominican in America?; Religious Freedom & Anti-Gay Legislation; and Communication & Political Civility. Jonathan Penney ’02 also returned to campus to present a workshop on Hispanic Identity & the Legal Realities of the Undocumented Workers. To conclude the conference, the entire School community broke out into small groups to discuss ideas for a proposed second school mural that will complement the current school mural in the Dining Hall, painted by N.C. Wyeth and dedicated in October 1938.

“I think my workshop was a great opportunity for learning about feminism and intersectionality in an informal setting,” said Livia Wallick ’16, who led a workshop on definitions and perceptions of feminism. “I wanted to offer an opportunity for students, who might not have a lot of experience with discussing feminism, to ask questions and explore and learn about what feminism means.”

“I think the workshop stayed with participants throughout the day,” Livia continued. “I later had a discussion with Elise Hogan ’19 where she noted that the idea of ‘intersectionality’ had seeped into her vocabulary and had affected other conversations about gender equity. I hope this kind of equity work can lead all St. Andreans to become lifelong learners about academic and social issues.”

As Furlonge put it in her opening remarks, “Civic engagement always requires intellectual curiosity and an ethos of query. To be truly engaged citizens of this campus and the world, we must ask questions.” ■

IN THE CLASSROOM



ST. ANDREW'S MOMENTS



- 1 Erick Wolf '93 returned to campus on the last day of the school year to speak with interested students and faculty about how an initial interest in car design led him to launch a multimillion dollar 3D printing company. Erick is co-founder of Airwolf 3D and is an expert in the field of desktop 3D printers and rapid prototyping.
- 2 Neemu Reddy and her English 2 class talk Elizabeth, Darcy, pride, and prejudice under the shady expanse of the tree in front of Founders Hall.
- 3 Claire Miller '18 preps for her math final in her room on Lower Moss.
- 4 Dan O'Connell gets his Advanced Study Bio seniors out of the classroom and down to the retention pond for some sensory exploration of campus plant and fungi life.
- 5 Alexandra King '16 pauses to observe painting and drawing teacher (and Arts Department Co-Chair) John McGiff pursue his own craft on the lawn in front of Founders.
- 6 Sam Permutt (standing) observes Problem Solving in Geometry and Algebra 2 students Belle Dallam '18, Rick Townsend '18, and Isabel Austin '18 conduct a "teach-the-teacher" exercise. Religion teacher Kellyann Connors (far right) takes a lesson from these students on how to prove triangle congruency (and yes, there was a test later).
- 7 Art Majors gathered in the Warner Gallery during their last week at St. Andrew's to conduct a final critique of the works they'd created throughout the school year.
- 8/9 Richard Samulski's Physics class presented capstone independent projects to the School community in early May. Research topics included how guitars make sound; how weight affects momentum; the relationship of light and sound; and theories of what happened before the Big Bang. Here, August Saguil '17 presents his research on the physics of a lacrosse stick and Genesis Javier '17 presents her inquiry into how a flame might burn underwater.



CLOWNING AROUND

(WITH A PURPOSE)

Another day, another human pyramid: on April 19, St. Andrew's Theatre Program Director Ann Taylor and Dance Program Director Avi Gold took students to Trenton, N.J., to visit and workshop with the Trenton Circus Squad. Founded and run by Tom von Oehsen P'14,'16, the Trenton Circus Squad provides free training in circus skills to low-income and at-risk Trenton-area youth. Squad members who are over the age of 12 also teach and perform in the local community (at nursing homes, children's homes, and community centers) and hold classes for both children and adults at their training facility.

"Being the son of Tom von Oehsen, I knew everybody who was there, and it was very easy for me to jump in," recalled Mac von Oehsen '16. "But the best part of the trip was witnessing St. Andrew's students learn skills they never even believed they would try. Seeing them do tricks twenty feet in the air on a trapeze,

juggling, or walking a tightrope was amazing to witness."

"I wanted to make sure that before Mac graduated, we had taken advantage of this link to the Trenton Circus Squad!" Taylor said. "So Avi and I brought our Acting 2, Advanced Studies Dance, and Male Dance Technique students to Trenton, just to give them an idea of different ways to use their body and entertain."

Students circulated around the Trenton Circus Squad facilities, trying out everything from the aforementioned trapeze and tightrope, to unicycle-riding, human pyramid-building, and aerial silks. "We didn't do any skits, or anything like that," Taylor noted, "which is what I had originally sort of envisioned. Whatever the kids were drawn to, they tried, and the Squad members were around to help teach them different skills. Samir [Arrington '18] and Neva [Richardson '16], for example—they tried the silks. Neva's a gymnast, and



it was way harder than she expected. She discovered that your whole body has to be working, the whole time.”

“I spent most of my time at the facility on the trampoline, learning a front flip,” said Alex Horgan ’18, who is currently taking Beginning Male Dance Technique. “While this was a pretty basic maneuver for the members of the Circus Squad, it pushed me into an area of fear and excitement. Each time I jumped, a sense of panic welled up within me—then disappeared as I followed the motions the Squad members had so graciously demonstrated for us. The reason the activity really made an impact on me was not because of the trick itself, but because of the supportive and caring atmosphere that Squad members created.”



“I worked with hula hoops,” said Hannah Sailer ’17. “I was figuring out the way they move and how basic physics and gravity come into play while using the hula hoop. I also enjoyed building a human pyramid. That was a great bonding experience—you have to trust that the person you are on top of would not fall, and that the whole pyramid would not fall. I met a lot of really great people, and we’re still keeping in touch!”

What the Trenton Circus Squad and St. Andrew’s have in common—besides their rosters of high-energy teenagers—is a commitment to community service. Going forward, von Oehsen and Taylor hope to strengthen the connection between the two institutions, in the hopes of creating new opportunities for students to engage in service and outreach. “Tom is hoping that we can get a core group of [St. Andrew’s] kids who might be into it,” Taylor said. “We’d take them to Trenton, they have a workshop, they learn some skills,

and then Tom brings some of his Squad, combined with our kids and we go to, say, A.I. duPont Hospital. And in that way we would establish a regular outreach connection.”

To hear St. Andrew’s students speak about their experiences, one gets a sense of how the Trenton Circus Squad could make a profound impact on a child or teenager from any background. “The Squad members are so passionate about their talents, and so willing to show, help, and support others,” Alex said. “They encouraged me to keep trying different things and congratulated me when I succeeded. The atmosphere of the place was the most memorable part of the trip.”

“Tom is just so committed to the power of the program,” Taylor concluded. “It’s twofold: it’s an outreach to the kids who are doing the training, and then the kids themselves are doing outreach to others. So it would be cool to foster some sort of relationship, and be a part of that work.” ■

BE YOUR

ST. ANDREW'S STUDENTS PURSUE

Each weekend, St. Andrew's students have a plethora of on-campus activities and off-campus excursions from which to choose: bonfires, canoeing, dances; indoor rock climbing, bowling, and museum-going; Open Mic Nights and movie nights; town trips to visit the local Amish Market, International Market, Indian Buffet, or that universal student favorite, Wawa. Keeping track of which students want to attend which activities is no small task—but it got a lot easier when St. Andrew's began using Event Master, an event-planning software designed and developed by Yousaf Khan '16.



Yousaf Khan '16



Rishi Shah '16



Ryan Bellissimo '16

"Yousaf initially developed Event Master for SWAG as an independent project," explained Ryan Bellissimo '16, who has since become Yousaf's business partner. "He did all of the back-end development by himself, which is truly remarkable. This was during our sophomore year, and St. Andrew's has been using the app for two years now." The School uses Event Master to coordinate all of its afternoon and weekend activities: students sign up for activities through the app, and faculty use the app to keep track of which kids should be where and at what times.

Ryan's interest in entrepreneurship led him to approach Yousaf early on in their senior year about partnering together to compete in Diamond Challenge, a national entrepreneurship competition for high school students. "I learned about this competition and knew that I definitely wanted to enter," Ryan said. "I asked Yousaf and Rishi [Shah '16] if they wanted to be involved; we all have very diverse interests and I thought that would make for a really great team dynamic." However, they didn't at first plan to present Event Master as their product at the competition. "We thought about using it, but then we decided we wanted to come up with an idea together," Yousaf said. The boys conceived an app called Food Genius that would search through online menus for particular foods or ingredients and cater to current specialized health food movements.

"But that idea sort of fell flat when we submitted our written concept in the first round of the competition," Rishi said. "So we switched gears when it came time to pitch the product." The regional round of the Diamond Challenge is split into two parts: first, teams receive comments on a written proposal, then in the second round, do a live pitch of their product. Fortunately for the St. Andrew's team, entrants are not required to stick with the same product through both rounds of the competition. "Fifty percent of your score is based on your pitch, and fifty percent is based on the written concept," Ryan explained. "Being that we pivoted, we were at a little bit of a disadvantage."

"It was pretty much impossible for us to win going into the live pitch," Yousaf said. "The judges said that the food market app was saturated, that there were a bunch of apps like Yelp already doing the same things that we wanted to do with Food Genius, so they gave us low points for that. We realized we had to make a switch and just start fresh." At which point, the boys turned back to Event Master. "Going with Event Master was completely the right move, just practically speaking," Ryan said. "It was

OWN MASTER

AN ENTREPRENEURIAL DREAM

such a better business plan considering it's already a proven success at St. Andrew's, and other schools are interested in buying it."

The boys dug in and developed a business plan that would allow Event Master to be deployed at other institutions. "We knew boarding schools were our target market," Yousaf said, outlining their pitch. "We did some research, and discovered that many boarding schools were using paper sign-up sheets for activities. We came up with a pricing model where we'd charge two dollars per student. We'd set everything up for the institution: the school would give us the names of the students, and we'd take care of the development and deployment. We had premium services planned: the ability to include parent permission forms, analytics to see which events are most popular or important to students."

"We ended up winning Best Pitch, but we didn't end up winning overall," Ryan said. "And we got a lot of great feedback."

"One of the judges said it was the most viable business plan he'd seen in four years of the competition," Yousaf recalled. "It was a good moment for us because we went in there with the goal of giving the best pitch and getting the maximum amount of points."

All three boys spoke repeatedly about the importance of collaboration to the success of the pitch and the project overall. "We all brought such different elements to the work," Ryan said. "Obviously Yousaf creating Event Master contributed the engineering and the backend. I did a lot of research on the business side and the revenue streams. And Rishi was really good at helping us to communicate our story—editing our business plan and getting across the human aspect within the presentation."

"I just like building stuff," Yousaf said. "People like Ryan, who have good business intellect and a marketing mind, and Rishi, who can just bring it all together—they make great partners. I certainly would never consider myself an 'all-in-one' person."

Encouraged by the positive response to Event Master and by their faculty advisor for the project, computer science teacher John Burk, Yousaf and Ryan chose to enter Event Master in another national contest: the Blue Ocean Entrepreneurship Competition. Both boys chose to skip their last St. Andrew's prom in order to present at the competition, which was held on Saturday, April 25. Event Master ended up winning second place, for which Yousaf and Ryan received a cash prize of \$750. "Although we missed prom, we think this competition was really important for Event Master," Ryan said. "We added new features: a personal profile for each student; an interactive calendar; the ability to invite your friends to different events. With the amount of inquiries we received at the competition from both judges and teachers, Yousaf and I plan to pursue turning Event Master into a company."

"It was definitely a big moment for us—to be teenagers making a debut in the software business!" Yousaf said. "We missed dinner and most of the dance but were able to make it to the Roaches' late-night breakfast, which was great. It was worth all the work we put into the product."

To learn more about Event Master and watch a live demo, visit eventmastersolutions.com. ■

“One of the judges said it was the most viable business plan he'd seen in four years of the competition.”





Girls Lacrosse

Although the girls varsity lacrosse team was relatively young, with only four seniors playing this spring, they came into this season with an intense work ethic and spirit. After a difficult season opener against a very skilled Lawrenceville team, the girls went on to win eight of their next eleven games, including many important conference wins. This season's pivotal game came when the Saints faced the undefeated Charter School. The girls played like they had nothing to lose (because they didn't) and shocked their opposition. The result was a win that echoed throughout Delaware. The girls went on to win in the first round of the state tournament against Ursuline, but fell in the quarterfinals to defending state champion Cape Henlopen.

—Matt Carroll

Boys Lacrosse

This year, the boys lacrosse team (or the "gentlemen's lacrosse team," as they prefer to be called) has been finding its identity as a team, after losing a number of seniors last year. This team cares about their progress and worked every day to get better. Noteworthy players include August Saguil '17 who, before this year, was sidelined by injuries, and played only two JV games

during his freshman and sophomore years combined. This spring, he clawed his way into the starting midfield line, where he continued to stay hungry and produce in both practice and games. Our defense was led by goalie Harry Smith '17 and Garrett Hanrahan '16, who kept opposing offenses to an average of 4.6 goals a game through the first nine games. In mid-April, the team hosted the Appoquinimink Boys & Girls Club, teaching local kids the game of lacrosse and then taking them to dinner in our Dining Hall. The team finished the season with a four-game win streak, but fell in a battle of a game against Tower Hill in the first round of the state tournament.

—Jaivon Wesley

Girls Soccer

Throughout this hard-fought season, Saints girls varsity soccer team has defined itself by courage, grit, and an attitude that says never give up. Our 2016 team has worked hard to find the best way to turn the passion and skillsets of its individual players into a team that works together, plays together, and grows together. When this balance is struck, as it was mid-season against Wilmington Friends (2-1), at home against Newark Charter (3-1), and, most recently, in our final conference match at Tatnall (7-1), the Saints are among the most formidable squads in Delaware. Led by seniors Delilah Harvey '16, Emma Brown '16, Katie Miller '17, Juliette Neil '16, Eden Rickolt '16, and Taylor Jaffe '16, this team leaves a legacy of team spirit, determination, and a palpable love of the game that inspired us all at practice each and every day.

—Kellyann Connors

Baseball

The 2016 Saints baseball season has been dominated by rain and postponements. The team jumped out to a 3-0 start but ran into stiffer competition as the season progressed. One of the season's most exciting games was our 4-1 win over previously undefeated Red Lion Christian Academy, when the Saints scored four runs in the top of the ninth. Throughout the year, senior outfielders Mac von Oehsen '16, Donovan Simpson '16, and Cai Johnson '16 made some phenomenal defensive plays, while younger players Evan Murray '18 and Patrick Windels '17 backed up veteran infielder Andrew Nolte '16. Sophomore catchers Andrew McArthur '18 and Baylen Manocha '18 were solid compliments to pitchers Colin Cool '17, Rick Townsend '18, John McArthur '16, and Ji Won Park '18. Co-captains Donovan Simpson and Andrew Nolte have done a tremendous job keeping their teammates focused. Coaches Mike Mastrocola, Dave DeSalvo, and Patrick Moffitt have been superb teachers of the game and great motivators throughout the season.

—Bob Colburn

Girls Tennis

Saints girls tennis has continued its tradition of success this year. Led by senior captains Mason Sheridan '16 and Meredith Krebs '16, the team's record of 8-4 is the result of hard work and attention to mastering the fundamentals. Mason led the girls with an undefeated record of 10-0. The girls have faced tough challenges from the likes of Tower Hill and Wilmington Charter, two perennial tennis powerhouse schools. Our two doubles teams, both new this year, have focused on ball placement and court movement and continued to get stronger throughout the season. The

players focused on bringing their best to the state tournament, and had a good run, winning three matches on the first day and one match on the second day. The girls played as well as they could and are in a good position to return with tournament experience next year.

—Peter Hoopes

Boys Tennis

The boys tennis team had a successful spring season, completing the regular season with a 9-3 record and finishing fifth overall in the state tournament. The team was a nice mix of youth and experience. Nik Malhotra '17 and Evan Chiu '18 each went 9-1 at #2 and #3 singles, respectively, and each earned fifth seeds in the state tournament. Nik made it to the semi-finals of the second singles bracket, while Evan fell in the quarters of his bracket. Brennan Ayres '17 and Peter Choi '17 had a solid year at #1 doubles, and also earned the fifth seed in the state tournament, where they made it to the quarterfinals. Gus Richards '19 and John McKee '18 had an impressive year at #2 doubles, going 7-0 during the regular season and reaching the quarterfinals of the state tournament. The future of the team is





bright. An impressive group of rising juniors and sophomores, led by James and Christian Doucette '18, dominated exhibition matches this season and will become key contributors to the starting team in coming years.

—Taylor Foehl

Girls Crew

The 2016 girls crew season has been successful on many levels. Under the excellent leadership of captains Millie Spencer '16 and Grace Egan '16 and an incredible group of enthusiastic seniors, the team has welcomed new Head Coach Lou Berl to the program, and embraced new ideas, new technique, and a powerful mindset. Regardless of what other commitments, assignment or activities the girls had—and they have many—the team showed an undying love and commitment to one another and to the team each and every day. Their work ethic and intersquad support has been tremendous; they are positive, fun and work hard on and off the water. Almost 100% of the team has PR'd on their 2Ks and gained a tremendous amount of speed on the water over the course of the season.

St. Andrew's has hosted six regattas on Noxontown Pond, each with their own victories. One highlight was after losing to TC Williams first boat, a team which

ran in the fall and trains together all winter long, by 33 seconds, we came back a few weeks later and were less than 8 seconds behind. In addition, we saw great results at the Al Urquia Regatta on the Occoquan Reservoir in Virginia, where the girls second V8 won their race, and the girls first V8 came in a close second (five inches from first) in their race. At the 2016 Stotesbury Cup, the girls first and second V8s earned places in the Saturday semifinal race, where the second V8 had a heartbreak finish: in third place with about 350 meters to go, the 2V ended up in fourth place by a second when Radnor pulled past them.

—Lou Berl

Boys Crew

The 2016 boys crew team had a successful season, culminating in their racing at the Stotesbury Regatta. Coaches Will Porter, Matt Wolinski, and Terence Giheany taught the freshman

group how to row, and then how to race, and developed the younger rowers. These boats all made important improvements over the course of the season. The strong group of sophomores and juniors in the varsity, second, and third boats will be an excellent core of returning rowers in 2017. The varsity 8 won the opening regatta on Noxontown Pond, won the Al Urquia Regatta held at the Occoquan race course in Virginia, and earned a place in the semi-finals at Stotesbury. During the year, teams from as far away as Texas and Florida travelled to St. Andrew's to race here. The rowers competed on the biggest athletic stage of any sport with these national-level regattas held right here at the school. Throughout the year, the rowers pushed themselves physically and focused on making critical technical improvements in their stroke, leading to their good success. And this group just had fun together and enjoyed the camaraderie of the sport, working as a team with good friends on beautiful Noxontown Pond.

—Lindsay Brown





2016

Fall Events

New International Families Orientation

Friday-Saturday, September 2-3

Opening Day

Sunday, September 4

Convocation

Ann Taylor '86, Arts Department Co-Chair

Friday, September 9

Environmental Lecture

featuring David Orr

Friday, September 16

Washington, D.C. Reception

Thursday, September 22

Haroldson Music Performance

Friday, October 14

Parents Weekend

Friday-Sunday, October 28-30

Homecoming

Saturday, October 29

Women's Network Weekend

featuring Sophie Stenbeck '98

Friday, November 11

Cannon Game

Away at Tatnall

Saturday, November 12



ST. ANDREW'S MOMENTS

- 1 Alex Cameron '18 cuts around a defender to shoot on goal at a home game against Tower Hill on April 16.
- 2 Rooney deButts '16 dives for the ball at varsity tennis doubles practice.
- 3 On April 22, the boys lacrosse team hosted the Appoquinimink Boys & Girls Club, and taught local kids the game of lacrosse before taking them "out to dinner" in our Dining Hall.
- 4 Juliette Neil '16 hugs her advisor Stacey Duprey and her mom after the girls soccer team's Senior Day ceremony.
- 5 Girls varsity soccer goalie Sarah Paton '17 blocks practice shots from Assistant Coach Pemberton Heath.
- 6 After a victory in a race on April 16, the girls junior 4 boat (comprised of Charlotte Berl '17, Hannah Beams '17, Katharine Moore '17, and Caitlin Cobb '17) embraced an ancient crew tradition and threw coswain Margaret Cece '17 in Noxontown Pond.
- 7 Keegan Pando '17 leans back for a low-five from Richard Einhorn '17 after a grueling row down Noxontown Pond.
- 8 On April 30, Saints varsity baseball lined up for the National Anthem before a game against Sanford played in Frawley Stadium, home of the Wilmington Blue Rocks minor league team. (Photo by John Schoonover '63.)





Bob Colburn

A SEASON IN LETTERS

Bob Colburn has served as St. Andrew's varsity baseball head coach for 55 years, and is stepping down at the end of this season—"relieved," as Tad Roach said at an Arts Weekend ceremony honoring Bob, "of the landslide of details—arrangements, preparations, scouting, parent communications, driving, field maintenance—that have become known as the Colburn way of coaching." One manifestation of the "Tao of Colburn": throughout each season, Bob writes detailed pre- and post-game emails to parents and fans. We culled through this season's messages and excerpted the highlights.



Bob's worked at SAS for 56 years, but wouldn't let us count his sabbatical year as a coaching year.

MARCH 16, 10:49 P.M.

SUBJECT: First Day of Camp

I just arrived home around 10:00 after a long day but wanted to tell you all that everyone arrived as scheduled and thank all of you who drove your sons to SAS. I know it is difficult for many of you but we coaches appreciate it. Also, I would like to say that this was one of the best first days of baseball camp in many years. The enthusiasm is high, the players worked hard on many individual and fundamental drills. The most amazing observation was how much they all have improved since last year, particularly in hitting. It's great to watch them perform to a much higher level which speaks volumes about the expectations for the coming season. I am turning in but wanted you to know how great our first day was.

MARCH 22, 10:09 P.M.

SUBJECT: SAS 9 - Thomas More 0

Today was an outstanding day as the Cardinals excelled in almost every aspect of the game of baseball. The players were full of enthusiasm and drive, and from the very start of the game, were 100% focused. The pitching shut down St. Thomas More with three pitchers throwing seven innings of shut-out ball. The defense played errorless ball pulling off three double plays... One of the outstanding plays was when Rick Townsend '18 threw a wild pitch with a runner on third, but Andrew McArthur '18 raced back to the backstop, picked up the ball and threw a strike to Rick, covering the plate for the tag out to preserve the shutout. It was a wonderful start to the 2016 season. There are still things to continue to improve, the starting point is much higher than last year. This team performed today as if they had been practicing for three weeks instead of a few days. You can all be very proud of the players. I am writing this late so I only hope it makes sense.

MARCH 29, 10:35 P.M.**SUBJECT: SAS 25 - Sanford 16 Update**

St. Andrew's scored 25 runs on 19 hits, and 11 stolen bases. Patrick Windels '17, Andrew Nolte '16, and Rick Townsend '18 had doubles, and Uche Amakiri '16 had a triple. RBI leaders were Andrew with 4, Patrick, Mac von Oehsen '16, and Uche all had 5, Donovan Simpson '16, Baylen Manocha '18, and Rick had 2 each, and Andrew M. and Evan Murray '18 each added one... Besides the large number of bases on balls issued by our pitchers, the biggest disappointment was the five errors we committed after fielding so well last week. But these two areas give us something to work on (facing the sun and a strong wind made pop ups and fly balls very difficult). John McArthur '16 should be given credit for holding down Sanford after SAS went ahead for good and Andrew M. worked hard catching the entire game with so many deep counts. Joey Shields '18 had his first start at 3B, and learned that games are more difficult than practice. People say that if you can win when you do not play your best, it is a sign of being a good team. I hope so and everyone is delighted to be 2-0 rather than 0-2 as in past years. Thanks for those who braved the cold and wind and stayed to the end—players and coaches appreciate that support very much. Next game is at Christiana H.S. on Thursday (weather prediction: possible showers late in the day, whatever that means).

MARCH 30, 8:19 P.M. SUBJECT: Optional Directions to Christiana H.S.

....Now for something I have rarely done in my 55 years. Christiana H.S. has hit a low point in baseball, with six starters who have never played baseball. They lost the first game 24-0 (a five inning game) with only 15 batters for Christiana, 14 of whom struck out. The team has made many errors and their pitching is weak. I am going to start our usual lineup, but if it gets out of hand early, I will make six substitutions as early as the second inning. What I am saying is that Donovan, Baylen, Patrick, Andrew N., Rick, and Evan may come out early. I hesitate to say all this, but their coach is a good friend, and if we get into the situation of winning comfortably, I see no sense in piling it on, which does nothing for either team. I do not want some of you to make a long trip and not see your sons play more than an inning or two. Now, I hope I have not jinxed everything but want to alert you to this possibility.



"Coach Colburn can be described with two words. Funny. The anticipation of Coach Colburn breaking a clipboard is not unlike that of the cannon bursts in Tchaikovsky's 1812 Overture. And thoughtful. If there was ever a man to model preparation, it would be Bob Colburn."

—Charlie Hughes '10

MARCH 31, 8:36 P.M.**SUBJECT: SAS 24 - Christiana 5**

St. Andrew's was given many walks but we also banded out 14 hits. Ji Won Park '18 pitched three innings while Baylen threw a scoreless inning. Donovan had two stolen bases including one of home. Logan Brown '19 had his first AB and hit a ground ball and reached on an error; later he scored his first career run. Leo Qiao '18 played RF in his first game. Next up is Tower Hill, the team picked to win the conference in 2016.

APRIL 2, 10:19 A.M.**SUBJECT: Tower Hill**

Game is still tentatively at 2:00. Field is playable now but 100% chance of rain at 11. I will know definitely at noon when they call me... I apologize for this mess but even at 78, I have not found a way to change the weather.



"Coach has been a constant influence in my life, always checking in. I can't tell you how many countless conversations I've had [with him] in the Dining Hall, sitting with him, talking about baseball, talking about life, talking about school. He's a very, very wise man. I'm just grateful for his presence in the good times and the bad. He takes a personal investment and care in every one of his players. I think I speak for all of us that I'm truly blessed and grateful to call him my coach, my mentor, and my friend."

—Andrew Nolte '16
co-captain of the 2016 baseball team

APRIL 2, 5:19 P.M.

SUBJECT: Tower Hill 10 - SAS 2

Our three-game winning streak came to an end today and despite the score, there were some good things. Tower Hill is a solid team and showed us an example of what we need to do to advance to the next level.

APRIL 5, 10:26 P.M.

SUBJECT: Tatnall 6 - SAS 5

Today's game was very disappointing because I sincerely believe Tatnall did not win—SAS lost. There are many factors which may have had some bearing on the outcome due to many obligations of players at School preventing pre-game batting practice, an environmental trip kept some players from practice yesterday, or just fatigue. Whatever the cause, we got off to a slow offensive start today; the good news is that being down 6-2 in the last inning, the Cardinals fought back from a 6-2 deficit and had the tying run on 2B with two outs. An excellent pitching performance by Colin Cool '17 was wasted as he threw 71 pitches in six innings—69% of which were strikes; Colin gave four earned runs. While there were a couple of bad defensive mistakes, Donovan made an outstanding catch, Evan made three tough plays at 3B, Baylen did a good job catching in his first game, and Rick made an unassisted double play.

APRIL 25, 8:59 P.M.

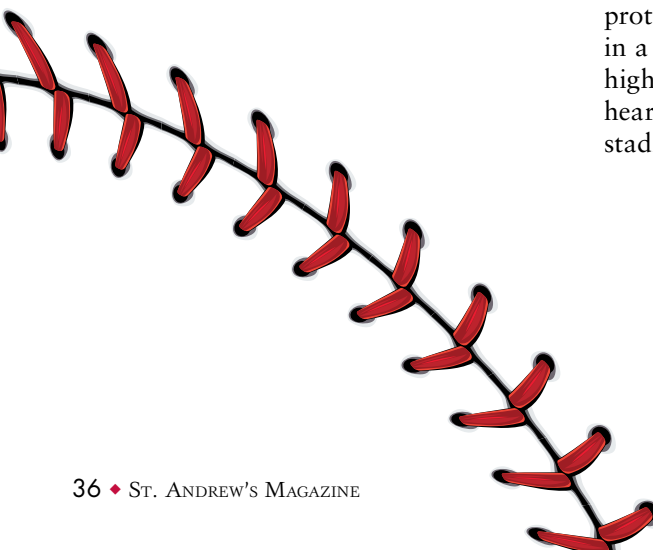
SUBJECT: St. E. 10 - SAS 4

Today had some very good moments after a terrible start before the game. It was a free day and several players were late getting to the field. Infield pregame was not good. However, after a brief chat, the players got focused and played well for five innings, after which the score was 3-3. But things came unraveled in the sixth and seventh, so the final score is not really indicative of how close the game really was. Evan was forced to play SS and made a couple of outstanding plays before running into trouble in the later innings. Joey played well at 3B turning a hard hit drive into a single when it might well have been a double; he also had two hits. Andrew N. made a tremendous play on a hard hit ground ball with the infield drawn in and just missed throwing out the runner at home. Colin showed a lot of grit pitching out of a number of possible run-scoring situations in the early innings.

APRIL 29, 8:41 P.M.

SUBJECT: Tomorrow's Game

We fully expect to play our game against Sanford tomorrow at Frawley Stadium at 3:00. There does not appear to be much if any rain tonight and early tomorrow. However, the Stadium maintenance staff has to protect the field as the players are professionals and must be maintained in a safe condition. There is always the possibility that I will be told our high school game cannot be played there. I shall update you as soon as I hear any news. Needless to say, the kids desperately want to play at the stadium.



APRIL 30, 9:51 P.M.

SUBJECT: SAS 12 - Sanford 8

What a great afternoon playing in a professional ballpark and coming away with a big win, 12-8. All the players in the game contributed to this impressive win. It was a combined effort to which everyone had a part in our success. Thanks to everyone who came today.

MAY 2, 10:01 P.M.

SUBJECT: Tuesday's game

1. Tomorrow's game will start at 4:30 rather than 4:00.
2. It is supposed to rain tonight and tomorrow morning.
3. It is supposed to have a very small chance of rain after 12:00 noon.
4. We will do everything in my power to have the field ready to play if I have to rain diamond dry on it all afternoon.

MAY 4, 8:07 P.M.

SUBJECT: Tower Hill 10 - SAS 0

The score of yesterday's game is very misleading as it was a 4-0 game in the top of the 6th inning. Rick pitched extremely well getting out of difficult jams—one a double play (Windels to Nolte to Cool)... Our defense played very well making only one error. The biggest problem was lack of base hits—only two—Cai Johnson '16 broke up the no-hitter with a line drive double to LF and also walked once. With two outs in the bottom of the 6th, Donovan hit a bomb—triple to RCF. SAS hit some hard ground balls, but Tower Hill's defense was perfect with some very good play; we minimized our strikeouts, doing it only four times. Baylen played well behind the plate, slowing down the opponent's running game. An inch of rain fell Monday night but the maintenance staff did an excellent job preparing the field so we could play. Next game is Friends at SAS at 1:00. Hope the rain stops in time.

MAY 5, 8:26 P.M.

SUBJECT: Today's Big Win

Today was a huge win as the 2016 team went into Middletown for an hour to work with the disabled kids in town. Our players buddied up with these kids, helped them run the bases, cheered when they hit the ball, directed them where to run, helped some with the fielding, and high fived them for any reason at all. I do not know who enjoyed it more or got more benefit from it, their players or ours. It makes all our guys thankful for the benefits you parents have given them the opportunity to enjoy.

MAY 10, 7:19 P.M.

SUBJECT: Red Lion 1 - SAS 4

Today, St. Andrew's defeated Red Lion, the only undefeated team in DE, by the score of 4-1. Rick won his first game of the season pitching all seven innings giving up five hits, striking out three, and walking four (one was intentional). Rick pitched out of several situations where a Red Lion hit would have broken the game open. Going into the top of the 7th down 1-0 with one out and no one on, Baylen hit a line drive single, Cai walked, and Colin singled to load the bases. Andrew M. pinch hit and walked on a 3-2 pitch to force in the tying run. Mac singled to drive in the go-ahead run, and Donovan hit a deep sacrifice fly to RF to drive in the third run. Patrick hit a line drive single to CF to drive in the fourth and final run. Red Lion was 12-0 and the only undefeated team in the State until today. It was a superb game to watch, and the players were extremely excited as they should be. Next game: home Thursday at 4:30 against Westtown.



"What a terrific coach he was to all of us. He put in a tremendous amount of preparatory work and thought about the meager talents that he had to deploy on the field that year, and then taught us the fundamentals, the plays, the way that we would have to do it. Always helpful, always even-tempered, always positive. I was on a team in 1964 that was fortunate enough to win the league championship that year. We didn't have any stars. We didn't have any one person whom we all rallied around. I was looking back at the stories about those games, and in every game it was a different set of players who rose to the occasion, who got the hit we needed in the late innings, who pitched the good relief innings. None of us went on to play baseball in college or any later time; this was the height of our baseball career. We were sort of a collection of people who could do OK, so you have to give the credit to the guy who made out the lineup, the guy who put us in the right positions, the guy who moved us around. So I think that season was a tribute to Coach Colburn and what he could do."

—Adm. Dennis Blair '64
co-captain of the 1964 team



"As [St. Andrew's students] we get more insight than most high school students into the lives of our teachers, because we frequently go to teachers' homes. As an alumnus, I have gotten to know Bob on a different level. Even as our relationship has changed, I will always be his student and will always strive to live up to the unattainable standards he has set. I have spent almost my entire adult life in the service of the U.S. government. I have helped America fight wars, fight crime, and fight terrorism. Even with all I have accomplished, I have never thought that I have had more impact on the world than Bob Colburn. I know for a fact that he will never be able to know the difference he has made in so many lives. There are scores of former students who have been impacted by the life of this humble man, and we are all in his debt forever."

—Bullets Campbell '94

MAY 11, 10:01 P.M.

SUBJECT: Westtown and Seaford Games

I think this is the worst rainy spring I can ever remember.

MAY 16, 11:58 A.M.

SUBJECT: Senior Awards

It sunny and we have a game—how unusual. But tomorrow looks bad again. What else, it is a Tuesday. Today, we have printed a photograph of each of the seniors and will present them to the six seniors prior to the start of today's game at 4:00. Dave DeSalvo worked hard preparing these.

MAY 16, 8:59 P.M.

SUBJECT: Tatnall 4 - SAS 1

St. Andrew's lost to first place Tatnall 4-1 today. The Hornets scored three times in the first inning with a couple of solid line drive singles and three loop singles just out of reach of our players. Rick worked out of a couple of jams by inducing a double play (Nolte to Windels to Cool) and striking out a hitter, with Baylen throwing a bullet to second base to nail a runner trying to steal. Rick doubled with two outs but we could not get him in. Next game is at McKean but the forecast calls for heavy rain beginning at noon. I will contact when I get down to SAS around 12:30.

MAY 17, 12:46 P.M.

SUBJECT: No Official Word Yet

It has been raining hard here and in Wilmington for almost 2 hours and I cannot imagine our playing today. I will post word once we hear.

MAY 17, 1:24 P.M.

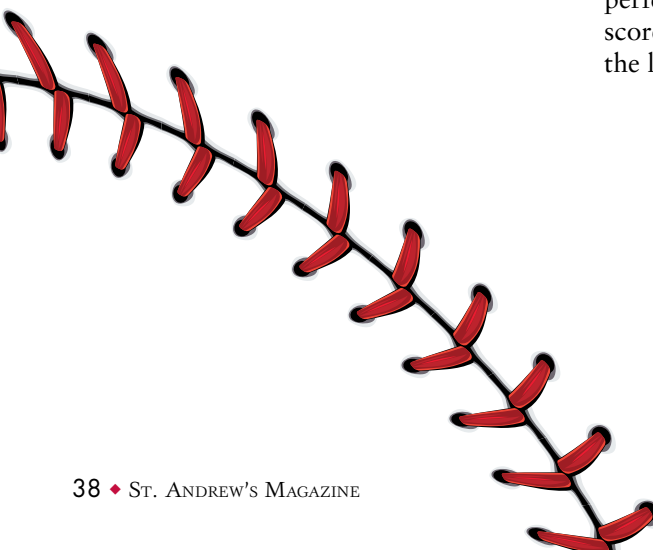
SUBJECT: Game On

I just received word from the McKean coach that the game is on. I do not know if he has stepped outside recently or not.

MAY 17, 9:20 P.M.

SUBJECT: SAS 11 - McKean 4

St. Andrew's played a game when it had rained a great deal, but it was only misty, damp, and cool during the game. Falling behind 2-0, Donovan hit a triple and scored on an error to make the deficit one run. McKean came back and scored another run to go up 3-1. In the top of the sixth inning, the Cardinals exploded for 8 runs. Donovan led off with a double, advanced to 3B on a WP, and scored on a single by Patrick. Baylen drove in two with a single, Cai had an RBI single and scored on a wild pitch. Mac made two outstanding catches in LF including one which took a home run away from McKean's Brandon Ferrara. Johnson, Windels, Simpson, and Manocha combined for 10 hits and six RBIs. Andrew M. put down a perfect sacrifice bunt to advance two runners into scoring position; both scored on Simpson's second double of the day. It was slow start but once the line started moving in the sixth, there was no stopping it.



MAY 18, 8:43 P.M.

SUBJECT: SAS 9 - Westtown 7

In the last game of the season, St. Andrew's defeated Westtown 9-7 in a struggle... John pitched 3.2 innings throwing a shut-down inning in the second, Ji Won came in the 4th to stop a Westtown threat and pitched through the 6th before giving way to Manocha. In the top of the 7th, Westtown added one more run but Baylen shut the door for the save. All seniors started the game in their final baseball game at St. Andrew's. Donovan had three singles, three stolen bases, and two RBIs. Andrew N., Cai, and Mac all had one hit. Donovan, Mac, and Cai continued their fine outfield play. Uche played the entire game at 2B, and Andrew N. held down first base. At tomorrow's sports awards ceremony, it will be announced that St. Andrew's had four All-Conference players: Donovan Simpson 1st team OF, Mac von Oehsen 2nd team OF, Patrick Windels 2nd team SS, and Rick Townsend 2nd team 1B. Congratulations to all four players.



JUNE 19, 7:03 A.M.

SUBJECT: 2016 Sportsmanship Award

This will be my final letter to you all but I wanted to say a couple of things. I have delayed sending you some good news but my close friend with whom I have worked with for 31 years in the Phillies Carpenter Cup died after his battle with cancer. Long trips to visit him and his family, plus 15 hour days in Philadelphia has kept me busy. But I was told last Tuesday by the DE Umpires Association that St. Andrew's won the 2016 Sportsmanship Award for the 5th time. This is an award that all players and coaches can take pride in receiving. It was supposed to be presented at the high school All Star Game, but the game was cancelled because of wet weather. I apologize for not getting the word out sooner.

Second, as I step down as head coach, I want to thank you all again for being so supportive over the years. When I hear other coaches talk about problems with parents, I can only tell them that I have been blessed with wonderful, engaged, and supportive parents who have become close friends to Dot and me. ■



BEN BENTIL '14



AUSTIN TILGHMAN '14



MYLES STEPHENS '15

Saints Alums Compete in National Basketball Tournaments *by Tad Roach*

St. Andrew's enjoyed its own version of March Madness this spring as three former members of Terrell Myers' boys varsity basketball teams competed in the 2016 NCAA and NIT tournaments.

As a spectacular soccer and basketball player, Ben Bentil '14 led St. Andrew's to state tournament competitions in his three years at the School. Bentil earned First Team All-State honors in both soccer and basketball.

Playing forward for Providence College this year, Ben led the Big East in scoring, threatened the all-time scoring record at the Big East Tournament in Madison Square Garden (he scored 38 points against Butler), and joined with All-American guard Kris Dunn to lead Providence to a national ranking and a #9 seed in the NCAA Tournament. The Friars defeated USC before losing to top seeded North Carolina on March 19.

Ben has already earned remarkable post-season recognition. The Big East

named him The Most Improved Player in the conference. The Naismith Memorial Basketball Hall of Fame selected Ben as one of five finalists for the prestigious 2016 Kareem Abdul-Jabbar Center of the Year Award.

One of the top stories in college basketball this year was the rise of Monmouth University to national prominence with victories over USC, UCLA, and Notre Dame. The Monmouth program celebrates the spirit, skills, and leadership of Austin Tilghman '14, one of the best athletes to ever play at St. Andrew's. During his career here, Tilghman earned selection as First Team All-State in football and basketball and established the culture of leadership and generosity that led St. Andrew's to an Independent Conference Basketball Championship in 2013. Monmouth earned the number one seed in the 2016 NIT tournament, but fell to George

Washington in the second round of the tournament.

The 2015-16 college basketball season also featured strong teams from the Ivy League. As one of the most consistent and renowned programs in the country, Princeton this year welcomed St. Andrew's guard Myles Stephens '15 to a team that earned a 2016 NIT bid. Stephens recovered from an injury that kept him on the sidelines for his senior year at St. Andrew's; for Princeton, he averaged over 14 minutes of playing time and five points a game on a team that has returned to national prominence. Stephens is a remarkable shooter and a player who has the ability to break down defenses with powerful drives to the basket.

Three cheers for all our Saints basketball alums playing in a postseason this year!

Heidi (Pearce) Yetman '00 Inducted in Johns Hopkins Athletic Hall of Fame



Former head coach of St. Andrew's girls varsity lacrosse (and SAS alum) Heidi (Pearce) Yetman '00 was one of eight individuals inducted into the Johns Hopkins University Athletic Hall of

Fame on Saturday, April 30. Yetman is a 2004 graduate of Johns Hopkins and was a standout player at both of her alma maters. She currently serves as the Head Coach of women's lacrosse at Washington College in Chestertown, Maryland.

As a St. Andrew's student, Yetman was a two-time Delaware State Lacrosse Player of the Year and high school All-

American. She led her team to two state championships, earning first-team all-conference and all-state honors. She also garnered several individual awards including the Coach's Award and Most Dynamic Player and Most Valuable Player honors in lacrosse, field hockey, and basketball.

Yetman racked up 152 goals and 49 assists during her four-year career with Johns Hopkins. She holds school records for career goals and points (201) by a midfielder. As a senior, she became the Blue Jays' first-ever Division I first-team All-American. During her playing days, she helped Hopkins to a four-year record of 44-24 and their first-ever NCAA Division I Tournament appearance in 2004.

After graduating with a B.A. in Sociology from Johns Hopkins in 2004, Yetman returned to St. Andrew's School

to serve the assistant women's athletic director. She went on to become the head women's athletic director, head girls lacrosse coach, and head field hockey coach at the school, serving in those positions from 2005 until 2008. She coached the lacrosse team to four consecutive state championship games and was recognized with an Achievement Award for outstanding service to St. Andrew's School.

Yetman is currently in her third season as head coach of the Shorewomen after serving as the team's senior assistant coach for three years before that. She was named the 2014 Centennial Conference Coach of the Year.

Article reprinted in part from [washingtoncollegesports.com](http://www.washingtoncollegesports.com).



The Girls in the Zendt

On Wednesday, May 18, the St. Andrew's girls varsity crew team named and dedicated their new eight-person shell as the "Louisa Hemphill Zendt '78", in honor of St. Andrew's alum and longtime Director of Admission Louisa Zendt. Rowers, coaches, faculty, and staff gathered in the Kip duPont Boathouse on Noxontown Pond to christen the boat and celebrate Zendt's many decades of service to the school.

"Rowing taught me everything," Zendt, who rowed for four years at St. Andrew's, said in her remarks. "I owe a great deal of thanks to what I learned on this pond, and to the people I was surrounded by at that time. The lessons of collaboration and teamwork are just stunning in crew."

"Louisa is also the first woman to hold the Director of Admission & Financial Aid position at the School and the first alumna to hold that position," Headmaster Tad Roach said in his remarks at the christening. "She has this unique ability of describing what makes SAS very special, and to make every single family who visits this School feel welcomed and affirmed."

"Her heart and her spirit and her energy throughout most of her career at St. Andrew's," he continued, "has been located in her own experience with St. Andrew's crew. So when Coach Berl and Millie and Grace approached us with

the idea of naming this boat after Louisa, for me it was the perfect way to show all of our thanks to Louisa for all that she does for St. Andrew's."

Zendt has served as Director of Admission and Financial Aid at St. Andrew's for the past 19 years. At the end of the 2015-16 year, she will be moving into a new role as Dean of Admissions. As Dean she will support the Admissions Office in a mentor capacity and through recruiting travel, allowing new Director of Admission Matt Wolinski to focus on his transition work. "Since Louisa will be gone a lot next year, this was our way of keeping her on campus," Saints girls crew Head Coach Lou Berl said as she unveiled the new boat name. "I'm so lucky to be a Coach who is the recipient of such an incredibly beautiful boat, representing an incredibly beautiful person."

"I don't know if St. Andrew's rowers know how lucky they are to be the recipients of an incredibly endowed program, created and supported by rowing parents and alums, who are so proud of this team," Berl explained. The Crew Endowment Fund allows for the purchase of a new boat for both the boys and girls teams every four years. "This endowment supports these two incredible programs, and enables us to do all kinds of magic on the water," Berl concluded.

Zendt came to SAS during the early days of coeducation at the School, and graduated with the Class of 1978. She was a powerful varsity rower in the then-male-dominated sport of crew, and was awarded the Brownlee Crew Prize in her VI Form year. Since returning to work at St. Andrew's in 1997, she has occasionally rowed with the SAS Alumni Rowing Team, and served as a coach for the girls crew team for a number of years.

"Mrs. Zendt has served not only as a coach, but as a role model for the girl rowers," said Co-Captain Grace Egan '16 at the event. "We want to recognize her by dedicating this boat in her honor. Her success both on and off the water has inspired class after class of women at St. Andrew's."

Co-Captain Millie Spencer '16 agreed: "I believe that the Zendt's arrival is the perfect symbol of our season, which has been all about taking charge and proving with every stroke that we have what it takes to call ourselves rowers. In that, the Zendt, as our symbol of female ferocity and rowing excellence, could not be better poised to carry us to victory."

To make a gift to the St. Andrew's Crew Endowment, email alum@standrews-de.org. ■



With **THEM** *in the* **BOAT**

On Saturday, April 16, we honored history teacher and boys crew Head Coach Lindsay Brown for his 30 years of service to St. Andrew's School. Brown and his wife Louise Howlett, who worked for St. Andrew's for 21 years as a chaplain, teacher, and administrator, left SAS at the end of the school year to pursue new opportunities at Dublin School in New Hampshire. Alumni rowers and families gathered on Alumni Point after a regatta on Noxontown Pond, and remarks were given by many, including Headmaster Tad Roach, 2016 Co-Captain Luke Forsthoefel '16, and Assistant Coach Will Porter, who will become Head Coach in the coming school year. "I'm just overwhelmed by all the faces here today," Lindsay said in his remarks at the event. "I talk to the rowers before every race about how they're part of a connected whole of St. Andrew's crew. The alumni are watching: that they care, that they're cheering for them, that their spirit is always with them when they're racing, and that there's more than them in the boat. There's this connection to the past with the rowers, guiding them, pushing them, supporting them, and I feel that so much today. I'm so full of gratitude."



**CELEBRATING
LINDSAY BROWN
& LOUISE HOWLETT**



We all wouldn't be here if it weren't for one person. Generous, compassionate, persistent, and above all, dedicated, Louise Howlett has made this all possible by lending us Lindsay each spring, and most importantly, welcoming him back each summer, so thank you. We love you and we'll miss you.

Instead of trying to capture all that Lindsay has accomplished at this school and what he has meant to the rowing community in this region, in the time I have, I'm going to narrow my focus to what I consider the four most important lessons he has taught us.

First, if you can recall making that first walk down to the boathouse for practice and being intimidated the newness of it all, you may also recall a tall, goofy man in size 14 shoes telling Dad jokes while he gesticulated with his arms in a very strange way. A warm feeling of acceptance may have washed over you as you realized that the boathouse under his leadership was a safe space for the misfits of the world. Through his example, we learned to both be vulnerable and embrace our differences.

Second, you may be able to conjure up the deep soreness you felt on the third day

of rowing camp when your "wake-up buddy" roused you out of bed at 6:55 a.m., and the subsequent feeling of dread as you gingerly lowered yourself down the stairs from your dorm one excruciating step at a time. You briefly considered throwing yourself down the stairs hoping that a broken leg would get you out of the upcoming five mile run, the third in as many days. Then, when you stepped outside into the frosty air, you saw him laying out loops of clothesline on the ground and heard him give instructions for how





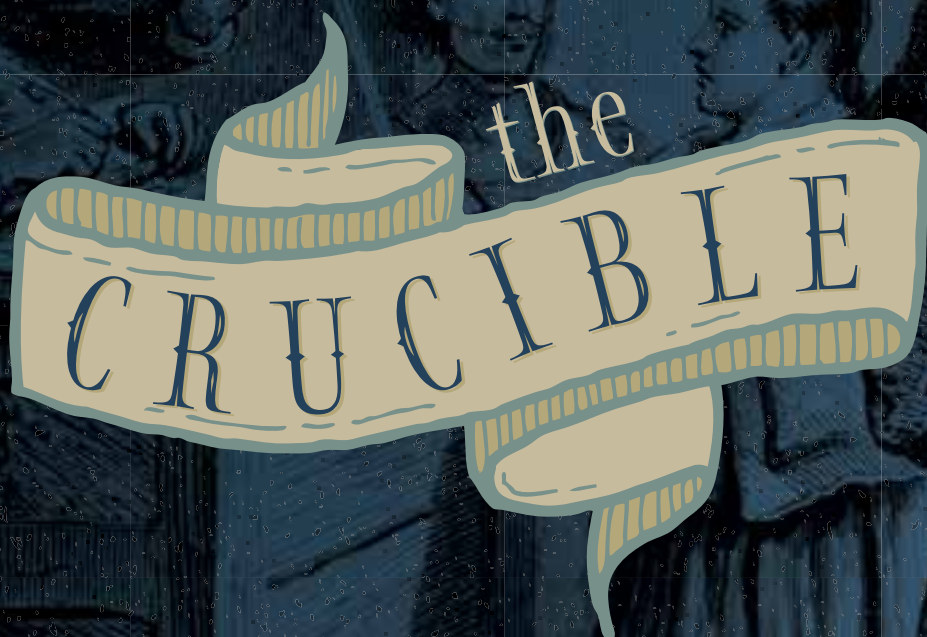
to tie yourselves together. Later, as the sun came up, you made your way around the fields as part of a plodding, 18-legged creature, either being pulled along, or doing the pulling. This is when you learned that you can be only one or the other, and the realization hit you that the way to express your gratitude for being pulled along is by pulling along someone else when your turn comes. Thus, even before we learned how to row, he taught us how to take care of each other.

Third, it is, of course, in the crucible of rowing that we have learned some of the most salient lessons. I'm sure you each can recall the signature twinkle he got in his eye as he watched you, gasping for breath, turn the boat around to begin another set, or the particular glee he took in saying the words, "British Olympic Sets." Other than good old-fashioned sadism, we know the reason he set these tasks before you is that by testing the limits of your physical courage, you practiced the art of giving. In these moments when your mettle was tested, you knew that you couldn't let your teammates down and so you found a way to keep going, to give even more. Thus, you broke through your mental and physical barriers and learned that your success depends solely on the strength of the bond you have forged with your teammates. Winning, then, is a validation of these bonds.

Last, as it does in every season, there came a time when you fell short of expectations and learned the most important lesson of all. The sensation was that of a rope slipping through your fingers followed by a sense of disappointment building in the pit of your stomach as you rowed back to the dock in silence. But this is not what has stayed with you. Instead, you hold on to the feeling you had when he met you there, told you he was proud of you, and grabbed your oar to pull you in. These are the moments when he taught us how to forgive each other, how to be gracious, and how to be humble.

—excerpted from Assistant Coach Will Porter's remarks





the
CRUCIBLE

This February, St. Andrew's Theatre staged a winter production of Arthur Miller's classic *The Crucible*. The play—a dramatic retelling of the Salem Witch Trials that took place in Seventeenth Century Massachusetts—is a pointed allegory for McCarthyism, a warning against the dangers of unfounded suspicions and accusations run rampant.

Despite being penned in the 1950s, the play's subject matter and themes struck Director and History Department Chair Emily Pressman as keenly topical.

"*The Crucible* is the most challenging production we've done in the decade we've put on the Winter Play," Pressman began. She was sitting at the head of her Harkness table, in Founders. "One of the things that really struck me, and part of

the reason why I chose the show this year was that it felt like a crucible moment—right now feels like a time when Americans are wrestling with the questions that the world of the play is wrestling with.

"To do this play well," Pressman went on, "you have to fully engage its moral seriousness, but not in a moralistic way, not in a way where it becomes an empty fable, one that feels scolding rather than feeling like it has dire ramifications. And the reason I knew I could do it this year was because of this group in the room right now, and the rest of the cast—really knowing that these morally complex, flawed admirable people would be in the hands of young actors who could give them the nuance they deserve."

The actors she spoke of were seated around her—VI Formers Juliette Neil,

Andrew Nolte, Garrett Hanrahan and Mason Sheridan—all of whom blushed at their director's high praise.

That four St. Andrew's seniors could collaborate toward staging an emotionally sophisticated play comes as no surprise; in many ways, such dedication and determination are the hallmarks of all St. Andreans. What was noteworthy about this particular group was their relative newness to the stage; three of the four leads—all but Neil—had never before acted at St. Andrew's. And that's not the only thing these performers have in common: all are also varsity athletes—in soccer, tennis, cross-country, football, baseball and wrestling.

When asked if their time on the stage bore any resemblance to their experiences on the field, all four nodded their heads.

"It was just like in cross-country," chimed Neil, a veteran actress who played Abigail Williams, the play's lead. "You're an individual part of a collective. You have your role—all of your lines and blocking and cues—and you have to push yourself to handle those by yourself as best as you can. But then you have other people pushing themselves, too, and their performances push yours."

"It's like any good team," added Sheridan, who played Mary Warren. "We all relied on each other for success. You owe it to everyone on stage with you, to give it your all."

Nolte, who played the Reverend John Hale, grinned in agreement. "The whole process—the rehearsals, the productions—it was exhausting,"

he said. "I left everything I had out on the stage."

Hanrahan explained that, if it weren't for football, he might never have auditioned in the first place. "I put on 30 pounds during the season," he explained, smiling devilishly, "so I couldn't wrestle, so there was that." At this, the entire classroom erupted into laughter. "But I'd [taken classes with] Ms. Pressman before, and I had a lot of friends involved, so I figured I'd see if acting was something I might want to pursue. It was a trial run, but I ended up having a great time. I learned a lot when it came to character development—understanding these people's complexities—and the way the playwright's language is so intricately designed."

Hanrahan wasn't the only performer who learned more than they'd anticipated through the process of acting.

"One of my favorite parts of the entire experience," Sheridan said, "was getting out of my own headspace and into someone else's. Experiencing these powerful moments in the characters' worlds. Feeling, for a moment, like I really was another person. There were two different worlds: the world of St. Andrew's, and the world of my character on the stage."

Nolte shared in this sentiment; he, too, found himself captivated by the experience of occupying someone else's life. "There was just something about my character that really I enjoyed," Nolte began. "Hale is basically coming to grips with the fact that he can no longer stand for the

church and all he's ever invested in. He has to decide whether he can stand for what's right, even while taking into consideration his obligation as a minister. How do you separate yourself from the work you have to do and doing what you actually believe in?" Nolte paused to consider such a choice. "I wanted to see myself grow and show that side of me and my character. Yes, he was flawed, but, at the same time, he was also the one engaging the conflict and asking the



Mason Sheridan '16, Andrew Nolte '16, Emily Pressman, Juliette Neil '16, and Garrett Hanrahan '16

play's hard questions. That was the role I wanted to play, the character I wanted to embody."

Hanrahan, who played John Proctor, noted his character's sizable inner struggle. "There's so much regret for him," Hanrahan said. "A large part of the play was his quest to figure out whether he was a good man, and that's something we all think and worry about. It was so interesting to see my character's struggle—to learn so much about him, but also about myself."

And while the hard work of getting into character and rehearsal ultimately culminated with a successful set of performances, the process wasn't without its trials and complications.

"Ms. Pressman talked about how you have to make the world come alive on stage," Nolte began. "You have to make the audience believe that what's in front of them is real. And at first, I was like this doesn't make sense. We'd be doing the staging, and I'd be like this is my character, but only for the moments that I'd be on stage. Then I'd be done and go right back to my normal self. But in that final week before we opened, when we were running through the whole play over and over, that's when I really began to feel immersed in the world of the play. And that was one of the best parts of my experience."

"Salem during the Witch Trials was just a different world," Neil said. "Getting into the mindset of a person who's trying to inspire this mob mentality across her entire village, having to believe in that mentality myself—that was difficult for me."

"Memorization was a big issue," Hanrahan added. "The four of us fell behind with that, so we had some late nights running lines over pizza."

On top of it all, there were the nerves that come part and parcel with any live performance.

"On the day of the first show, I couldn't eat a single thing," Nolte began. "But then Ms. Pressman got some baked goods in me, and that got me fired up."

“Yeah,” Sheridan said. “I actually feel quite blessed with the role that I had, because she was neurotic as a character, so I was allowed to look really stressed out—which I was!—but my character was too, so it just worked out perfectly. She was a mess!”

As if often the case when staging a production, the cast members developed a few rituals for luck and to mitigate stress. Hanrahan always buttoned Nolte’s top button; Sheridan and Hanrahan passed time backstage doing handstands; the girls ran around and screamed to blow off steam.

But through it all—the practice, the memorization, the funny rituals—the entire cast arrived at their goal; they had come together and brought to life Miller’s important play, and the result was nothing if not satisfying.

“It was a remarkable experience,” Pressman said, “sitting in the audience and being able to gauge their reactions. To sit and hear your colleagues weeping, to see them lean forward in their seats during the courtroom scene, totally engaged—it was amazing. Their performances were strong enough to separate them from who they were at SAS—the audience truly saw them as their characters.”

“It was also remarkable,” Neil added, “to watch my fellow performers, my fellow cast members—to see all of us grow together, to become better and better because of each other.”

As these seniors prepared to make their exit from St. Andrew’s and move on to their lives’ next stages, all four

couldn’t help but note the importance of this particular experience.

“This experience is certainly up there for me,” Hanrahan remarked. “With this project I had the luxury of time, so I really dug into my characterization of John Proctor. I could explore so many facets of acting and take creative risks. I could explore ways to relate his story to my own. I learned from this moment that there could be so many things out there, like acting, that I could have such a deep, yet undiscovered passion for because I have devoted all of my time to sports. In college, I will not be playing sports. I’ll look to uncover those passions, and I can’t wait to see what I find.”

“As happens so often with activities at St. Andrew’s,” Neil said, “I was impressed with the ways people who had never done this kind of thing before made it incredible. The special thing about acting, though, is that it is so clear to see people’s improvement throughout the process, and to then become more invested in the play because of it. For me, *The Crucible* was one of the most obvious displays of how commitment and passion travels from person to person, and how far that can take something.”

Thanks to tireless efforts of all the show’s cast members, not to mention the inestimable dedication of Emily Pressman, it’s an experience St. Andrew’s theatregoers will have again and again, winter after winter.



Saints Instrumentalists Recognized with All-State Honors



St. Andrew's School musicians had a strong showing in the Delaware's All-State student music festivals this year. In March, seven leaders in the string section were named to the 2016 All-State Orchestra, and six wind players were named to the All-State Senior Band.

Making the orchestra were violinists Sophia Torrance '16, Jacqueline Wang '17, Noelle Yoo '18, Enok Choe '19, and Dylan Torrance '18; cellist Xander Geiersbach '16; and bassist Brando Leggott '18. In May, Brando was further recognized with All-Eastern Orchestra honors by the National Association for Music Education.



In the All-State Orchestra, Noelle served as principal second violin, which means she was selected from the first violin section to lead the second violins. She ended up sitting next to Enok, who wound up sitting assistant concertmaster after the final audition results were tallied. Sophia and Jacqueline sat next to each other in the third stand of the first violin section. Both Brando and Xander were solidly in the middle of their bass and cello sections, respectively.



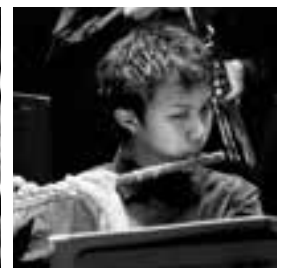
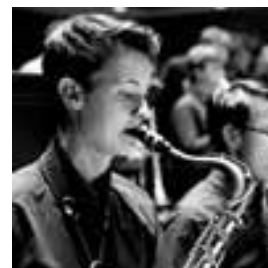
St. Andrew's hosted the All-State Orchestra Festival for the first time this year, and all gave a fine performance in our own Engelhard Hall on Saturday, March 5, under the direction of guest conductor Jean Montes. "It made me so proud to watch our top string players place so highly and play so expressively among the state's best musicians, and I was really thrilled to be able to share our beautiful O'Brien Arts Center for this amazing event," said St. Andrew's Orchestra director Fred Geiersbach.



On Saturday, April 9, six St. Andrew's wind players performed with the All-State Senior Band, which concluded its three-day festival with a performance at Mt. Pleasant High School in Wilmington, Del. Selected to the band were Daniel Jang '17, oboe; Vincent Chen '18, clarinet; Cindy Lay '18, bassoon; Min Heo '17, alto saxophone; William Gray '18, tenor saxophone; and Bill Hu '16, flute. "I'm so fortunate to sit down with Bill, Daniel, Cindy, and Vincent each week to play woodwind quintets, and to realize they are an all-All State chamber group," Geiersbach said.



"One of the best stories of this year's auditions is Bill Hu," he continued. "When Bill came to St. Andrew's as a freshman he had barely started to play the flute. To see how far he has come in so little time is stunning. Now to finally make All-State as a senior musician is evidence that a student can start playing music as a first-year St. Andrew's student and achieve on the highest levels by the time he graduates."





Esteemed Chamber Music Duo Performs at SAS

by Fred Geiersbach

On March 23, St. Andrew's hosted a concert by the esteemed Delaware chamber music duo 6ixwire, as part of the school's ongoing Haroldson Masterclass Concert Series.

6ixwire was founded by University of Delaware violin virtuoso Professor Xiang Gao and erhu (a bowed, two-stringed instrument used in Chinese music) virtuoso Cathy Yang. Gao and Yang performed in Engelhard Hall, accompanied by pianist Dr. Matthew Brower. For contractual reasons, the School was not permitted to Livestream the event, but many attended the performance and were treated to an extraordinary concert featuring works by both Chinese and Western composers, all specifically arranged for this ensemble.

Each year, St. Andrew's Orchestra Director Fred Geiersbach works to bring distinctive professional string chamber groups to the School. "To see my friend Xiang Gao and my new friends Cathy Yang and Matthew Brower playing in our hall with so much individual expression and synchronicity gave me such an adrenaline rush. I'm so happy my Chamber Music students could witness

the way these artists worked together and performed to such a supreme level of musicianship," Geiersbach said.

Chamber Music student and pianist Michelle Gao '16 was struck by the novel combination of the violin and erhu.

"I was extremely excited about and moved by the concert," Michelle said. "First of all, of course it was awesome to hear music from my own country played here at St. Andrew's. Professor Gao noted that the goal of 6ixwire is to perform on two similar but actually really different instruments, and to play pieces from both Western music culture and Eastern music culture, which, in a broader sense, signifies the merger of two music cultures. It was also really interesting to hear the piano play a folk song from China's Xinjiang Province, because piano isn't an instrument used frequently in folk songs from different regions in China."

Violinist Jacqueline Wang '17 was particularly moved by 6ixwire's performance of *The Butterfly Lovers*. She had studied the score in her Advanced Music Theory course with Dr. Geiersbach and intends to work on the violin solo

in the piece next year with the School orchestra.

"6ixwire thoroughly combined the tangled bitterness and joy in the story of the *Butterfly Lovers* through their exquisite skills, vivid facial expressions and the communication between the two players," Jacqueline said. "Their performance had me on the verge of crying, making me feel as if I was part of the struggle of the story."

"I was amazed by the perfect combination of the violin and erhu," Michelle concurred. "Professor Gao and Professor Yang were able to convey the feelings and messages of the songs through their frequent eye-contact, head-leaning, and other expressions. *The Butterfly Lovers* is one of the most famous Chinese operas, and I was touched by how Professor Gao and Professor Yang imitate the sound of crying using their bows."

"After the concert, I was fortunate enough to stay and chat with Professor Gao," she continued. "I felt so lucky that I got to talk one-on-one with a real music virtuoso who spreads Eastern music in such an inspirational way."

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always know what you mean

Joycelin Farmer '17 on her poetry & performance

Tell me a little bit about yourself. Where are you from, and how did you come to be a student at St. Andrew's?

I was born and raised in Philadelphia. I've lived in the same house my entire life. When I was in eighth grade, I became a part of this program called A Better Chance, or ABC. What they do is connect people of color with independent schools that they maybe wouldn't otherwise be able to afford. Through that program, St. Andrew's was one of three boarding schools that I got matched with, and it was the one by far I liked the best. I got on campus and I was like, "Oh my gosh, this is the one. I need to go here." My parents didn't tell me [at the time], but they felt the same way.

I got accepted. That was a good day. My parents withheld my acceptance letter until they knew that we could do it, that we could afford it. My brother—we're four years apart—and he was going to college. But I woke up one morning and the acceptance letter was on the dining room table. I was happy. Eighth grade was a hard year for me, so I was happy that I could start somewhere that I wanted to be.

Why was eighth grade a hard year for you? Do you mind me asking?

No, not at all. I'd just outgrown my middle school a little bit, academically. I wasn't learning anything myself. I would ask for more work and wouldn't get it, and then I would be disruptive, because I was just being unproductive. I have a strong personality. I did not react well to people pushing back and ignoring me. I was also an oddball in terms of my peers. I'm just from a different family. We're all black, but... I'm in that weird middle class socioeconomic range. Not rich enough to hang out with the white kids, but not poor enough to hang out with the black kids. So that was hard, but I got through it.

And now you're here. So how did you get started doing spoken-word poetry? What's the origin of your interest?

So, my family, we're pretty close. We can spend afternoons just showing each other things we think are funny or interesting. One day, in eighth grade, my

dad showed us the *To This Day Project* [an anti-bullying spoken-word poem by Shane Koyczan that has been turned into a TED talk and an animated video], and I cried. I actually cried. Like I said, eighth grade being a hard year for me—a lot of stuff he was saying resonated with me.

I'd always written. I was that child who likes to write. I also like song. And [Koyczan's poem] was the perfect combination between a lyrical piece and poetry and a story. It was a narrative. So I looked up all his poems, memorized them. Then I started writing my own, and they were awful. They were just really bad. Each poem I've written, I look at over the course of years, and they're never really done. Even after I perform them, I go back and change things.

When did you begin performing the poems you're writing?

My valedictorian speech [Joycelin was valedictorian of her middle school] was the first poem I ever performed. I think [that experience] gave me a sense of the power—not that the power is hidden in the beauty of a poem, but—there's something about the performance aspect of spoken-word, and the way the words fit together, where I feel like I can just say what I want to say. So I was brutally honest. I said how hard that year had been, not just for me, but for a lot of us. It was empowering. I wanted to do it again.

Did you get a good response to your valedictorian speech?

I did—I remember a lot of parents and teachers saying, 'Great job,' and since it was someone besides my parents saying it, I was like, 'All right, maybe I'm good at this.' I entered a competition that summer, and I didn't place. That was when I realized that my poems were not that good compared to the poems of people who have been writing for years! But I kept writing. I still don't think I'm good. I think I've developed this skill, but compared to some of the poems I hear—I mean, I think I listen to maybe five spoken-word pieces a day. I follow Button Poetry, Sarah Kay, Alysia Harris... I got my YouTube channels!

So did you start performing spoken-word pieces as soon as you got to St. Andrew's?

Not at all. I went to Haiti during spring break of freshman year, which was amazing and life-changing. Our initiative there was to give electricity to thirteen homes via solar power, but less as a 'we are giving you money and we are going to do this for you' kind of thing, and more of a collaboration. We were conscious of—is this just me going in and giving people things, or am I helping them learn something so they can sustain themselves? Anyway, we had a Haiti Chapel [a Wednesday night Chapel service about the trip], and for my Chapel Talk I did a spoken-word poem. It wasn't that good, but my big sister, Janeé Dennis '14, she said, 'You need to perform at an Open Mic Night. We need more of this.' So I performed for Open Mic Night, and I had nothing memorized. I was reading off a piece of paper. My hand was shaking. I realized that in memorizing a poem, I could really work on the performance, and on my public speaking—diction, what you're doing with your arms, how looking this way or that way affects what I'm saying.

How do you find the time to not only write but also memorize poems, in between everything else you've got going on?

Well, it's easier to memorize things you've written yourself. If I want to memorize something, I'll print it out and carry the paper around with me, and I'll just recite it in my head. I'll read one sentence and then have that sentence in my head for the next three hours. And then I learn the next sentence. It's not a sit-down, highlight-in-different-colors thing. It just happens.

Like I said, I really enjoy music. I like songs. I enjoy the flow of what spoken-word poetry is, and I can't stop in the middle of a phrase. So I have to learn the next one, because I have that vision, to finish off that part of the music. I have to memorize the next part, so I can say it. Because it's pretty. I want to hear it.

So when you perform, you memorize, but do you practice your performance as well? Or do you just get up on stage and it's all of the moment?

I just wrote a poem for Creative Writing that was a spoken-word poem, and when Mr. Torrey asked me

there's so
much more
to writing
than just
prose

to read it in class, I was just, you know, reading it, because I didn't know how to perform it yet. I didn't know how to say the poem yet. I didn't know what my tone would be.

I decide what I'm trying to portray, not through my [written] words, but through my speaking the poem, through my motions. I'll start out just trying out some different things. I'll do something in particular that will make me say, 'Hey, that was pretty good,' and then I'll try to remember that action for that moment in the poem. Certain things will just happen during the performance,

too. For example when I'm reaching the peak of the poem, I draw out my words, my voice will rise, and then I have to come back down from that. Usually I don't think about it. It just happens.

I'll perform it once, either for Camille [Seeley '17], or Mrs. Lazar, the night before. Camille is my best friend. She was the first person I ever shared that I wrote poetry in the first place. Before a poem is in the performance stage, that's a very vulnerable place for me to share my writing. But I did that with her and it was good. She listens, and she tells me what she does and doesn't like. So, when I perform, I think of getting it across to Camille to understand. When I perform, I know that someone else understands what I'm talking about, even if the other 299 people in the audience don't. Also, [Spanish teacher] Mr. Miller—we call him *Profe*—he's really real with me. He'll listen to a poem and he'll just be brutally honest with me. That has really come out in my own writing. From him I know to—just say it. Sometimes what you're saying can be poetic, but always know what you mean.

This is kind of a cliché question, but: what do you want to do when you grow up? Is this a hobby for you or is this something that you want to do forever? I want to be this. It's my art, and it's what I like doing. I identify as a writer, but I'm a performer too. I like telling stories. I want to be on NPR. I don't care which program it is! They have some great story podcasts. That could be me. And I want to teach—I think a lot of writers teach on the side. I don't want to teach how to write—I want to teach how to perform. There's so much more to writing than just prose. ■



A R T S W E E K E N D

On Friday, May 6 through Sunday, May 8, St. Andrew's School welcomed families, alumni, and friends to campus to celebrate its annual Arts Weekend, a three-day showcase of student artistic endeavors and performances. Students put on an exciting and stunning program of events across all artistic fields of pursuit offered at the School: painting, drawing, ceramics; choral and instrumental music; theatre and dance; photography and film; and creative writing. "Arts Weekend has become a pre graduation rite of passage at the School," said Headmaster Tad Roach in his remarks to parents on Saturday morning. "Arts Weekend is the signal that the year is coming to a close, final performances are being given, and the future is emerging. So what you'll be seeing this weekend are moments where students are not only performing for all of you, but also beginning to try to articulate what this place has meant to them."





ARTS Student Art Show | May 2016









Orchestra | Friday, May 6 | 8:30 p.m.























CANTAR MIS VERSOS DEL ALMA

ST. ANDREW'S CHORAL SCHOLARS 2016 CONCERT TOUR OF CUBA

St. Andrew's Choral Scholars and their Director Nathan Costa spent the first week of their spring break traveling to Cuba for a concert tour of that country. Choral Scholars participated in musical exchanges with Cuban choirs; performed works from their own repertoire; learned new pieces from the Cuban singers; and explored a newly opened Cuba's traditions and culture.

"There are nine professional choirs in Havana," Costa said, "so the musical exchanges alone are an important reason to go to Cuba. Musical exchanges require choirs to step up and sing without a lot of rehearsal in a new space. So they were a great chance for our singers to work with other choirs and other directors and to learn new techniques and repertoire from our hosts. Our students learn so much from living in that moment of travel and performance."

Students and chaperoning faculty—which, beyond Costa, included History Department Chair Emily Pressman, Classics Department Chair Giselle Furlonge, III Form Dean Matt McAuliffe, IV Form Dean Julia Smith, and Spanish teacher David Miller—first traveled to Washington, D.C., on Sunday, February 28, where Choral Scholars sang a joint *Evensong* with other mid-Atlantic Episcopal schools at Washington National Cathedral. They then traveled from D.C. to Havana, connecting through Miami.

The group spent seven nights in Havana, and during their stay, participated in three exchanges, two joint concerts, and one solo concert. Musical excursions included a workshop with local choir of music teachers, Voces de Ebano; a joint concert with Voces de Ebano and Novel Voz, a Cuban a cappella jazz ensemble; a learning workshop and joint performance with Vocal Luna, one of Cuba's principal professional choirs and Havana's only all-female ensemble; and an exchange with Coro Diminuto, a fine children's choir based at Alejandro García Caturla Elementary School of Music. At the end of the week the Choral Scholars gave a standalone performance of their repertoire at the Iglesia de Jesus de Miramar in Havana, the second largest church in Cuba.

"I had no idea, before we actually went there—most of us didn't—that Cuba has such a great choral music culture," said Shridhar Singhanian '18. "I picture Cuba as beaches, gorgeous waters, old vintage cars, and maybe tango or salsa music, but not choral music. All of the choirs we exchanged with were amazing. The first choir we exchanged with was an all-women choir, and the sound they produced was absolutely fantastic. They had female tenors!"

"At St. Andrew's, the kids are doing so many different things over the course of a week," explained trip chaperone Emily Pressman, "so the fact that they get to spend a week focusing together on making music is a really remarkable experience for them. For all of the incredible places that the Choral Scholars have gotten to go to over the years, the kids often talk about this as one of the more powerful parts of the experience: to have that kind of intensive, singular, collaborative focus on music."

One standout musical experience cited by many Choral Scholars was the exchange with the middle school students of Coro Diminuto. "My favorite was when we visited the school," Shridhar said. "The kids were younger—most of them were sixth or

seventh graders, I think, and there were no instruments. We were in this tiny room, maybe a little bigger than one of our classrooms. The school was so basic in terms of its resources, but the sound the choir produced was some of the best I've ever heard. At the end of the performance they sang *Imagine*, by John Lennon, which was particularly beautiful."

"The Coro Diminuto students blew us away when they concluded their performance with *Imagine*," agreed Austin Brannan '19. In an unexpected moment of harmony, when it was their turn to perform, Choral Scholars sang *Let It Be* by the Beatles for the Coro Diminuto students. "The local students were truly overjoyed to hear our performance and to share theirs with us," Costa recalled. "There was such life and joy in their sound."

"Because it was an arts school, you could tell that the students really appreciated the music," said McAuliffe. "Younger kids who weren't in the choir were lined up outside the classroom windows to watch the performance. A Cuban student next to me was talking, and all the girls around him were saying,

'You need to *Shh!* We want to hear this music.'"

Following the performance, students rushed to trade choir photos and concert recordings. "It was kind of this joint rockstar moment," Costa said. "I think the students absolutely loved it."

"We got to know each other a little bit," Shridhar said. "After the performance we were all in a line, shaking hands, and then we started hugging and talking. These little girls came up and kissed some of us on the cheeks. We gave them some recordings of our music, and they signed things for us. It was really cool."

"The Cuban students were a little bit younger, so they were just infatuated with the Choral Scholars," McAuliffe said. "They wanted autographs. They gave us posters and stickers. Our Choral Scholars would ask the kids to sign them, and then the kids would ask the Choral Scholars to sign things for them."

"Going into a Cuban school, seeing it in action, seeing our kids interact with this group of younger singers and engage with them across cultures, and seeing how excited both groups were to have this opportunity, both musically, but also to just sort of see one another—that, for

me, was a real highlight," said Pressman. "Music was a way of bridging all of that."

"You could see how the exchange of language and of music can transcend the wrangling of international politics," Costa noted. "There was no sense of jadedness on either side; it was just this innocent communal experience of singing for one another."

Choral Scholars participated in a number of non-musical excursions around Havana and the surrounding countryside. "We had lot of different cultural experiences on top of the singing with different groups," recalled Jack Sohm '16. "Every detail was planned out really well. The first day we had this walking tour of Old Havana, and we went to this old military fort. That night we had salsa dancing classes. I'm not a dancer whatsoever, so it was—interesting. But it was really fun. Everyone was just so relaxed and we were goofing around and enjoying it."

"Normally with a group of 30 adolescents, there's going to be some kind of peer imbalance," noted trip chaperone Matt McAuliffe. "You know, 'Oh, these people aren't salsa dancing, so now I don't want to salsa dance.' But there wasn't any

NOTES FROM ABROAD | Excerpts from the Cuba trip journal of Head Chorister Taylor Jaffe '16

2/29/2016 | 3:49 PM

"...I've been using my melanin and my smile to try to assimilate as well as feel comfortable, and the women have been nice, same with the men, except I got a wink and don't know what that means..."



3/01/2016 5:22 PM

"Today we listened to some amazing singing humans/made new Cuban friends, I liked the alto named Lizzie. They were legitimately amazing and they blended so well and they danced while singing (very different from Noxontones dancing though). Also they were so nice and fun and I was feeling it."

3/02/2016 5:32 PM

"We went to the Revolution museum to sing with the Voca Luna choir (only professional women's choir in Havana (?)) they literally blew my mind, wow goals... Before we heard them though, we all rehearsed *Guajira Guantanamera* for what seemed like ever. At first Costa directed, then their director stepped in and got us to mix together and sing and dance..."



of that. They were all very into the salsa lessons, and they took full advantage of it.”

“The best part was,” McAuliffe continued, “the next day at lunch, we were eating outside in Old Havana, and this live music started, and the kids spontaneously got up and started salsa dancing with each other. To me, that showed how fully immersed they had become in the experience. They weren’t salsa dancing because it was part of the night’s activities. They were salsa dancing because it was beautiful, and they were in Cuba, and they kind of knew how, so they might as well try. There was certainly a sense among the kids of: when in Havana, one does such things.”

“Every time we had a meal, there was live music,” Jack said. “We were outside in this kind of courtyard area eating with another group, Voca Luna, that we sang with, and this live band comes over and starts playing. And I think it was Uche [Amakiri ’16] and Taylor [Jaffe ’16] who stood up and just started dancing what we learned the night before, and then everyone else started to go.”

Other outings included a trip to the Museo Nacional de Bellas Artes, Cuba’s

national museum of fine arts; a lunch at Xanadu Mansion, a former duPont family vacation home in Havana (now a B&B); a visit to a cigar factory; and a traditional Afro-Cuban dance performance in which Choral Scholars were pulled up on stage with dancers for the grand finale.

“When we went to the cigar factory, a few of the kids got the opportunity to sing,” Pressman said. “Cuba has one of the highest literacy rates in the world. Even in the cigar factory there’s a reader employed to read to the workers. He reads the newspaper in the morning and then a piece of literature in the afternoon. So Jack and Rachael [Lurker ’16] went up to where the reader usually sits, and sang for the workers.”

The group also made a daylong excursion to a nature preserve in the Viñales Valley, where they explored underground caves and took a boat ride on a subterranean river. “We were in this cave for at least three hours,” recalled trip chaperone Giselle Furlonge, “and Ruth [Puryear ’17] and Augie [Segger ’19] and some of the other students started singing *Bogoróditse Djévo* [an Old Church Slavonic version of *Ave Maria* by

Estonian composer Arvo Pärt]. They were leading themselves in song.”

“We certainly learned a lot through just the act of traveling,” Costa said. “We learned about taking care of ourselves on the road, and taking care of others. It helped to be traveling with very little internet connectivity, too. I think we all enjoyed having a genuinely connected experience with new people who were so open and welcoming of us, in what was truly a new place for us.”

“Usually, when you’re traveling as an American, you at least have McDonald’s as a reference,” Furlonge continued. “But that’s not possible in Cuba. There’s no physical familiarity. So the only thing to tether you was the group, and the music—the power of song. The music was their purpose for being there. I felt that, and I wasn’t even singing. It was different than your typical high school trip.”

“We were definitely working while we were there,” Jack concluded. “We went to perform, to practice, to meet new people. But it didn’t feel like we were working because we were having so much fun with all of it.” ■



"During the meal Uche and I started to salsa when a band came, and then the other people started to, then the other choir got everyone up and we all danced! Then we sat down and ate dessert to *Guajira Guantanamera!* Lol wow, that song is the anthem of this trip."



3/04/2016 10:10 AM

"Um finished our cigar factory tour and *yo no se* how to feel... it felt weird that basically everyday groups of white people will come through and watch them work. Huh, seems like an old nightmare @OscarWao."

"Yesterday was very nice and very long, slept in which was glorious and beautiful then we went to a school of music where we sang for some kids and they sang for us! My heart melted, also I got chills when they sang *Imagine* by Lennon."

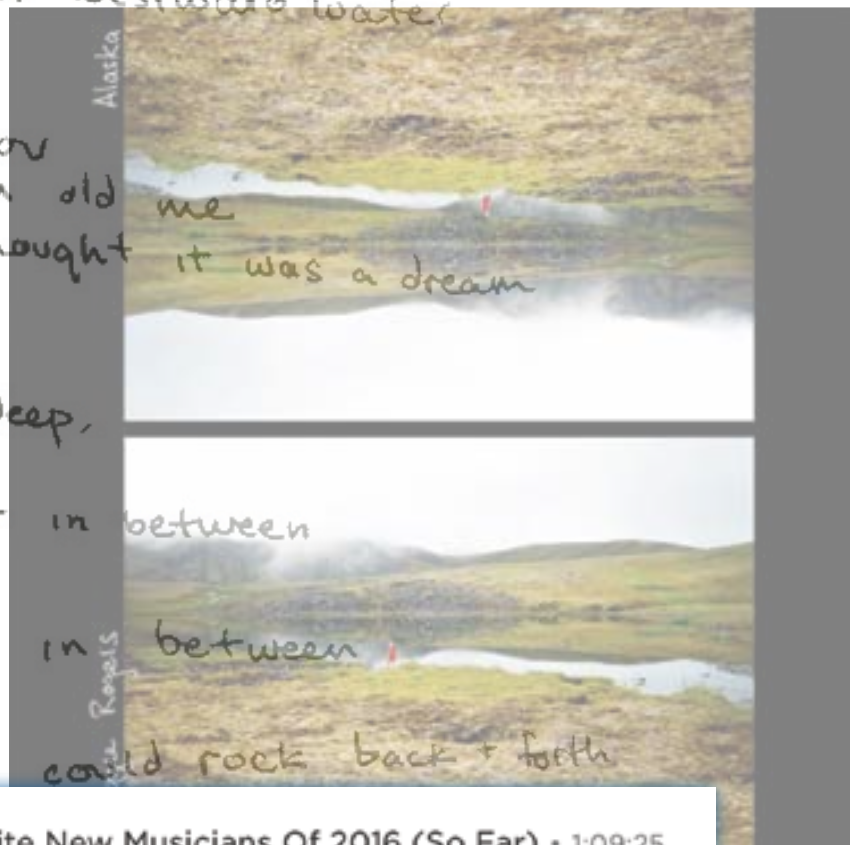
Alaska

I was walking through icy streams
that took my breath away
moving slowly through westward water
over glacial plains

And I walked off you
And I walked off an old me
oh me oh my I thought it was a dream
So it seemed

And now, breathe deep,
I'm inhaling
You + I, there's air in between
leave me be,
I'm exhaling
You + I, there's air in between

Get your hair so I could rock back + forth



Your Favorite New Musicians Of 2016 (So Far) • 1:09:25



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5. Maggie Rogers

'Alaska'
from Alaska

"Have to thank social media for this one. I'm not a dance clubber. Just a foot tapper, head sway-er. Her voice is mesmerizing. Musicality so layered and complex. Will keep watch for this one."

You + I, there's
Leave me be
I'm exhaling
You + I, there's air in between

Major Saints pride for Maggie Rogers '12:

this spring, she shared an incredible moment with Grammy-winning producer, songwriter and artist Pharrell Williams in a music masterclass at NYU Tisch School of the Arts. Pharrell led the masterclass, listened to and critiqued students' music, and offered insights into the nature of the creative process. After listening to Maggie's song *Alaska*, Pharrell said:

"Wow. Wow. I have zero, zero, zero notes on that. And I'll tell you why: it is because you're doing your own thing. It's singular. It's like when the Wu-Tang Clan came out—it's singular. You either liked it, or you didn't, but you couldn't compare it to anything else and that is such a special quality. All of us possess that ability, but you have to be willing to seek. You have to be willing to be real frank in your music and in your choices. Sometimes—most of the time people will say 'I'm going to make this kind of song,' so it ends up sounding like something we've heard before or felt before. I feel like—your whole story, I can hear it in the music... And I love your singer-songwriter verses. Singer songwriters



are the best. I love them. That's what I love about Stevie Wonder's music. As much as his music was huge and pop, he was a singer-songwriter. He really told stories. And I felt that just then. But I felt—I've never heard anyone like you before, and I've never heard anything that sounds like that. That's a drug for me. That was cool."

As of press time, Maggie has three original songs in the Spotify United States Viral Top 50 chart: *Resonate Body*, *Satellite*, and *James*. She wrote *Satellite* in an SAS classroom when she was 17, and the trumpet player on the song is fellow Saint James Craig '12 (who is also the person about whom she wrote the song *James*).

When we let Maggie know that we played the video of her working with Pharrell at a school meeting in late March, she replied in a return email to photography teacher Joshua Meier (who has created some of her album art):

"It's impossible to put into words what the support of this community has meant to me over the past few days, but really it's the past eight years. St. Andrew's for me is a place and a community that dared me to experiment, asked for me to rise to every challenge, and expected me to be no one else but myself. It taught me that if you're open and honest and work hard every day, that you will inherently do the work you are called to do and that itself has the power to change the world. Sending all my love to you guys. Keep supporting each other in everything you do—it's the Saints way. I wouldn't be me without my classmates. Have an extra cookie for me at lunch."

Much love from your St. Andrew's Fan Club, Maggie!

To listen to or purchase Maggie's music, visit <http://listentomaggie.com/>.

ST. ANDREW'S MOMENTS

- 1 Richard Einhorn '17 practices bojutsu with Religious Studies teacher Jason Kunen, who founded a popular Sunday afternoon Self-Defense Club this year.
- 2 The Tuesday before graduation, St. Andrew's hosted the Special Olympics of Delaware as they held their annual Soccer Skills Day on the SAS fields. Matt Baldeosingh '16 led one of many workshops for the local athletes.
- 3 VI Formers volunteered at a Habitat for Humanity build site in Wilmington on April 28.
- 4 VI Form boys "got hype" in the photo booth at St. Andrew's prom.
- 5 Alexia Ildefonso '16 approaches the Chapel lectern with a smile. (To read the talk she delivered at this year's Mein Chapel service, turn to page 87.)
- 6 Eleni Scurletis '16 and Cole Lorberbaum '16 take a break from planting new campus trees on Arbor Day to learn about the mysteries of nature from Biology teacher Peter McLean.
- 7 On a cold April 10, student and faculty members of the SAS 5K Club, founded this spring, ran in the Governor's Race for Excellence in Wilmington, a 5K fundraiser for dropout-prevention program Jobs for Delaware Graduates. After the race, they talked and posed for photos with U.S. Senator for Delaware Tom Carper (back row, third from right). Thanks for the great photo, Marianne Horgan P'18,'19!
- 8 The SAS Cardinal (aka Parker Thomas '16) gives a hug to a competitor at the Soccer Skills Day for the Special Olympics of Delaware.
- 9 Duncan Covell '16, Nathan Koski-Vacirca '16, Luke Forsthoefel '16, Grace Flynn '17, and Nik Malhotra '17 performed *Big Yellow Taxi* by Joni Mitchell at this year's Earth Day Chapel on the Front Lawn.





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Reflections on the Pond

SENIORS LOOK BACK ON THEIR TIME AT ST. ANDREW'S

As alumni may recall, there are a number of events throughout the spring semester at SAS that require seniors to give a talk before their School community. Such events include the Mein Chapel (held one week before graduation, in honor of a tradition of “senior talks” begun in Nan Mein’s Religious Studies classes); Senior Retrospective (where there’s more performing than talking, really); Awards Night; and of course, Commencement itself. Of the six “senior stories” that follow, many were delivered by VI Form students at these events, while others were written in quiet reflection. But all give a uniquely student perspective on the 21st century St. Andrew’s experience.



Michelle Gao '16

To be completely honest, coming to a boarding school wasn't really my choice. Actually, coming to the United States wasn't even my choice; I followed my mother after she started working in the Chinese Embassy in Washington, D.C., three years ago. So coming here as a new junior was both confusing and interesting. Confusing because Grace Egan introduced herself to me ten seconds after Neely Egan said hi to me, but I had no idea at all that they're twins. Interesting because I feel that I performed an experiment on myself.

I say that because this past winter, I tested out both my physical and emotional limits. I tried swimming, which was thankfully replaced by winter recital after two weeks of struggling. I also went through the most emotionally unstable period of time during my two years here, or even in my entire life. Feeling stressed out from social life, college applications, schoolwork, and parents' pressure sent my mind back to the very beginning of my St. Andrew's career, when I was forced to stand at the starting point. I kept on attempting to run harder and faster, but it seemed to me that all my efforts were futile. Just like how I tried to hide my homesickness from people when I first came here, I locked myself

up in the library or the piano studio, refusing to talk everything out, and blaming all my frustrations on the fact that my mom sent me here as a new junior.

I can still remember how terrified I was when I walked into my first V Form class, "MathEcon," and saw more than ten guys, with Hallie Fausey '15 and I being the only two girls; I still remember how, on the night of Chinese New Year, I was on my phone looking at pictures of my family gatherings and crying until I fell asleep; and I still remember how I had a nightmare about forgetting all the notes on stage the night before my first Arts Weekend concert.

But maybe it was Señorita's [Julia Smith] frequent Starbucks trip, or Jenna's big hug, or Neel and Kayla's presence in my study room that woke me up from immersing myself in negativity. I also remember how I started to reach out to Mr. Finch more often and became less and less fearful of the smart econ squad; how I texted Señorita at 4:00 a.m. and received so much love; and how I went through every single hard spot in my concerto slowly to calm myself down before the concert.

The insecurity that came from being a new junior occasionally comes back and

stumbles me, just like how it haunted me this winter. And instead of seeking ways to adjust my negative thinking, I kept on imposing in my mind the downside of: first time studying abroad, first time "celebrating" Spring Festival without family, and first time having a long-term sleeping disorder. But what I gradually came to realize was that there were also these fun, meaningful, and positive "firsts" that my rough time here offered me: first time having a roommate, first time having an amazing advisor, first time canoeing, first time performing concerto, first time conducting, and a lot more. Not only did I obtain more happiness, courage, and confidence from engaging in all these "firsts," but also most importantly, the resilience to cope with the anxiety and fear that can emerge at any moment in my life.

In retrospect, I still held my mother's unexpected work transition accountable for all my homesickness, panicking, lack of sleep, and fear during my two years here. But I also want to thank her and everyone here who helped me by letting me know that the best solution to my insecurity isn't escaping, but rather confronting it, not being afraid of putting myself out there, and eventually defeating it with hard work and an affirmation of myself.



Garrett Hanrahan '16

Just this past week, Ms. Taylor introduced a new exercise in Acting class. The central premise: improvisation. The curveball was that we were not allowed to use any words. She presented certain situations, and we, the actors, took roles, remaining in complete silence for many minutes. I instantly assumed that this situation would result in an intolerable awkwardness. I would be staring into Hannah Sailer eyes for minutes at a time, unable to bear the painful silence. However, once Ms. Taylor started the exercise, I realized the power of silence in that moment. I felt the ability to communicate without using words, as my facial expressions alone conveyed the same ideas. After a few minutes Ms. Taylor told us we could stop, but I found myself wanting to continue this exercise.

The greatest thing I have learned at St. Andrew's is finding solace in silence, finding ways to appreciate the subtleties of peace. This is why I found so much enjoyment in that acting exercise. In a school that seems to never have an "off button," carving out small pockets of time to find tranquility has such a calming effect on me. Nearly every day I look forward to this one moment. Around 6:30 to 6:40 p.m., I make sure to be the last person in the locker room after practice. I shower in the gym, get dressed, and walk back to the Dining Hall alone. The deep silence in that five minute walk allows me to ignore the pressures and triviality of that paper, that college, that conversation, or anything else that burdens me. In this silence I find ways to reflect on myself, and appreciate my surroundings in ways that I could not before.

As I approach Founders, I look at the spectrum of lights in the windows along the building. Each window has a different colored light, creating this random collage of varying lights, and I like to imagine the difference between two rooms that are right next to each other, what conversations go on inside. Other times I stop to look at the moon reflecting on the pond. These images, along with so many others, distract and engage me during that one moment; each day that I go without this moment, I regret it.

In addition, this appreciation of silence does not automatically entail solitude, and it can even be in the company of others. One of the relationships that I feel the most comfort in is with my dad. Why? Because I see comfort in our silence. Usually when I tell people this, they create the image of a cold standoff, discomfort, a lack of real relationship, and empty space. Instead, I see this as a relationship with the strongest connection because we share this mutual appreciation of silence. We don't feel the need to talk, to fill the empty space with conversation, because, in fact, the space isn't empty. Moments like my acting class, and walking back from the gym, make me realize that the people that I am most comfortable around are those that I don't often feel the need to talk to, and rather I feel that their presence is enough comfort.

Ultimately St. Andrew's allowed me to find an appreciation for this because silence is my stabilizer, my distraction, my outlet to see the value in things around me that were not otherwise visible. I hope that all of us take on this same approach in the near future and appreciate our own surroundings: the people, the scenery, and the School itself.

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Tristan Thomas '16

So it's 7:55 on a Tuesday night, and after another day of wonderful SAGE food, I'm hungry. Thankfully, my boys Donovan and Andrew are selling pizza. After fighting through a crowd of ravenous junior and senior boys, I am able to reach Donovan to place my order. I ask him, "Can I get a large cheese pizza?" He responds, "Yea, of course man, that's \$13." Then I respond "\$13! You're buggin'. You're telling me that a cheese pizza, no toppings or nothing, is \$13." He responds, "Well yea, that's what the pizza costs." From here the conversation escalated into a full-blown argument about whether or not Donovan should charge \$13 for a cheese pizza.

At times it got a little heated and voices were raised, but what makes me remember this story is that after shouting back and forth and realizing that it was going nowhere, Donovan and I decided to be civil and hear each other out. We actually stopped and listened to what the other person had to say. Although it was trivial, although we never came to an agreement, and although I never bought the ridiculously priced pizza, that moment was special. We respected and listened to each other. I believe that the willingness to listen, to have dialogue, and to have the intense want to be heard, are all ideals that are fostered in the academic program here at St. Andrew's.

Every day in our English classes we discuss, disagree and listen to one another. I vividly remember, one day in my Humanities class, my peers and I were discussing and arguing with both each other and our teachers about the Chapel program. It started off with aggression and no one feeling like they were being heard. Eventually, however, the conversation developed into a civil discussion where different voices and many points of view were shared. That

kind of conversation is an everyday occurrence here at St. Andrew's.

What made that conversation possible? The way we interacted with one another in the impromptu debate, is the same way we interact in a scholarly setting. I remember my *Beloved* exhibition. Ironically, I sat around a Harkness table with Donovan and Andrew. Around that oval table, we discussed our papers and the novel openly, without fear. We were not afraid of questioning each other or ourselves. Each of our papers had different arguments, strengths and weaknesses. My two classmates, through our rigorous discussion, helped me understand parts of the novel that I failed to work with. We filled the gaps in each other's knowledge. We listened to and challenged one another. The skills that I used during this exhibition are the same skills I used during the Chapel debate. Inside the classroom, we hone the skills that are essential for interacting with each other.

Learning how to talk and listen to people, how to creatively craft my own ideas, how to be responsible, are all lessons I learned in my academic experience here at St. Andrew's. The Harkness table that we sit around every day, learning and growing, does not just sit inside the classrooms, it follows us wherever we go. The academic experience does not end once class is over—that is what makes this place so special. When Brookie gets up every day and advocates for the environment, that is an extension of the learning and work she does in her EnviSci class. When Millie speaks to the kitchen workers in Spanish, that is an extension of the learning she does in her language classes. When we all become lawyers on the four square court, we are practising the discussion skills we learned inside the classroom.

The academic experience here does not live in the 40-minute blocks of 1st through 9th period. Its core is in the Headmaster forums, the math competitions, the Q&A sessions with speakers, and the 2:00 a.m. dorm conversations. Those will be the most important things that we seniors will take with us tomorrow after we graduate. We will take the way we interacted, the inquisitive spirit, our open ears, and our willingness to teach and learn from one another. Outside the classroom, we have become each other's teachers. I will cherish these lessons and conversations for the rest of my life.





Alexandra King '16

Last summer, through the encouragement of Ms. Chiu, I studied abroad for four weeks in Beijing, in the July heat of China's capital city, with the hope of improving my Mandarin proficiency.

Although I ultimately got out of the specific program I attended what I had desired on paper—improved language skills—I felt a grating frustration at many of the other students who had also signed up for the program. The majority of the conversations outside of the classroom, with people with whom I supposedly shared a true academic passion (enough to travel abroad and pay for this sort of program, at least) were, over and over, superficial and nearly entirely one-dimensional. A typical conversation outside of the structured dialogue of the classroom genuinely went, or at least ultimately ended with, something like this.

Student A: "I got a 2380 on my SAT."

Student B: "I got a 2350 and four fives on my APs."

Student C: "My school suggested this program to me because they think this whole Chinese shebang will look really good on my transcript."

By the end of the second day's bus ride, I had learned, unprompted and unasked, seven different students' SAT scores. I knew two of their names.

When I expressed my bafflement about this explicit interaction to two

friends, later that day, their reactions did not reflect what I expected.

"Why didn't you just tell them your scores if it bothered you?" my friend replied. "I'm sure your scores are good."

When I tried to better articulate my puzzlement, my friends continued to misinterpret my confusion about these students insistently sharing their scores, and, thinking that I was commenting on the numbers that the students had been spewing, told to me that they were sure that these kids were lying. Students at their schools did it all the time, they said: stating a score that was, in reality, false out of their own insecurity and a desire to inflame another's anxiety about their own profile. One of them said that she herself had felt pressure to lie about her scores when she had been constantly asked by others to share them.

I was floored—this idea of inauthentically presenting oneself, thereby implying an internal belief that one's true self is inadequate to share, being not an exception but a pervasive reality of America's high school culture, was a completely novel notion to me.

The college process absolutely inflames this desire within high schoolers—a need for some sort of external validation. Am I enough? Will they want me? Wouldn't it be better if I did this? What about if I was this? These students had become

so enamored with proving themselves, with replacing organic conversation and genuine engagement with constructed data points, that they really didn't have anything else to talk about. Their conversations outside of the realms specifically designated for ladder-climbing academics became petty, empty, and about raising themselves above others at the expense of both the truth, and stimulating discussion. Their academics, and their pursuit of learning, had become about putting others down, had become founded in a willingness to sacrifice and compromise one's authenticity and even true passions out of the hope of looking better for a reader, for a name. When given backstories, I felt even sorer for the kids. Many had parents whose pride, they believed, was entirely founded in an ultimate Ivy League acceptance. Others attended schools that structured the near-entirety of their curriculums around standardized testing. How could they in turn not be obsessed with the numbers?

I realize that I am extremely lucky. An email I received yesterday from my own father, who is himself an Ivy League graduate, simply said, "Focus your time on the things that you enjoy." I have the luxury of both being a self-motivated worker and having a familial backing that desires me to be fulfilled and challenged, in a way that creates

a self-pride founded in hard work and joy, and that does not require me to lie about scores or even to share them.

These goals are why my family pursued a St. Andrew's education—academic stimulation for the purpose of learning, of pushing oneself, of challenging oneself in rewarding and intriguing capacities. What energizes me? What do I love enough to engage a community in? What do I want to know more about? How can I strive and work and push while retaining my own integrity and true desires?

Recently, I had an experience in an academic oral exhibition that explicitly revealed to me the ways in which I have come to view learning through the tutelage of St. Andrew's. This experience was the antithesis of those conversations that I had witnessed in China. Through the guidance of Mrs. Roach and Ms. Pressman, three of my peers and I were able to discuss our papers and understanding of Toni Morrison's *Beloved*, while also being open to complicating our own views. I was able to engage with others, articulating and exploring my thesis and thought process. Throughout the conversation I felt legitimately excited. I was waiting for the next point to be spoken. I was listening fully. I wanted to deepen and challenge my own understanding.

This specific example of the way in which I have been allowed to be curious and fully engaged with my peers on an intellectual level serves as a framework for how all conversations are, or strive to be, at St. Andrew's. Learning is collaborative, not competitive. It is authentic; we are all making each other and pushing each other to be more

nuanced thinkers, more thoughtful—to be better people. Describing this type of learning as non-competitive does not mean that it is not rigorous or strong; in fact, quite the opposite. Of course, you should be competitive and ambitious, but not based on an external standard with a root goal of beating another person at gaming the system. I believe that this type of collaborative exchanging is what authenticity truly is: dialogue founded around how to make each other better, how to listen to one another, how to refine one's own thoughts, how to find joy and energy in learning.

Describing this type of learning as non-competitive does not mean that it is not rigorous or strong; in fact, quite the opposite.

To me, the exhibition experience is emblematic of what happens throughout the day, what we practice and are encouraged to do at the Dining Hall table, on dorm, and throughout our careers and our experiences at St. Andrew's. I don't ask my friends what their SAT scores are and they don't ask me. We're too busy asking each other questions like—what energizes you? What articles have you read recently? Did the sophomores like the dorm function? How was Adapted Aquatics?

At St. Andrew's, the purpose of education is not to go to college—it

cannot be two-dimensionalized to this. Rather, going to college is for the purpose of continuing our education, continuing our growth of knowledge and ideas. It sounds so simple, but being around so many others who attempted to quantify learning to merely being a bland ladder reaching these preconceived notions of "success" gave me a true and deep appreciation for the education of St. Andrew's—one that not only fosters but essentially mandates us to engage, to improve ourselves, to improve others. How lucky am I to have a Chinese teacher who not only desired for me to improve my Mandarin conversation skills, but also did so (and still does) based on her recognition of my love of the subject and her deep-seated belief in my abilities. How lucky am I to have teachers like this in absolutely every vein of my life at St. Andrew's.

And the best thing is that this type of education *has* a success rate. Armed with a St. Andrew's education, I am able to know that, contrary to the claims of my classmates in China, you do not need a private tutor to put programs into your calculator to score highly on the Math2 SAT Subject Test. But beyond academic success, I will leave not feeling uncertain as to what to pour my time into next—scouring over College Confidential discussions of graduate schools, preemptively studying for the Bar, preparing to answer and ask questions revolving around standardized testing scores—but will instead be able to leave knowing the answers to the questions of what energizes me, what I love, and how to challenge myself further in continually authentic and collaborative ways.

REFLECTIONS ON THE POND

Thomas Lindemann '16

My St. Andrew's story takes place not in Delaware, but approximately 6,000 miles away in the desert sands of the Holy Land. Here, in what is arguably history's most fought-over swath of land, I was able to apply the values, both intellectual and moral, that St. Andrew's has taught me in a situation bigger than me, my classmates, or the School. While I bore witness to the hopelessness and fear that war and conflict breed, I also saw and was given hope for the potential of St. Andrew's values being applicable in the tumultuous world that we live in today.

At the beginning of the summer after my sophomore year, I signed up to go on a 12-day trip to Israel led by Mr. Gilheany, who had recently spent a sabbatical year there, as well as Ms. Connors and Ms. Guevara. I was excited, but did not know what to expect. I considered myself informed on current events, but in reality, I knew next to nothing about the

Israel-Palestine conflict and the far-reaching implications that it had, both regionally and globally. I also did not truly understand what it was like to be unable to distinguish between right and wrong. That was all about to change.

From my experience, learning to understand both sides of an argument is the keystone of the St. Andrew's education. Addressing a counterargument is one of the most important writing skills we learn in English class, and we do it literally every day in class discussion. Unfortunately, we live in a world where understanding counterarguments and coexisting with differences is countercultural. My visit to Israel made this clearer than ever. I saw two societies, two groups of people that wanted little else than to live. However, war, conflict, greed, fear, and hatred keep them in continual conflict. Thanks to Mr. Gilheany and those with whom I was on the trip, I received the rare opportunity to witness and understand both sides of this conflict—an experience that did not come with easy answers.

The tour group that guided us on the trip took pride in presenting a dual narrative. As such, we were never allowed to be comfortable with one viewpoint. One day, we would go and see an Israeli settlement, and understand the constant fear that these people lived in of the all-too-real threat of terrorist attacks. The next day, we would go to a Palestinian town and see the poverty and squalor unfairly wrought upon people just like ourselves by the Israeli occupation.

Another day, we talked to the Israeli military colonel who helped design the wall that separates Israel from the West Bank and the Gaza Strip. He earnestly explained how the separation of the Israelis and Palestinians saddened him, and how he wanted to take the first brick off of the wall on the day that it was taken down. He explained how, before the wall, there were daily suicide bombings in Jerusalem, innocent people

killed on a daily basis by Palestinian extremists. On that same day, we went to the Gaza Strip, or rather the part of the wall surrounding it, and spoke over the phone with a woman living in the Strip, unable to leave because of the wall and the Israeli soldiers patrolling it. Seeing the stark contrast between this woman and the colonel who designed the wall illuminated the conflict for me. Rather than this being a story of an oppressive regime or a terrorist organization, this is a story of two flawed groups of people who just want to live their lives. For the most part, just like the colonel and the woman in the Gaza Strip, the Israelis and Palestinians do not want to fight each other, but they are stuck in a conflict larger than themselves. This trip gave us an enormous gift in helping us understand this fact; picking a side would have been an oversimplification of the conflict.

I attribute this trip to shaping my worldview more than any other singular experience in my life thus far. My thinking and perspectives were forced to jump light years ahead in order to understand this conflict, and to envision what might or should happen in its future. In the end, it was not the pro-Israel or pro-Palestine narrative that I came to fully accept. I could determine only that no side was entirely right or wrong. Rather, I decided that I was pro-peace.

This may not sound like an Earth-shattering revelation, but, in a world of unresolvable global conflicts, I think that it is, and I cannot thank Mr. Gilheany and St. Andrew's enough for the opportunity to come to it. I was able to hold two conflicting narratives side by side, to see the legitimacy of them both, and to understand the complexities separating these two resilient groups of people. There is no right answer, but rather thousands of semi-right answers. This is what the St. Andrew's education seeks to teach us, and Israel was where I finally understood.



Alexia Ildefonso '16

I remember November of my freshmen year, sitting in Spanish class, arguing with my then-roommate Grace Egan, about the Spanish word for grocery store. She was trying to tell me the correct word was “mercado,” but she was obviously wrong because I’d known for years that the correct word is “chorrigh.”

I wasn’t about to give in because I’d already spent the last few months repeatedly being told I was wrong. I was wrong in English class when I thought the story “Hills Like White Elephants” was actually about elephants. I was wrong in IPSGA when I thought the best way to solve a math problem was by using an equation. I was even wrong all during the summer preceding my freshmen year, because my history teacher had assigned a summer reading book, *Lies My Teacher Told Me*, that was dedicated to explaining why basically everything I’d learned in middle school social studies was wrong.

Spanish class was different, though. I’d been speaking Spanish with my grandparents since I was born. I knew Spanish, so there was no way I was wrong here. However, when Grace and I asked Ms. Guevara, she informed us that the Spanish word for grocery store was in fact what Grace had told me. Additionally, she’d never even heard of the word “chorrigh.” Frustrated, I called my mom that night. It turns out that “chorrigh” is not actually a real Spanish word, but my grandparents saying Shop Right in English, with very heavy accents.

Back then, it felt like my freshmen year was less about learning and more about my teachers telling me I was always wrong. Now I understand that learning how to be wrong is a skill in itself—maybe the most important skill this school has taught me.

There is an observed psychological phenomenon called the Dunning-Kruger Effect, in which people mistakenly assess their ability or knowledge to be much higher than it actually is, and this is a mistake we all make surprisingly often. Our time at St. Andrew’s is all about learning how to avoid the Dunning-Kruger pattern. We sit around Harkness tables and collectively discuss poems, math problems, and historical events because by ourselves we are often wrong. Actually, we are always wrong. By that, I simply mean that on our own, we never have the complete picture. St. Andrew’s has taught me that I should continuously seek opportunities to educate myself and listen to others because there will always be more for me to learn. When Mr. Everhart taught us the importance of a “stripes paragraph,” and Ms. Crowley had us identify our paper’s weaknesses before she graded and pointed them out herself, they were training us to take a step back and acknowledge that we don’t have all of the answers.

In my sophomore religion class, Ms. Conners told us about a metaphor in which the one true religion is an elephant that no one can see because everyone is blindfolded. Instead, different people are holding onto different parts of the animal and have interpreted religion in different ways. Some for example are holding onto the trunk of the elephant, and have decided that religion is like a snake. Others are holding onto the elephant’s leg and have decided religion is like a tree stump. I think this metaphor can be applied to knowledge and life in general. We all have an extremely narrow lens of the world around us, and we can only broaden that lens when we are willing to admit our ignorance and listen to



others. Only when we treat learning like the collaborative experience it is, as St. Andrew’s encourages us to do, can we start to piece together the entire elephant.

In that same religion classroom, there are two quotes framed on the wall. One is “All I know is that I know nothing,” said by Socrates. The other is “He who knows only his side of the case, knows little of that,” said by John Stuart Mill. I’m thankful St. Andrew’s has given me these two quotes and I encourage everyone to keep them in the back of their minds at all times, because enlightenment can only be reached when we acknowledge how far from it we all are, and how much help we will need from each other to get there. ■



Commencement
CLASS OF 2016





Gratitude & Other Exultations

Headmaster's Introduction of J. Kent Sweezey '70

Just last month, our Commencement speaker J. Kent Sweezey joined Kitten Gahagan as Chair Emeritus of the St. Andrew's Board of Trustees, an honor that speaks to the depth, quality, and generosity of Kent's service to this School. A member of the Class of 1970, Kent in his career has served as Alumni Term Trustee, President of the Alumni Association, Chair of the Annual Fund, the 2010 Distinguished Alumni Award recipient, the Chair of the Finance and Personnel Committees of the Board, and since 2003 President and since 2013, Chair of the St. Andrew's Board of Trustees. Kent Sweezey's work on the Board spans 26 years and trip after trip from his home in Dallas to Middletown, Delaware.

Kent's years of service give him a profound understanding of the development of St. Andrew's as a school and as a community, and of course, what makes Kent's view and perspective on life and education unique is that he has served as an architect and leader in the emergence of the modern school. In his very busy and successful and engaged life, he has made St. Andrew's his priority: he always answered the School's call to service, even if it meant establishing a 24-hour, 7-days a week working relationship and friendship with a grateful Headmaster and Board of Trustees.

As a mentor and a leader, Kent has worked steadily, generously, and graciously to honor the mission of the School, the vision of the Headmaster and faculty, and the expertise and wisdom of the Board. He is smart, intelligent, discerning, experienced, thoughtful, and wise, and he was willing to share his advice, his judgment, and his perspective, but he always wanted to hear me and other Trustees think and express our hopes, reflections, and commitments to the St. Andrew's promise. Ultimately, he trusted us, with his help, to think carefully about our work. In a time of unprecedented issues, pressures, and obligations for governance, he cultivated a world class Board of Trustees; he inspired my love for St. Andrew's and this Headmaster responsibility; he celebrated a brilliant and creative successor in Scott Sipprelle '81; he honored St. Andrew's.

And he did all this work for St. Andrew's when he clearly had more than enough to do in Dallas, Texas, where he serves as founder and senior partner of Turnbridge Capital LLC, a private investment firm. Kent is a graduate of Duke University (BA), Southern Methodist School of Law (J.D.), and the Darden School of the University of Virginia (MBA).

He and his wife Martha share this graduation day as a very proud uncle and aunt to Meredith Krebs, a member of the Class of 2016. Please welcome Chair Emeritus Kent Sweezey.

Commencement Address by J. Kent Sweezy '70

Good morning to the members of the Founding Family here today, distinguished faculty, Trustees, alumni, and especially the Class of 2016—and your parents and invited guests. Today is an important day to honor the accomplishments of your class.

I want to thank my dear friend, and partner of many years, Mr. Roach, for his introduction. It has been my great good fortune to serve with Tad, and I have learned much from him about leadership, and the issues confronting secondary education in the 21st century. As our relationship enters a new phase, I am enormously grateful for our time spent working together.

Before my remarks, I want to ask the Class of 2016 to join me as I depart from protocol for a moment. Forty-six years ago at my graduation, I did not have the platform which I have today, and after 25 years on the Board, I will not now miss the opportunity to acknowledge an important fact: I have learned in these years that no amount of bricks and mortar, no amount of acreage upon which our campus is built, and no adoption of the latest technology can have the impact—or offer the inspiration—which the faculty, through their dedication, gives to the students at St. Andrew's every day. Please join me in acknowledging the single greatest contribution to making our School extraordinary—our faculty.

It is a special honor to be asked to speak to you today—like you, I am also graduating. For me it is a second time, and quite different from the first. I came to St. Andrew's in 1965 as a II Former—a 12-year-old from the then very rural Eastern Shore of Maryland. My preparation for St. Andrew's had been so poor that I came dangerously close to failing in the early years—and that scared, and sufficiently motivated, me to excel in my last three years. But to be certain, I was ready to leave St. Andrew's when I sat in your seat—I had received so much from the School, yet all that I could experience on that graduation day was excitement for the next chapter.

This graduation is different. I am stepping down after many years on the Board, and leaving the extraordinary comrades with whom I have worked—Trustees and faculty—who have been a source of constancy and inspiration in my life. These relationships have been meaningful because they were centered around a core shared purpose—the strength and sustenance of this School. I am amazed—and I never expected—that such friendships could be so strong or so fulfilling. While I have seen the School change over these years, it has never strayed from the mission of its Founder. As you leave St. Andrew's today, I hope that you will carry with you a few important thoughts which will enrich your life and the lives of the people you touch.

Be Committed

My first thought for you today: Be Committed to sustaining the opportunity embodied by St. Andrew's.



I am not sure that I knew what it meant to be committed to something I believed in when I sat in your chair. Sure, I knew how to be committed to my studies, to my parents, to my summer job—but that was different. Sometime in my life after St. Andrew's, I reflected upon my peers in college, and later in my workplace and social sphere, and I knew that I had had a very different preparation for life as an adult. I also realized that my modest economic background had not limited my aspirations—instead my St. Andrew's experiences had allowed me to forget that a person's economic background can be a very limiting factor in determining access to opportunity. As my years attending St. Andrew's turned into an opportunity to attend a good college, then law school and finally business school, and ultimately led to a challenging and stimulating first job, I realized that the path I had been set upon was not of my own doing, and in time there were moments—admittedly, fewer in my college years, and more as I settled into a career—when I realized that the best way to express my gratitude for the opportunity that put my life upon its course was to be committed to sustaining for others the experience which had meant so much to me.

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The surprising thing about taking the time to be interested in people who might otherwise go unnoticed is that no matter how different the worlds from which you come are, the effort to find common ground and shared experiences values them—and you—as human beings.

That is why I returned to the School 18 years after my “first” graduation, and that is why I have embraced for so long the opportunity to serve St. Andrew's. I do not suggest today that being committed to sustaining the opportunity afforded by the School requires anything like the path I have chosen to follow—but there will be ways to “pay it forward,” if you will, and I greatly hope that you will seize them. I want to share my finest example:

In 1993, a father brought his 13-year-old son to see me in my Dallas office. The father said his son wanted to learn more about St. Andrew's, but the father wanted to be clear that he could not afford the tuition, and he was therefore reluctant to ask for my time. I found that 13-year-old to be completely engaging—he had curiosity and enthusiasm, and a measure of trepidation, not unlike that which many of us had when we first considered St. Andrew's. From that first meeting, I was convinced that this young man should have the opportunity to attend the School. Michael Evans '98 graduated from St. Andrew's, went on to graduate from The University of Sydney and Oxford, work in the public sector, and today Michael is the president of the Moynihan Development Corp., which directs the project to convert the former U.S. Post Office at 8th Avenue and 33rd Street in New York into the new Penn Station, a \$1 billion project. Michael and I became great friends and stayed in touch after he left St. Andrew's. As he came to appreciate how St. Andrew's had changed the direction of his life, Michael spoke to me about his conviction that he should serve the School to preserve the same opportunity, which he had had, for others. Today, Michael is in his second year on our Board of Trustees, and I know that he will work to guide the School well in years to come. I hope that all of you—like Michael and me—will share the commitment to preserve and strengthen the opportunity of St. Andrew's. No matter where you are in the world after St. Andrew's—or what you may be doing—watch for ways that you can “pay it forward.”

Be Curious

My second thought today is that you should always Be Curious. I will tell you at the outset that I am not referring to the curiosity that fosters one's own intellectual

development, nor am I referring to the sort of curiosity satisfied by viewing Facebook, Instagram, or Twitter. What I mean is curiosity to connect with people who cross the path of your life, but who could otherwise remain almost invisible to you.

I spend my days interacting with the members of my firm as we consider the challenges faced by the companies in which we have invested. We talk to the management of our companies, to our lawyers, our bankers, and industry experts and we assist in developing and executing strategies to help the companies to prosper. We all speak the same language; we draw upon similar experiences. It would be so easy to sequester myself in the world which I work, or the world of like-minded people outside my work—and figuratively speaking, just choose not to “look out or look up”. However, I have found that the richness of life is realized by looking outside the known, the familiar, the comfortable, the well-worn path. I have learned so much from getting to know people who might otherwise be invisible to me.

My office is located in a complex shared with a large hotel, and each day as I walk to and from my parking garage, I pass the front of the hotel and I am greeted by a half-dozen uniformed young men and women who work as hotel car-parkers and valets. Over the course of the day and shift changes—and as I arrive and depart from my office—a new group of familiar faces take up the greeting. They are young—not too many years older than you. They are mostly only high school graduates—some are holding two jobs, some are trying to go to community college or technical school while they hold down their job. It would be so easy for me to keep my eyes fixed upon the emails on my iPhone screen as I walk the familiar path to my parking garage—to really never see the people whom I regularly pass. Instead, I choose to know these people so much younger and so different from me. I am curious to learn their backgrounds and to understand their challenges. Most of all, I am so inspired by what I learn—the determination which these valets have to create opportunities for themselves, and to improve the present circumstances of their lives.

The surprising thing about taking the time to be interested in people who might otherwise go unnoticed is that no matter how different the worlds from which you come are, the effort to find common ground and shared experiences values them—and you—as human beings. You can imagine the valets’ shock when I share my stories about taking orders at Jack In The Box on the 7:00 p.m. to 3:00 a.m. shift while I was in law school. I tell them how instructive it was to learn to interact with someone who has been drinking beer for six hours. Talk about finding common ground!

There is another reason to wish for you to be curious—you now have a gift—your access to the opportunity and promise of St. Andrew’s has set you apart from all but the smallest percentage of people in the world. Be curious—find common ground in the human experience—and then share the gift you have been given. Words of advice, or encouragement, or just observations from you, to a person whose experiences are so different from your own can be enormously impactful in their lives. It is also affirming of the equality and respect for all people which is in the ethos of St. Andrew’s.



Be Amazed

My third thought for you today: Prepare to Be Amazed.

So maybe I have surprised you on this—be amazed? By what, where, or when? Begin by looking to your right and to your left at your classmates. Chances are that you like one more than another, or have more respect for one than for another. Maybe you even guess today that one will be more successful than another, by whatever measure you determine success. So, Class of 2016, here is the headline: Prepare to be amazed by what is about to happen in life—all of what you just thought will probably change. Very little will turn out as you expect today—good things (and some bad things) will happen to classmates for whom you least expected it.

St. Andrew's has required all of you to run at about the same pace—your schedule here and the demands of the curriculum have required it. As you leave St. Andrew's some of you will slow up a bit, others will accelerate—and then over time the patterns will reverse. Why does this matter? In respect of the constancy of change, be slow to judge, or to call winners and losers. Take pleasure in the success of your peers, and try (when you can) to be there for others when a rough patch occurs. This is important because no one is denied success—or allowed to avoid the rough patches—in life. Whether it is something monumental—in my case a battle with cancer in my mid-20s which caused me to re-examine what I wanted to do in life or how I wanted to give back—or instead, perhaps a slower awakening which redirects the course of your life—in either case, be prepared to allow for change in yourself and in others. The appreciation for life's turns will enrich your life—and the outcomes will amaze you.

Gratitude

My greatest wish for the Class of 2016 is that you take from this place what I take today as I graduate with you—Gratitude.

St. Andrew's has given you an opportunity to live and to learn in a community that models what we wish the world could be—respectful of the rights of every person, with the highest standards of honesty and integrity, and a shared goal of excellence in academics, athletics, the arts, and in the mentorship of your fellow travelers through the experience. Time will cause you to be more grateful than you may know to be today for the experience you have had at St. Andrew's. Whenever you awaken to its impact upon you, we count upon you—and I count upon you—to take our ethos with you on your life's journey. Be Committed to sustaining for others the opportunity provided by this School which has shaped your life, Be Curious about—and care for—those who are finding their way without the opportunity you have had, and Be Amazed by your capacity to celebrate and comfort one another when confronting the changes and surprises life has in store. Above all, have Gratitude for the gifts of St. Andrew which will be with you throughout your life.

We wish you Godspeed.

We are so proud of you.

Go forth and be great.



That Thing I Need to Say BY ANTON DELGADO '16

I have never enjoyed my emotions. I have always preferred to help others with theirs, rather than address my own. If I was ever asked how I was doing, I would respond with a goofy grin and hit them with these brows. Then one afternoon on my way to Hillier dorm, I was forced to face my emotions for one of the first times this year. A freshman came up to me and said, “Can you believe I’m going to be a sophomore next year?” In that moment, I truly felt fear.

It was not because I didn’t trust the Class of 2019, but because if the freshmen were going to be sophomores, then the sophomores were juniors, and the juniors were seniors, and we... we would no longer be needed. You think I would have figured that out sooner but this happened about a week ago. As a class we have given everything we can to this school and to the students that we are all leaving behind. We poured our souls into the cracks of the Harkness tables, into the puddles on the fields, and into the corners of our paintings. There is nothing more that we as individuals or as a class can give. In that same moment of realization, I remembered how much you, the younger students, have affected *us*—whether on dorm with your shenanigans or around the School with your collective quirkiness. One of the main reasons why so many of us loved our last year here was because of you and you will always have a special place in our hearts.

Having only arrived at St. Andrew’s for the first time last year, I found relating to new students the easiest part of my new job. The one thing that I would always say is that the universe will never give you the “perfect” moment. Whether you’re trying to pick up the courage to tell someone you love them or thinking about doing a Polar Bear Jump, something is always going to come up to make it seem like you should wait, just one more day. And hopefully tomorrow, all the stars will align and then—it will be the right time to act. I promise, that if you keep sitting on that fence waiting for the world to work in your favor, it won’t ever happen. You decide when everything is “perfect.” Whether your next few years are spent travelling or in different schools all over the world, don’t wait for your parents, your teachers or your God to give you that perfect moment. Because that moment is yours to take, not theirs to give. Don’t waste time in the next phase of your life—because look around you. It all comes to an end a lot faster than you think.

If you keep your eyes open, you will notice that the most important moments you have had here, won’t be ones like today. They’ll be times like when we sang spiritedly for our soccer and lacrosse teams in the final stages of a state tournament game we all knew we had lost. These pockets of memories will leave just as large of an impact on your overall memory of St. Andrew’s. In 2021, when we hopefully come back together for our five-year reunion, I doubt many of you will remember this speech. What you will remember are the little moments, like who you are sitting next to now, which underformer you are going to miss the most, and which quiet goodbye affirmed your career here.



After all this reflecting and realizing, I went straight back to feeling the fear. This last week for me has been about controlling that fear and choosing to celebrate our last moments together instead of dreading them. Our time here over the last four, three or two years has only been special because of the fact that we all knew it would eventually lead to today, when we would have to wave goodbye to the people that we love most in the world. It was all so special because it could not last forever. So on this last beautiful day that we truly have as a complete class, cry for each other, but more importantly remember one another, so when we leave with our diplomas, dirty laundry, and baggy eyes, it will be the little memories that keep us together and excited for the future.

Hold each other close in these last final moments, as one by one we join the alumni family of St. Andrew's. And celebrate the promise you will all bring to your new homes. This is the day that the Saints go marching in.

The Interim Is Mine BY JULIETTE NEIL '16

It has been hard, thinking of what to say, especially in the past few weeks. So much of what I am feeling has already been articulated by my classmates, and any emotions associated with graduation often feel like a cliché. But though these feelings have been felt many, many times before, it does not make them any less true.

As with most things, St. Andrew's turned out very differently than I expected. I wrote my application, after having moved around my whole life, about wanting a place where I could be physically anchored for four years. And I have been, of course. But things were a little smaller, a little harder, and the people a little nicer than I thought they were going to be.

Often, when I am about to leave something, my reaction is to distance myself from people. I tend to be quieter, snappier, lonelier. At St. Andrew's—a place where we pride ourselves on the closeness of community, and the importance of human connection—this makes me feel guilty. I feel that I should be spending every waking moment with these people that *truly do* mean so much to me; that I should be making sure they know that I love them. But what I have been slowly realizing, throughout my senior year and especially throughout my senior spring, is that graduation is coming. And wrapping your head around graduation, around commencement, is bigger than I expected it to be. There is the ego boost element to it—let's celebrate the seniors, let's throw them a party, let's give them a paper with their name on it. It's a feat. But there is also a very humbling side to it—the daunting nature of a life outside this place. And even scarier, that these years, years that have felt so formative, will be so small, so short, compared to the rest of our lives.

And then, of course, amidst the dauntingness of it all, I think—it's alright, St. Andrew's has prepared me. I know how to live with people, I know how to write an English essay. I'm ready. Which takes me to a moment in my senior fall, in Engelhard, at the beginning of school meeting, when Mr. Roach was addressing us all about what he often describes as an essential part of the St. Andrew's mission—"the fight for goodness." I'm sitting there, nodding along with the familiarity of it all, when I have this moment of, "Oh my God, I have no idea what that means."



Hold each other close in these last final moments, as one by one we join the alumni family of St. Andrew's. And celebrate the promise you will all bring to your new homes. This is the day that the Saints go marching in.

“The fight for goodness.” It sounds wonderful, and I think I know what it means in the context of St. Andrew’s. It means reading about empathy and listening, it means supporting each other, it means trying. It means, as Mr. Roach described on Sunday to the student body, holding onto your values despite louder, more obnoxious, and sometimes more tempting voices. But that is all easy to do, in this place where I have felt so safe, so anchored, for so many years. There is no risk. And to be in a place where failure is not a risk—in fact, I think we often try to encourage failure, though, let me be clear, failure at St. Andrew’s is a relative term—but to be in a place where failure is celebrated—it’s a unique thing. It breeds this kind of confidence, this kind of courage. Whatever the fight for goodness does mean, this is a place where we can preach and practice it without fearing any sort of failure or push-back.

But my crisis—the crisis that has made me quieter, snappier, lonelier—still remains. Do I know how *to be* outside of St. Andrew’s? Has this place given me any practical knowledge? And what am I supposed to do with the “fight for goodness?”

Being someone who has just spent four years at St. Andrew’s, my crisis makes me feel like Hamlet. Like Hamlet, I can feel my indecisiveness, I can feel myself detaching from the people I love. And I can feel my sense that I must do something now, after graduation, with my life, that follows that “fight for goodness.” And I don’t think I am ready for that. I don’t know what that looks like in a place where there is risk, where it actually extends beyond the intellectual. I don’t know what I want to do with these ideas that I agree with in theory but have never actually had to practice.

But unlike Hamlet, I have had the fortune of reading *Hamlet*. So more than just feeling like him, there are certain lines that stick out to me, that I think of in my quieter, snappier, lonelier moments.

“The interim is mine,” he says. *The interim is mine*. Honestly, this line doesn’t always make me feel any better—it is back to this idea that we must do something, that there is stuff I haven’t figured out. But what makes it so hopeful, to me, is the *mine*, the assertion that we have a choice in the matter. And then the word interim—that we are bounded in a way not unlike the four years, the 2,200 acres, at St. Andrew’s. And when I think of the boundaries of each stage of life in that way, it makes me less afraid. If we can succeed in this small interim of high school, if we can fail in this small interim, if we can hate things, love things, think about things in this interim—than we can do it in the next.

I am still left with questions—the how of it all. But it feels like less of a crisis. And it brings me back to Hamlet. “The readiness is all,” he says. It does not matter that I don’t know what the “fight for goodness” is. It doesn’t matter that I don’t feel like I can handle the real world. Right now, I feel almost completely incapable. There is very little I can do about those emotions. But because of this place, the safety that I have been made to feel, surrounded by these people that I love, I am ready for that. We are ready to try, ready to move forward, ready to learn, ready to be.





Awards Night 2016

Cresson Prize

For the greatest improvement in athletics.

William McNamara von Oehsen
Emma Michela Brown

Art Prize

Awarded to the student who has contributed the most to the Art Program in effort, originality and technique in various art forms.

Louisa Alexandra Belk
Robert Fitzhugh deButts
Taylor Correia Jaffe

Ceramics Prize

Awarded to the student who has demonstrated a mastery of skills, a strong imaginative quality with her work, and proven to be a creative model among his/her classmates.

Han-Ngoc Nguyen

Larry L. Walker Music Prize

Awarded to the student who has made outstanding contributions to the Orchestra.

Manxuan Gao
Bingran Hu
Sophia Grace Torrance

Larry L. Walker Music Prize

Awarded to the student who has made outstanding contributions to the Jazz Ensemble.

Duncan Nicholas Covell
Nathan Griffith Koski-Vacirca
John Britton Parrish
Quinto Gillen Scacheri

Drama Prize

Awarded in memory of John Fletcher Hinnant, Jr., Class of 1953, to the best actor or actress.

Jeremy Clark Brown-Adams
Guilford Cole Henderson
Rachael Marie Lurker

Dance Prize

Awarded to the student who has shown exceptional leadership, dedication and artistry in dance.

Alexia Ildefonso

Hoover C. Sutton Drama Prize

Awarded in honor of Hoover C. Sutton, drama teacher at St. Andrew's School from 1980 to 1993, for the greatest contribution to the theater program in technical work.

Samuel Ray Nelson
Quinto Gillen Scacheri

Keri J. Advocat Photography Prize

Given by the Class of '91 in memory of Keri J. Advocat, whose love and passion for the arts will always be remembered by her classmates. Awarded to the student of photography who has shown a strong mastery of technical skills and presented a portfolio of creative images.

Luke Francis Forsthoefel
Elizabeth Mason Sheridan

Purchase Prize

Awarded to the student who has created an outstanding piece of artwork in either a minor or major plastic arts course. This work is chosen by the School to enter its permanent collection.

Karissa McGrath Kendricks
Samuel Ray Nelson

Chester E. Baum Prize for English

Given by the members of the English Department in honor of Chester Earl Baum, for 29 years an outstanding teacher of English at St. Andrew's School, to the VI Former who has excelled in English scholarship.

Cameron Eugenia MacEntyre Hines
Alexandra Hampton King
Andrew James Nolte

Charles H. Welling, Jr. Prize for Writing

Given by members of his class in honor of Charlie Welling '45, writer and raconteur, to the student who has produced exemplary non-fiction writing in all disciplines throughout his or her career at St. Andrew's.

Robert Fitzhugh deButts
Neel Saigal Puri

Amanda Leyon Prize for Creative Writing

Given in memory of Amanda C. Leyon '95 by her classmates, to the student who has excelled in creative writing.

Anne Brooke McIlvaine
Eden Hailey Epstein Rickolt

Louis C. Mandes, Jr. Library Prize

Given in memory of Louis C. Mandes, Jr., School Librarian, to the student who has demonstrated a love of books and a deep appreciation for the Library.

Anne Brooke McIlvaine
Jessica Elizabeth Millar
Gwendolyn Guion Taylor
Sophia Grace Torrance

Sherman Webb Prize for History

For outstanding work in history.

Alexandra Hampton King
Juliette Catherine Neil
John Britton Parrish

W. Lewis Fleming Prize for French

Given by the Alumni in memory of W. Lewis Fleming to the student of French who is most deserving in interest, effort, and achievement.

Neely Margaret Egan
Juliette Catherine Neil

Joseph L. Hargrove Prize for Spanish

Given since 1972 by Joe Hargrove, Class of 1967, in memory of his father, who was a great admirer of St. Andrew's. Awarded to the student doing outstanding work in Spanish.

Uchechukwu Obialom-Ezenwa Amakiri
Livia Ardal Wallick

Chinese Prize

Awarded to the student doing outstanding work in Chinese.

Robert Fitzhugh deButts
Alexandra Hampton King
Neel Saigal Puri

G. Coerte Voorhees Prize for Classical Languages

Given by his children in memory of their father, G. Coerte Voorhees, Latin teacher at St. Andrew's from 1935 to 1962. Awarded to the student who has done outstanding work in Latin and/or Greek.

Taylor Correia Jaffe
Ryan Charles Bellissimo

Walter L. Harrison Prize for Mathematics

Given in memory of his mother by Walter L. Harrison, Class of 1966, to a student of high achievement, whose work in mathematics is distinguished for its depth of interest, imagination and creative thinking.

Bingran Hu

The Computer Science Prize

Awarded to the student of Computer Science who has demonstrated exceptional skill, understanding, and depth of interest in the field of Computer Science.

Yousaf Khan

William Day Scott Prize for Science

Awarded to the student who has taken at least two science courses and, through performance in these courses, has demonstrated real promise in the field of science.

Alexander Geiersbach

Sophia Grace Torrance

William H. Amos Prize for the Life

Sciences

Given by William H. Amos, member of the faculty from 1947 to 1985, to the student who has demonstrated exceptional interest and ability in the life sciences.

Uchechukwu Obialom-Ezenwa Amakiri

Virginia Layton Orr Prize

In recognition of Virginia Layton Orr's efforts to preserve Cape Henlopen State Park and other natural areas, this award is given to a student who has made significant contributions to the environment.

Louisa Alexandra Belk

Anne Brooke McIlvaine

Neel Saigal Puri

Walden Pell Prize for Religious Studies

Given to a student of the VI Form whose work in Religious Studies is distinguished for its understanding of the relationship between Faith and Learning.

Alexia A. Ildefonso

Yousaf Khan

Thomas Wright Lindemann

Livia Ardal Wallick

Francis L. Spalding Award

Awarded to the IV Form student who has achieved a commendable academic record by distinctive effort.

Andrew Larson McArthur

Ryann Avery Schutt

Harry C. Parker Prize

Given by Harry M. Parker '64 in memory of his father, Harry C. Parker, to the VI Former who has achieved the greatest academic improvement in his/her St. Andrew's career.

Benjamin Weller Glenney

Ryan Witmer Keating

Meredith Carter Krebs

DyAnn Miller Community Service Award

Named in honor of DyAnn Miller, exuberant teacher and counselor at St. Andrew's from 1984 – 2005, who helped build and develop the community service program, and then by her example dedicated her energies and spirit to the service of others.

Neely Catherine Egan

Katheryn René Kornegay

Smriti Kumar

Calder Prize

Given in honor of Dr. Joseph R. Calder and Virginia Calder and awarded to a III Form student who combines the qualities of good scholarship and a commitment to the service of others.

Miriam Elizabeth Beams

James Martin Rowley

J. Thompson Brown Award

Given to the boy and girl below the VI Form who has made the greatest contribution to community life.

Emma Grace Marvil

Francis Albert deFrancis Kigawa

Jaryd Jones

Malcolm Ford Award

In memory of Malcolm Ford, given to the boy and girl below the VI Form who best combines the qualities of leadership, good sportsmanship and a cheerful spirit.

Alexander Michael Horgan

Hannah Aldrich Sailer

Robert H. Stegeman, Jr. Award

Given in honor of Bob Stegeman, inspirational history teacher, academic dean, assistant headmaster and dean of faculty at St. Andrew's from 1978 to 1999, awarded to the junior boy and girl in the top academic ranks of their class who have demonstrated intellectual leadership and who have made exceptional contributions to the life of the School and community.

Harrison Davis Foley

Kathryn Ora Paton

Sarah Elizabeth Paton

Duohao Xu

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.

Caroline Belle Dallam

William Eric Buchanan Gray

Christopher Wilson Award

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.

Tristan Matthew Thomas

Jessica Elizabeth Millar

The Cristin C. Duprey Diversity and 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.

Katherine René Kornegay

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.

Samuel Ray Nelson

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.

Alexander Geiersbach

Donovan Anthony Simpson

Louisa Alexandra Belk

Grace Emily Egan

The King Prize

For the leading scholar during the VI Form year.

Alexandra Hampton King

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.

Sophia Grace Torrance

William H. Cameron Award

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

Juliette Catherine Neil

Donovan Anthony Simpson

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.

Uchechukwu Obialom-Ezenwa Amakiri

Anne Brooke McIlvaine

Saints Seek

Young Alums Dive Into Undergraduate Research

The Class of 2016 aren't the only Saints who celebrated a commencement this spring; many of our alums graduated from college and graduate school in May and June. We kept hearing, through the grapevine, about the Class of 2012 in particular, and about all kinds of interesting and intensive senior thesis work these alums have been doing at their respective colleges—so we thought we should investigate. Here, four members of the Class of 2012—all now holders of freshly minted bachelor's degrees—share their undergraduate research, collegiate experiences, and hopes for the future.

Mindfulness & Negativity Bias

Kevin Dowling '12, Macalester College

For my honors thesis I explored a cognitive dimension of depression called a negativity bias. Simply put, a negativity bias is the propensity for individuals who are experiencing depression or dysphoria (sub-clinical depression) to see the world through a “blue-tinted lens.” Ambiguous emotional information we encounter every day—particular facial expressions, for example—would be perceived far more negatively by those experiencing a negativity bias, than by those who are not. Unsurprisingly, seeing so much of the world in a negative light is associated with the development of depression, and the transition from dysphoria to depression. Consequently, there is a fair bit of interest in understanding how these biases can be reduced.

Mindfulness is certainly a popular topic in the world right now. It fosters patterns of thinking that are polar opposites of those that are thought to give rise to negativity biases, and has thus been adapted into a number of therapies. In my thesis research, I examined whether a brief mindfulness exercise could temporarily remove the blue lens through which dysphoric individuals see others’ facial expressions. Though my research will be continued next year with more participants, the current results suggest that mindfulness is capable of changing how dysphoric individuals interpret facial expressions.

My involvement in this research was the direct result of a similar project I completed during the spring of my junior year. In that project I looked at a personality trait called alexithymia, which is characterized by a lack of awareness of one’s emotions. For instance, individuals who have high levels of alexithymia occasionally report to the hospital for symptoms such as a rapid heartbeat, sweating, and heavy breathing when they are angry, because they are simply unaware that they are experiencing anger. I explored how a lack of awareness of one’s emotions influences how one perceives the world. The results of that study were a little unusual, but the project made me curious about how greater awareness (instead of a lack of awareness) might change these biases. This question ultimately inspired my honors research on mindfulness and negativity bias.

After graduation, I will be leaving Minnesota and moving into a clinical research position in the Department of Psychiatry at Massachusetts General Hospital. I was very fortunate to have exposure to schizophrenia research as an undergraduate, and I am thrilled to have the opportunity to

continue to explore this field as a researcher. Though the work I’ll be doing is quite different from my honors research at Macalester, my thesis experience was critical in furthering my interest in research as a profession. Ultimately, I intend to pursue a career in clinical research as a psychiatrist.

Had you asked me about my vocational aspirations as a VI Former graduating four years ago, I would have never mentioned research. In retrospect I believe experiences I had as a student at St. Andrew’s cultivated the foundation for the vocational path I intend to pursue. I can recall vividly sitting in a chemistry class in my IV Form year, in front of a vial filled with an aqueous metal. Part of our final exam (or at least the most intimidating part) was to apply all of the techniques we had learned in lab over the year to figure out the identity of this unknown agent. Here was a question that begged an answer (in part because my grade depended on finding one—a powerful motivator for any student), and I (hopefully) had learned enough to find that answer. When, after several hours in the lab, I arrived at my answer, I felt a sense of unbridled exhilaration. By myself I had figured out a solution to what I believed to be a “real world” question.

The nature of the questions I yearn to explore has changed drastically over the past six years (as has my definition for what constitutes a “real world” question). However, when I arrive at an answer to my own research questions I still feel the same sense of exhilaration and excitement as I did when I answered that first “real” question as a IV Former.

One of the greatest lessons I learned at St. Andrew’s was thus not solely one of history, mathematics, or science. Rather, my most valuable lessons were those that helped me discover the joy of asking and answering questions, the importance of curiosity and questioning, the value of critical thinking, to persevere in the face of challenges, and to write well. Though as a graduating VI Former I certainly never could have imagined where I would be four years later, I can say that learning to love questions at St. Andrew’s was what led me to where I am now.



Annie Imbrie-Moore '12, Harvard University

Last summer, I worked as an intern at Hemedex, a small medical device company that is developing technology to measure cerebral blood flow. Evaluating cerebral blood flow in real time is a critical tool for physicians treating traumatic brain injuries. My senior capstone project expanded on the thermal diffusion technology used by Hemedex. In my thesis, I developed an optimized design for an implantable cardiac perfusion monitor to measure heart blood flow in patients with congestive heart failure. Although over one million patients are hospitalized in the United States with congestive heart failure each year, the current assessment of a patient's response to treatment is surprisingly crude. The monitor I have designed would enable a quantitative assessment of the patient's response to medical interventions. This could not only result in improved care for individual patients, but more broadly enable recognition of optimal treatment pathways.

I learned a lot during the evolution of my work on this capstone project. Initially I intended simply to build a novel mechanism to implant the probe within the heart wall, but as I worked through that process I discovered that there were a number of fundamental hurdles to overcome before I could transition a probe from measuring cerebral to cardiac blood flow. So my project shifted into the computational realm: I created an adjustable finite element model of my proposed device within a heart wall and used that model to govern the design of the cardiac monitor.

Following graduation, I've accepted a National Science Foundation fellowship to receive a Ph.D. in Mechanical

Assessing Cardiac Blood Flow

Engineering at Stanford. I will be studying and performing research in biomechanics with the hope of eventually transitioning to the medical device industry. I probably won't explicitly use my thesis research, but this work has certainly helped me understand how to approach open-ended problems and has given me a more complete understanding of the multitude of details and design decisions that influence medical device engineering.



My interest in biomedical engineering came from a love of boundary-breaking interdisciplinary science which was almost certainly developed during my time at St. Andrew's. Although I initially thought I would pursue biology, I give credit to Mark Hammond's physics classes for helping me realize that I did not want to simply focus on one of the sciences. Biomedical engineering (in my completely unbiased opinion) is the most creative interdisciplinary field of engineering, marrying nearly every sphere of science and engineering in an effort to improve healthcare across the globe.

I will add that a significant portion of my engineering classes have been dedicated to presenting my work. From senior exhibitions to mock trial competitions, St. Andrew's did an incredible job of teaching me how to write and how to speak.

Grace Seekins '12, Davidson College

My thesis research (title: *La création du Ministère de l'Immigration, de l'Intégration, de l'Identité nationale, et du Codéveloppement sous Nicolas Sarkozy: L'institutionnalisation et la dégradation du discours public en France*) involved looking back at the creation and dissolution of a controversial ministry regarding immigration, integration, and national identity in the French government under President Nicolas Sarkozy. I attempted to better understand both why it was created, and the effect that it had on public discourse at the time, by researching its genesis, specific legislation enacted during its existence, and reactions of the media and the public. For me, this topic fits into the greater context of the European migrant crisis;

Immigration & Identity in France

in order to understand the current French and European perception of immigrants and refugees, I had to look back at what had influenced that perception. The project was written, presented, and defended in French.

I became interested in this topic through a series of classes I took with a political science professor at Davidson. In the fall of my senior year, I participated in a seminar that he taught, the subject of which was European integration, specifically via the European Union. Over the course of the semester, I wrote a paper on the responses of various EU member states to the ongoing migrant crisis, a project that helped pique my interest in European immigration policy. So I followed this interest into a focus on the recent history of French

The Story of Trovan in Nigeria

Rob Rasmussen '12, Harvard University

In 1996, Pfizer tested Trovan, an experimental wide-spectrum antibiotic on a group of children in Kano, Nigeria, during a meningitis outbreak there. When Pfizer released the drug to the public, executives framed its successful treatment of nearly 100 Nigerian children as a humanitarian intervention. But government regulators pulled Trovan from the market within a year of its debut, citing deadly low-incidence side effects not observed in clinical trials. In the wake of these new findings, a *Washington Post* journalist questioned whether the Nigerian trial had been ethical and legal, prompting a wave of lawsuits against Pfizer in Nigerian and American courts.

In writing my thesis, the Trovan story needed to be told in a multifaceted way in order to balance the utilitarian logic of biomedical research with the perspectives and rights of the citizens who constitute the human material on which that research is conducted. My thesis tells the story of Trovan from four perspectives: Pfizer's utilitarian positivism, the journalists' account of corporate greed, the U.S. judicial system's tacit constitutionalism, and the Nigerian government and people's populist suspicion. Each chapter takes on a different set of sources, turns a different lens on the events that unfolded in Kano, and reveals a different underlying cosmology. This narrative framework highlights the disagreements that emerged during the trial and demonstrates the fragmentation of truth that occurs when trusted societal institutions and processes—democratic elections, courts of law, scientific research—fail to function effectively.

My thesis presented a unique opportunity to work with a leading American scholar on an event that has never been closely examined. Throughout the project, I worked closely with Sheila Jasanoff, founder and director of the Program on Science, Technology, and Society at the Harvard Kennedy School of Government. Most of the research I conducted

was original—my thesis draws upon two years of extensive primary source research, including a variety of unpublished and previously unexamined records, and the only remaining copy of the Nigerian government commission's unpublished inquiry into the Trovan trial—and Dr. Jasanoff helped to shape my thinking throughout the entire project.

I can trace my involvement in this research back to a goal I set for myself when I first got to Harvard: to find a small concentration with the best faculty. Harvard's History of Science program is one of best in the world and the professors are among the leading historians of science. I chose to get a secondary in African Studies as I spent three summers living and working in Africa (two in Egypt and one in Tanzania and Kenya) and became fluent in Swahili. So, my thesis was the perfect opportunity to combine my interest in bioethics and Africa. After graduation, I'll be working for a real estate private equity firm in Seattle. While my work will not directly relate to my thesis research, I'm sure the skills I learned will be relevant.

At St. Andrew's I took every history class I could. Mr. Brown, Ms. Pressman, and Mrs. Roach helped to inform my early years as an academic. The lessons I learned in their classrooms proved invaluable in college, and the passion that they brought to the classroom every day helped to fuel my own intellectual curiosity and academic pursuits. St. Andrew's is a special place, in that you get to develop such close relationships with your teachers. Establishing those kinds of relationships in high school made it easier to do the same once I got to college.



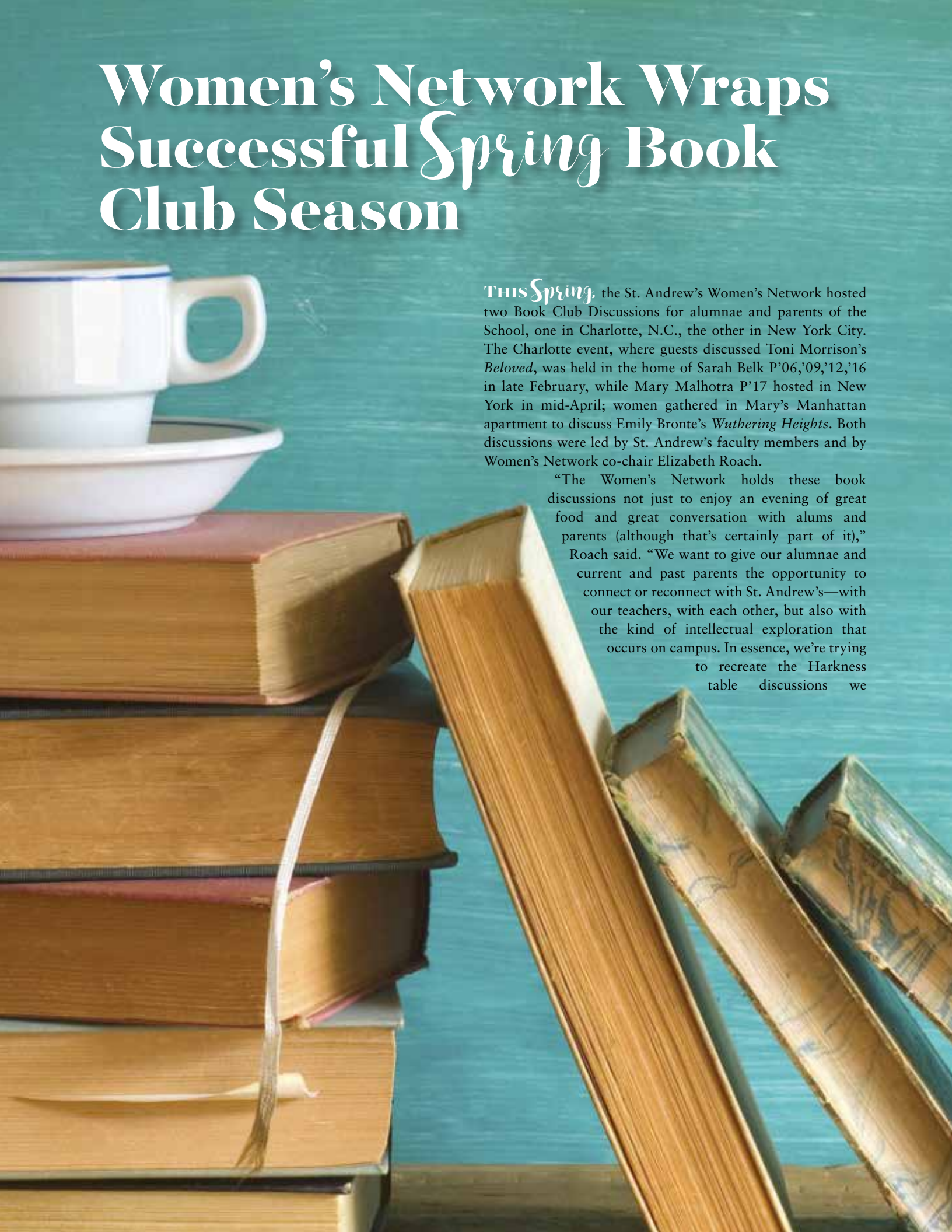
immigration policy and that particular country's reaction to the continuing crisis.

I can absolutely trace my interest in the field of political science back to my time at St. Andrew's. One of the first experiences to which I can pinpoint my distinct interest in the field is my senior year tutorial with Mr. Everhart that followed the course of the 2012 presidential campaigns. Additionally, my French & Francophone Studies major at Davidson was absolutely inspired by the time I spent taking French at SAS with Mme. Johnson and Mlle. Wright. This foundational learning aided me in my Davidson career more than I can express!

I intend to move in a different direction post-graduation and hope to get involved in the entertainment industry. "If not now, when?" is my motto for the next few months, or maybe years! I may return to my more academic interests at some point, but I'm intrigued to see where life takes me for now. I do know for sure that my liberal arts education, for which St. Andrew's laid the foundation, will serve me well in a variety of spheres.



Women's Network Wraps Successful Spring Book Club Season

A stack of several books with various colored covers (brown, red, tan) is positioned on the left side of the page. A white coffee cup with a blue rim and a matching saucer is placed on top of the books. The background is a textured teal color.

This Spring, the St. Andrew's Women's Network hosted two Book Club Discussions for alumnae and parents of the School, one in Charlotte, N.C., the other in New York City. The Charlotte event, where guests discussed Toni Morrison's *Beloved*, was held in the home of Sarah Belk P'06,'09,'12,'16 in late February, while Mary Malhotra P'17 hosted in New York in mid-April; women gathered in Mary's Manhattan apartment to discuss Emily Bronte's *Wuthering Heights*. Both discussions were led by St. Andrew's faculty members and by Women's Network co-chair Elizabeth Roach.

"The Women's Network holds these book discussions not just to enjoy an evening of great food and great conversation with alums and parents (although that's certainly part of it)," Roach said. "We want to give our alumnae and current and past parents the opportunity to connect or reconnect with St. Andrew's—with our teachers, with each other, but also with the kind of intellectual exploration that occurs on campus. In essence, we're trying to recreate the Harkness table discussions we

have in our classrooms in the living rooms of our Book Club hosts. I particularly love these discussions because adults—with their varied life experiences—have a different perspective than teenagers on the issues in the novels we explore. It's enriching for me as a teacher."

Book Club attendees are "assigned" a text—always one that St. Andrew's English students are also reading—some months in advance. In the week leading up to the event, Roach sends out a list of questions and, in some cases, primary and secondary sources about the text, so that attendees can mull over the various issues within the text and angles of analysis in advance of the actual discussion. Roach and an additional St. Andrew's faculty member then travel to the host's home to lead the book discussion.

"I've loved doing these events over the years," said History Department Chair Emily Pressman, who helped lead the *Beloved* discussion in North Carolina. "Our group in Charlotte was terrific: they had wonderful insights into the novel, putting it into conversation with questions of historical memory that are, perhaps, more acutely present in the South. To have a group of such smart and engaged readers working through questions at the heart of *Beloved* was particularly powerful for me, as both a teacher and an historian."

"I attended the Charlotte meeting with Elizabeth and Emily," noted Cynthia Oates P'13. "It was great to be able to envision the two of them conducting their class, reading their favorite passages to us, asking us the same questions they ask their students. It reminded me of the great teaching that goes on at St. Andrew's."

"I often hear alums wistfully say how much they wish they could get back to the seminar table at St. Andrew's," Pressman added, "and parents visiting campus will often describe their envy at the work we get to do with their children in our courses on a daily basis. These events are a way of bringing a little bit of that classroom experience that is at the heart of St. Andrew's to them, where they live."

"I loved the *Wuthering Heights* book discussion," said Liz Manocha P'18, who attended the New York gathering. "It was an evening of great conversation in a lovely setting with interesting women. *Wuthering Heights* is a

strange and dark story, and Elizabeth led a discussion that helped me better understand the unique aspects of the novel and why it has earned a prominent spot in the canon of English literature. It was great to experience first hand some of the St. Andrew's magic. My inner English major was reawakened!"

New York host Mary Malhotra P'17 noted that her son just finished reading *Wuthering Heights* in his V Form English class, and that the Book Club was a great window into his classroom experiences at St. Andrew's. "I was able to ask Elizabeth, 'How did this book work in a V Form classroom?'" Malhotra recalled.

"She explained some of the roadblocks students face while reading it, and how they work through that. I think we were all blown away that our kids have access to these kinds of minds, and scholarship, and talent, within their classrooms."

"Elizabeth was so great," agreed English teacher Katherine Crowley, who helped lead the New York discussion. "She really helped us to think critically about *Wuthering Heights*, about the characters and their development. She brought the book to life for the women, and helped a lot of us to understand the text in a whole new way."

"We talked a lot about what we think Emily Brontë is trying to say about love and eternity and the transcending of time," Crowley continued. "Our own life experiences often so influence our reading of a text. Considering that we were twenty women of all different ages and backgrounds, it was a pretty incredible conversation."

"It was also such a great opportunity to connect with other people who are part of St. Andrew's," Malhotra said. "We had women of all different ages attend, and we each got to meet current parents, alums, or past parents we didn't know. One woman who came was an old friend of mine I hadn't seen in ages, and I had completely forgotten that her son went to St. Andrew's. She was actually the person who told me about St. Andrew's in the first place!"

"I truly don't think any other school is doing something like this," Malhotra concluded. "These Women's Network book discussions are unique—and fabulous. I think everybody was wishing we could do these once a month!"



The St. Andrew's Women's Network was founded in 2010 with a goal of connecting, celebrating, and harnessing the power of the School's alumnae through events held both on and off campus. When alumnae gather for Women's Network events, they share their experiences and insights with students and faculty, and reconnect with each other and with the School. Since its inception, Women's Network events have expanded in size and scope, and have become central to our mission to provide community, inspiration, and mentorship for all members of our community.



Wired for Story

A Talk with Carey Albertine '92

*A quick Google search for entrepreneur and mother-of-two **Carey Albertine '92** will lead you to the website of In This Together Media, the creative factory she founded in 2012. There, you'll find a brief bio of Albertine; a scan of which will reveal she's packed a lot of life into her forty-odd years. She's worked in television, education, and executive recruiting; holds an MBA from Dartmouth; and is also a seasoned stand-up comic. We recently sat down with Albertine to talk about the ways in which her time and her experiences at St. Andrew's laid a lot of the groundwork for her rich and varied life.*

Can you tell me a little bit more about your work in publishing, and what your company does?

I founded In This Together Media about three years ago with my friend, Saira Rao, from the University of Virginia. We create young and middle-grade fiction, with a social mission to increase diversity seen in children's media. Of the 3,000 children's books released in 2014, only 11% featured minority characters. Seventy-one percent of young adult literature readers are girls, and yet male protagonists outnumber female 2.5 to 1. At In This Together, we work to provide narratives and characters that are more reflective of what our world actually looks like. In our stories, we create both more characters of color, and also what we think is a more nuanced view of girls, women, and their relationships. We create the concepts and characters, and then we find a writer that we think is

perfect for the material. We collaborate with the writer as he or she moves through the entire writing and editing process. Then we sell our books to publishers and to film and television.

So, for example, one of our projects is about a mid-Atlantic boarding school set in the mid-1990s. The two main characters are an African-American girl and a Latino girl from Miami, and they're both rowers. We came up with the idea for it about a year ago. I was thinking about my time at St. Andrew's, and the issues of gender and race during that time period. This was the era of Anita Hill and Clarence Thomas, and there was this interesting thing going on at that time that kind of mirrored the zeitgeist on a micro-level, where I think the girls at the School were really coming into their own. When I came to St. Andrew's, there had never been a female class president. The boys ran the school. It actually gave me a bunch



of really interesting skills that allowed me to be successful in male-dominated areas later in life. And while I was thinking about St. Andrew's, I called Heather Mitchell '92 and Jacquetta Szathmari '92 to talk about it. They're both African-American, so they have this whole other view and lens on that time from me; I was concentrating on gender issues in that era, and they started talking about race issues in that era, and one thing led to another, and we came up with the idea for this series.

It sounds like you are really mining and processing your personal experiences in the work you're doing.

Sure. That's the kind of very direct way in which St. Andrew's is a part of my current life. But the whole mission of the company is tied into my St. Andrew's experience. I would say I developed my deep love of literature at St. Andrew's.

I came to the School as a voracious reader and a pretty good writer, but my teachers—the Roaches, John Austin '83, Monica Matouk '84, John Lyons—all really helped me take my raw talent and develop myself into a strong writer. They nurtured and nourished my love

of story. They instilled in me this idea that there's nothing more powerful in this world than narrative. And that is directly related to the decision to start this company. We are wired for story, and if we want society to change, we have to change the stories we tell.

I would also say that going away to school at 15 gave me a sense of independence and autonomy that ultimately led me to become an entrepreneur. I didn't think of it that

way at the time, but looking back, it takes a lot of courage to leave home at a young age. It instilled in me a sense of confidence about my ability to pave my own path. When I started this company, it was a leap of faith. I did not know how I was going to support my children or myself. I just had to do it, and I knew that I could. Even though I went to business school, and did a bunch of other things later in life that in some ways more directly prepared me to do this, I actually think my entrepreneurial confidence really goes back to my teenage experience of going out of my own, walking into St. Andrew's not knowing anybody, and having to navigate that.

Can you speak to specific classes or experiences you had with the teachers you mentioned, that stand out to you now as really influential on your life?

One really formative thing was the intensive writing experience you go through in your IV Form year. I always felt like I was a strong writer, but I started to go through the St. Andrew's process of learning to write, and my confidence was really shaken. And Monica Matouk, who was my advisor when I got to St. Andrew's, said one of the most impactful things anybody's ever said to me. She said, "What you're doing is looking very critically at your writing. It feels like you've lost your ability to write. But rather, what you're doing is taking your raw talent, and developing into something stronger. It's just that you're in that phase of greater awareness about the problems with your writing right now. But that's part of this process." I repeat that all the time to people in my life, and I think of it anytime I'm climbing a learning curve: that there's this period where you take your talent and you turn it into a craft,

“There’s this period where you take your talent and you turn it into a craft, and there’s this alchemy that happens, and you have to be really willing to be in that place where you recognize all the problems that you have.”



and there's this alchemy that happens, and you have to be really willing to be in that place where you recognize all the problems that you have. It was a life-changing moment.

John Lyons was also my advisor, and my history teacher. In many ways he was a parent to me, which is really important when you're at boarding school. I really relied on him for a ton of emotional support. He believed in me, and he spoke to me like an adult, and he gave me a lot of autonomy. But the thing he really taught me was to read and think very critically about perspective and about history. He was just such a committed and enthusiastic teacher, and he brought that to every class. And we really delved into civil rights, which I think gave me an incredible inclination and motivation toward working for social justice. I would fully credit him with helping me to develop that. I also took an elective with Louise Howlett my senior year that was all about spirituality and literature. That's another class I go back to in my mind all the time. At that time in my life, I don't know that I had any kind of spiritual life, and that class was the beginning of my interest in spirituality and exploring the mysteries of life. I'd really credit her with my ongoing interest in the great philosophical questions. These themes get woven into the books we develop, and a lot of them came from that class.

I also can't say enough about Elizabeth and Tad Roach. I felt so appreciated and nurtured by both of them in my English classes. I feel like they saw my love of reading and just continued, the way great teachers do, to develop it. I can remember reading *Lady Chatterly's Lover* with Elizabeth, or *The Sound and the Fury* with Tad. The thing about St. Andrew's is—it's a really safe place to be very nerdy. I felt like, in my heart, I was super-nerdy, and it was safe to

really dork out on Faulkner in front of Tad, because he liked Faulkner too. There's a social risk to enthusiasm and passion when you're a teenager—you're like, Oh, no, I shouldn't say that, I shouldn't let people know I care. The Roaches in particular, but everybody I just mentioned, made it safe to be passionate and inspired. There's a value and a love for creativity and curiosity at St. Andrew's that wasn't present in my other school experiences. That's part of why I came to St. Andrew's in the first place, and that's totally what I got out of it.

What did lead you to St. Andrew's, anyway?

A close family friend is Bulent Atalay '88. He's been a mentor to me for my entire life. He's a brilliant physicist, Renaissance man—he was explaining relativity to me when I was six years old—and he is hugely passionate about St. Andrew's. So, from an early age, he was a cheerleader for me to go to St. Andrew's. And my parents got on board with the idea once they started to get the sense that I was coming home from school really excited about what we had learned in class that day, but disappointed that everyone else seemed bored. My mom said, "I think you need to get out of here, broaden your horizons."

How do you think the boarding school life in general, and St. Andrew's in particular, prepared you for the rest of your life?

I would go back to this idea around autonomy and creating your days and doing that from a young age. People think entrepreneurship is about having a high tolerance for risk, but I think the really critical thing about being a

successful entrepreneur is to be able to wake up in the morning and generate your day, every day. No one's going to tell you what to do or whether you're doing well or give you a plan for the day. You have to be very generative, and I think my ability to do that came from St. Andrew's. Even though our days were very structured—so in some ways, there's less freedom than if you're living at home and going to school—but on the other hand, within that structure, you have a tremendous amount of freedom to make your own choices. Certainly, there were places where I failed in my decision-making, but I learned those lessons on my own. We're currently in the process of fundraising for In This Together, and fundraising definitely takes confidence and courage—two skills I learned at St. Andrew's.

I think the other beauty of boarding school is that, it's not like there's school, and then there's home. Home and school are integrated. You have meaningful conversations with adults in every part of your day. Louise Howlett said something amazing to me when I was 16, that really changed my outlook. I always felt like I was born in the wrong century. I had dark hair and this freckly skin and I would think: This would have been great 100 years ago. So I said this to Louise, and she said to me, "You know, I used to think the same thing. But then I realized that I wouldn't have all the freedom that I experience as a woman. So, I am glad I was born now." That made such an impact on me, and that conversation didn't happen in a classroom. We were in a common room on dorm, and she just said it in passing. She probably has no memory of that conversation. It all makes me wonder how much the teachers at St. Andrew's really get how much of an impact they have on us. ■



St. Andrew's celebrated its annual Reunion Weekend June 10 through June 12, and welcomed more than 300 alumni back to campus for the three-day celebration. The weekend was kicked off with the 25th Annual Scholarship Golf Tournament, sponsored by the Class of 1991, which raised \$30,000 for financial aid at St. Andrew's. The Class of 1966 celebrated its 50th Reunion, and was awarded with the Giving Bowl (which recognizes the class making the largest total gift to the Saints Fund in the current fiscal year) at the all-alumni banquet on Saturday night. This year's Distinguished Alumni Award was given to Ed Strong '66. Strong is a founding partner of Dodger Theatricals, a theatrical production and management company that has produced plays on Broadway and around the world since 1978. Strong serves on St. Andrew's Board of Trustees, and is also a Board Member of Leadership Enterprise for a Diverse America. Thanks to all who returned to campus for the festivities!



ST. ANDREW'S











For our summer issue, we're trying something new in lieu of our traditional Class Notes section (don't worry; those will return in the fall issue). So many of our alums have been using our #canthelpbutconnect hashtag on social media to share photos and videos of Saints meetups and reunions, planned and unexpected—so we thought, why not share these moments in the magazine, too. Want to see your face here? Don't forget to tag your alumni-gathering photos with #canthelpbutconnect!



The Class of 2016 was hosted by the Hanrahans P'10,'14,'16 on the Eastern Shore and this is their first class photo as alumni!



Carol Jean Atalay P'84 GP'16,'17,'19 and her husband Bulent '58 (not pictured) cruised the South Pacific, and much to their surprise, met fellow lecturer Steve Forbes P'97,'06 on board!



Rob Rasmussen '12 and Jeff Rogers '12 celebrate their graduation from Harvard University!



After 28 years, Lainie Thomas '88 P'19 and Brandon Mathews '88 catch up over dinner and discuss all things SAS in the Philippines! Thomas '88 says, "We're pleased that the Maui Wowie and Turkey Trot, both introduced by the Class of '88, are still ongoing. I just wish now that I'd kept those t-shirts!" Photo taken in front of Cardinal Red wall!



Rick Hall '89 enjoyed a basketball game in which fellow Saint, Ben Bentil '14 played for Providence College!



Hoyt Reed '17 tours UVA with Olivia Decker '15 as his guide!



The Class of 2013 gathers immediately after school has ended in the mid-atlantic for some much needed Saints time!



Chuck Shorley '71 and Mark '71 and Venetia Lewis spend time together at the Ocean City Boardwalk!



Saints support Reed McLaurin '14 at his performance on Jordanian refugee narratives through the Duke Kenan Institute for Ethics. Leighton Durham '13, Reed McLaurin '14, Helen Cammerzell '13, Doug McLaurin '14, Neely Egan '16



An incredible gathering of Bermuda Saints hosted by Amy and Andrew Turnbull P'16,'18,'20



Portland, OR 2010 Saints Gathering! Leah Weston'10 , Matt Gallagher '10, Kelvin Green'10, Garrett Hart '10



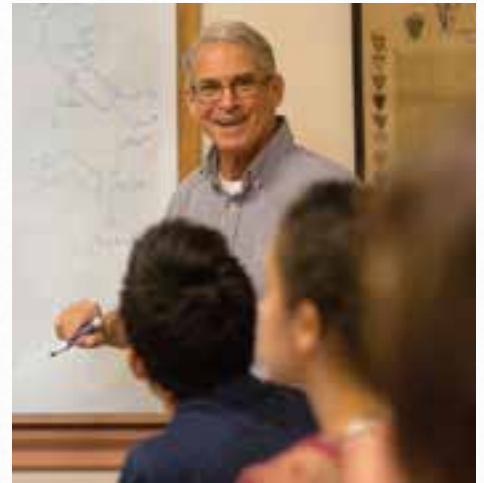
Incredible group of Saints returned to congratulate the Class of 2016 at Commencement and welcome them into the Alumni body!



Taylor Cameron '90, P'18 celebrates Kervin Zamora '11 on his graduation day from University of Delaware where he received his Masters of Public Administration!



Ford Van Fossan '09 and Doug Stuart '09 spent two weeks hunting and traveling on the South Island; an amazing trip and a great opportunity to hang out with the old SAS roomie.



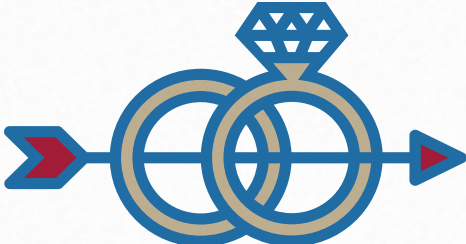
Recently retired Fritz Hoffecker '67, P'03, 05 inspired AS Global Studies students with lessons he learned at St. Andrew's that helped him in his career stories that began as a waterman on the Chesapeake Bay and ended as a telecommunications executive and CIA operative.



Mary Shea Valliant '09 says, "The most beautiful discovery true friends make is that they can grow separately without growing apart" Class of 2009 representing at Foxfields in Charlottesville, VA. Jessica Yanez '09, Kasey Christiansen '09, Sadie Hammond '09, Elizabeth Wolinski '09, Emma Van Wagenberg '09, Mary Shea Valliant '09



Ev McNair '73 saddled up and rode from his home in Denver, North Carolina to Washington DC to be part of Rolling Thunder this Memorial Day. Ev says, "Harley really hooked me with their tag line 'Ride to Live and Live to Ride!'"



Weddings



Cesca Duffy '01 married Jason Bliss on December 19, 2015 at St. Andrew's, surrounded by dear friends from the St. Andrew's family. Rev. Louise Howlett, former faculty and chaplain, was the officiant. Noah Rickolt '14 played the bagpipes during the ceremony in the chapel.

(photo attached with caption: Pictured from left to right: Donny Duffy '04, Giancarlo Duffy '09, Minta Madeley '01, Wenjun Jing '01, Piper (Monk) Booher '01, Megan Schuller '01, Cordo (Carraher) Jorch '01, Rev. Louise Howlett (former faculty), Donald Duffy (faculty), Ann Taylor (faculty), Jason Bliss, Francesca Duffy '01, and Susie Duffy. Not pictured: Lindsay Brown (faculty). Photo Credit: Emily Troutman Photography)



Saints celebrate the marriage of Behle (Holbrook) Salem '07 this Spring! Eloise Repeczky '07, Chauncey Elsas '07, Ian Thomas James '07, Rob Bryan '07, Peyton Coles '04, Katherine Belk '09



Grace Mott '11, married Miles Gabrielson at the US Military Academy at West Point on July 18, 2015.

Babies



Clementine James '01 and her husband, Darren Smit welcomed Leocadia Clementine Smit on April 2, 2016!



Tom '97 and Courtney Stephens welcomed Thomas Jeffrey on March 10, 2016.



Christopher Matthews' 02 and wife, Stephanie welcomed their daughter, Emmeline Elizabeth, to the world on May 17. Everyone is back home, happy and healthy, in Brooklyn filling days with long strolls in the park and plans for Emmy's future.



On April 12th Emily Zazulia '02 and husband, Max Merkow welcomed their first child Owen Zazulia Merkow to the world.

PLANNED GIVING



Planned gifts are a vital financial cornerstone of St. Andrew's School. They can also provide financial benefits to you and your family!

Planned gifts utilize a wide variety of estate and tax planning techniques to allow you to maximize your support of St. Andrew's, while minimizing the impact on your income and estate.

You can make a planned gift at any age and become a member of our Cornerstone Society.

If you'd like to begin the process of making a planned gift and joining the Cornerstone Society, or have questions about planned gifts in general, please contact Chesa Profaci at 302-285-4260 or chesa@standrews-de.org— or visit standrews-de.org/plannedgiving for more info.

ASSETS YOU CAN DONATE

- Outright gift of cash
- Appreciated securities
- Retirement plan assets
- Life insurance
- Real estate
- Tangible personal property

WAYS TO MAKE A PLANNED GIFT

- Bequests
- Beneficiary designations
- Charitable gift annuities
- Charitable remainder trusts
- Life insurance policies
- Other legacy gifts

in memory

Thomas Donaldson, Jr. '40



Thomas Donaldson, who had careers as an educator and government administrator and was a sailing enthusiast, died May 8 of complications from dementia at the

Stoddard Baptist Nursing Home in Washington. The former Roland Park resident was 94.

The son of the Rev. Thomas Donaldson Sr., an Episcopal minister, and Mary Randolph Harrison Donaldson, a homemaker, Thomas Donaldson was born in Baltimore and raised here and Centreville, Queen Anne's County, where his father was rector of St. Paul's Episcopal Church. He also spent time in Columbus, Ohio.

After graduating in 1940 from St. Andrew's School in Middletown, Del., he enrolled at the University of Virginia. In 1942, he received his draft notice. "The son of a pacifist, he at first registered as a conscientious objector, but then agreed to serve in a nonmilitary role in the Army... as an American Field Service ambulance driver," wrote his daughter, Mary R. "Polly" Donaldson of Washington, in a biographical profile of her father.

"He served for three years in Italy, behind the front lines at a POW hospital near Naples," wrote Ms. Donaldson, who is director of the Department of Housing and Community Development in Washington. After the end of World War II, Mr. Donaldson returned to the University of Virginia and in 1947 earned a bachelor's degree in geology.

Yearning to return to Europe, he enrolled in a master's of social work program at the University of Zurich under the GI Bill of Rights. "One impressionable work

assignment was in Germany at a Lutheran World Relief refugee center helping to resettle families in postwar Europe," said Ms. Donaldson.

His daughter said in an interview that he wanted to pursue the "bohemian life," and after leaving Zurich in 1948, he roamed across Europe and North Africa for five years.

He traveled to New York City in 1953 to visit his sisters. While there, he met and fell in love with one of their roommates, Jane Stuart Bankier, whom he married in September 1953. The couple came to Baltimore and settled in Reservoir Hill. Mr. Donaldson found work as a surveyor for an engineering firm, then moved to York, Pa., where he taught high school science from 1957 to 1958 at York Country Day School.

In 1958, he moved to Cambridge, Mass., where he enrolled at Harvard University and obtained a master's degree in education as "part of the Sputnik-era science teachers training program," his daughter said. After leaving Cambridge, Mr. Donaldson moved to Rider Avenue in Riderwood. He lived there from 1959 to 1970, then moved to Woodlawn Road and later Wickford Road in Roland Park. He taught science at Boys' Latin School from 1961 to 1964, then joined the faculty of Oldfields School in Glencoe, where he taught for two years.

In 1966, he took a position as assistant professor of history and government at the University of Baltimore. While teaching there, he earned a second master's degree in the liberal arts program at the Johns Hopkins University. In 1971, Mr. Donaldson joined Maryland government as an administrator in the Department of Human Resources and wrote departmental regulations. He retired in 1986.

His wife, who had been librarian at St. Timothy's School in Stevenson, died in 1975. A year later, he married the former Margery Smith Elmendorf, also an

administrator in the Department of Human Resources. After his wife's death in 1993, he moved aboard his 34-foot sailboat, the *Tabula Rasa* — a Latin expression meaning "a lack of preconceived ideas or a blank slate." Family members said in many ways, the ship's name reflected Mr. Donaldson's life and beliefs. He sailed the *Tabula Rasa* between Baltimore and Melbourne, Fla., for the next 12 years until 2005, when he moved to Washington to be closer to family.

He was a member of the Potapskut Sailing Association, Magothy River Sailing Association and the Midget Ocean Racing Club. Ms. Donaldson described her father as a "bon vivant and free spirit who was politically liberal, but also a devotee of longtime Baltimore traditions as a member of the Bachelors Cotillon and an annual attendee of the Maryland Hunt Cup."

He volunteered at his children's schools and was active in the neighborhood associations where he lived. Mr. Donaldson was one of the leaders of the Ruxton Discussion Group, a monthly dinner-speaker series that considered local, national and international issues. He was a former communicant of the Episcopal Church of the Good Shepherd in Ruxton.

"My father wanted to be remembered as someone who tried to help people throughout his life," his daughter said.

In addition to his daughter, Mr. Donaldson is survived by three sons, Thomas Donaldson III of Pittsburgh, Dougal Stuart Fawkes Donaldson of Fort Collins, Colo., and Andrew Bankier Donaldson of Bloomsbury, N.J.; a stepdaughter, Julia O. Elmendorf of Norris, Tenn.; a sister, Ann Warfield Donaldson Tamlyn of New York City; and three grandchildren.

Reprinted from *The Baltimore Sun*.

Richard G. Patch '45



Dick Patch '45, of Delray Beach, Fla., and formerly of Westerly, R.I., and Needham, Mass., passed away peacefully on February 4, 2016, at his home in Delray Beach. He

was born in Hartford, Conn., on March 28, 1927, to the late James Arthur Patch and Helen Parke Patch. Richard was predeceased by his wife of 43 years, Suzanne Malone Patch in 1997 and brothers, Norman and Daniel Patch. "Dickie" as he was known, was a loving father and great friend to many. He was a graduate of the St. Andrew's School, Middletown, Del., and Babson College. After graduating college he began a long and successful career as an insurance broker in Boston until the sale of his business in 2000.

Dickie was a former member of the vestry at St. Paul's Episcopal Church in Dedham, Mass., past-president of New England Home for Little Wanderers, former member of the Dedham Country and Polo Club and current member of the Gulf Stream Bath and Tennis Club. He loved gardening, dogs, playing bridge and sailing.

He is survived by his daughter, Helen Grier Bowditch (Charles) of Darien, Conn., and two sons, Christopher Parke Patch (Jane) of Etna, N.H., and Jonathan Booth Patch (Megan) of Medfield, Mass.; seven grandchildren: Findlay, William and Sarah Bowditch, Christopher and Madeline Patch, and Charles and Courtney Patch; as well as many nieces and nephews.

Reprinted from www.legacy.com.

Dirck Teller '52



The Alumni Office was informed that Dirck Teller passed away in early December. Dirck died peacefully at home in Richmond, Va., surrounded by his family.

David D. Hindle, Sr. '58



David Deshler Hindle, Sr., passed away on April 1, 2016, at the age of 76 in Shelburne, Vt., surrounded by his loved ones. Born on December 2, 1939, to Winifred Odele

Gaw Hindle and Frank Lawton Hindle II in Philadelphia, Pa., he was raised in Red Bank, N.J., alongside his two siblings, brother Frank Lawton Hindle III and sister Susan Hindle Phillips.

Like many in his family, David suffered from Polycystic Kidney Disease (PKD). When his own kidneys failed 18 years ago, he was given what he called "a new lease on life" after the successful transplant of a kidney donated by his wife, Marcia Kelloway Hindle, in July of 1998—an act of love for which their family will be eternally grateful. During those 18 years, David concluded a long and influential career, witnessed the marriages of his three children as well as the births of eight grandchildren, remaining a vital and valuable force in each of their lives.

David graduated from St. Andrew's School in Middletown, Del., earned his B.A. degree from UNC-Chapel Hill in 1963, and an MBA in banking administration from Brown University. Over his 36-year career as a business leader in Haverhill, Mass., David worked his way up from teller to CEO at the Family Mutual Savings Bank, now TD Bank. Admired by everyone he worked with, David exemplified the highest standards of personal and professional integrity, always putting the interests and well being of his employees, his company, and the community before his own. A long-time friend and colleague recently expressed that David served as a model for how people should strive to act, and added, "We have lost a great man."

David directed numerous charitable efforts to benefit the homeless, the hungry, and the disadvantaged, serving terms as president of the United Way of Massachusetts Bay and Merrimack Valley and the Merrimack Valley Rotary Club. He was a Board Member of the Boy Scouts of America and the George C. Wadleigh Foundation, and spearheaded a hugely successful capital campaign for

Emmanuel House, resulting in the provision of housing, education, and childcare for homeless families in Haverhill. David also served as president and co-founder of the New England Chapter of the PKD Foundation and sat on the Foundation's National Board. In recognition of his dedication to the community, *The Lawrence Eagle-Tribune* described David as "...a spearhead (of) civic pride."

David and Marcia raised their family in West Newbury, Mass., and later along the Merrimack River in Merrimacport. They spent many happy summers together camping in the White Mountains and, more recently, at an island cottage on Lake Winnepesaukee in Wolfeboro, N.H. This past November, David and Marcia celebrated 50 years of marriage.

In addition to his wife Marcia, David is survived by his three children, David Deshler Hindle Jr. and his wife Phuong Trieu-Hindle of Ashburnham, Mass., and their children, Ethan, Zachary, and Serena; Michael Ross Hindle and Carri Beer of Catonsville, Md., and their children, Gus, Eva, and Cedar; and Jill Lindley Hindle Kiedaisch and her husband Matthew Kiedaisch of Hinesburg, Vt., and their children, Jack and Finn; as well as numerous cousins, nieces, and nephews.

David will be missed and fondly remembered as a man of honor, decency, and devotion.

Reprinted from www.legacy.com. ♥

My mom would always tell me that she wished she named me something else.

She would say that my name just wasn't American enough.

She thought that my name sounded as though I was a foreigner from some Middle Eastern country.

My mom would constantly remind me that if she only knew 9/11 was coming, she would've named me something else.

There is nothing I can do about the burden on my birth certificate, so I thought that I was just going to have to close my eyes as I braced for the impact headed my way. For nearly all my life, I blamed my mom for the shaky grounds she created underneath me:

How am I ever going to get a job with a name that wasn't common in America;

How was I ever going to get friends on social media;

How was I ever going to be able to tell someone my name without having to spell it out, so they could pronounce it correctly;

How was I ever going to be a normal American, when the world around me was questioning my Americanness?

I was going to be judged before a person even knew me and it's all my mom's fault. Will people be afraid of me because I am that "unknown threat" targeting everyone? If the 9/11 bombers wanted to tarnish my reputation, they definitely got what they wanted! Those bombers filled the cavity I call a legacy with hate and fear before I could do anything about it.

This name is a poison I have to chug to survive.

This name is an inescapable flame that burns straight through me.

This name will lead me into a never-ending abyss of darkness no matter what I do.

My mom regrets this name, I regret this name, the world regrets this name. Will I ever be able to assimilate into this world where every piece of the puzzle is already set in stone?

I thought that maybe there was a way for me to speak American, look American, eat American, and dress American, so I can feel American. Maybe I can trick the puzzle into thinking I am a true American.



For my entire life, I thought the Almighty jigsaw puzzle could never be changed to fit my puzzle piece. But what I failed to understand was, What exactly is the purpose of a name? Does a name really mean anything? One word that your parents tell a doctor can't dictate anything, but somehow I let it dictate everything. I let this name control me. I let it pave my path to the future. I gave all of my power and opportunities to something I had no control over. No one is to blame for my failures and pain, but myself. This name was never the problem—I was.

A name is the most fundamental aspect of a human and is something that stays with us forever. A name can either haunt us or lift us and we all get to choose what a name can do. This jigsaw puzzle doesn't mean anything. It is a social construct I gave into because I thought everyone else was abiding by the rules, but that was never the case. People were fighting wars against racism and discrimination, and I was succumbing to the thing they were fighting against. I saw the jigsaw puzzle everywhere, from children's books to news articles, and

I thought that there was no way for me to win.... Bilal. Who is that? What is that? Does it mean anything? Does it represent anything? After typing a couple of letters into Google and clicking one button, my mind blossomed as I saw who this man truly was. This was the name of a man who drew people to him, with a voice that cut through the air like a knife. People from miles away could hear him. His voice could touch people's hearts around the world. Even though his religion and ideas were against common belief, he wasn't afraid to say what he believed in. He was tortured for his beliefs, but that didn't quiet him. He continued to let the world know about his ideas. He was crushed with a stone for his beliefs and this didn't stop him from speaking out to the world. He could do anything for his beliefs and maybe that means I can do anything.

This name never ruined me, it built me;

I wasn't chugging a poison, I was sipping the purest form of enchantment;

How could I have mistaken the builder of my life for the destroyer?

— Bilal Morsi '19

*excerpted from "The Unknown Threat,"
written & performed at a recent SAS Open Mic Night*

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