### October 1992

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>5th-9th</td>
<td>Annual Fund Phonathons</td>
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<tr>
<td>19th</td>
<td><em>Guys and Dolls</em> in New York</td>
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<tr>
<td>31st-1st</td>
<td>Parents' Weekend at SAS</td>
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### November 1992

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>12th</td>
<td>Metro Stops</td>
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<tr>
<td></td>
<td><em>New York, Philadelphia, Wilmington, Baltimore, Washington, D.C.</em></td>
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<tr>
<td>21st</td>
<td>Fall Term Ends at SAS</td>
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### December 1992

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<th>Date</th>
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<tr>
<td>13th</td>
<td>Service of Lessons and Carols in the SAS Chapel</td>
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<tr>
<td>18th</td>
<td>Christmas Vacation Begins at SAS</td>
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### January 1993

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<th>Date</th>
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<tbody>
<tr>
<td>4th</td>
<td>Winter Term begins at SAS</td>
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### February 1993

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<th>Date</th>
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<tr>
<td>19-20th</td>
<td>Winter Musical at SAS</td>
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### April 1993

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<tbody>
<tr>
<td>1st</td>
<td>Metro Stops</td>
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<tr>
<td>23rd</td>
<td>Alumni Career Night at SAS</td>
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### May 1993

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<th>Date</th>
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<tr>
<td>8-9th</td>
<td>Arts Weekend at SAS</td>
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<tr>
<td>18th</td>
<td>Alumni/VI Form Dinner at SAS</td>
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<tr>
<td>27th</td>
<td>Commencement</td>
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<td><em>to be announced</em></td>
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<td>Point to Point Tailgate</td>
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<td>Stotesbury Gathering</td>
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### June 1993

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<th>Date</th>
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<tbody>
<tr>
<td>11th</td>
<td>2nd Annual SAS Scholarship Golf Tournament</td>
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<tr>
<td>11-13th</td>
<td>Reunion Weekend at SAS</td>
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Noxontalk

You arrive on campus, winding along a dramatic, tree-lined drive to be confronted by a stone fortress, Founders’ Hall. Within these mighty walls dwell the people who will take you and your young mind and present you with challenges, offer you paths of self-discovery, lead you on an exodus of learning...

...Or, several years later, you open your “Back to School” issue of the Bulletin...

While the experience is not quite as exciting as the former, we hope that this new fall issue of the Bulletin will conjure up some of the same feelings you experienced the first time you approached that SAS threshold; this time of year, we all get nostalgic for clean note-books and new-smelling textbooks. A crispness in the air reminds us that in the academic calendar, fall always provides a beginning, a chance to start the year fresh. The fall Bulletin will differ from the winter and spring Bulletins. Instead of class notes, there is the Annual Report. Instead of Noteworthy, there is a section highlighting one area of interest—this issue spotlights teachers.

I hope that by reading about faculty, both past and present, you will reflect on those people who made a difference in your life. The fact that so many alumni responded to our questionnaire with very definite ideas about which teachers influenced them most, makes us believe that those human connections make a difference. And they still do; several of those teachers mentioned are still teaching at SAS today.

The questions Jon O’Brien raises in his talk “Who is Raising Our Children?” are disturbing, yet valuable. It is reassuring to know that, through our faculty, St. Andrew’s is doing its part (as it has done in the past) to prepare upcoming generations for a challenging and uncertain future.
Who is Raising Our Children?

"High Noon" and "Shane" for "Terminator II" and "Basic Instinct." While America has witnessed significant progress in such important public areas as civil rights and concern over environmental issues, I sense a decline in private morality which, unless checked, could become the cancer which destroys this great nation.

I am not the only educator who is concerned. Last June, Kelly Clark, the Headmaster of St. Paul's School in Concord, New Hampshire, brought together some of our nation's leading theologians, psychologists, authors and other leaders of their professions for a five-day Institute on Values. The recipients of Kelly's vision were 30 boarding school headmasters. I think it safe to say from my conversations that week that all of us were concerned about a decline in common courtesy, manners and civility among our young and what we see as being a new gross form of materialism, little concern for the common good and individualism run rampant.

You will be familiar with some of our guest teachers:

- Robert Bellah, sociologist and author of *Habits of the Heart*, from the University of California at Berkeley;
- Fred Bueckner, theologian and author;
- William Sloan Coffin, Jr., former Yale chaplain and author;
- Robert Coles, psychologist and author from Harvard University;
- Michael Dorris and Karen Erdrich, native American authors;
- George Gallup, pollster;

The question reduces itself to one of will. Do we as a people care enough about our children to arrest the free fall we are in?

Timothy Healy, former president of Georgetown;
Henri Nouwen, theologian and author.

Adjectives these thoughtful scholars used to describe a rapidly growing number of American youth included: narcissistic; amoral; dishonest; materialistic; callous; brutal; and empty (five million teens seriously considered suicide last year, one million tried, 500,000 succeeded, according to Gallup).

According to Robert Coles, "what feels good to me is the ultimate arbiter of decision-making with the young today... They have no sense of right and wrong... no conscience... When confronted or challenged for outrageous conduct, they are apt to turn on their challenger and say: 'Who's to say what is wrong?'" Another time he said, "we have moral anarchy today."

And listen to what these men and women believe that young people need today.

Again, Robert Coles:
* constraint
* restraint
* control
* structure
* civility
* thoughtfulness
* concern for others
* the courage of common sense, common courtesy and common decency
* the development of conscience
* less understanding and more
  "enough, this I insist on."

and Bellah:
* clear statements and presentations of right and wrong

and Healy:
* preparation for citizenship, marriage, parenthood, service and friendship

The picture these speakers presented of our nation's youth was not pretty. But how could it be otherwise? Time after...
time our conversations led us to look at the adults—you and me and all the rest of us—who are the meaning makers for our young. We discussed the disintegration of the family unit and the demise of parenting; the loss of confidence on the part of adults; the loss of belief in the transcendent nature of life; materialism and greed; the subdivision of society into enclaves of rich, poor, old and young, who no longer know each other nor, seemingly, care about each other; and a decline in our nation of a sense of the common good and a corresponding rise of selfishness disguised as individualism.

It is tough to blame our children for what we have created.

I wish I had easy answers to these deep-rooted problems. But, as I have mentioned, I don’t believe there are easy answers. When we deal with human behavior, there never are. I also recognize how complex and interconnected life is today. It is no longer possible to point solely to parents as being at fault for not raising better kids. So many parents today have lost control. They seldom see their children. Many have delegated their roles as meaning makers to schools and television. MTV probably has more influence on many American youngsters today than their parents. But parents are the two people we know who should be responsible for their children, and it is on parents and parenting that I want to focus today.

During St. Andrew’s recent spring vacation, I read a book called the Road from Coorain. It was written by Jill Ker Conway, who, from 1975 to 1985, was the President of Smith College. Mrs. Conway is only four years older than I, and we share many generational attitudes. Our upbringings, while vastly different from one another, seem similar when compared to those of most young people today.

Mrs. Conway is an Australian. She was born in 1934 into a house on an 18,000 acre sheep station in the harsh outback in the western reaches of New South Wales. The land was flat, dry, windswept, vast and lonely. The nearest telephone was seven miles away in a one-store village. The ethos of the bush was based on strength and endurance. While her father spent his days alone on the range, her mother spent her days alone at home, cooking over wood stoves, heating water over wood fires, making clothes and fighting to keep the wind-blown dirt from overwhelming the house as she raised her three children.

Mrs. Conway did not see another young girl until she was seven years old. There was no television, no mall, no movie theater. The only real town was 75 miles away. When old enough to work, Mrs. Conway rode with her father to the far reaches of the station, helping him move sheep and mend fences. Their quiet time together gave opportunity for questions about the life she witnessed. They talked to each other. In the evening Mrs. Ker read books to her daughter, and very soon her daughter was devouring every book in sight.

Mrs. Conway’s young life revolved around the land and its creatures, the weather, her parents, and the stockmen and shearsers who worked on their place from time to time. When she was 11, her father was killed in an accident, drowned while trying to repair a water pipe by himself in an isolated and distant part of the property. Shortly thereafter, Mrs. Conway’s mother moved to Sydney, and her daughter began her formal education.

Compare this childhood to those of American adolescents today. Think of the places our children visit, the thousands of hours of TV they watch, the friends they have, the highways and byways they travel, the constantly moving kaleidoscope of tinsel and dazzle, of sound and sight, of Nintendo and MacDonald’s, boardwalks and airplanes they experience. I am not suggesting that all that is modern is bad, nor am I suggesting that our children need to live childhoods like Mrs. Conway’s, but I am suggesting that Mrs. Conway had a childhood that was rich in those ingredients which help children grow to be moral, ethical adults. Let me use Mrs. Conway’s own words to describe these features:

All in all, what might on the surface appear like a lonely childhood, especially after the departure of my brothers, was one filled with interest, stimulation, and friends. It lacked other children... Yet this world gave me most of what we need in life, and gave it generously. I had the total attention of both my parents, and was secure in the knowledge of being loved. Better still, I knew that my capacity for work was valued and that my contributions to the work of the property really mattered. It was a comprehensible world. One saw visible results from one’s labors, and the lesson of my mother’s garden was a permanent instruction about the way human beings can transform their environment. My memories of falling asleep at night are to the comfortable sound of my parents’ voices, voices which conveyed in their tones the message that these two people loved and trusted one another.

I wish this assessment of parenting could be etched in silver and handed to all new mothers and fathers. As one who deals with families constantly, I believe Mrs. Conway accurately describes what all children need and deserve and what is so often missing in American families today. As a child, she was secure in the knowledge of being loved by parents who loved each other. As she grew, her world was coherent and comprehensible, and she knew her contributions to that world were valued. Unlike our kids today, who always seem to be within earshot of some voice blaring from some black box, she could
absorb the grace and power and silence of nature. She had time to read, time to think, time to absorb and time to reflect.

At the risk of sounding hopelessly simplistic, this is a description of the kind of childhood I would wish for all young people. In many ways, it was the kind of childhood I was lucky enough to have.

I had a mom and dad who loved each other intensely and three brothers. I am the third son. My earliest memories are of fighting Japanese and Germans from fox holes dug on the beaches of Long Island. Between victories we fished, clammed, crabbed, swam and rode bikes. There was no TV, there were no drugs, and alcohol was something only grown-ups drank. My mother was always present. Tall, warm, shy and loving, she was ever there for us.

My folks were not high church people. Mom was a Presbyterian, and Dad, an Episcopalian. We often skipped church on Sundays, and I never heard either Mom or Dad pronounce a significantly religious thought during their lives. Yet each night my mother would come to my bedside and say the Lord’s Prayer, “Now I lay me . . .” and blessings to my brothers and dog with me, and we were taught about Jesus and heard the great readings of the Apostles and Paul.

Dad loved hunting and fishing and all sports. He organized baseball games for the entire community—boys and girls, young and old—and took us fishing for snapper blues on weekends. Both mom and dad always had time for us. We felt important. We felt loved. How I wish every child in the world could know the security my brothers and I enjoyed.

Of course, many did not have such childhoods in the 40’s and my parents sheltered us from the terror and injustice of the adult world. Hundreds of thousands were being killed in a war that stretched around the earth. As a nation we were segregated, and few women had a chance to attend college or enter business and the professions. These were non-issues for my brothers and me. And perhaps that is a point to stress. Today movies and TV bring violence and sex and greed and the entire panoply of adult problems into the world of the very young, and our streets are becoming the killing fields. Is there a way we can reverse this trend and once again create childhoods where kids can be kids instead of designer-dressed mall rats? Until we again place a higher value on our children than we do on anything else, it is hard to be optimistic.

Of course, the economy influences values, but I am not one who equates poverty with decadence. Jill Ker Conway’s childhood in Australia was poor to an extreme. Yet her world was directed by two parents who cared about each other and their children and fought together against often unfriendly, natural elements. Her world was drug free and comprehensible. It had meaning.

And the 80’s are proof that a boom economy is not necessarily friendly to values. Although the definitive history of that decade has not yet been written, surely our nation’s ethical and moral spine turned to jelly during these years. There were many Milkins. Greed and expediency were all too often the modus operandi.

I am not an economist. I believe in capitalism because I can’t think of a better alternative. All I know in my heart is that if we are to remain strong as a people and a nation, we must set the highest possible priority on raising children who value courage, integrity, generosity, humility and hard work. These are the values which matter, personally and nationally. Yet these are the values we see less of today. True courage is being distorted to mean courage to drive by and shoot a stranger. Integrity and generosity are fools. Humility is unheard of, replaced by arrogance and conceit. And hard work is something the Japanese and Germans do.

The care and nurturing I received from a mother and father who loved me never stopped. They were there to push and prod me to work harder at school. They set examples of decency and compassion and thoughtfulness which were strong magnets pulling me back from doing stupid things. They always put the interests of their children first. After supporting me through law school, they cheered my decision to leave the practice of law to become a teacher. When married with small children, I could not visit my parents’ home without my dad coming out to check the tires of my car to make sure they were safe. At every turn, they demonstrated their love for their children.

It’s harder today for a mother and father to raise children. Divorce is common. More to the point, most mothers today work outside the home. They either have to, want to, or both. College is as available to women as to men. They should and do have the chance to compete in the marketplace. But who is raising our children today? Who is implanting values? Who is setting the examples through daily repetition. Who is holding, hugging, loving? Who is saying the prayers at night and playing ball on the corner lot? Who is saying that this is good? . . . this is bad? . . . this is right? . . . this is wrong? Nature abhors a vacuum. If parents don’t do these things today, other people—or things—will.

I am not against mothers in the workforce. Joanie has been a full-time Associate Director of Admissions for 20 years; and we have three daughters, all of whom are college graduates and all of whom work. Joanie and I are as proud of them as it is possible to be. Yet as two grandchildren, I also asked myself this same question. Who will raise the children?

I do not suggest that one can trace all the ills of our society to a decline of the family unit, but I suspect many of our nation’s most serious problems are related to its deterioration. And unless 21st Century humankind can love and nurture their children and bring them to a point where they can survive and use their gifts, civilization will quickly backslide as youngsters learn, not compassion, not love, not effort, not respect, not history,
but self-indulgence and brutality. The Lord of the Flies, based on this premise, illustrates how quickly this process can occur if we leave the parenting to the kids themselves...

There are no easy answers. Since time began, good and evil have defined each other. They are two parts of a perfect circle, always wrestling with one another in each of us. As a teacher, I believe that goodness can be nurtured. Time and again I have seen young men and women develop a sense of right and wrong and learn to respect one another and the natural world in which we live. The process takes time and effort. It also takes a relatively secure environment controlled by adults who care about children.

Henry Herndon, President of St. Andrew’s Board of Trustees, told me last week of a primitive tribe which turned over all child raising to a group within the tribe which was skilled at raising children. I told Henry that times haven’t changed all that much, because that is what we are paid to do at St. Andrew’s. The fact that applications to St. Andrew’s have increased dramatically during each of the past few years and that we are already over-enrolled for next year are indications that child raising is a service for which there seems to be increasing demand.

During the past 20 years, many Americans became accustomed to spending a great deal of money on themselves. We fly here and there on vacations, buy special clothes for every conceivable activity and slide about in our stylish automobiles. Yet when it comes time to pay taxes for the common good, all too often we cry foul. The cellular phones in our fancy cars work, but the infrastructures of our cities are crumbling, and many of our public school systems are in shambles. While money will not solve all our problems, money helps. If we want our elementary and secondary schools to shoulder many parenting responsibilities, we simply must reduce student/teacher ratios and improve the quality of our teachers. Doing so will be very expensive. Teachers at independent schools like St. Andrew’s may teach as few as 36 to 50 students, depending on non-classroom assignments. Teachers in most of our nation’s public high schools teach over 120 students. In a country like Japan, that number would not be as daunting because most Japanese families have not abdicated responsibility for raising their children. But in the United States, teaching 120 youngsters math and science and other subjects while assuming many child-rearing responsibilities is a hopeless cause in most instances. Current student/faculty ratios should be cut in half.

The question reduces itself to one of will. Do we as a people care enough about our children to arrest the free fall we are in?

Let me conclude with these thoughts. Last June, theologian Fred Bueckner described life as “a search for meaning, purpose and value to our scattered days.” That search often leads us into deserts filled with glittering mirages which dazzle us. I believe we, as a nation, have spent much of the last 25 years wandering through such a desert groping after the mirages spawned by our own self-indulgence. Today we are disillusioned, angry and puzzled as we sense the emptiness of our national soul.

As we approach the 21st Century, we have an historic opportunity to re-examine our priorities. It is my hope that this self-examination will lead us to conclude, once again, that life only has meaning, purpose and value when we pursue the common good by helping others collectively and individually. All the rest is insubstantial fluff.

In 1630, on board his ship just prior to landing on what was to be the Massachusetts Bay Colony, Gov. John Winthrop delivered his famous “City Set Upon a Hill” speech. In it he described what America was to be:

We must delight in each other, make other’s conditions our own, rejoice together, mourn together, labor and suffer together, always having before our eyes our community as members of the same body.

The Puritans’ fundamental criterion of success was not material wealth but the creation of a community in which genuinely ethical and spiritual life could be lived. We would do well to return to these roots as we begin a new century. The best way to do so is to pay attention to our children.

But who is raising our children today? Who is implanting values? Who is setting the examples through daily repetition. Who is holding, hugging, loving? Who is saying the prayers at night and playing ball on the corner lot? Who is saying that this is good? . . . this is bad? . . . this is right? . . . this is wrong?”
SAS FACULTY:
SETTING THE STANDARD

...for excellence and commitment,
making positive connections with students that last a lifetime

While some of these mentors may still reside on Noxontown shores, many do not, having moved on to new classrooms, new playing fields, new professions. We asked former St. Andrew's faculty members to share their current lives and their reflections with us. What follows is a combined directory and record of travels, destinations and memories (of those faculty members who responded). We encourage you to rekindle friendships with those teachers who influenced your life.

Former Faculty

Catherine and I continue to be well, very busy and very happy in Vermont’s lovely hill country, the Northeast Kingdom.

I remain Lyndon State College’s Visiting Scholar in Science, complete with office, lab and no duties whatsoever! And my old marine lab, Mt. Desert Island Biological Laboratory in Maine, brings us back every summer for a few weeks of lectures, seminars, and lobster banquets!

This old biologist has been on Good Morning America three times, most recently the result of my half-hour ETV/PBS special, Life in a Small Pond. The accompanying photo was taken on the slopes of Mauna Loa in 1991 while I was being interviewed for another GMA show, following my National Geographic article, “Hawaii’s Volcanic Cradle for Life.”

Finally, because of the anniversary of Pearl Harbor not long ago, there was some national and international attention paid because I seem to be one of the very few surviving officers from the naval cryptanalytic unit at Pearl, where, for almost three years in World War II, I used my knowledge of Japanese to break into enemy naval codes.

Probably the news St. Andreans want most to hear concerns The Book (its title is still under wraps). To write about St. Andrew’s is a joy and a privilege, as well as a responsibility to hundreds of St. Andreans who have generously shared thoughts, memories—and astonishing revelations. Be forewarned: it will not be a small book. And it will touch upon everything. Writing is in high gear with a near future completion date!

Chester Baum ’36, 524 Marlin Drive, Punta Gorda, FL 33950. 1940-1970 English.
I have been quite busy, trying to supplement a modest retirement income by free-lance editing, video-tape script writing. My time is filled jogging, participating in community theater, racing in sailboats (other people’s), serving the Church of the Good Shepherd (P.E.), householding, minor gardening, and socializing.

Skipping over my time as a student, when recollections were most vivid, and omitting the private and personal, I find a thousand images crowd each other out. But one voice persists—that of Walden Pell II in such phrases as: “But thanks be to God, which giveth us the victory through Jesus Christ our Lord.”

George A. Broadbent ’41, 908 North Webster Avenue, Scranton, PA 18510. 1949-1971 History, Assistant Head 1969-1971

James Ten Broeck, R.D. 3, Box 2729, Rolling Acres, Middlebury, VT 05753. 1948-1953 History.
I left SAS in 1953 and was involved in teaching, administration, and college counseling at St. John’s School in Houston, Texas, the Spartanburg Day School in Spartanburg, S.C., Woodberry Forest School in Va., and finally for 22 years at The Tower Hill School in Wilmington, Del. In June 1988 I “retired” to Middlebury, Vt., where I am an independent educational counselor, do volunteer work at the local nursing home and hospital and serve on the boards of an art association, a local historical society and a small boarding school in Burlington. I love Vermont, talk to Bill and Cathy Amos from time to time and to Ralph and Isabel Chamblin each year while we are in New Mexico. I also worked with Liz Boyle ’78 while at Tower Hill and see Janet Washburn ’82 at professional conferences.

My most vivid memories of SAS center around my life in the faculty apartment in the old gymnasium. There I lived with Gertrude and our newborn daughter, watched Bill Cameron drill his sweaty wrestling teams, and I coached a varsity basketball team which won a squeaker over Salesianum, the state champions. So long ago!
FORMER SAS FACULTY

Along with my brother, I’m directing Keewaydin Camps, Ltd., a canoe-trip camp for boys. We’re at the base camp in Ontario between June and August; and, for the rest of the year, I’m now living in New Mexico, doing lots of skiing, teaching literacy, playing golf, and country dancing. During the winter months, my job entails traveling throughout the U.S.A. to promote our camp. Life is treating me well!
I recall fondly watching (and helping?) students get interested in literature like The Once & Future King, Grapes of Wrath, Pride & Prejudice especially—sparks in the classroom—discussions among great kids; coaching baseball, especially with Sandy Ogilby; geese and swans on the lake!

Ralph V. Chamblin, 3512 Hermosillo Court, Las Cruces, NM 88005. 1947-1955 Modern Languages.
I am retired after eight years at SAS, 25 years at South Orange Junior High School, N.J., and four years at Charlotte Country Day School, N.C. I am in reasonably good health and very busy at church—lay reader, chalice bearer, lay eucharistic minister, soup kitchen—and in town with the Red Cross and Prison Fellowship and the Senior Olympics. In 1991 my wife, Isabel, took eight first medals in swim events at county and state meets (four each). I was a track and field entrant and took some 2nd and 3rd places and I had a lot of fun. We travel a lot while we still can.

I remember the wonderful family-like environment between faculty, staff, and students (140 then)—1947-55; e.g. all the faculty children called other faculty and spouses “Uncle” and “Aunt.” The most amusing memory—the night I saw shadowy figures in the dining room, turned on the lights and found several “miscreants” busy lipsticking the stuffed animal heads mounted on the walls. I don’t know who was more surprised, the boys or yours truly. And, no, they never quite got all that lip rouge off those poor beasts.

Ralph V. Chamblin relaxing in New Mexico.

I am well and traveled back to Taiwan last year to teach writing courses and take classes in Chinese literature at Taiwan University. I plan to start working towards my PhD in comparative literature at an American university, so that my peripatetic life may come to an end, at least for four or five years.

I recall the time Bill Amos asked me to join his family for dinner during one of the many Parents’ Weekends that I felt painfully lonely because my parents were too far away to visit me.

Ed Chang ’83 hiking in the lush mountains of Taiwan.

Tony Clark, Blueberry Hill Inn, Goshen, VT 05733. 1967 French.
It has been a few years since I was the French “professor” and soccer coach in 1967! I have now joined the ranks of Bill Amos by living in Vermont. Bill stayed in academia and I have become the “Bob Newhart” innkeeper in Vermont as I continue to enjoy the outdoors and travel.

There are so many memories: putting on Rhinoceros in French with nobody understanding it...advising “Hired Hands,” SAS’s first rock group...going to see “The Who” in Philadelphia...explaining the difference between the 10-1 and the 4-2-4 formations in soccer...Chaperoning the senior class to Oldfields...and too many students to name here.

Tony Clark

Charles P. Dennison, 11 Haslet Avenue, Princeton, NJ 08540. 1939-1941 English, Latin, Mathematics.
I am enjoying a healthy and mellow retirement. My time is largely consumed with assorted volunteer functions, mostly connected with Princeton University and Westminster Choir College.
Citing specific high spots risks distortion of the vivid whole of my two-year SAS experience. The school microcosm, inevitably subject to the ingrown community syndrome, yet had value horizons that kept us all stretching; and many individuals, from Walden Pell down through the two outstanding VI Forms, contributed to a sense of direction and purpose. Trials, triumphs, laughs, loyalties all blend in cherished memory.
Specifics: The 1939 Tower Hill Football game—the crucial hurdle to SAS's first undefeated season—could have been a movie fiction thriller. Trailing by 6-0, fullback superstar Paul White '40, on whom all hopes were hung, sidelined with an injury in the second half. Peter Torrey '40, all we had left to replace him, assuring Paul he'd win it for him; Torrey into the game, 160 pounds of battering ram determination chipping away yardage through right tackle, 5 yards, 4 yards, 5 yards. Final score 7-6!
Walden Pell at the season victory celebration orating from the summit of a barrel, which gave way, landing him on the ground inside. Unperturbed, he remounted to the rim of the barrel and resumed his talk, without loss of equilibrium, word or syntax.
Dan Holder's late night handling of an after-hours infraction by two hitherto model V Formers: being offered a choice of punishment, one of them ruefully observed, "Paddling isn't allowed any more." Dan came to his aid with, "No, but we can still swat." This semantic solution eagerly accepted and administered on the spot, the trying moment was happily forgotten—until now.
Meg Miller's uncanny control of epidemics, e.g., stopping the spread of winter grippe by administration of a few drops of Argyrol into every nostril at morning recess in the dining room, including the headmaster, no exceptions. Stopping an allergic reaction to some chemical contained in new shirts and underwear by making students send every new garment to the laundry before wearing it. It was unusual to have anyone actually confined to the infirmary—the School was a healthy place.

Donald A. & Mary S. Dunn, R. D. #1, Box 44H, Rock Hall, MD 21661. 1967-1987 Mathematics, Lab Assistant, Library.
Mary is in charge of volunteers at Kent & Queen Anne Hospital and president of the Lambert Wickes Chapter of Questors. Don is race chairman and member of the Board of Directors (past Commodore) of the Rock Hall Yacht Club. Health good.
We remember many individual students who were outstanding in one way or another. But that's what it is all about.

Len & Barb Dwinell, R.D. #1, Box Nomeville Road, Cochranville, PA 19330. 1978-1982 Science, Spanish.
Len is employed by a small woodworking shop which specializes in the reproduction of period furniture. In addition to a full-time job at home with "the girls," I teach Spanish part time at a local elementary school. Home ownership, with its many projects, and the exploration of this area keep us quite busy.
The Christmas holiday always brings to mind some of our fondest memories of SAS. The overwhelming spirit of the time and the beauty, both visual and musical, of the Service of Lessons & Carols, are among our most vivid recollections. On a more personal note, we feel that the student body evokes our fondest memories of SAS. Their work ethic and sense of responsibility created a very positive environment. We are always pleased to read of successes enjoyed by former students as they seem so well deserved.

Editor's Note: We are sad to report that Lillian Foley died of a heart attack last April; she sent us this response last fall. She is survived by two sons, G. Lawrence of Middletown, Del., and Austin A. of Smyrna, Del.; seven grandchildren and 10 great-grandchildren.

Lillian Foley, Box 49, Silver Lake Road, Middletown, DE 19709. 1933-1963.
I turned 92 this past August and find I'm still kicking but not very high. I am fortunate that I am still able to keep very active, taking care of my home and yard, watching over my family, and driving my old Chevy to town to do my shopping. I live alone but cooking and baking have always brought pleasure to me so I keep my son and my great grandson (who live across the road) happy by preparing their meals. But taking care of my great-grandchildren, ages 7 and 9, is what keeps me young.
I have very fond memories of SAS. It was a joy for me to get up every morning to plan menus and prepare the meals for the students and faculty. They were like family and I cared for all of them. Their appreciation and thoughtfulness through the years gave my life meaning.
FORMER SAS FACULTY

Howard H. Fraker, P.O. Box 822, 4 New Mill Street, Nantucket, MA 02554. 1981-1984 Studio Art.
For the past three years I have been involved with organizing and operating The (x) Gallery on Nantucket Island. This is a unique gallery in that it is directed and operated by a group of artists whose main interest is contemporary art (not commercial art). I am one of the founding members of the gallery. It has been a very exciting and rewarding experience and continues to be a challenge in these difficult financial times. Currently, I am activated with Carney Sandoe & Assoc.
I often have fond memories of SAS and the wonderful students.

I am happy as the rector of All Saints' Church. Though much older, I am still an incorrigible liberal, optimist, reader, and probably an adolescent at heart.
There are too many memories to name. Classes above all; coaching; directing plays. Knowing some marvelous faculty and students. I have missed it all regularly for 20 years.

Mary Barili Griffin, 192 Pheasant Run Road, West Chester, PA 19380. 1973-1975 Theater.
I am having great fun with our 9-year-old son. Just keeping up with him is a full-time job! He loves computers, so guess who is being dragged into the Computer Age? I will never be able to keep up with him, but at least I won't be totally stupid. I am helping the G&S Society of Chester County with their fall production of Pirates of Penzance. I am also trying to interest the Haverford School in expanding their drama program, which barely exists. Hopefully we will get something going.
I enjoyed my two years at SAS so very much! The teaching staff, students and the headmaster were always so willing to help each other and me. There was such a feeling of unity and camaraderie. The School itself is also so beautiful. I always loved presenting plays down in the Chapel. Antigone and Becket worked so well in that setting. My students were just super! I had one year with all boys and the next year the School turned coed.

Mary Hamilton, P.O. Box 603, Hockessin, DE 19707. 1970-1973 History.
I have been teaching at the Tatnall School in Wilmington, Del., since leaving St. Andrew's in 1973. I am currently dean of students, a teacher of history and a tennis coach.
I was just out of graduate school and very grateful to have a job. SAS was a great teaching environment; I have very fond memories of the students.

I work in international health and family planning, managing projects in developing countries worldwide.
SAS provided me with my first "developing country experience," (which I've gone on to make my career) when I took a bunch of students down to Haiti during mini-term of 1981 to work at the Ecole St. Vincent.

Karinne Tong Heise, P.O. Box 203, Deerfield, MA 01342. 1981-1985 English.
Thomas and I are both teaching and coaching at Deerfield Academy in Deerfield, Mass. Tom is teaching western civilization and American studies and coaching varsity boys' soccer and JV girls' tennis. I am teaching English to sophomores and juniors and coaching varsity girls' field hockey and squash.

Karinne and Thomas Heise, home in Deerfield for the holidays.
FORMER SAS FACULTY

Mrs. F. Richardson Hillier, P.O. Box 100, Wicomico Church, VA 22579. 1939.
I am living on my family’s plantation in Tidewater, Va. Children visiting constantly; involved in community activities and volunteer work.
I recall the beautiful campus, fixing hot cocoa at 11 p.m. for members of the Criss Cross Club, Fathers’ and Dance Weekends; sports both home and away.

Margaret Hillier at home.

Duncan Holcomb, 1515 McCullough Avenue, Huntsville, AL 35801. 1986-1990 English.
I’m now living the kind of life I used to see on television—work at 8 a.m., home at 5 p.m., date on Friday night, lawn work on Saturday. It’s really kind of pathetic. Somehow I got a job as a technical writer (despite a total lack of technical ability) with a company called SAIC. They’re good folks, and I’m enjoying the change of pace. I still keep my hand in youth work, helping at a local Boys’ Club and working at various youth functions in the Diocese of Alabama. I’m back near Camp McDonell and that makes me happy. I’m also playing in a band called the Garland Midget Triads (don’t ask), mostly playing in bars in Tuscaloosa, doing kind of a “New Wave Country” thing.
I remember too many things—late night paddle tennis, our first Earth Day, “tennis baseball” against the seniors in the Quad, epic events at Coleman, the entire class of ’87, the Skyline, Special Ed, one fabulous English department, a thousand bus trips up and down Route 13—all God’s plenty.

Blackburn Hughes, Jr., 30 Meeting Street, Charleston, SC 29401. 1948-1967 English.
I am retired after teaching and coaching for 39 years, 19 at SAS, 20 at Porter-Gaud; keep occupied at a more relaxed tempo with a senior citizens’ education center, some volunteer work at St. Michael’s Church (where I was baptized nearly 70 years ago), and regular men’s tennis doubles. For 21 summers I was librarian for Onteora park in the Catskill Mountains. I have known this community since age 10. No longer librarian, but I visit each August. I do enjoy the “retired” pace and the opportunities in the Low Country and the mountains. Last June I attended my 50th reunion at Kent, a wonderful gathering of friends and this spring, my 25th as a member of the St. Andrew’s Class of 1967!
Recently I have been basking in reflected glory engendered by Cap Roberts’ ’62 most gracious action. Alumni are part family, too. I am impressed with the kinds of support SAS alumni are offering to the School as their careers develop, and I am very proud to have been a faculty member in the years 1948-67.

There are so many recollections:
- Learning my job from men like Walden Pell, Bill Cameron and Ches Baum.
- Racing to complete grades and reports on certain Friday nights in the Registrar’s Office.
- Learning from Webb Reyner ways to develop the varied skills of our athletes.
- An untidy attempt to row as bow in a four one spring afternoon. Our coxswain was Mrs. Pell. Coerte Voorhees stroked, Walden Pell and Dave Washburn ’44 were amidships. B.H. caught crabs most of the way down the course!
- Mike McSherry ’48 singing “Compline” in 1949. He is now a Charlestonian.
- The developing of the library; exploring during free periods.
- One Discipline Committee meeting that had to be called on the Saturday afternoon of a commencement. All involved recovered, in time; all learned.
- “Lessons and Carols”
- Helping Dick Hillier with a number of plays; Cathy Amos as the nurse in Mister Roberts; Loudon Wainwright’s ’42 triumph as Falstaff in Henry IV, Part I; Ned Gammons contributing nightly to that very worthwhile production.
- Tea time gatherings in George Broadbent’s apartment, and Sunday night suppers. He kept his door open to faculty and students—both groups profitted.
- The many pleasures of watching teams’, choirs’, class officers’ and students’ skillful and effective performances.
- The three-bus caravan to St. Timothy’s for a dance one wintery weekend and the lengthy trip back through the snow.
- The sense of accomplishment felt by families during graduation weekends.
- The sympathetic way the School rallied to any major crisis; in a sense behaving the way families serve at their best.
I'm recovering from the stroke I had in March. I can walk with a cane, but my left arm and hand do not function. I'll keep going and do the best with what I have and hope for the best.

Of the many vivid recollections I have of St. Andrew's, a salient one is of a football game in which I was playing safety, came up to meet an end run, saw the runner, tackled him so hard he let the ball pop up in the air, where I grabbed it and continued straight ahead to the goal line—sort of a freak play, but very satisfying!

Jenny Kern '83, 2423 Woolsey Street, Berkeley, CA 94705. 1989 English.
I am busy with my second year at Hastings College of the Law, getting into life in California, teaching high school kids law and planning my wedding to Jack Porter. I find myself growing and enjoying my life as I get older. I look forward to a career in civil rights with a focus on disability rights.

SAS is alive and well in my memory—concert choir, regattas, and commencement. In teaching, as well as being a student, the relationships (with kids and family) and friendships as well as continual support were the highlights. Spring at SAS is magical and so is the love which abounds!

David Leech, 11052 Hughlan Drive, Knoxville, TN 37922. 1954-1959 Sacred Studies, Chaplain.
I am retired, now a widower, living in Knoxville, Tenn. I left Ann Arbor, Mich., in 1988 and am again enjoying The South to which I moved when I left SAS in 1959. I serve as priest associate in a thriving suburban parish and do volunteer work in a mission for the homeless. Retirement is a very busy time of life.

I have too many vivid memories of SAS to select only one. It is a great School, getting even better. The School has been well run for a long time. Who can ever forget the years spent there? I can't!

John N. MacInnes, 649 Margarita Avenue, Coronado, CA 92118. 1930-1951 Assistant Headmaster.
I am retired. Age 83 speaks for itself. I have slowed down a bit! Still slower due to a back operation that left me with a bad leg and a cane, which I have managed to throw away! I am active in the local community of Coronado: past president of the local Rotary Club; very active in the local Christ Episcopal Church; served on vestry for 15 years, was head usher for 35 years; served on Board of Directors of American Red Cross, Coronado Hospital and Hospital Foundation, Coronado Fourth of July celebrations (30 years!), Coronado Floral Association president for three years.

I cannot name only one memory—there were several!

• My arrival at SAS in July, 1930. New but empty building—ending at the wall that now has the large mural in dining room. Polished floors, carried in furniture, polished flagstone floor on first floor, believe it or not, with milk from the School Farm!

• The dedication of SAS—ceremony outside in front of present student center. Speaker was a Judge Buffington from Philadelphia. He had a well-done paper on the Church Schools in America. He spoke for two and three quarter hours (in the hot sun)!

• The loss of our first chaplain, Rev. James King, due to a water accident on Noxontown Pond, November, 1930.

• Coached first and only undefeated football team, fall 1939.

• The three or four years spent in convincing Admissions Dean Hermann of Princeton that SAS students admitted to Princeton should be given second year standing in math, French and English because of the advanced teaching done in the V and VI Form years at SAS. He finally agreed to doing so if our students could pass an entrance exam at Princeton (Yale and Harvard were also in the campaign). It was not until quite a few years later that the universities established such a program for other schools.

• First baseball game. SAS versus Middletown H.S. SAS pitcher Tige Richardson '36 struck out the first nine men he faced, 1932.
The following teachers were among those mentioned again and again by SAS graduates as the individuals who played the most significant role in their learning and in their lives. Here, these current faculty members reflect on their tenure at St. Andrew's.

**BOB COLBURN - since 1960**

This year I have the dubious title of "Senior Master" by means of being the teacher who has been at St. Andrew's the longest, and so there definitely have been changes! I teach only chemistry after longest, and so there definitely have been teacher who has been at St. Andrew's the teaching all the chemistry and physics for "Senior Master" by means of being the BOB COLBURN - since 1960 ranking committee. Back on campus, I National High School Baseball Coach of particularly with the influx of women. The nature of the School is Andrew's during my 32 years has been exciting. The faculty is more diverse, more ideas put forth in the classroom is clearer. We are expected to maintain a professional relationship throughout the School community—faculty, staff, students all working together to achieve a common goal.

The School community is socially conscious of the issues concerning us all: poverty, illiteracy, pollution, drugs, drink- ing, etc., and we strive to make a difference by tutoring, and by volunteer work like the Big Brother/Big Sister program. The School is committed to reaching out beyond SAS when possible in order to make a contribution to those in need. We are concerned about mental health and welfare. Professional counseling is available to all members of the community. More credence is given to the advisor/advisee system and student involvement in the process is encouraged. The School insists on equality and the rights of others. It asks that we all work at freeing ourselves of the prejudices we find in our lives.

Fundamentally, the students remain the same. Each student arrives at SAS with individual problems, strengths and weaknesses. It is no different than students in the 1960's when I arrived at SAS. Yes, coeducation has changed the School. The early school was deprived of the advantages resulting from coeducation. It is a more natural process in community living. I believe that adults are moving further and further away from youth. We adults have so many "hang-ups" ourselves. It is difficult for us to face these iniquities head-on and to admit to youth when we have erred.

Under the continued leadership of people like Jon and Joan O'Brien, the School will change, formulate and relate to the important issues facing institutions of higher learning. When the School becomes satisfied with itself, "the fields of Noxontown will return to nature."

I continue to teach Latin (five sections), attempting to make it understandable "to the crowd." So many students take Latin for the wrong reasons (parental pressure, "it's good for one's English," or one doesn't have to speak it) or are afraid of the language. I use "modern methods" to get my students reading right away so they see that they can get through. By third year, they have been gently lead into the reality of Latin. During my sabbatical in 1990-91, I edited a new Latin grammar book (from Dutch to English) and am working to see how adaptive it is to American students using my Latin I classes as the final editorial stage.

There is far more faculty-student interaction today. The faculty have not just taken a parental role, but work together so that the students have a sense that they are not just left to themselves. It used to be that the teachers took off at 11 a.m. on Saturdays, leaving one Master of the Day (M.O.D.) responsible for all 200 students. I remember one Sunday years ago when I was M.O.D. Back then, the food was generally not that good on Sunday evenings. Toward the end of the meal all 200 boys started beating on the tables and shouting "Alka Seltzer, Alka Seltzer!" like a scene from "Oliver Twist." I was the only adult there to respond. The students don't feel left alone anymore. Faculty presence throughout the day and night is very strong.

The faculty today are quite impressive. The teachers are willing to "go for it," to address the students both in and out of the classroom. There are far more expectations of the faculty and many more pressures. Many are kept up nights worrying constantly with a course we both teach, history of western civilization; it is now an original mix of great books, concepts and developments in western history, and units on non-western cultures. As a result of my interest first systematically pursued during sabbatical study in 1983-84, East Asian history has grown from a minor course in Chinese civilization to a major course in Chinese, Japanese and Korean history and culture. I am fortunate in being able to teach in two departments; when religious studies teaching was consolidated into the IV and VI Form years, I began teaching one of the VI Form electives. All VI Formers study philosophy for the fall term. Philosophy is not one of my natural subjects, but with Simon's unrelenting tutelage. I have learned to teach it and even to enjoy it betimes. In the winter and spring terms, my section reads utopian literature and studies utopian communities, ranging from Plato's Republic to St. Andrew's School. The diversity of my courses and my students' varied responses and challenges help keep me on my intellectual toes.

Since 1973, another of my long-range concerns has been the education of girls. As we struggled in the 1970's with the inevitable problems raised by coeducation, there were frequent echoes of Professor Henry Higgins' complaint in Pygmalion (and "My Fair Lady"), "Why can't a woman be more like a man?" Studies published in the last ten years confirm our pragmatic discoveries: that women have different styles of leadership, different ways of working together in groups (I certainly learned this in ten years of living on Lower Pell!), and different ways of learning. I am pleased with the ways these insights have become
part of the fabric of SAS, particularly the shared male-female student leadership at all levels and in all committees of school government. As faculty advisor to the Honor Committee, I find it fascinating to watch different approaches to the nature of justice eventually come to a consensus. My study of utopian communitarianism tells me that all communities need to beware the feeling that they, at last, have arrived at the perfect balance. At SAS, we must go on asking the perennial question: Are we providing our girls with educational experiences in and out of the classroom that will encourage the growth of independence, self-confidence, judgment and leadership?

Marc Cheban

MARC F. CHEBAN - since 1974

Believe it or not, I did not come as choirmaster, but as the *accompanist* to the choir. Larry Walker was the choirmaster. After one term I took over as the choirmaster and the next year created the Concert Choir. After many years serving as a corridor master under Housemaster Simon Mein, I am now the boys’ housemaster (I inherited my particular style for inspection reports from Simon). I enjoy this role very much because it gives me a reason to stick my nose into the lives of everyone in this grand old building.

I have served as social activities director (remember the “delicious sandwich” era?) and the chair of decorum (the relaxing of the shirt and socks rule during Haycock took place during this time). During my first five years or so I ran the weight training program. Can you imagine what the reaction was to a single male music teacher running such a program? It took a little while before football players and wrestlers finally figured out that I did know what I was talking about. Now my advice is taken as gospel (ha-ha).

I currently serve as the chair of the Arts Department. This role is very exciting because I feel the department is moving quickly into the next century. The energy and competency levels here are extraordinary—we are blessed.

When I first came to St. Andrew’s I perceived it as a relaxed-pace school with a distinctly “country” atmosphere. Compared to the fairly rigorous, fully developed academic structure we have now, it was naive then. I truly believe that now there are very few places which provide a better education than we do.

Many years ago I think we made one conscious decision: to compete in what I would call “the college race.” I think that was a good decision which indicated a vision of the future, yet I feel that since then many other decisions have not really been ours because they were inevitable and inescapable results of that one decision. As a result, the pace of life here has escalated, and we must constantly and consciously strive to hold on to that country atmosphere. But it is difficult.

Over the years I have discovered what I feel is an important constant: everyone has a basic need to feel that they matter—in at least one context at least once a day—and that everything boils down to one person’s caring for and serving another. Individuals—both adults and students—still care for one another as much as ever before. As individuals combine to form all sorts of groups within the community, however, the tendency for these groups to care for one another and serve one another has waned a bit due to the hectic pace.

The Spirit is still alive here, and we must all be willing to take an oath to seek it out and nurture it.

BOB STEGEMAN - since 1978

I have been at St. Andrew’s for 14 years now, and things are much the same for me: same wife, same kids (still only two), same house, same enjoyment of School life and life in general. There have been some changes though. I’ve acquired reading glasses; I make more errors in the faculty-senior softball game; and I’m more tolerant of ambiguity.

St. Andrew’s strengths are what they have always been: its students individually and collectively, the faculty, and the character of the School community. There are variations in the pattern of issues, triumphs, and crises from year to year which help make life interesting, but little fundamental change. I just have finished a sabbatical year working with a school reform group (The Coalition of Essential Schools at Brown University) that has great ideas, and I was constantly struck by how many of their best ideas have been a part of St. Andrew’s for many years.

TAD ROACH - since 1979

I married Elizabeth Montesano who has been English teacher and coach as well as athletic director, housemaster, English Department chair, and academic advisor during her 11 years at St. Andrew’s. I have enjoyed working together with my wife at SAS.

St. Andrew’s support of my education and professional development has meant a great deal to me over these years. I completed the master’s program at Bread Loaf School of English in 1984. I have served as assistant headmaster for student life, a position that gave me the opportunity to work as an ombudsman for Jon O’Brien. During those years, I headed the Student Life Committee, reviewed and revised our alcohol/drug policy.
ANNUAL REPORT OF GIFTS
1991-92

ANNUAL FUND
Unrestricted $ 345,187
Restricted $ 52,585
TOTAL $ 397,772

CAPITAL
For Current Use (Includes Pool) 913,468
Restricted for Endowment 232,027
TOTAL $ 1,145,495

TOTAL GIFTS TO THE SCHOOL $ 1,543,267

SUMMARY OF GIFTS - ANNUAL FUND 1991-92

<table>
<thead>
<tr>
<th>No. of Donors</th>
<th>Gift Amount</th>
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<tr>
<td>Alumni</td>
<td>920 $200,108*</td>
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<tr>
<td>Present Parent Families</td>
<td>196 $89,827 **</td>
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<td>Parents of Alumni</td>
<td>187 $43,879</td>
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<tr>
<td>Trustees</td>
<td>28 $39,283</td>
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<tr>
<td>Grandparents, Faculty &amp; Friends</td>
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<tr>
<td>TOTAL (Minus Duplicate Listings)</td>
<td>1,517 $397,772</td>
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* $223,832 and 935 donors when including Alumni Trustees
** $97,487 and 205 donors including Alumni and Trustee Parents
*** includes 165 gifts to the Ernest H. Greppin, III Memorial Fund

PERCENTAGE OF DONORS BY CONSTITUENCY

| Trustees          | 100% |
| Present Parent Families | 76% |
| Alumni            | 40%  |
| Parents of Alumni | 15%  |
# Financial Report of School Operating Budget

Year ended June 30, 1992

## Revenue

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<tr>
<th>Description</th>
<th>Fund Year 1991-92</th>
<th>Percentage of Budget</th>
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</thead>
<tbody>
<tr>
<td>Tuition</td>
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<td>Unrestricted Annual Giving</td>
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<td>Endowment Used</td>
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<td>Other (e.g. summer camps, fees, etc.)</td>
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<td><strong>Total</strong></td>
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## Expenditures

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<th>Description</th>
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<th>Percentage of Budget</th>
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<td>Instruction</td>
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<td>Operation of Physical Plant</td>
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<td>Financial Aid</td>
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<td>Auxiliary Services (e.g. food service, laundry, etc.)</td>
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<td>Employee Benefits &amp; Insurance</td>
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<td>Other (e.g. transportation, equipment acquisitions, etc.)</td>
<td>281,620</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$6,195,318</strong></td>
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WORDS OF THANKS and APPRECIATION

Year after year it becomes more difficult to find new words to express how remarkable the philanthropic response has been to St. Andrew's School. We have had an extraordinary fundraising year at St. Andrew's. The surpassing of both the Annual Fund and Capital Campaign goals is an affirmation of the community of alumni, parents and friends dedicated to moving this special School into the future.

Again this year, I thank you all for your good faith and strong support.
—Jon O'Brien, Headmaster

St. Andrew's asks a great deal from its family. When we were students, SAS pushed us to extend ourselves and as alumni, it continues to ask us to give of ourselves. Only one other time in the last five years has the Alumni Fund hit the $200,000 mark. It is reassuring to see so many alumni coming forward for the current crop of St. Andrew's students as well as for the future of our School. Thank you.
—Kent Sweezy '70, Alumni Annual Fund Chair

OUTSTANDING - This is the best one-word description of the Participation and Results of the Parents' Fund. We received contributions ranging from ten dollars to thousands from parents wishing to show their support of SAS. We surpassed our goal with $97,496 and with 76% of the parents participating.
To each parent who volunteered, I am most grateful, and to each of you who supported the Parents' Fund, my "big" thanks! We are fortunate to have such a special faculty and School for our children; it is gratifying to be able to show them just how much we appreciate all they do —and this is one measure of that concern and interest. Thank you!!
—Nancy Hance, Parents' Fund Chair

Betty and I have considered it a privilege to have served as Chairs of the Parents of Alumni Fund for 1991-92. We thank all of the parents of alumni who made a contribution to the Annual Fund this year, helping us surpass our goal by raising $43,879. By supporting the St. Andrew's Annual Fund, we are all able to give something back to the School and show our appreciation for what our children gained from their experience at St. Andrew's.
—Betty and Henry Pupke, Parents of Alumni Chairs

The response to St. Andrew's first ever capital campaign has been most positive. Toward the 21st Century represented the calling of all members of the St. Andrew's family to assume responsibility to do our part in return for what each of us received from St. Andrew's, becoming the School's stewards. We not only met but surpassed the challenging goal of $3.5 million. This success is a clear indication of the way St. Andrew's has emerged as an institution of real importance to people. Alumni and parents appreciate what the School gave to them or to their children. Foundations and friends realize the need for a challenging, caring and available education. This campaign confirms the importance of the St. Andrew's mission. We can look with a renewed sense of commitment to our School and its strengths toward the 21st Century.
—Hick Rowland '58, Campaign Chair
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Raymond P. Genereaux
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Edward H. Hammond, Jr. ’60
Nancy R. Hance
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Allen B. Morgan, Jr. ’61
Charles D. Murphy, III ’62
Jonathan B. O’Brien
William B. Paul, Jr. ’64
Alumni Board President
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H. Hickman Rowland, Jr. ’58
Winthrop deV. Schwab ’36

Trustee Emeritus
J. Kent Sweezey ’70
Rev. C. Cabell Tennis
W. Hollingsworth Whyte, Jr. ’35

Trustee Emeritus
Penelope P. Wike

*This list includes Trustee Emeriti and reflects changes in term which occurred during the fiscal year.

Class Agents
Francis J. Townsend, Jr. ’34
Franklin Hawkins ’35
Chester E. Baum, Jr. ’36
John C. Parry ’37
Walter W. Spevakman ’38
Frank E. Williams, Jr. ’39
Jonathan S. Wilford, Jr. ’41
Morgan B. MacDonald ’43
Thomas M. Tucker ’44
Gaston V. Jones, Jr. ’45
Luther R. Campbell, Jr. ’46
Francis Giammattei, Jr. ’47
William W. McDowell, Jr. ’47
Richard S. Smith, Jr. ’48
Stephen E. Price ’49
Stuart J. Bracken ’50
David Lindsay ’51
J. Caleb Boggs, Jr. ’52
Theodore L. Hill, Jr. ’52
L. Herndon Werth ’52
Robert T. Oliphant, Jr. ’53
Walter L. Liefeld ’54
Robert H. Robinson ’55
Kenneth E. Court ’56
George A. Brakeley, III ’57
Robert J. Shank ’57
William S. Wood, II ’57

J. J. B. Wigglesworth ’58
Warner W. Price ’59
Carl B. Bear ’60
Charles E. Hance ’61
John M. Pinney ’61
Lawrence M. Court ’62
W. William Pfeifer, III ’63
Barry M. Sabloff ’64
O. Lee Tawes, III ’65
Walter L. Harrison, II ’66
John T. Tolson, IV ’67
W. Robert Prier, Jr. ’68
Charles E. M. Kolb ’69
Thomas C. Salter ’70
Gilbert E. Metcalf ’71
Charles H. Shorley ’71
William C. Bean ’72
David B. Harms ’72
Samuel R. Marshall ’73
Henry Hauptfuhrer, IV ’74
Louise H. Dewar ’75
Ralph D. Newell ’75
Ralph R. Hickman ’76
Valerie Snow Klinger ’76
Paul B. Rada ’76
Linn S. Tompkins, III ’76
Steven H. Brownlee ’77
Steven A. Salter ’77
Catherine M. Wendi ’77
Ashton W. Richards ’78
Janet Brownlee Luke ’79
William D. Luke, III ’79
Robert D. Colburn ’80
Robin Cage Lilly ’80
Elizabeth F. Bleke ’81
Steven C. Hart ’81
Paul W. Eichler ’82
Arriminta A. Ware ’82
Nancy Beth Garrett ’83
Anne W. Percy ’83
Jill Phillips Rogers ’83
Stephanie E. Jones ’84
Elizabeth B. O’Brien ’84
Anne M. Cammons ’85
Pieter B. Koolestra ’85
Heather A. Morrow ’85
Craig S. Kiker ’86
Heather N. Patzman ’86
Matthew W. Traina ’86
M. Lucile Zimmer ’86
H. Chase Hill ’87
Heather Mallory ’87
Trevor F. Orman ’87
Kibbey S. Perry ’87
Jill Willock ’87
Elizabeth C. Baxter ’88
Jennifer Hurt ’88
Richard B. Vaughan ’88
Paul A. Leighton ’89
F. Marlies Patzman ’89
N. Barrett Simpson ’89
W. Callender Hurtt ’90
Brian Leipheimer ’90
Carey McDaniel ’90
Gregory Rhodes ’90
Nikole Smith ’90
Melissa M. Batie ’91
Kelly M. Hoopes ’91
David L. Rich ’91
Rowland Stebbins, Jr. ’91

Parent Volunteers
VI Form
Lloyd and Thacher Brown
Gwen and Eckart Kade
Norah and Bill McCormack
Gena and Charles Still

V Form
Linda and Paul Brenner
Nancy and Joe Hargrove ’67
Daisy and Philip Keeliv
Paula and Thomas Keltner
Lynn and Tim Peters ’66

IV Form
Annabelle and Denis Coleman
Ann and Jesse DeLee
Charlotte and Ward Purrington
Sarah and Walton Shepherd
Joan and Steven Techet

III Form
Linda and William Curtis
Martha and Clement Dwyer
Lynn and Wilson Everhart
Rebecca and Anthony Gaeta
Julie and James Sykes

Alumni Annual Fund Chair
J. Kent Sweezey ’70

Parents’ Fund Chair
Nancy R.M. Hance

Parents of Alumni Chairs
Betty and Henry Pupke

Capital Campaign Chair
H. Hickman Rowland, Jr. ’58
ANNUAL FUND LEADERSHIP GIVING

The donors listed on the following pages have demonstrated their generous support for the 1991-92 Annual Fund for St. Andrew's at the following giving levels:

Founders' List ($5000 & above) 
- Mr. & Mrs. Robert B. Blum, Sr.
- Mr. & Mrs. Dennis P. Coleman, Jr.
- Mr. & Mrs. Fakhri Dalloul
- Mr. & Mrs. Ernest Greppin
- William C. Howlett '45
- Mr. & Mrs. William P. Johnston
- Mr. & Mrs. Philip C. Keevil
- H. Hickman Rowland, Jr. '58
- Charles B. Straut '43
- Michael J. Whalen '84

Headmaster's Circle ($2500 to $4999)
- Mr. & Mrs. Richard N. Carrell
- Mrs. Virginia Boynton
- Carl B. Bear '60
- George J. Baxter '54
- Mr. & Mrs. Gregory D. Barnes
- T. Roberts Appel, II '52
- Mr. & Mrs. Francis T. Vincent
- Mr. & Mrs. A. Felix duPont, Jr.
- Arthur B. Dodge Jr. '41
- David H. Davis '70
- Russell W. Chesney '59
- Dr. & Mrs. Douglas E. Davies
- Mr. & Mrs. George J. deGarmo
- Dr. & Mrs. George E. Davies
- Mr. & Mrs. George J. deGarmo
- Dr. & Mrs. Jose M. de Leon
- Mr. & Mrs. Paul R. Brenner
- H. Hickman Rowland, Jr. '58
- Mr. & Mrs. Francis T. Vincent
- Dr. & Mrs. Michael A. Meredith
- Mr. & Mrs. Richard Meyer, Ill
- Edgar R. Miller, Jr. '47
- Bradford A. Mills '72
- William T. Murray, Ill '50
- Robert T. Oliphant, Jr. '53
- William B. Paul, Jr. '64
- Mr. & Mrs. J. Robert Philpott, Jr.
- Mr. & Mrs. Raymond Pipes
- Mr. & Mrs. David P. Pray
- Mr. & Mrs. Peter R. Rentschler
- Mr. & Mrs. Jon A. Reynolds
- John L. M. Roberts '62
- Barry M. Sabloff '64
- Mr. & Mrs. Gilbert P. Schafer, Jr.
- Mr. & Mrs. Walter J. Lair '53
- Charles E. '61 & Nancy Hance
- William H. Corddry Jr. '60
- Jennifer M. Kern '83
- Mr. & Mrs. Francis T. Vincent
- Mr. & Mrs. James W. Sykes, Jr.
- Mr. & Mrs. Mark C. Clark
- John M. Cogswell '35
- William H. Corderly '38
- William R. Cory '38
- W. William A. Cox '56
- Mr. & Mrs. George E. Davies
- Mr. & Mrs. Jose M. de Leon
- The Hon. & Mrs. S. Herman Klarsfeld
- Mr. & Mrs. Cameron M. Harris
- Franklin Hawkins '35
- James H. Healy, Jr. '54
- G. William Helm, Jr. '59
- Mr. & Mrs. Emery Hertelendy
- Michael A. Hill '71
- Hume A., '51 & Nancy Horan
- Kent S. Hughes '63
- John D. Hukill, Jr. '50
- David S. Humphries '48
- Mr. & Mrs. David G. Imes
- Mr. & Mrs. Eckart E. Kade
- The Hon. & Mrs. S. Herman Klarsfeld
- Mr. & Mrs. Charles W. Lewis
- Benjamin R. McDowell, Jr. '54
- John H. Lothian '61
- William D. Luke, Jr. '53
- Timothy C. Mann '47
- Samuel R. Marshall '73
- Mr. & Mrs. Elliott McIndoe
- Mr. & Mrs. Charles Michael Mello
- Arthur M. Miller '70
- Charles D. Murphy, Jr. '62
- Dr. & Mrs. Edward D. Fraper
- Mr. & Mrs. Robert G. Forrester
- Robert H. Gardner, Jr. '45
- William H. Grubb '59
- Mr. & Mrs. Joseph L. Hargrove
- Joseph L., Jr. '67 & Nancy Hargrove
- Dr. & Mrs. Jeffrey E. Harris, Sr.
- Walter L. Harrison, II '66
- Volker Hoffman '66
- William C. Holder '68
- R. Stockton Hopkins '41
- Mr. William H. Jenkins
- Mr. & Mrs. George F. Keeley
- Clarence H. Keller '50
- Brian C. G. Kinahan '71
- Spencer R. Knap '67
- John F. Kramer, Jr. '57
- Mr. & Mrs. Peter B. Leyon
- Walker A. Long '67
- Phillips Lounsbury '43
- Peter A. Lyon, Jr. '47
- Mr. & Mrs. Carlton A. Mallory
- William W. McDowell, Jr. '47
- Mr. & Mrs. Jerry A. Fischer, Jr.
- Mr. & Mrs. Richard N. Carrell
- Mr. & Mrs. John H. Willock
- Mr. & Mrs. Robert B. Blum, Sr.
Leadership Giving

Mr. & Mrs. Jonathan B. O’Brien
Thomas B. O’Rourke ’56
Barry J. Osborn ’85
W. Hunter Old ’77
Andrew E. Oliphant ’83
Mr. & Mrs. Norman L. Olsen
Mr. & Mrs. Gordon A. Olson
Thomas W. Osborn, Jr. ’51
Charles Owensby ’87
Jamaquile’P. Paradee ’83
John W. Paradise ’81
H. Lawrence Parker ’44
Henry G. Parker, III ’44
David A. Pavlik ’77
John M. Pegg ’83
Douglas M. Peloso ’75
Elizabeth D. Peloso ’75
Anne W. Percy ’83
Thomas D. Perrie ’58
Douglas A. Pell ’58
James M. Perry ’46
Mr. & Mrs. Gordon A. Olson
Mr. & Mrs. Norman L. Olsen
Andrew E. Oliphant ’83
Leadership Giving
Anne W. Percy ’83
Thomas D. Perrie ’58
James M. Perry ’46
Philip B. Persinger ’70
Bret Peters ’81
William J. Pfeifer, III ’63
Mrs. Kathleen S. Phillips
Jill Phillips Rogers ’83
Mr. & Mrs. C. Cotesworth Pinckney
Alan B. Pinkerton, Jr. ’72
Rear Admiral & Mrs. F. L. Pinney
Mrs. A. B. C. Strange
Mr. & Mrs. John H. van Nierop
Mr. & Mrs. Thomas C. Stephens
J. Kirk T. Varnedoe ’63
J. Hutchison Ranck ’67
Mrs. Elizabeth C. Ratledge
John G. Reeves ’66
W. Barrett Register ’51
Mr. & Mrs. George W. Reiger
Andrew W. Reynolds ’68
Randolph J. Reynolds ’86
Mr. & Mrs. Randolph P. Reynolds
Mr. & Mrs. John J. Rhee
Mr. & Mrs. Michael J. Rich
Martha T. Richards ’80
Mr. & Mrs. Lake O. Rickele
Henry D. Ridgely ’67
Rev. Dr. Thomas N. Rightmyer ’57
Mary A. Roberts ’84
Heyward G. Robinson ’55
Mark W. Rocha ’71
Mr. & Mrs. John D. Rogers, Jr.
Daniel W. Rogerson ’77
James R. Rooney, II ’45
Mr. & Mrs. Eugene B. Ruane
Gerald S. Rue ’73
W. Bradford Ryland, Jr. ’57
Christopher A. Sailer ’64
Dr. & Mrs. Anis K. Saliba
Steven A. Salter ’77
Dr. & Mrs. Gunasiri Samarasinghe
J. Andrew Sayre, Jr. ’67
Robert F. Schelling, III ’45
John T. Schoonover ’63
John J. Schreppler, Jr. ’74
John C. Schwab ’82
Joseph L. Seals, III ’70
Mr. & Mrs. Joseph E. Seiterle
G. Leonard Shea ’51
Mr. & Mrs. David E. Sheats
Mr. & Mrs. Tony Shepherd
William M. Shettle, II ’58
Charles H. Shorley ’71
Mr. & Mrs. James W. Shuman
Edwin L. Sibert, Jr. ’38
Robert Lanier Sides ’69
Constantine Simonides ’52
Mr. & Mrs. George L. Simpson
Scott M. Sipple ’81
Mr. & Mrs. C. Hamilton Sloan
George B. Smith ’66
Norman M. Smith ’52
Stewart S. Smith ’67
H. Scott Sneed, Jr. ’42
Mr. & Mrs. James R. Soles
Erling D. Speer ’58
Mr. & Mrs. Derek Spry
Richard W. Spry ’85
Mr. & Mrs. Peter Stendidoff
E. Richmond Steele, Jr. ’55
Mr. & Mrs. Mauritz Stetson
Mr. & Mrs. David A. Stevens
Col. T. M. Stokes, Jr. ’50
Frank R. Stoner, III ’46
Mrs. A. B. C. Strange
Mr. & Mrs. John H. van Nierop
Gilbert H. Van Note, Jr. ’48
George A. Varga
J. Kirk T. Varnedoo ’63
George G. Vest, IV ’48
Herbert D. Vogel, Jr. ’48
G. Stephen Voorhees ’53
Dr. & Mrs. Robert B. Vranian
Arraminta A. Ware ’82
Mr. & Mrs. Robert F. Ware, Sr.
Catherine M. Wendt ’77
Robertson H. Wendt, Jr. ’74
Mr. & Mrs. Alan T. Wenzell
Francis D. Wetherill ’35
Mr. C. Penn Wettleder
Cliff M. Whittaker
Mr. & Mrs. Tom Whittenburg
Robert Whyte ’41
W. Hollingsworth Whyte, Jr. ’35
Mr. & Mrs. Elmer F. Wieboldt, Jr.
Richard C. Wieboldt ’71
J. J. B. Wigglesworth ’58
Howard Willards, Jr. ’43
Jill Willock ’87
Susan Willock ’89
Lemuel Scarborough Foundation
David B. Winter ’67
George B. Wood, Jr. ’42
Mr. & Mrs. Thomas C. Worth, Jr.
Richard B. Worthington, II ’61
Noel B. Wright, Jr. ’51
Samuel Wyman ’57
Jonathan L. Yates ’77
Victor H. Zelov ’42
William S. Zull ’48

TOP TEN CLASSES

<table>
<thead>
<tr>
<th>Class</th>
<th>Class Agent</th>
<th>Amount</th>
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<tbody>
<tr>
<td>1943</td>
<td>Morgan B. MacDonald</td>
<td>$14,680</td>
</tr>
<tr>
<td>1945</td>
<td>Gaston V. Jones, Jr.</td>
<td>$13,680</td>
</tr>
<tr>
<td>1994</td>
<td>Stephanie E. Jones</td>
<td>$11,420</td>
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<tr>
<td>1961</td>
<td>Charles E. Hance</td>
<td>$9,420</td>
</tr>
<tr>
<td>1948</td>
<td>Richard S. Smith, Jr.</td>
<td>$9,880</td>
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<tr>
<td>1970</td>
<td>Thomas C. Stephens</td>
<td>$7,985</td>
</tr>
<tr>
<td>1952</td>
<td>J. Caleb Boggs, Jr.</td>
<td>$6,991</td>
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<tr>
<td>1958</td>
<td>J. B. Wigglesworth</td>
<td>$6,945</td>
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<tr>
<td>1939</td>
<td>Frank E. Williams, Jr.</td>
<td>$5,880</td>
</tr>
<tr>
<td>1951</td>
<td>David Lindsay</td>
<td>$5,830</td>
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Participation Percentage Totals

Pre-1960
<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1934</td>
<td>100%</td>
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<tr>
<td>1936</td>
<td>100%</td>
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<tr>
<td>1935</td>
<td>89%</td>
</tr>
<tr>
<td>1951</td>
<td>74%</td>
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<tr>
<td>1945</td>
<td>72%</td>
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Post-1960
<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1977</td>
<td>58%</td>
</tr>
<tr>
<td>1961</td>
<td>49%</td>
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<tr>
<td>1971</td>
<td>49%</td>
</tr>
<tr>
<td>1976</td>
<td>46%</td>
</tr>
</tbody>
</table>
The following pages list by constituent group the individuals and organizations who participated in the 1991-92 Annual Fund for St. Andrew's.

**Trustees**

*Bulent I. Atalay '58
*Robert B. Blum, Sr.
*Randolph W. Brinton '64
*William H. Brownlee '44
Edmund Y. Chang '83
*A. Felix duPont, Jr.
*Caroline J. duPont
*Katharine duP. Gabagan
*Raymond P. Genereaux
*Francis Giammattei, Jr. '47
*Andrew C. Hamlin '71
*Edward H. Hammond, Jr. '60
*Nancy R.M. Hance
*Nancy R.M. Hance
*W. Hollingsworth Whyte '36
*W. Hollingsworth Whyte '35
*Has made a gift in each of the past five years.

**Alumni**

1934 $650/100%
Jerome D. Niles, Jr.
*Robert H. Orr
*Francis J. Townsend, Jr.

1935 $1,820/89%
*Findley Burns, Jr.
*Charles S. Felver
J. Pierce Fenhagen
*Franklin Hawkins
*Elmer B. Scott, Jr.
*E. Richmond Steele, Jr.
Francis D.Wetherill
*W. Hollingsworth Whyte, Jr.

1936 $5,480/100%
*Alan T. Baldwin
Loring W. Batten, Ill
*Chester E. Baum, Jr.
George S. W. Cumpston
*William B. Evans
*Charles F. R. Mifflin
Walker L. Mifflin, Jr.
*Winthrop deV. Schwab
*Charles A. Silliman
*Edward F. Swenson, Jr.
Charles E. Thackery, Jr.
John S. Whelen

1937 $150/50%
Frank J. Ball
George E. Brown, Jr.
*John C. Parry
*W. Laird Warwick

1938 $2,325/67%
*William H. Corddry
*William R. Cory
*Edward O. Moore
*Charles D. Murphy, Jr.
*Frederic J. Schaeftler
*Edwin L. Sibert, Jr.
*Walter W. Speakman
*John M. Topham, Jr.

1939 $5,580/50%
Thomas V. Ashton
*George A. Dunning
*Horace W. Harrison
*Lawrence Johnson, Jr.
*Frederick C. Moor
*Jesse Nalle
*Vernon E. Ragland
*John E. Wason
*Frank E. Williams, Jr.

1940 $2,263/71%
*John H. Boyden, Jr.
*Peter M. Brown
*Thomas Donaldson, Jr.
*Benjamin F. Houston
*James E. H. Johnston
*C. Rickert Lewis
*J. Ross Macdonald
*Powell Pierpoint
*Frank B. Pilling
*Thomas A. Rave, Jr.
*William C. Sibert
*Paul D. White

1941 $4,925/62%
John C. Ball, Jr.
*George A. Broadbent
William B. Churchman, Ill
*Arthur B. Dodge, Jr.
*F. Weston Fenhagen
John Hanahan, Jr.
R. Stockton Hopkins
*I. Harding Hughes, Jr.
*Peter B. Nalle
*Anthony R. Parrish
*Dunlap C. Shannon
*James Thomas
*Donald M. Tucker
*William L. Van Leer, Jr.
*Robert Whyte
*Jonathan S. Wilford, Jr.

1942 $1,780/58%
*Benjamin M. Fowler, Ill
James A. R. Gibson
Andrew C. McFall, Jr.
*Walter E. Mylcreaine
*John L. Ray
*Thomas R. Saunders
William L. Sibert, II
H. Scott Sneed, Jr.
John G. Stockly
George B. Wood, Jr.
*Victor H. Zelov

1943 $14,680/60%
*John M. Alden
*Noel C. Dalton
*Paul Winston Fitzpatrick
*Clayton H. Griffin
*John M. Hemphill, II
*John C. Kinahan, Jr.
*Phillips Lounsbery
*Morgan B. MacDonald
Mary C. Rinehart
*Charles B. Straut
*Henry P. Sullivan
Howard Willets, Jr.

1944 $5,309/70%
*E. Jouett Armstrong
*Henry S. Baker, Jr.
*Robert T. Boyd, III
*William H. Brownlee
John K. Cowperthwaite
*William A. Crump, Jr.
*William F. Davis, Jr.
*Peter R. Lyman
*H. Lawrence Parker
*Henry G. Parker, III
*William D. Rogers
*Prentice Talmaire, Jr.
*Thomas M. Tucker
*Davis A. Washburn

1945 $13,680/72%
*James A. Bacon
*Alexander R. Beard
*John S. Cook
*Richard P. Davis
*Dwight M. Dunlevie
Robert H. Gardner, Jr.
William D. Hays
*William S. Hearne
*William C. Howlett
Thomas M. Jervis
*Gaston V. Jones, Jr.
Edward K. Libby
Douglas G. Lovell, Jr.
*Levin M. Lynch
Daniel R. Patch
Richard G. Patch
*John H. Rood
James R. Rooney, II
*Robert F. Schelling, III
*Charlton M. Theus, Jr.
*David K. Weatherford

1946 $3,349/57%
*David O. Bellis
*Barry A. Benepe
H. Ronald Berlack
*Luther R. Campbell, Jr.
*J. McHenry Gilller
*Donald D. Haynsworth
James M. Perry
Clarkson N. Potter
*Mark Reeve
*James M. Richardson
P. Tucker Smith
*Frank R. Stoner, III

1947 $4,595/64%
Charles M. A. Abson
*Richard M. Appleby, Jr.
*Brian B. Barlow
*Landon C. Burns, Jr.
*Stephen J. Chamberlin, Jr.
*Joseph F. Gaskell, Jr.
*Francis Giammattei, Jr.
John Harrison, Ill
John R. Hodgson
*C. Russell Keep, Jr.
*Daniel W. MacDonald, Ill
*Timothy C. Mann
William W. McDowell, Jr.
*Edgar R. Miller, Jr.
Franklin B. Olmsted
Woodlief Thomas, Jr.

1948 $8,980/53%
*James F. Adams
*Sargent Bradlee, Jr.
*Richard E. Broome
Carlos Echeverria
Gregory L. Gibson
*Upton K. Guthery
*Henry N. Herndon, Jr.
John M. Hopkins
*David S. Humphries
*D. Charles Merriwether
*Paul J. Register, Jr.
*Richard S. Smith, Jr.
*Robert H. van Meeuwen
*Gilbert H. Van Note, Jr.
*George C. Vest, IV
*Herbert D. Vogel, Jr.
*William S. Zulli

1949 $4,437/36%
*Coleman E. Bye, Jr.
*Robert B. Evans
Stephen S. Evans
*Edward H. Fielding
*William B. Groves, Jr.
*Patterson Keller
*James M. McSherry
*M. Barnard Megargee
*Robert F. Thomson
*Constantine N. Tonian
*James B. Totten

1950 $3,895/55%
*Robert S. Appleby
*William D. Bathurst
Stuart J. Bracken
*Morton H. Clark
Henry L. Constable, Jr.
*Murdoch Davis
Harkness G. DeVoe
*John D. Fairchild
*O. Wells Foster
*John D. Hukill
*Clarence H. Keller
Maurice Kemp
*William T. Murray, Ill
*Roger D. Rehberg
*Thomas M. Stokes, Jr.
*Richard H. Thompson
**Annual Fund Donors**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount/$ %</th>
<th>Donors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1963</td>
<td>$1,960/45%</td>
<td>Rushton T. Capers, James H. Cooper, Alain Crichton, George W. Forbes, III, E. Jesse Gaither, Jr., Harold B. Gordy, Jr., J. Ogden Hamilton</td>
</tr>
</tbody>
</table>
1968 $2,410/32%
James K. Beebe
John C. Buck
William C. Holder
*Christopher L. Milner
F. Taylor Peck, III
*W. Robert Prier, Jr.
*Christopher P. Reeve
*Andrew W. Reynolds
John D. Showell, IV
R. Marshall Thompson
*Arthur Vanderberg

1969 $3,930/41%
Peter D. Calogero, Jr.
*Arthur A. Carota, Jr.
*Thomas C. Coleman
*William Frantz Herr, Jr.
*Timothy M. Iliff
Douglas T. James
William W. Kling, Jr.
*Peter A. Maxson
Peter H. McGowin
David Olav Moltke-Hansen
Stephen V. Noble
Brian P. Randall, Jr.
*Nicholas R. Scheller
Robert Lanier Sides
*Albert Simons, Ill
*E. Kently White
Peter S. Wood

1970 $7,984/42%
*William H. Barney, Ill
*William R. Brownfield
*W. Allen Chesney
Richard D. Coleman
David H. Davis
*James I. Hudson, Ill
Christopher L. Lambert
*Arthur M. Miller
David A. Olson
Philip B. Persinger
*Toby R. Roberts
*Joseph L. Seiler, Ill
Thomas C. Stephens
*William C. Strong
*J. Kent Sweezey

1971 $4,033/49%
Robert W. Berrey, Jr.
*Richard G. Colbert, Jr.
*Andrew C. Hamlin
Michael A. Hill
*Thomas H. Hooper, Ill
Jared W. Ingersoll
*Brian C. K. Kinahan
Mark W. Lewis
*James S. McBride
*Frank H. Merrill
*Gilbert E. Metcalf
Joseph K. Pistell
*Mark W. Rocha
*Charles H. Shooley
Francis J. Townsend, Ill
*Richard C. Wieboldt
John W. Wright
Stuart J. Zeller

1972 $4,150/29%
*R. Stewart Barron
*William C. Bean
*Edwin John Bernet, Jr.
*David B. Harms
*Robert C. Lighburn
*John M. Maull
*Bradford A. Mills
David D. Mills
Joseph T. Moss, Jr.
*Alan B. Pinkerton, Jr.

1973 $1,550/17%
*G. Mitchell Edmondson
*Samuel R. Marshall
*Everett R. McNair
*Peter A. Presby
*Henry M. Richards
*Gerald G. Rue

1974 $1,795/39%
*Stephen M. Baldwin
*John R. Beardall, Ill
Thomas J. Berrigan
*J. Lyles Glenn, IV
*Donald M. Harting
David M. Hatton
*Henry Hauftpuhrer, IV
*F. Joseph Hickman
Eric C. Howard
*F. Matthew Kramer
*William P. C. Ku
*Carl Melamet, III
*Edgar R. Miller, Ill
*John C. Mincks
*Charles B. Olson
*Robert P. Rementer
*John J. Schreppler, II
*Gregory E. van der Vink
*Robertson H. Wendt, Jr.

1975 $2,560/29%
*Alfred D. Barbour
*Cordon E. Brownlee
*Louise H. Dewar
*Frederick L. Elits
*James K. Gersh
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*Elizabeth D. Peloso
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1976 $5,717/46%
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*Joan J. Dickerson
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*C. Douglas Evans
*Terrell L. Glenn, Jr.
*Jane Allmon Heath
*Ralph R. Hickman
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1977 $2,397/58%
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Steven H. Brownlee
Brian M. Crow
Brian E. Dunigan
*Robin J. Eisenbrey
*Mark S. Govatos
*John W. Guastavino
*James M. Hudson
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*John F. Walton, Jr.
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*Jeffrey B. Wilgis
*Thomas G. Wingate
*William N. Wolfe
*Jonathan L. Yates

1978 $824/24%
*A. Axel G. Amaya
*Scarlett Halsted Carey
*Garrett J. Hart
*William S. Ingram, Ill
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*Hansen Lau
*Martha R. S. Lube
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*Ashton W. Richards
*Thomas B. Sewell
*Cathy B. Shields
*Brenneman L. Thompson
*Gregory S. Tonian
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1979 $1,090/36%
*Virginia B. Ashpole
*Randolph B. Bixom
*Richard A. Chubb
*Kerly M. Clifford
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*Kevin T. Kuehlwein
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*Michael B. Lilley
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*Janet Brownlee Luke
*William D. Luke, Ill
*Susan S. Martin
*Catherine A. May
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*Suzanne H. Seger

1980 $1,593/33%
*Kate Reentschler Ausbrook
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*Letitia P. Hickman Green
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1982 $2,003/30%
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Kelly L. Garrett
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Jennifer S. Hanna
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Special thanks to Janet Hughes, Secretary for all her organization and effort during the past six years in our office. We wish her well in her new endeavors.

We have made a sincere attempt to record accurately all gifts to the School during the 1991-92 fiscal year in this report. If you find an error, please notify us so that we may correct our records.
reviewed our performance as a coeducational boarding school, began our community service program, instituted the concept of form projects that raised money for various local, national and international concerns, worked closely with DyAnn Miller, the School’s counselor, to integrate counseling with our discipline system. For six years, I served as the dean of students. I thoroughly enjoyed the challenges of working with SAS students in that position. In addition, I have been a corridor master, chair of the English Department, and worked in the college counseling and admission offices. Currently, I serve as the academic dean, assistant head for academic affairs. I also continue to teach English and coach.

I have been lucky to be at St. Andrew’s during a particularly exciting stage in its history. The School is now, in my opinion, a nationally known, respected and admired boarding school, possessing a remarkable beauty and a talented, exciting student body. My goal is to do all I can to make the School an even better place for young people to live, grow, and learn. The opportunity to make a significant difference in a young person’s life remains a gift that St. Andrew’s has given me over and over again through the years. I feel fortunate to have lived at St. Andrew’s for such a long time and am confident that St. Andrew’s will continue in this exciting period in its history.

WILL SPEERS - since 1979

Fourteen years at St. Andrew’s cannot help but see some personal change. My master’s degree from Middlebury College, the Bread Loaf School of English; chair of the English Department; marriage to Donna Kinney and two sons, Christopher and Joshua; director of admission and financial aid (twice); director of studies; assistant head for student life, dean of students; living on four dorms and coaching four sports; recognition as a Distinguished Teacher at the White House.

What has not changed is the atmosphere which I first felt walking across the campus when I interviewed in April of 1979: a real community, where everyone knew everyone else—faculty, staff, students, families—and cared about them. Other schools may have communities within them, but St. Andrew’s is one whole community. We argue and debate and stumble, we improve and change aspects, we celebrate and mourn and counsel and correct, but we stay together.

I have always enjoyed the students, which is why I came here and why, 14 years later, I am still fulfilled and challenged. I think the School community cares more about itself each year: we have tried to make the students more aware of their responsibilities to each other; we do more community service, as one example, than we did in my early years.

While the students on paper test better than they did earlier, current students have watched more TV, have come to us with more “baggage” of the 1980’s (more affluence, more divorced, dysfunctional families, poor public school educational backgrounds), which makes it more of a challenge to teach and live with them. Additionally, we are a more racially mixed campus than in 1979, which is much better, but it does call for more cultural education of the strengths of our diversity. The same is true with gender as we are now 54-46 percent male-female.

Academically, this means I still get to teach some students who are excited, curious, take risks, want to improve. We do spend more time than we used to on writing, and our curriculum in the English Department is no longer completely filled with white male authors. Both are good changes but not without tension and exhaustion.

Residentially, the 1992 student body demands and gets more time than in 1979. We try to make the dorm atmosphere worthwhile and positive. After the suicide in 1983, the faculty spends much more time with students, counseling, parenting, empowering seniors, working with groups such as Children of Divorced Parents/Alcoholics.

I think the School is just as, if not more, busy than in the early 1980’s! Arts, sports, form projects (which now raise money for service projects, not from coiffures), trips, tremendously improved social activities. The major change here is that with social activities, the work is done by the students, which makes them produce events that work.

As a whole School, I think we live our mission better than when I first came. Why? Jon O’Brien’s leadership; a more universal and lively chapel program, especially Wednesday night services; more faculty on corridor, committed to student growth; greater discussion among faculty about what and why and how we are teaching; higher personal and academic expectations; strengthened arts program; continued financial aid program; increased co-educational and racial/cultural/geographic student body.
The Very Reverend Thomas L. McClellan, St. Mary’s at the Cathedral, 630 East Cathedral Road, Philadelphia, PA 19128. 1976-1977 Sacred Studies.

I am rector of St. Mary’s at the Cathedral, and also dean of one of the deaneries in the diocese which comprises 18 parishes and a convenant; I am also the Bishop’s Liturgical Officer for the Diocese. I am keeping quite busy doing some travel for the church (Africa, Russia) and spending money heating old stone buildings! Working with people is never boring and always full of surprises.

My one year stay at SAS remains a good memory more than a decade later. Perhaps my most vivid recollections are the students I met and the faculty I worked with, plus the idyllic setting by the pond. I ought to get back more often! I can still recall some of Mr. Mein’s evaluations of dorm life in his housemaster capacity.


I am currently director of development at Pomfret School. I “find myself” definitely older and, hopefully, wiser. Since leaving SAS I have served as English Department chair and assistant head at Berwick Academy in Maine and as treasurer at Kingswood-Oxford School in Connecticut.

I recall Bill Cameron and Chester Baum; bachelor outings to Middletown, Lands End, etc.; squash and tennis trips where I had to explain that I was the coach; raising two young children in a truly idyllic setting.

Robert A. Moss, 543 Bayard Road, Kennett Square, PA 19348. 1958-1976 Headmaster.

I am writing a book about the Council for Religion in Independent Schools in celebration of its 100th anniversary and I am a volunteer worker at the Southern Chester County Medical Center. I serve on the hospital’s ethics committee and work for one chief of staff on the quality of patient care. I also teach courses in ethics in adult education programs in Philadelphia and Wilmington. I find myself absorbed in things I love to do.

I remember certain chapel services; the performance of Becket in the chapel; broadening the arts program and helping it attain equal status with other departments; teaching VI Form philosophy course; planning and helping to arrange the mini-term; working 16-hour days at the end of each term to write each student’s report.


The Little O’s, as we were known at SAS, run an investment management firm near our home in Swarthmore. I make the day-to-day investment decisions, while Lisa keeps the books and pays the bills. Five years in business, we haven’t bankrupted anyone yet!

Lisa recently was elected to the Swarthmore-Wallingford School Board and is active in local issues of public education. Upon failing to attend a parents’ meeting, I was elected chief (Chief Gathering Storm) of my sons’ Indian Guides tribe. When not guiding the braves, I coach the Swarthmore College squash team and try to spend a day a week on amateur history projects.

We left SAS in 1979. The trouble started in 1980, when Matthew was born, got worse in 1984 with the birth of Jonathan, and maxed out in 1985 when Ben was born. Now the kids outnumber us, and we have to do pretty much what they tell us. Our boys love to play the same sports we do, and their activities are our activities. We cannot imagine life without them.

SAS probably contributed more to my education than it did to my students’. I suspect the same was true for Lisa. We were free to teach the best way we could. No bureaucracy to hold us back. I felt a little like an educational daredevil, free to take risks. The students picked up on the thrill. It was an exciting time. After SAS, I taught at the college level for a while. Teaching at SAS was better. My favorite SAS memory? The event was a test paper written by Geoffrey Hamilton ’81. The answer read this way, “George Washington had marital problems at Valley Forge.”
I am enjoying retirement in this small community by the sea where I have had a home for many years. During the summers the local chapel keeps me busy. During the rest of the year I take occasional services in various nearby churches and am just beginning to work as a literacy volunteer, teaching people to read. There is always plenty to do in and around my house, but I also have time for travel and have taken several short trips with longer ones in the planning stages.

I have many vivid memories of my life at SAS—too many to include. Given the nature of my work, some of those which stand out most clearly were tragic events which had a great impact on the entire community, such as the deaths of Bill Cameron, President Kennedy, Martin Luther King, Jr., and the night the Gulf War began. Equally, I shall never forget my final service in the SAS Chapel on Reunion Weekend in June, 1991.

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I am in my 15th year as founding headmaster of St. Francis High School, an independent, co-educational high school located in downtown Louisville. I’m fine; working with adolescents keeps me young, but I do have less hair and what I have seems to be getting grayer.

I remember good people as colleagues and a mixture of positive and negative experiences that provided the impetus to eventually start a new high school.

I am currently the chairman of the History/Social Studies Department at Ravenscroft School in Raleigh, N.C.

I also coach boys’ JV soccer and girls’ JV basketball. Since leaving SAS I have taught and coached at Brooks School outside of Boston and The Park School in Baltimore. In addition, I finished the master’s program at Wesleyan University that I began while at SAS, and I also earned an MA in political science at Indiana University.

I have innumerable recollections and memories of my three years at SAS and it is hard to pick just one from those memorable times. Growth, friendship, ups and downs, smiles and tears are all vivid in my mind. Out of all that, my most vivid and memorable experience is not one instance but the continuum of three years of coaching girls’ varsity basketball, seeing a team work and develop into champions. All those girls and their effort remain a memory that is priceless to me.

Robert Marshall Pyle ’63, P.O. Box 4181, Greenville, DE 19807. 1971-1972 Staff Assistant.
I am a research associate, Department of Ichthyology, B.P., Bishop Museum, Honolulu, Hawaii; underwater photography, writing a book to document the 2,000 most common reef fishers of Indonesia, New Guinea and the Philippines with Dr. John E. Randall.

I remember Rusty Capers ’63 and J. Schoonover’s ’63 clandestine SAS radio program; John Beard inebriated on his own closet-brewed cider giving himself away shouting “focus” during Saturday night movie—one of the extremely rare times when the felon was in focus; Onderdonk ’60 and Hammond ’60 double teaming me in varsity football camp by freshman year and wiping out my knee; the caring, helpful attitude of some of the teachers: Broadbent, Washburn, Colburn, Cameron, Amos.

I left SAS to marry, moved to Central America where my husband has operated several businesses—non-metallic powders for basic industries, commercial refrigeration. We have just had our 32nd wedding anniversary. I was very briefly school nurse at American School in Tegucigalpa. I have now been teaching primary and junior high in Elvel (private) school for 23 years and teach adults intensive English evenings for seven years. We own a small farm, raise our own meat, coffee, bananas and avocados. We continue to be active in the Episcopal Church where I play organ.

Numerous memories! The Flu Epidemic, fall of 1957. Many fine times with faculty. RE: “Dead Poets Society”: Though the physical plant is shown to perfection, it ridicules what was an outstanding faculty and gives no hint of the excellence of graduates. I wondered where Bill Amos was when the ducks were disturbed by a biker; and I roared aloud to see the crew zippered into jackets and hoods! Ask Mr. Washburn about my “Nazi” tactics!!
NEW FACULTY

Camilla E. Denning
Camilla is no stranger to boarding school life, having attended Choate Rosemary Hall in Connecticut, where she captained the track and cross-country teams and was president of her class.
Camilla comes to St. Andrew's from the Fletcher School of Law and Diplomacy. She received a master's degree in international relations and environmental studies.
Before attending Fletcher, Camilla worked as a social worker for the Massachusetts Department of Welfare, and as a foreign exchange program director for the Education Foundation for Foreign Study.
Growing up speaking Dutch has made Camilla very interested in learning about foreign cultures, languages and travel. As a Morehead Scholar at the University of North Carolina at Chapel Hill, Camilla studied French and international studies. During college, she spent a year studying in Montpellier, France.
She has traveled extensively throughout the United States, Europe, Australia, New Zealand and Southeast Asia. In addition to her own travels, Camilla has introduced others to foreign culture and language as a leader of two French-speaking tours for students through France and Switzerland.
Camilla teaches French and coaches squash and tennis.

Michael K. Denning
Michael comes to St. Andrew's from the Fletcher School of Law and Diplomacy where he received a master's degree in U.S. and European Foreign Relations.
A native of Wellesley, Mass., Michael spent several summers teaching tennis and coaching the youth tennis teams at the Wellesley Country Club and the MIT Tennis Center.
As an exchange student in high school, Michael became very interested in German culture and politics. He has participated in a college exchange, studied as a fellow at the University of Bonn, and worked as a legislative aide in the German Parliament. This job in the Bundestag afforded him the opportunity to travel extensively throughout Western Europe.
Michael graduated with high honors from Clark University, where he double majored in history and government. While at Clark, he was co-editor of the Student Journal of Politics, as well as a member of the varsity tennis team.
Michael teaches history and coaches basketball and tennis. He and his wife, Camilla, live on Fleming Corridor where he supervises III Form boys.

Katrina Saltonstall
Trina grew up at and attended Tabor Academy in Marion, Mass., where her mother is on the faculty and her two older brothers went before her. She was active both in athletics, playing four years of field hockey and lacrosse and two years of ice hockey, and in the music department, singing in both the chorus and madrigal group and performing in several musicals.
After Tabor, Trina headed to Harvard where she studied English and American Literature and served as a reunion coordinator in the alumni office and a lifeguard and instructor at the pool. She sang in the University Choir, and played on or managed the lacrosse team. She spent her junior fall at the University of Warwick in England studying English Literature in the heart of Shakespeare's country. She graduated cum laude from Harvard in 1991.
Last year Trina lived in Washington, D.C., and worked as a teaching intern in grades four through six and coached seventh and eighth grade field hockey and lacrosse at The Potomac School in McLean, Va.
Trina teaches English, serves as an admission officer and coaches field hockey and lacrosse. She lives in the Annex.
Ann R. Sawyer
A Wilmington native, Ann was a 1985 cum laude graduate of St. Andrew’s. She played varsity field hockey, squash and lacrosse and received the Most Valuable Player Award in squash and the Outstanding Player Award in lacrosse. She also served as the sports editor of the newspaper.

At Princeton, Ann earned her AB in history and American studies, writing her thesis on *United States Policy Toward Nicaragua*. She played varsity squash for four years and captained a national championship team her senior year. She also played on Princeton’s JV lacrosse team during her freshman year.

During the summer before her senior year, Ann worked in Washington, D.C., at the U.S. House of Representatives as an intern for the Committee on Ways and Means. After college, she went on to work as a legal assistant in a large law firm in Washington. Ann entered the world of teaching as a history intern at Lawrenceville School, where she taught American and European history and coached squash and lacrosse.

Ann, the assistant director of admission, teaches history and coaches squash and lacrosse. She lives in the Annex.

William J. Wallace, Jr.
Bill comes to St. Andrew’s from Hebron Academy where, as the head coach of swimming and water polo, he coached many championship teams. He produced 20 Prep School All-Americans, three U.S. Swimming Senior Qualifiers and many New England prep school champions. Previously, as a U.S. Swimming Age Group coach in Rhode Island, he was instrumental in the development of many top New England swimmers, including world record holder and 1992 U.S. Olympic Team member, Mike Barrowman.

Bill, whose mother and father were high school teachers in French and English, respectively, has found that the profession which brought such satisfaction to his parents has had the same effect on him. He has had many years’ teaching experience in biology, chemistry and fresh water/marine ecology, as well as coaching baseball, wrestling and lacrosse.

Before teaching and after receiving a BS in wildlife management from the University of Maine, Bill spent a year working for the Peace Corps in the Philippines.

Bill, St. Andrew’s first aquatics director, will supervise the new swimming pool, coach swimming and teach chemistry and biology. He and his wife, Donna, live with their daughter, Lyndsay Sara, and their pets, Reveille, Ebony and Whispurr, on Baum Corridor, where Bill supervises V Form boys.
FORMER SAS FACULTY

I am interim headmaster at Seven Hills School, Walnut Creek, Cal. I turn schools around (fifth time). I was president of five real estate and investment companies before returning to independent education last November. I recall vividly the “phantom”—catching him when I was supervising study hall. Ran from study hall and caught him by headmaster’s office—lots of fun. Many wonderful memories.

I was a history teacher, dorm master and football and wrestling coach during the 1973-74 academic year. I am now a sole practitioner lawyer in Pittsfield, Mass. I have coached youth YMCA soccer for seven years and for the past two years have been the assistant wrestling coach at Pittsfield High School.
I recall the Canadian geese and whistling swans landing on Noxontown Pond. The wonderful focus and commitment to excellence exhibited by all segments of the School population. The terrific pleasure and enjoyment I had in teaching U.S. History with Rob Pasco and the interaction which we had with our students.

Thomas Rodd, Jr., 74 West Rock Avenue, New Haven, CT 06515. 1965-1968 English.
Currently, I am headmaster at the Hopkins School in New Haven, Conn.
SAS provided the best possible training for a young English teacher. I think back on those years with fondness and gratitude.

Carol Ann Rogers, 134 Colesberry Drive, New Castle, DE 19728. 1976 French.
I’m the associate minister of Asbury United Methodist Church, a parish of one 1800-member church and one 135-member church. My status is Licensed Local Pastor for now; I’ve graduated from Lancaster Theological Seminary and am hoping for Deacon’s orders in May. I’m very busy learning the nuts and bolts of a new profession. It’s rewarding but very challenging. I’m fine and happy.
My memories are really a kaleidoscope of scenes—exciting classroom sessions, beautifully performed music on Arts Day, choir concerts, athletic events, a fire drill close to midnight on a warm spring night. I remember most the feeling of community and the opportunity that gave for spiritual, emotional, and intellectual growth even though I was only at SAS for a semester teaching for someone on leave.

Debbie Muhlenberg Roselle, 272 Pond Drive, Meeting House Meadow, Hockessin, DE 19707. 1972-1975 English.
Currently I am teaching ninth and tenth grade English at Kennett High School in Pennsylvania, the same school which I attended for 12 years! I feel like a character in Welcome Back, Kotter and it is fun to teach in the same community in which I was raised. The generations of families continue much as I remember them, only now I am teaching the children and grandchildren of those who were my schoolmates in the 1960’s. I am especially enjoying teaching the Academically Talented and Gifted Programs, composed of kids who constantly teach me more than I teach them, kids who challenge me in much the same engaging way that SAS students did from 1972-75. I became an avid runner in the late 1970’s and have done two marathons. After leaving SAS I received my secondary teaching certificate from Villanova University and St. Joseph’s Universities in Philadelphia. Public school teaching requires a similar type of holistic approach to teaching, a view of the student as an entire person and this approach is what attracted me to teaching in the first place.
I remember the dorm life. Since I was in my second year of teaching at SAS when girls were added, I felt intricately connected with the wonderful change and loved helping Nan and Simon Mein run the girls’ dormitory. Many recollections, too, of living in Bob Colburn’s house in 1973 while he and his family were on sabbatical. Many students, especially Will Malone ’75, Mike Kuehlwein ’76, Scott Stannard ’76, who accompanied me many a Sunday to do our community services projects especially to the children’s orphanage in Maryland. I also remember the exciting wrestling meets under the coaching of Denny Madigan and the beauty of the four- and eight-person shells on Noxontown Pond under the coaching of Dave Washburn. The moving chapel services with Mr. Ogilby and Mr. Mein on Wednesday evenings and Sundays and the regal dignity of the dining hall all combine to form a series of wonderful collages and memories for me.
Currently, I am a real estate broker and do a little teaching (French and Spanish conversation, adult evening school, and soon real estate). I finally saw “Dead Poets Society” and experienced a flood of very pleasant memories. Saw Bob Moss at Yuletide—very pleasant meeting.
I recall my last faculty meeting (among many, many others). My favorite hobby is still travel. I’m heading back to Paris (trip #14 there) for a month.

Roy Ryan at the National Palace in Madrid, Spain.

Howard S. Schroeder, 324 Pilot Town Road, Lewes, DE 19971. 1959-1964 Art.
I am still painting, but not as much and not getting the results I want all the time. Although I was born in New York City, I have lived in Lewes since World War II. Both places have had a strong influence on me. (How’s that for a “tale of two cities?”) I have a very large collection of sketches and paintings and did a retrospective brochure in 1985 for the Rehoboth Art League. I am interested in collaborating on a book and would love to hear from SAS artists.

Howard Schroeder

Charles D. (Chip) Snowden, Jr., 8017 Morning Lane, Fort Worth, TX 76123. 1966-1973 History, Sacred Studies.
I am in my second year as headmaster of Fort Worth Academy (K-8). Since leaving St. Andrew’s I have been assistant headmaster at St. Paul’s Episcopal School, Mobile, Ala., (K-12), and headmaster of Wayne Country Day School, Goldsboro, N.C. (K-12). I remember my seven years at SAS as being my opportunity to teach some outstanding young men and work with a dedicated faculty. Nowhere since have I found the intellectual challenge of SAS. I like the different type of demands made by administration and enjoy my work with a school’s broad constituencies, but sometimes miss the student-teacher interchange. I have escaped into the classroom periodically, and while I enjoy it, it is not the same. I am indebted to the students I taught and my faculty colleagues for helping me understand early in my career the value of high level academic achievements. All my experience since has been an outgrowth and continuation of those things I learned as a master at SAS.

My recollections are too numerous to isolate one—the most vivid are: V Form European history class wearing “fairy shirts” to class (fairy shirts were very popular in 1972-73); John Crumpler ’75 intercepting three passes versus St. Paul’s; Lyles Glenn ’74 hitting home run versus Nottingham to win game; productions of Arsenic and Old Lace and Androcles and the Lion. My general perception is one of “being there at the beginning.” It was obvious that the students I taught and coached were on their way to lives of accomplishment and service. A quick reading of each alumni bulletin confirms this. In the last 20 years, my association with SAS alumni has been as broad and rewarding as with my college alumni.

I recently left college-level teaching after 13 years to return to the high-school level. I currently teach driver education at Cape Henlopen High School in Lewes, Del. The students there are after me to start a women’s lacrosse team. I’m working on it. I also own a small business called Sheepskins Unlimited which I have operated in Rehoboth for the past 10 years.

Coaching field hockey and basketball hold special places in my heart, especially the state tournament games in field hockey. Parents Weekends and dorm duty were always fun times.

Norman M. Thornton, 16 Setucket Road, Yarmouth Port, MA 02675. 1952-1983 Business Manager.
I am enjoying life out of doors here on Cape Cod with swimming, gardening and year-round golfing. Singing with various choral groups as well as church choir. Following stint as member of Town Yarmouth Finance Committee, now busily occupied as treasurer of Yarmouth Senior Center. Member (past president) Retired Men’s Club of Cape Cod.

I recall the peace of mind and personal satisfaction in my job situation; what an exciting span of 31 years spent at SAS! Never reluctant to turn-out-of-bed each morning to face another day. Largely due to the people I knew, worked with, associated and lived with; trustees and headmasters (Messrs. Pell, Moss, O’Brien) faculty and staff, alumni and students. Most vivid recollection? A truly unique experience!
FORMER SAS FACULTY

Robert E. Tonks, P.O. Box 2766, Kingshill, St. Croix, USVI. 1935-1946 Science, Mathematics.
We spend most of the year here in St. Croix going to Chebeague Island, Maine, in August where we share a cottage with my sister-in-law. I have been retired from teaching since 1968. We have done a considerable amount of sailing since and still do some. I am very active in the U.S. Power Squadrons and the U.S. Coast Guard Auxiliary.
I remember starting married life in the gym.

Robert and Margert Tonks

Dave '44 & Ellie Washburn, RR 1, Box 1265, Union, ME 04862. 1951-1991 Mathematics.
We are living very happily in Maine. Lots of yard work in the summer—sailing on Muscungus Bay. Cross-country skiing out of the garage, shoveling snow. Taking courses in geology of Maine and general geology. Busy and very happy with new life here. Involved in church work and quilting and garden club. When the weather is warm we will have a flower garden and we plan to spend much time sailing. This is a beautiful state with many places to explore.
There are so many memories! Most of them athletic. Perhaps the game with Perkiomen that led to the undefeated football team in 1969. Really the wonderful people I worked with and coached with—faculty and staff. Our times with alumni. Always great to see them come back with spouses and children and to hear what they have done with their lives.

Dave '44 and Ellie Washburn, with their family, celebrate their retirement from SAS at 1991 Reunion.

I have been at Penn Charter School in Philadelphia as teacher, coach, athletic director, and, currently, director of alumni affairs, since I left SAS. We spent our summers at Camp Susquehannock, but recently retired from that job.
I recall the dedicated faculty of Amos, Baum, Cameron, Fleming, Hughes, Hillier, Schmolze, Thornton, and Washburn led by Headmaster Pell.

Buff and Jean Weigand and their collie pups.

Since my retirement in 1986, I'm still active in arts and crafts. I make quite a few wood items that I sell both privately and at craft shows. The income really does help pay for certain home items and vacations. I'm also doing work for our swimming club that we've belonged to for over 25 years—doing all of the opening preparation in the spring and closing up for the winter. We do quite a lot of swimming, weather permitting.
I remember when it was decided to go coed and certain preparations were necessary such as toilets for each. Converting boys' rooms to girls' (certain features had to be removed). This had to be done in each building. The gym building had to have showers, etc. Converting the boys' dorm, built in 1965. The exterior door alarm system with its buzzer and flashing lights in faculty bedrooms. Getting ready for the 50th Anniversary—readying the gym, table layouts, stage platform, etc. Of course, protecting the finish on the floor. The School's first hosting of the rowing regatta. Preparing the picnic grounds, installing the P.A. system throughout the area, designing and building the sections of floating docks, car parking, food set up—this was a really exciting day. Our first trip to England, transporting a rowing shell up to New York and having it get lost on its return. Finding out that it was in Chicago. Making trips back up to New York only to find out that it was damaged.

Ken Windle busy in his wood shop.
Charles F. Zimmer, P.O. Box 408, Virginia Episcopal School, Lynchburg, VA 24505. 1978-1981 College Counselor, English, Assistant Head.

I am now in my 11th year of “headmastering” at Virginia Episcopal School in Lynchburg, Va. I left SAS in 1981 to go to V.E.S. and have been here ever since. I think I find myself great, though I confess that there are times when I do wonder what the hell I’m doing. One thing’s for sure—I have a much greater respect for the work that Jon O’Brien has already accomplished and is still accomplishing at SAS since I became a headmaster here. Would I do this all over again? Absolutely, without question! However, I might not be so quick to give up teaching and coaching. It has been hard to work myself back into either role.

I have lots of memories—all of them good ones. Best memories are of people: O’Brien, Roach, Speers, Colburn, Niles, Mein, and Grasso to name only a few. There are too many students to mention but for me most of them would center around my basketball teams, my advisees, and those who worked in the college counseling office. Events—50th Anniversary celebration, basketball championships, mini-term, crew regattas, Arts Weekend, Noxontown Pond (and when it froze).

The Zimmer Family: Gail, Charley, Michael, Casey (back row), Langdon, Will and Lucy (front row)

...We on this faculty are an eager, attentive passionate audience for the rest of your lives. Remember your St. Andrew’s role models and mentors and use them to guide you through the challenges of the coming years. They will remain a part of your lives and inspire you in the same meaningful and supportive ways that this faculty and this School inspires me every day. When you feel inclined to give up or give in, to lower your personal standards of honesty, decency, excellence, compassion and integrity, remember those teachers whose words, actions and approval re-affirm all that is best in you.

—Tad Roach in his remarks to the Class of 1992 at Commencement. His full remarks are reprinted beginning on page 26.

"...It weren't for guys like Werth (Herndon) and Hill (Ted) who patiently and steadily kept things going, year in and year out, there would be no pool to make a splash in...This was one helluva great function..."
—Chal Schley '52

"The kids had a blast!!"
—Heidi Laird, wife of Craig Laird '67

"...The Golf Tournament was run like a veteran tourney—not a first-time event."
—Dave Bellis '46

Joe Hargrove '67, Blackburn Hughes '67, and Hutch Ranch '67 take a break from the tennis tournament.

The Class of 1982 on Saturday.

Alumni children enjoy the natural beauty of SAS.

Reunion 1993
June 11 – 13th
3's & 8's
Members of the Class of 1952 at the Crab Feast, l to r, Dave Jenkins, Cale Boggs and Harry Cannon.

"It was great to be back and hard to leave once again all the good friends I have because of St. Andrew's."
—Mary O. Doherty '82

"My goal in coming was to catch up with old classmates. Plenty of free time and informal activities made this possible."
—Richard Wilson '72

"Always an experience worth renewing."
—Walter Mylecraine '42

"Jon O'Brien's talk at the Alumni Corporation Meeting should have been recorded. It was that good!"
—Norris Haselton '54

The Class of 1962 catches up Saturday lunch on the lawn.
A SENSE OF RESPONSIBILITY

Tad Roach, Assistant Headmaster for Academic Affairs, delivered the following words at Commencement '92, inspiring students to be more responsible for their world.

Herman Melville’s character Ishmael said in *Moby Dick* that his experience on board a whale ship was “his Yale College and Harvard.” For 13 years now, St. Andrew’s has been my home, my school, and to use Melville’s phrase, “my whale ship,” more valuable to my education than years of study at Harvard, Yale or any great educational institution for that matter. Therefore, the opportunity to speak at this year’s graduation means a great deal to me. I thank Jon O’Brien, Emer, Andy and the Class of 1992 for their kindness, support and encouragement.

One of my favorite passages from the novel *Middlemarch* describes George Eliot’s intriguing theory of the importance for each of us of what she calls a theater or an audience. She writes: “Strong mortals hold half their rectitude in the mind of the being they love best... they are fortunate who get a theatre where the audience demands their best.” Eliot’s “theatre” of all of our actions can be a single person or a group of people, but she clearly suggests that we are most blessed if we have such a mentor, someone or some people who expect the best of us at all times. These mentors inspire us, believe in us—they do not hesitate to correct us or express disappointment in us when we fail. At the same time, they are patient, hopeful and fair. Their example can often lead us away from serious mistakes and lapses in judgment.

From the time of my arrival here in 1979 as a young, untested inexperienced teacher, St. Andrew’s provided me with the kind of mentors Eliot described. I survived and flourished here because of what I learned about education from Jon O’Brien, Bob Stegeman and Hoover Sutton, men who believed so fervently in the calling of the teaching profession that they challenged and encouraged me to be a good teacher. Their delight in the profession, their belief in the goodness and importance of a school such as this inspire me in my work. I grew and matured because of the dedication and wisdom of the faculty, exemplified by Alice Ryan and Simon Mein in their years of service to St. Andrew’s. Their knowledge of boarding schools, their commitment to what is best for students, their care and concern for the faculty as a whole, leave an enduring legacy with me. Especially this year, my colleagues have inspired me by the courage they have displayed in the face of adversity: Peter McLean, John Higgins, Ripley Greppin, Gail LeBlanc, Will and Donna Speers. With such examples of grace, faith, patience, goodness and hope, what can the rest of us be inspired to accomplish at this School and beyond?

I teach to inspire others in the ways my St. Andrew’s mentors inspired me. My profession has meaning if my efforts help in some small way to transform the world, to make it a more civil, compassionate and reasonable place. Today, I feel that sense of responsibility most dramatically. My colleagues and I have attempted to build a theater for your actions not only for your high school career, but also for the rest of your lives. We feel a strong sense of responsibility for the way you conduct yourselves in college, graduate school and professional life, for the way you live and work as a citizen of the world, for the way you live with those you come to love. The true test of the St. Andrew’s experience, an experience intended to be an education for life, is whether or not it is an experience that changed you, inspired you in some dramatic, essential way. Starting at noon today and looking ahead two to five years from now, we will begin to see the fruits of our labor. We on this faculty are an eager, attentive passionate audience for the rest of your lives. Remember your St. Andrew’s role models and mentors and use them to guide you through the challenges of the coming years. They will remain a part of your lives and inspire you in the same meaningful and supportive ways that this faculty and this School inspires me every day. When you feel inclined to give up or give in, to lower your personal standards of honesty, decency, excellence, compassion and integrity, remember those teachers whose words, actions and approval reaffirm all that is best in you.

As many of you know, I find inspiration and direction not only from my family, friends, colleagues, students and mentors, but also from the world of literature. And today I would like to explore a definition of responsibility that is even wider, more comprehensive than the responsibility and interest and concern I feel for you today as you graduate.

In *The Brothers Karamazov*, Father Zosima describes the best way to live your life:

“There’s only one solution for you: take yourself up and make yourself responsible for all people. The moment you make yourself sincerely responsible for everything and everyone, you will see at once that it is really so, that it is you who are guilty on behalf of all and for all... work tirelessly. If as you are going to bed at night you remember, ‘I did not do what I ought to have done,’ arise at once and do it.”

This way of approaching life is an exhausting but exhilarating one because it makes it clear that we are not helpless; we are actually accountable, responsible for all that surrounds us, both here and in the world at large. If the world is less than it should be, Dostoevsky suggests that the light of our lives, the power of our efforts, the brilliance of our example must be strengthened and intensified. According to this philosophy, we at this graduation ceremony are responsible for the poverty in our inner cities, the deterioration of our environment, the abysmal educational opportunities for many public school children, the racism and sexism that lurks not so subtly in our communities. Matthew Bonner, a 12th grader at Archbishop Carroll High School in Washington, puts the issue perfectly: “We are society, therefore we have allowed this to happen.” Dostoevsky would argue and I agree that
we are responsible for the L.A. riots that took place three weeks ago. For after all, many of us have neglected issues of race, class and poverty and therefore must share in the guilt for the chaos, violence and suffering that occurred. And even those few of us here today who work to improve the lives of the weak, the poor, the disenfranchised have failed in Dostoevsky’s view: their light, he would argue, needs to be intensified in the coming days and weeks to meet the crises these riots have exposed across the country. But Americans like me do not think of responsibility in the grand terms Dostoevsky does.

Russel Baker beautifully captured the American penchant for avoiding responsibility in a recent New York Times column analyzing the national reaction to the riots. Baker listed 27 culprits: Lyndon Johnson, George Bush, liberal social programs, the media, the judge, the jury, the police chief, the black community, Lee Atwater, Richard Nixon, white racism, black racism, Asian racism, poverty, rap music, the breakdown of the family, decline in church attendance, maldistribution of income, greed of the 1980’s, savings and loan swindles, Vice President Quayle’s use of governmental planes for golf trips, radio talk shows, violence on film and television, cultural illiteracy, failure of schools, food stamps, government subsidies for dirty art, inflated salaries for baseball players. Baker concludes: “Apparently everybody did it, but the butler.”

Perhaps it’s time for Americans to start looking at their own lives with the same scrutiny we reserve for our public officials and presidential candidates. It’s time, I say, to start pointing some fingers at ourselves, to look carefully at what President Bush called “the brother’s keeper thing”—in the words of William Safire, “to stop watching the television in pain and get off the couch and take some action.”

I would like to identify three voices worth listening to in the 90’s—voices that collectively call on us as citizens to awake, sit up and begin to pay attention, to accept responsibility, to resist the apathy, lethargy and passivity our culture spawns so effectively.

Vaclav Havel, elected president of Czechoslovakia in 1986, following years as a playwright, political prisoner and human rights defender, is one passionate voice worthy of our attention. As he surveys the new world stripped of its obsessive fear of Soviet power and authority, he sees “our most dangerous enemy today as human beings’ own bad qualities.” He blames humanity’s arrogant use of modern technology and intelligence for our loss of vision, our loss of responsibility. In words reminiscent of those uttered by William Faulkner earlier in the century, Havel calls for “humanity to come to its senses—to rebel against a role as a helpless cog, hurting God knows where.” Calling on us to define and cultivate a new sense of responsibility larger than our own immediate egotistical concerns, he writes: “We must discover again with ourselves a deeper sense of responsibility towards something higher than ourselves. Man must see beyond the tip of his nose and prove capable of taking on responsibility, even for things that do not immediately concern him and relinquish something of his private interest in favor of the interest of the community.”

In their two superb books Habits of the Heart and The Good Society, Robert Bellah, Richard Madsen, William Sullivan, Ann Swidler and Steven Tipton argue that Americans are a distracted people, obsessed with day-to-day personal concerns and personal obligations, incapable of sustained attention towards the good of the whole country or world. They see American society divided into segregated sections of rich and poor, white and black, old and young—all unable to search for common ground for any notion of community involvement or responsibility. We live apart from one another and hide from human misery and environmental degradation. Our solution to the problems of the city is either to lock up or to move out. These authors observe:

When we care only about what Toqueville called the little circle of our family and friends or about people the same color as us, we are not acting responsibly to create a good national society. When we care only about our nation, we do not contribute much to a good world society. When we care only about human beings, we do not treat the natural world with the respect it deserves.

When we care only about what Toqueville called the little circle of our family and friends or about people the same color as us, we are not acting responsibly to create a good national society. When we care only about our nation, we do not contribute much to a good world society. When we care only about human beings, we do not treat the natural world with the respect it deserves.
for all of us that allow it to continue.”

Bradley was ready with a reasonable, non-partisan response to the issues presented by the Rodney King case and the L.A. riots:

“What happened in the court room last night is the business of all of us. And we’d better start speaking candidly, and we’d better do something about the physical conditions in our cities and the absence of meaning in increasingly larger numbers of lives in our cities... OR the fire next time is going to engulf all of us.”

I share in the shame Havel, Bellah and Bradley bring on adult Americans. Despite my passion for children and education, despite my criticism of a government that allows the condition of its young children to be a distant priority, I have done nothing to improve the lives of young people in the Middletown area; I have not supported our public schools in Delaware through time, money, interest and energy. Despite my concern and work at St. Andrew’s to promote racial harmony and understanding, I do nothing to promote better communication between whites and blacks here in Delaware or in Buffalo, N.Y., during my summer residence there. It took the voice and vision of my six-year-old son (responding to the words and example of people like Peter Brooke, Peter McLean and Jon O’Brien) to bring me to a clear, focussed awareness of the importance of the environmental movement in the world. I am 35 years old and in many ways a bleeding, morally bankrupt liberal. It’s time I started paying attention.

The greatest gift a human being receives in life is a relationship with a child or a group of children, for the young awaken us from neglect and indifference to hope, a feeling best defined by Douglas Heath of Haverford College as “the future alive in the present.” A child forces the adult to recognize and understand the Dostoevskian concept of responsibility: as a child looks at you and begins to ask the profound questions suddenly the future matters, the environment matters, racism and sexism matter, religion matters, schools matter. We as a society must do a better job of identifying and listening to the invisible children who live all around us. We need to have some better answers to the questions kids are asking.

Shakespeare had no difficulty understanding the concept of responsibility, especially in his most tragic play King Lear. He wrote in that play a line my father used to repeat at family dinners over the years: “Nothing will come of nothing.” I see clearly that line’s significance and power today. What comes from neglect, what comes from a society turning its back on problems and blaming forces outside its control is chaos, anarchy and despair. Those of us who know King Lear realize that the TV cameras zooming in on Los Angeles during the riots reflected Shakespeare’s heath—a world left unprotected, abandoned. I will say it again. We need to start paying attention, serious attention to what is going on around us, outside the narrow horizons of our lives. We need to rise up as Alyosla Karamazov did and become “fighters, steadfast for the rest of our lives.”

When you return to this place three months from now, a year from now, ten years from now, renew your relationships with those who have inspired you and guided you. And when we see one another, let’s ask each other the same question:

How have you taken responsibility for the world, for its people, its problems, its future?

Let’s have some good answers for one another: I thank you and wish you my most enthusiastic, sincere and proud congratulations. Let me end with a quotation from The Brothers Karamazov:

“We shall be parting soon. Let us agree that we will never forget one another... And even though we may be involved with the most important affairs, achieve distinction or fall into some great misfortune—all the same, let us never forget how good we once felt here, all together, united by such good and kind feelings as made us, too, perhaps better than we really are... You are all dear to me; from now on I shall keep you in my heart, and I ask you to keep me in your hearts, too.”

The true test of the St. Andrew’s experience, an experience intended to be an education for life, is whether or not it is an experience that changed you, inspired you in some dramatic, essential way.
St. Andrew's alumni are the source of SAS's sense of history, its roots, its foundation. For St. Andrew's to continue to be the very vital and unique secondary school it is the alumni will have to play an increasingly important role.

St. Andrew's set the stage for everything of importance that happened in my life. As an alumnus I feel a very real obligation to contribute my time and energies on behalf of the School which did so much for me. And I am at that point in my life when this contribution can be made in a concerted way. My children have gone off to establish their own lives and my business allows for time away.

All of us can make a contribution whether as class agents, campaign contributors, regional reception participants, references for attractive candidates for admission. In whatever capacity SAS alumni today have a responsibility I believe to help insure a strong and positive future for SAS.

George is currently Senior Vice President of the Chicago Corporation, an investment management firm and has his office in Yardley, Pennsylvania. He was president of his own financial consulting business, E.S. Jaffray, and before that was with A.G. Becker in investment banking. George's previous professional experience includes pharmaceutical marketing for Smith Kline Corporation and teaching Latin and Greek at Kent School. George is also a current Director of The Delaware Trust Company in Wilmington. He and his wife are on the advisory board of the Hyde School in Bath, Maine.

George and his wife, Peace, live in Yardley where George serves as Accounting Warden as well as Acolyte and Lay Reader for St. Andrew's Church. George and Peace have two daughters and a son and two grandchildren.

At SAS, George graduated cum laude and received the St. Andrew's Cross in addition to being a prefect and class officer. He played football, basketball and tennis and was on the Honor, Discipline and Social Activities Committees. George was President of the Vestry, in the choir, a sacristan and acolyte.

A former Class Agent and now Class Correspondent, George has participated in annual fund phonathons and regional events in New York, Philadelphia and at the School.

George graduated with honors from Trinity College with an AB in Classics/Fine Arts.
The Cardinal

Friends '11' Hands Gridders Third Straight Setback, 32-0

Wilmingon Friends School latched their second straight victory of the football season yesterday afternoon on the home field when they took the measure of St. Andrew's.

The score was 32-0, the third loss in a row for Coach Ches Baumb's Cardinals.

The Quakers lost little time in taking charge. Clark Woolley intercepted a pass on the SAS 36 and ran to the 14. A penalty pushed the Alapocas team back, but with Woolley and John Marshlag hugging the ball, they made up the lost ground with the latter going over from the 8-yard line. The point after touchdown failed.

Friends made it 8-0 a few plays later when McDowell was thrown for a safety, and, just before the close of the quarter they added a second TD. Hutton's fumble on the eight gave the Blue and White the ball, and Woolley bolted over on the first play from scrimmage.

BAS braced in the second period and held Friends until near the close of the half when Woolley and Marshland found holes in the Saints line and alternated in hugging the ball in a sustained march of 36 yards. Woolley covered the last five yards to pay dirt.

Another fumble by Rick Hutton set up a third period Friends score on the Saints' 21. Again Marshland ran in creating another opportunity for Woolley who covered the last two yards to score. Woolley's point after failed.

The Scores: Friends 0; SAS 32.

New Wing Dedicated Marking 26th Year

Landon Has Edge in Series, 11-10; Meet Here Oct. 20

Next Saturday, St. Andrew's and SAS Landon Has marked the 26th anniversary of the dedication of St. Andrew's School, the latest addition to the school's plant, the new wing, will be dedicated.

Taking part in the ceremonies, which will occupy most of the day, will be representatives of the School, the Episcopal Church School Foundation, Inc., the diocese, and the builders, as well as parents, alumni, and friends of the school.

The program will begin at 11:00 a.m. Sunday morning with the service of Holy Communion in the School Chapel. At this service will be dedicated various gifts to the Chapel, including a white supernumerary frontal, vestments, two chalices, and places of interest such as Sparta, Salonica, Mycenae, Corinth, and Delphi. On weekends he chartered a schooner and visited nearer islands such as Aegina, Hydra, Poros, Kefalonia, and Tho, while on longer vacations he took the steamer to the more distant islands Rhodes and Samos.

Athenas College, where Mr. Voorhees taught, is not a college in our sense of the word. It is actually a preparatory school of about 1,000 boys from grades three to twelve, and is situated about seven miles from Athens. Mr. Voorhees taught English—a required course in all grades—so that those who would correspond to the Second through Sixth at St. Andrew's, and also taught an elective course in American and British literature. Although the upper half of Athens