A Sabbatical Journey into the Nanoworld

Science Teacher Eric Kemer explores the dynamics of molecules
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14 Houston, TX - Metro Stop
15 Dallas, TX - Alumni Lunch

DeCEMBER
7 10th Anniversary Celebration for Genereaux Aquatic Center

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Four new Trustees appointed to Board

Sabina Forbes

Sabina Forbes has been elected to the Board as a Parent Trustee. She is the mother of five daughters, including Elizabeth ’06 and Moira ’97. Sabina lives in Bedminster, N.J., where she oversees a farm with 120 head of cattle. The two primary breeds are Polled Herefords and Belted Galloways. Although busy with children and the farm, she played an active role in her husband’s two presidential campaigns. She and Elizabeth, for example, spent most of the summer of 1999 in a bus traveling across the state of Iowa, helping to garner support for her husband in the state’s caucuses.

Sabina, who grew up in France and Italy, learned English in Rome. She graduated from Marymount International School in Rome and from Finch College with a B.A. in art history.

Sabina welcomes the opportunity to serve St. Andrew’s School on the Board of Trustees. “My husband Steve and I have been very impressed,” she says, “by the devotion of the faculty toward the students. They make St. Andrew’s a supportive community with high standards that brings out the best in each individual student.”

Henry duPont Ridgely ’67

Henry duPont Ridgely ’67 has been elected to the Board as a nonclassified Trustee. Henry resides in Camden, Del., with his wife Barbara. They have been married for 29 years and have two sons and two granddaughters.

Henry is the President Judge of the Superior Court of Delaware. His administrative responsibilities include case assignments to all Delaware Superior Court Judges and supervisory management of the Court’s support personnel and budget. He was elected this year as the vice chair of the National Conference of State Trial Judges. Henry has served in the Delaware Judiciary since 1984 and before that practiced law with his father and also worked as a Delaware State Senate Attorney. He is a graduate of Syracuse University College of Business Administration (B.S. 1971), The Catholic University of America (J.D. 1973) and The George Washington University (LL.M. 1974).

Henry and Barbara enjoy sailing, traveling and spending time with their family at their beach home near Fenwick Island, Del. About his appointment as a Trustee, he says, “I am very honored to be elected to the Board. I am looking forward very much to serving as a Trustee and to helping others benefit, as I have, from the St. Andrew’s experience.”

Scott M. Sipprelle ’81

Scott Sipprelle has been elected to the Board as a nonclassified Trustee. Scott resides in Princeton, N.J., with his wife Tracy, daughter Jessica, and sons David and Stephen.

Scott is the founder and chairman of Copper Arch Capital, a New York City-based investment firm that manages capital for both institutional and private clients. Before setting off in 1998 to pursue an ambition of building his own investment firm, he spent over a dozen years in the equity business at Morgan Stanley, culminating in his position as head of U.S. Equity Capital Markets. Under his tenure, Morgan Stanley was lead underwriter of some of the decade’s landmark transactions, including Netscape.

Scott spends most of his free time on the baseball or soccer fields with his children or otherwise engaged in their activities. Scott is an avid reader of history and enjoys traveling with Tracy and the children. Scott is a member of the Scholar’s Circle for Student Sponsor Partners, a New York City-based organization that provides mentoring, financial support, and a quality non-public high school education for at-risk youths.

Scott’s fond memories of St. Andrew’s and his appreciation of its role in his own personal and academic development make him eager to help advance the School’s mission by serving on the Board.

O. Lee Tawes III ’65

Lee Tawes ’65 has been elected to the Board of Trustees as an Alumni Term Trustee. Lee resides in Bedford Hills, New York, with his wife, Marsha, who owns an interior design firm. Lee and Marsha were married at St. Andrew’s in an outdoor ceremony on the lawn. Their son, Kevin, lives in Wenham, Mass., with his wife, Barrie, and two sons. Their daughter, Kristen ’96, lives in Scottsdale, Ariz., with her husband, Higinio, and two children.

Lee graduated from Princeton in 1969 and received an MBA from the Darden School (Virginia). He has spent the past 30 years in the investment banking business in New York City, working as a securities analyst at Goldman Sachs and Oppenheimer & Co., Inc. He was also director of equity research and chairman of the stock selection committee at Oppenheimer and a member of the firm’s executive and commitment committees. During the last two years he has been a managing director at Unterberg Towbin, a New York investment bank.

Lee has been class agent for the Class of 1965 since graduation. He is a member of St. Matthew’s Church in Bedford, N.Y. He serves on the Board of two publicly-traded companies and is on the Board of the Windermere Island Club in Eleuthera, Bahamas.

Lee and Marsha enjoy traveling, golf, spending time with their grandchildren, and relaxing at their home in the Bahamas. Lee welcomes the opportunity to serve on the Board of Trustees. “St. Andrew’s was the most important, defining experience of my life,” he states. “I am strongly committed to the goals and ideals of the school.”
The place of the arts is crucial to St. Andrew’s mission of developing students in a nurturing community, one in which each individual challenges him or herself in a variety of ways through a rigorous, balanced educational program. We have developed a deep appreciation for the role of the arts as a pursuit that combines and unifies our most important goals as teachers, mentors and advisors.

Immersion in the arts is critical for the development of each student because whether we are speaking of the performing or visual arts, students must learn a new, complex language that demands the unity of both the mind and the body. The study and understanding of this given language, whether it is of music, theatre or visual representation, is as demanding as gaining fluency in any written or spoken language, and it necessitates and requires the same vigorous practice of its basic elements to achieve any level of articulate expression. Students are not only challenged by the fact that they must coordinate their minds and bodies, they also perform as part of a larger ensemble. They must therefore perform with social intelligence at the same time as they hone particular skills in a given discipline.

In a recent book celebrated by educators everywhere, *Making the Most of College*, Richard Light, Professor at the Harvard Graduate School of Education, explores the factors that lead college students to success and dedication to their work as scholars and citizens. After interviews with undergraduates at Harvard and in other undergraduate institutions, Light cites involvement in the arts as one of the main indicators of student success.

Light’s research indicates that the arts provide important opportunities for pleasure and learning. He discovered students value the arts because their work in this discipline provides a welcome relief from the pressures of the academic life. Second, their work in the arts enables students to make crucial and illuminating connections between their intellectual life and their work as artists:

*Their experience in drama leads them to think more deeply about writing, about history, about psychology, about physical encounters, about literature in specific contexts than some might from just reading a play for a class.*

Third, students who participate in the arts report that their work opened up new vistas in their intellectual and professional directions.

Light points to this story:

*One example is a young man who tried out for and joined one of the a capella singing groups in his first year. He knew he had a good singing voice, yet he was hesitant to perform publicly. By participating in the singing group, he not only overcame his hesitancy, he came to genuinely relish this public performance. He stayed with the group for the next three years, and senior year he became its president. In his senior year, he applied to graduate schools of public policy and public administration. He was now considering a career in elective politics.*

Fourth, the Light study reveals that the arts bring together students from different backgrounds for a common musical, artistic or theatrical purpose. It is in the arts that students most benefit from the diversity of college campuses.

Finally, Light’s study reveals that students identify the arts as a pursuit that teaches them important, lifelong lessons in the value of hard work, perseverance, creativity and performance.

St. Andrew’s has developed an outstanding academic program, one that is unique among national private and boarding Schools. Our program seeks to provide students with opportunities to develop rigorous analytical thinking and reasoning skills, to, in the words of our mission, “acquaint our students with the accumulated wisdom of human culture.” To meet this goal, we have developed a program that borrows from the world of the arts—we ask students to exhibit their work; we ask students to critique their work; we ask students to develop interdisciplinary connections as they proceed through our curriculum. The arts are central to our study of history, literature, religion and language. The arts help students find important relief and perspective from an analytical academic program. The arts, in essence, create the perfect balance of mind, spirit and body.

We know, too, that the arts have an equal ability to teach students important values and lessons in the co-curriculum of the School. For years, schools and colleges have believed that athletics was the best way to
prepare students for positions of leadership, to teach students the value of hard work, collaboration and sacrifice. Athletics are important, and they will always be part of the St. Andrew’s experience. But we know that the arts can and do “provide our students with experiences that will foster individual excellence, leadership skills, personal growth and lead to an increased understanding of respect and responsibility for themselves, their neighbors and the world.”

To sing *The Messiah* in the Concert Choir, play *Beethoven’s Fifth Symphony* as part of the Orchestra, create a large group oil painting in response to El Greco’s “Laocoon” or stage a dramatic interpretation of Shakespeare’s “The Merry Wives of Windsor” is a complex, challenging and ultimately a rewarding activity. We call upon students to marry the analytical skills that the classroom fosters with the physical, team oriented efforts that take place on the athletic fields—always with the goal of creating in performance a sophisticated form of expression. In seeking this ambitious goal, students develop the following skills:

• They learn how to cooperate and become versatile in problem solving. They learn how to be responsible to the group.

• They learn to think in wholes—their individual role makes sense only in relationship to the larger context.

• They must be engaged in critical thinking—in constantly rehearsing and assessing their performance; they learn how to make judgments about quality, a standard often found by comparison to a master’s example.

• They come to understand and appreciate significant parts of their cultural and historical heritage and the interconnectedness between disciplines.

• They achieve understanding through performance. They experience the process of learning how to learn. They fail, get frustrated, apply problem-solving techniques, practice with new intensity and finally experience the burgeoning of confidence. This process teaches them to understand how rigorous yet fulfilling is the creation of arts forms which describe the complexity of the phenomenal world and whose ultimate goal is the expression of beauty, truth and meaning.

In an essay describing her academic experience at St. Andrew’s, Sarah Moser ’02 wrote the following words about her work as an Art Major:

> Mr. McGiff helped me to switch from analytical mode to creative mode, where it was more important that all my thoughts generated from me and from my reaction to the world around me. He stressed the importance of observing and always being aware of the immediate world . . .

> Art Major was more than just a course on how to paint or draw. It was a course in which you learn to always observe and be aware of the environment around you, to keep your senses open, to look at the world from a perspective that has no boundaries, boxes or set definitions . . .

> As a headmaster, I feel particularly connected to and inspired by our mission when I see student artists in performance. The arts are St. Andrew’s response to a world full of conflict, chaos and desolation. The arts succeed in doing what E.M. Forster described so well in *Howard’s End*: they “kill what is dreadful and make what is beautiful live.”

Special thanks to John McGiff for his contributions to this essay.
Hume Horan ’51 Speaks to St. Andrew’s

St. Andrew’s alumnus Hume Horan ’51, a former U.S. Foreign Service agent and veteran of Middle Eastern foreign policy, spoke to the School on Friday, September 20. Horan has served the United States as Ambassador to Saudi Arabia, 1987-88, Sudan, 1983-86, Equatorial Guinea, 1980-82, and Cameroon, 1980-83. He is regarded by colleagues and observers as one of the most knowledgeable Arabists to ever serve in the State Department.

Horan explored some of the causes of the Western-Islamic rift and, specifically, the terrorist attacks of September 11, 2001. In explaining a condensed Islamic history and relating his own experiences in the 1970s and ’80s in a region that was steadily demonstrating greater violence and hatred toward the West, Horan provided the audience with a deeper understanding of the tragedy that occurred and challenges that lay ahead. Horan also answered questions on the mounting tensions between the United States and Iraq.

On Saturday, Horan participated as a guest lecturer in Lindsay Brown’s 20th-Century History class, John Austin’s and Nigel Furlonge’s American Studies class and Nan Mein’s Modern European History class.

Jay Hutchinson ordained in June

St. Andrew’s Associate Chaplain Jay Hutchinson was ordained on June 15 into the Sacred Order of Deacons of the Episcopal Church of the United States of America. The service was held at the Cathedral Church of St. Paul on Tremont Street on Boston Common, where Hutchinson is seeking Holy Orders through the Diocese of Massachusetts. It was a glorious service presided over by the The Right Reverend M. Thomas Shaw, SSJE, the Bishop of Massachusetts. Also officiating was Bishop Suffragen, Barbara C. Harris, the first black female Bishop in the Anglican Communion. Bishop Suffragen, the Right Reverend Roy F. Cedarholm, Jr., delivered the homily and encouraged the new ordinands to seek a life of service. Hutchinson’s ordination was into the “transitional diaconate” meaning that, God willing and the Bishops consenting, Hutchinson will be ordained into the sacred order of priests on the first weekend of June, 2003. Hutchinson’s presenters included The Rev. Louise Howlett, the Rev. Canon Carl N. Kunz, and Jay’s wife, Elizabeth Hutchinson. John Collins ’03 and Brinck Slattery ’03 acted as ushers for the 800-member congregation that attended the ordination ceremonies. Other St. Andreans present included Tom and Kitty Slattery, Dave and Mary DeSalvo, Hen Kennedy ’03 and Carol Kunz.

St. Andreans gather at the ordination ceremony for Jay Hutchinson. L to r, Whiz Hutchinson, Hen Kennedy ’03, Brinck Slattery ’03, John Collins ’03, Jay Hutchinson, and Carol Kunz.
Dan O’Connell at Klingenstein Summer Institute
Biology teacher Dan O’Connell spent two weeks at the Klingenstein Summer Institute, held in Lawrenceville, N.J. He attended a conference that tackled a variety of issues, including classroom pedagogy, diversity, teaching philosophy and assessment techniques. O’Connell has been reworking his class plans in many ways in order to incorporate the knowledge he gained at Klingenstein. O’Connell also worked on the development of new experiments for Advanced Biology and Introduction to Biology, including an experiment on photosynthesis and respiration and a DNA fingerprinting experiment using DNA isolated from students’ own cheek cells. These experiments will use the two DNA thermal cyclers donated to St. Andrew’s last spring by the R.W. Johnson Pharmaceutical Research Institute, a branch of Johnson & Johnson in Raritan, N.J.

Darcy Caldwell studies Shakespeare in depth
Darcy Caldwell spent some of her summer at Phillips Exeter Academy studying Shakespeare’s “Twelfth Night.” An intensive one-week course covered multiple aspects of the play. In the early mornings, Caldwell participated in acting workshops, which included work on breathing and voice. Later in the morning the class group listened to lectures on text. In the afternoon they had small-group discussions, and in the evening they watched film clips and compared different directors’ interpretations.
Caldwell plans to use her sharpened Shakespearean knowledge in her English classes.

Don Duffy develops language curriculum website
Don Duffy received a grant to design and develop learning tools for foreign language using the web, authoring software and multimedia formats. Over the summer, Duffy constructed a website that may serve as a model for other teachers in the Modern Languages Department to use. While the site is still in an experimental format, Computer Services Director Peter Hoopes will be helping Duffy to streamline it in the near future.

Eric Kemer enhances SAS courses with collaborative efforts
Eric Kemer spent the bulk of his summer reading extensively in modern physics, both for his own enjoyment and for the purpose of offering a new major course this fall entitled Modern Physics. An interesting aspect of this course is the ongoing collaboration Kemer will have with Professor Edwin Taylor of MIT and another high school physics teacher whom Kemer met at the Exeter Science and Math Conference this June. Both partners have developed software products that will enhance aspects of this course. Kemer also authored an article for this issue of St. Andrew’s Magazine on his sabbatical studies of atomic motion (see p. 12).

SportsChallenge™ program rife with St. Andrew’s influence
This past summer, SportsChallenge™, an athletic and leadership development program, was held on the campus of St. Andrew’s. SportsChallenge™ uses sports—soccer and basketball—as a means of getting the attention of teenage

A joyful return from sabbatical and seminary studies
by Dave DeSalvo
When I left St. Andrew’s School in June 2001, to begin my sabbatical, I had three things on my mind: to further my theological studies, to reconnect with my alma mater, The University of the South in Sewanee, Tenn., and to focus on my family.
Through the generosity of St. Andrew’s and God’s good grace, I was able to accomplish all three of my goals. I enjoyed a full year of course work at one of the Episcopal Church’s most respected seminaries, and I enjoyed every minute of it. In fact, the lengthy classes (usually three hours each) and evenings of burning midnight oil were a breeze for me compared to the pace at SAS.
My routine at Sewanee was also flavored with many regular sessions in the seminary kitchen.

Although I had hoped at one point to spend time in Italy learning to cook, it was not possible. Instead, I was blessed with the opportunity to do a little prep work at the seminary for an amazing Hungarian chef. Moreover, my New Testament professor spoke fluent Italian, so I brushed up on my pitifully poor conversational Italian as well.
Reconnecting with old friends and colleagues at Sewanee was also a huge delight. I met regularly with my former headmaster, The Rev. Bill Wade, to talk about education in Episcopal schools, while eating oysters and sharing common boarding school stories.
Lastly, I spent my evenings and weekends with my wife, Mary, and vacations with our sons, Andrew and Richard. The highlights of these trips included going to the Sugar Bowl in New Orleans, visiting the Grand Ole Opry in Nashville and going to baseball camp and the Disney Complex in Orlando. There is so much more to tell about our year on the Cumberland Plateau—our hikes and studies and trips. We had a remarkable 14 months, but we are happy to be back at St. Andrew’s.
boys and girls. More than just the St. Andrew’s environment seeped into the 10-day training workshop, however. Bobby Rue, English teacher and coach, was an instructor with SportsChallenge™ and has extremely positive comments about the program.

“We teach kids about problem solving, conflict resolution, complexities of relationships with teammates and coaches,” says Rue, “and about maintaining a positive attitude in times of difficulty.” Much like St. Andrew’s, an applicant must be accepted to the program, but it is open to all kids who are accepted, regardless of financial means.

In addition, Rue states, “SportsChallenge™ is staffed by educators, not simply coaches.” Though they have serious athletic goals in the program, and they work the athletes hard, the instructors also try to place athletics within a greater context. They emphasize the importance of school and relationships with adults and peers. They also emphasize the importance of level-headedness over emotion, a valuable lesson for the athletic field and other aspects of life.

The most enjoyable part of the program for Rue is watching kids enter into a group endeavor that, for most of the participants, is more positive than anything they have experienced before.

New faculty member Manny Benjamin was also an instructor. Also, many current and recent St. Andrew’s students have participated in SportsChallenge.™ A short list of past participants, though Rue concedes there might be more, includes LeMar McLean ’00, Elizabeth Ross ’01, Troy Cox ’02, Michael Graham ’02, Andrew Grimes ’02, Morgan Wilson ’02, and Kara Zarchin ’02. This year, Dan McAlaine ’03, David Sutherland ’03, Neil Gordon ’04, Matt Roach ’04, Damon Wilson ’04, and Ben Smith ’05 attended the program.

“SportsChallenge™ is definitely something that the entire St. Andrew’s community can be proud to be associated with,” says Matt Roach. “Everyone was friendly and open, which was important considering that people from all different parts of the world were sharing rooms and space. It was a lot like St. Andrew’s in this regard.”

Peter Caldwell studies U.S. Civil War

Peter Caldwell spent a week at Bowdoin College studying the Civil War. The course was taught by seven Bowdoin professors in an interdisciplinary approach—history, literature, art history, film, and African-American Art. James McPherson, author of the Pulitzer Prize-winning book, Battle Cry of Freedom, gave the keynote speech titled “Bowdoin and the Civil War.”

During small group work, Caldwell was able to discuss the tutorial that he will be offering in the spring and got a lot of excellent feedback from professors and other participants. According to Caldwell, “The experience has certainly sparked my reading for the remainder of the summer, and I am happily putting together a course to offer in the spring.”

Frank Schoonover paintings sought for project

John Schoonover ’63, board member of the non-profit Frank E. Schoonover Fund, Inc., is pleased to announce the commencement of the Frank E. Schoonover catalogue raisonné project. The raisonné will document all known works by the artist and illustrator during his long and successful career, 1896 to 1965.

In fact, ten of the Schoonover Ivanhoe illustrations are in the SAS collection. It is quite possible that some alumni/ae may know the whereabouts of other Schoonover paintings. If you have information that could help, please contact:

Frank E. Schoonover Fund, Inc.
P.O. 3686
Greenville, DE 19807
Phone: 302-656-9131
Web: www.schoonoverfund.org
John Burk participates in counseling workshops

John Burk received funding from the School to attend two workshops during the summer, the Brooks Counseling Institute—a week-long program dedicated to the informal counseling that faculty do in their many roles as teachers, coaches and advisors, and the Taft College Counseling Institute—a workshop for new college counselors. The Brooks conference was a great chance to focus on an often-neglected but vital part of the role of the teacher. Through role-playing and small seminar discussions, participants honed their ability to listen to students and serve as better counselors. The Taft seminar discussions, participants honed their ability to listen to students and serve as better counselors. The Taft program focused on developing a comprehensive approach to college counseling that stresses the experience as one of self-discovery and growth. Participants visited Trinity College and Yale University, where they reviewed case studies of actual Yale applicants. Burk also visited a number of colleges and universities to prepare for his new responsibility as a college counselor.

Nicole Furlonge examines environmental influence in literature

Nicole Furlonge worked on developing a new III Form English course that focuses on American Literature. She will be utilizing an interdisciplinary approach, hoping to demonstrate for students that what they do in history, art, even science and math are in some ways connected. In particular, Furlonge has structured the course around the concept of American “space”—the representation of a geographic location; the use of various landscapes as setting in a story; and how cultural ideas about space emerge in writing by and about America(ns). Students structure their essays and language. Megan designed and taught a curriculum based on U.S. foreign policy post-1950 that served as a springboard for the persuasive essays. Nicole is presently attending Middletown High School.

One student who began the program pointedly “too cool” for many, was encouraging and interacting with everyone without bias or an air of conceit by the close of the four weeks. He became a real spokesperson for other students, supporting them and affirming their successes. During the camping trip, he performed a rap song for everyone as we gathered around the campfire. Earlier that afternoon, I had noticed him furiously writing and rewriting what looked to be a full page of text without any indentation or grammatical separation. Only later did I realize the significance of what he was doing. His song was a gift to us, his way of thanking us for “accepting” him and letting him be himself.

Summer Quest Fosters Love of Learning in Delaware Youth

by Gantt Miller, Director of Summer Quest

For the past four years, St. Andrew’s School has sponsored the Summer Quest program as a way to reach out to the broader Delaware community and empower with teaching responsibilities SAS alumni who are presently attending college. In a nutshell, the goal of the program has been to get younger students excited about learning and older students excited about teaching.

By mixing a four-discipline academic program with lots of team-building activities, athletic performances, and other positive experiences, Summer Quest creates a community that promotes compassion, respect and educational growth. Students are recruited to the program from various Delaware middle schools and attend during the summer before they will enter ninth grade at their respective high schools. Drama, swing dancing, dodge ball, tennis, canoeing, capture the flag, pottery, rocket science, music appreciation, junk sculpture, journalism, ultimate frisbee, beach trips, camping at Rodney Point, a celebration including four plays and a slide show—these were some of the activities and events of the 2002 Summer Quest program. Every activity is designed to foster a sense of togetherness and collaboration that includes every student and appreciates his or her uniqueness.

Nicole Coan, winner of the 2002 persuasive essay contest, said that “Summer Quest has taught me that you can learn but have fun while doing so.” Nicole wrote a brilliant essay on foreign policy during World War II in which she interviewed her grandfather, a Bombardier and First Lieutenant during the war. Nicole’s teachers for this particular assignment were two 2001 St. Andrew’s graduates, Jeff Wieland and Megan Schuller. Jeff worked with Nicole and others in the library guiding their research and helping the students structure their essays and language. Megan

Erin Hall ’01, Megan Schuller ’01, Jeff Wieland ’01, and Rich Hovan ’99 were teachers at the 2002 Summer Quest. “All St. Andreans can be proud of Summer Quest,” says Erin Hall, “because it offers local students who, for whatever reason, are not able or choose not to attend a secondary school that offers the kind of intellectual and enriching experience that St. Andrew’s does to its students.”
will take up broad themes during the year, including representations of national membership, social division and transgression, and the imagination, homespace and immigrant identity. One assignment about which Furlonge is especially excited involves the N.C. Wyeth mural in Founders’ Hall. She plans for students to spend time viewing the mural and asking certain questions of it: What story does this mural tell? How does the mural tell its story? How does the mural impact the space in which it is painted? According to this mural, what is St. Andrew’s concerned with? What does it mean to be a St. Andrew’s student? Why is this mural in this space? Students will use this mural—something that they pass under many times during the day—to reflect on the connections between stories, spaces, representation, and individual, institutional and collective identity.

John Austin authors two articles
During the summer, English teacher John Austin ’83 completed work on two articles. The first, “The Collection as Literary Form: Catharine Sedgwick’s Tales and Sketches of 1835” will appear in Catharine Maria Sedgwick: Critical Perspectives, forthcoming from Northeastern University Press in December. The book was edited by Lucinda Damon-Boch and Victoria Clements and is part of a series of books exploring the contributions of 19th-century women to American culture and letters.

The second article, “The American Literary Market: 1820-1850,” will appear this year in Volume III of IL ROMANZO, a five-volume world history of the novel which will be translated into Italian. Austin’s piece is based on a paper he gave at Stanford University in the spring of 2000.

Austin also continued work on an anthology of essays written by practicing historians designed for secondary school history teachers interested in more innovative and interdisciplinary ways of approaching American history and culture.
The work completed in 1929 was just the beginning.

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The 2002-03 Annual Fund drive is currently underway.

Contact Mary Cameron in the Advancement Office, (302) 285-4267, or make an donation online at alumni.standrews-de.org.
The autumn of 2000 found our family in a rented North Hadley, Mass., house just a shout from the Connecticut River, amidst tobacco fields and cooperative farms. Susan and the kids quickly found their way around town and to the local schools, while I found my way to the Amherst College chemistry department on the top floor of the Merrill Science Center.

My office window faced the Hadley Range, a unique east-west strip of low mountains, 900 feet at its highest—towering by Delaware standards. I would hike a bit of it in the months ahead, sometimes with family, sometimes alone, and sometimes with a friend then studying at Hampshire College, who would explain to me Green Party politics while I in turn explained a bit of quantum theory. The scenic views, slightly rarefied air and the dramatic turn of seasons were delightful.

But a more novel terrain awaited my exploration—one that would occupy many more of my hours and one hidden from direct view by a sheath of nichrome and the bluntness of visible light. This terrain lay upon a foundation inconceivably flatter and smaller than the Connecticut river valley. It was a single crystal of graphite,
freshly cleaved to expose a surface of near atomic perfection. Its ridges and plateaus were a mere billionth of an inch in elevation. This would be the geographical stage on which Professor David Padowitz, his student, David Sada, and I would follow a dance of molecules.

**BEHOLD THE STM**

Dancing molecules can be imaged with only one kind of microscope, a scanning tunneling microscope, or STM. Invented just two decades ago by IBM researchers and Nobel Prize winners Gerd Binning and Heinrich Rohrer, STMs are now ordered from catalogues—though still quite expensive.

When Professor Padowitz introduced me to his STM, I was shocked by its simplicity. This wasn't anything like the transmission electron microscope that I struggled with in graduate school, the only other microscope that approaches the same resolving power. No ultra-high vacuum chamber here. No massive high-voltage power supply, towering electron gun tower or liquid nitrogen “cold finger.” Here was a small, trophy-sized pedestal with a miniature gazebo-like sample holder to grasp the thin platinum-iridium STM tip. Everything was to be done in the open laboratory air. It was remarkable.

The tip and holder comprised the business end of the STM—the rest being fancy electronics whirring discreetly in the background and an odd assortment of vibration-dampening devices, including several layers of foam rubber, metal plates, a patio stone, a motorcycle inner tube and
bungee cords. Each layer was designed to remove a particular frequency of vibration. Without these, any attempts to image atoms would be like trying to write a letter while skiing a mogul run.

The STM tip was prepared by cutting a short length of the platinum-iridium wire with a sturdy pair of scissors at an angle and with a final yank just before the blades cut through. I would usually make that yank with a dramatic, skyward follow-through—not that it made much difference. About one in twenty cuts proved worthy, which could only be determined after at least a half-hour of trial. And Professor Padowitz was understandably frugal with the platinum. I'd have to give each tip an honest tryout before cutting a new one. But a lucky yank would draw the metal out to an atomically fine point, with just one lone platinum atom nosing ahead of its neighbors.

**TEASING ELECTRONS AWAY FROM ATOMS**

This single platinum atom at the STM tip maps the surface by “teasing” electrons away from the top layer of atoms, a process known as induced electron tunneling. When the STM tip is lowered to within a fraction of an atomic diameter of the surface atoms and has just a bit of excess positive charge on it, it elicits the electrons from their indeterminate quantum surface states into “objectively real” currents at rates in the neighborhood of 30 billion electrons per second. This may sound like a torrent, but it is still just one-billionth of the current running through a 60-watt light bulb.

These electrons don't hop, skip or jump across the gap between the surface and STM tip. They are simply on one side and then the other. Never are they in between. That's quantum mechanics. That's the strange and wonderful behavior of the subatomic world that twentieth-century physicists discovered. Every electron in every atom in every bit of matter in the universe tunnels. If electrons did not tunnel, we wouldn't even exist to ponder this amazing phenomena.

Now this tunneling current might drop to only 10 billion electrons per second if the separation between the tip and surface increases by a fraction of an atomic diameter, or it might increase to 50 billion electrons per second if brought closer. And that's the key to forming an image with the scanning tip. The computer converts these differences in electron current into darker or brighter spots on a TV screen. As the tip scans a tiny patch of surface, an overall image is produced. Brighter signifies the atoms’ tops that are closer to the tip, while darker signifies the valleys between them. Eventually a field of atoms as small as 10-billionths of a meter (or 10 nanometers) on a side appears. Such a miniscule area is to that of a postage stamp, as a postage stamp is to all of the United States east of the Mississippi.
GOALS AND APPLICATIONS OF OUR RESEARCH

The goal of Professor Padowitz’s research was to find a “photogenic” system of molecules that would allow him to study their dynamic behavior as they settled out of a liquid solution onto a graphite surface. Why? Well, for one thing, the idea of following the individual motions of molecules in real-time is a novel and exciting one. Scientists dream of seeing things for the first time. They are largely motivated by a desire to discover and experience the marvelous patterns and interconnections of nature. Physicists and chemists search for these at the deepest levels—levels far beyond the range of our senses. Their analytical tools, such as the STM, serve this quest. This is true exploration and adventure.

Of course, professional scientists live with the additional imperative of publishing original work and contributing to practical pursuits. Professor Padowitz’s grant proposal included these. Namely, as the current photolithographic methods for packing more circuits onto silicon chips gets pressed to its theoretical limits (again, by the bluntness of light’s wavelength), new methods will be needed to continue the onslaught of new bells and whistles for our laptops and cell phones. This means calling individual molecules into service. But individual molecules are not so easily manipulated. The ability to fabricate useful devices on the molecular scale begins with a basic understanding of their dynamic behavior. This basic understanding is achieved through the study of model systems that lend themselves to precise study while still exhibiting the behaviors that relate to systems of practical interest. That’s what Professor Padowitz was seeking for study using scanning tunneling microscopy.

THE MOLECULES

Here is the model system Professor Padowitz came up with on the eve of my arrival. Docosyl ether is a simple straight chain molecule having a backbone comprised of 44 carbon atoms with one oxygen atom at its center. Two hydrogen atoms are joined to each interior carbon atom, three are attached to the end carbons and the central oxygen remains bare. The classroom
model of docosyl ether looks like a centipede with black carbon spheres forming a zigzag body and round, white hydrogen feet budding from its sides and ends.

Now, docosyl ether dissolves quite readily in phenyl octane, an organic solvent also made of carbon and hydrogen, but comprised of much smaller molecules that make it liquid at room temperature. When a drop of this solution is placed on the graphite surface, the straight chain docosyl ether molecules drop out of solution onto the graphite surface and assemble themselves into ordered patterns reflecting the latter’s symmetry. They have just the right atomic spacing and overall size to do this. Just a little longer and they would entangle themselves like spaghetti rather than line up side by side. Just a little shorter and they would be no better at staying put on the surface, or stuck to each other, than the phenyl octane they are dissolved in. We didn’t need much of this material. A barely perceptible flake of docosyl ether still contains tens of billions of molecules. This was our model system.

**The Dance**

The STM revealed that these molecules assembled into what looked like a unique pattern of floor tiles—an aesthetically pleasing mixture of short-range order and longer-range randomness. The STM also revealed that these tiles were not cemented down. The entire surface was in a gentle state of flux with molecules continually jumping off and returning. Small clusters, or domains, of well-ordered molecules also slid across the surface in coordinated ways. Such behavior was partially expected. At any temperature above absolute zero, atoms and molecules enjoy an intrinsic jiggling motion. The greater the temperature, the more agitated this motion is. Since these were at or near room temperature, which is three-quarters of the way from absolute zero to boiling water, I was a bit surprised that they were as tame as they were. The intermolecular attractive forces kept them lined up and stuck to the surface long enough to image, but not so long that interesting dynamics were suppressed.

We would never see individual molecular motions if they were all identical. One would never know that one jumped out of place if only identical ones were present to replace it. However, when docosyl sulfide molecules—identical to the docosyl ethers except for a single sulfur atom that replaces
the central oxygen—are mixed in with the docosyl ether, these motions become apparent. This is because the sulfur atoms produce a greater tunneling current than the oxygen, appearing as brighter dots at the molecular centers. The appearance and disappearance of these bright dots between consecutive image frames marked the molecular motions. In other words, the sulfides served as tracer molecules. This was Professor Padowitz’s novel idea.

With the addition of the tracer molecules, the dynamics of the system were revealed. Measurements of the rates at which individual molecules left and returned to the surface were measured by comparing sequences of image frames, noting where a molecule present in one frame disappeared by the second, third, fourth and so forth. David Sada, a senior chemistry major at Amherst, tackled this work during the previous year. His results were analyzed through the lens of statistical thermodynamics. My work focused on studying the growth and lateral motion of the molecular domains on and along the surface—the latter being akin to sliding tiles. Here the analysis sought connections between statistical and classical thermodynamic descriptions of these processes. I explored the role of domain boundary angle on their stability, the effect of the sweeping STM tip on the orientation and growth of the domains and other dynamic effects. That was the year’s work in a nutshell.

**HIGHLIGHTS AND FINAL REFLECTIONS**

Three wonderful images became the highlights of my short career as a scanning tunneling microscopist. Their sudden appearances were literally breathtaking. The first was an incredibly sharp high-resolution image in which individual hydrogen atoms could be resolved and counted along the docosyl ether chains. Here was a verification of a molecular formula by the direct counting of atoms! The second was an image akin to a multiple exposure photograph that captured a molecular domain in the act of sliding. This was a unique result in STM work and verified the coordinated motion of the molecules. The third was a beautiful wide-field image that appeared on an otherwise dreary February afternoon. This is the same mysterious image that appears on the cover of this magazine. After several hours
of finagling with the STM, disposing of numerous tips and resorting to superstitious incantations, a remarkably crisp image leapt onto the viewing monitor. Holding my breath, I was able to capture this single frame before it washed out. It impressed the editors of the Journal of Physical Chemistry as well, at least enough for them to select it for the cover of the edition containing the paper we submitted that spring.

There are a number of people that I must mention in expressing my thanks for my time at Amherst College. First, David Padowitz was an extraordinary mentor and colleague, whose gifts of knowledge, encouragement, enthusiasm and fun I will always appreciate. Second, I am deeply thankful for Professor Patricia O’Hara, the Amherst chemistry department chair, who was instrumental in my appointment and who was so supportive of my efforts to help teach the first-year chemistry course. Likewise, I thank Sally Campbell, the department office manager, who was extremely thoughtful and helpful throughout the year in matters both personal and professional. I must also mention the enjoyment I found in working with a wonderful group of advanced students in David Padowitz’s lab and getting reacquainted with a few former students of my own, including Geoff Dwyer ’97, who was the first SAS alumnus to greet me and who was as pleased to share his success in his organic chemistry course as his exploits on the football field. Finally, I thank Tad Roach and the Trustees of St. Andrew’s School for their generous support of my sabbatical plans.

The year at Amherst provided me with a terrific journey of exploration and learning. Beyond the priceless experience of doing basic research and teaching college freshman, I enjoyed opportunities to attend lectures, audit classes and read extensively in areas related to my St. Andrew’s teaching. The benefits of these opportunities have proven substantial and include two new courses that I began to develop at Amherst and now teach.

Reflecting on that year, I find it pleasantly ironic that my intellectual world was expanded by a journey that traversed but a few square nanometers of terrain.

References:

St. Andrew’s needs you.

Have you recently experienced a personal triumph?

Have you just returned from an incredible journey?

Have you figured out the meaning of life?

Consider sharing your thoughts with fellow St. Andreans by writing an article for St. Andrew’s Magazine.

For more information, contact: Greg Doyle
Director of Communications
302.285.4259
gdoyle@standrews-de.org
In his new book, *Secret Soldiers*, Philip Gerard ’73 reveals the true story of American soldiers who helped defeat the German Army through deceit and special effects.

The 23d Headquarters Special Troops were an odd assortment of men—quite unlike the hulken, muddied soldiers depicted in American myth. Far from a collection of all-American farmboys and laborers who dropped the tools of agriculture and industry to fire guns and drive tanks, these men were craftsmen and intellectuals—artists, actors, writers, theatrical and sound technicians—recruited specifically for their mental prowess at a time when blood and sweat were more often the prized qualities.

Through the wonderful storytelling of Philip Gerard, we find that the tale of the 23d Special Troops is not one of battlefield slaughter, but one of masterful cunning and deception. Instead of pitting American blood against German blood in wholesale exchanges of mortar and bullets, the 23d Special Troops found a far better solution: fool the enemy into preparing for the wrong battle. With well-planned audio and visual tricks, the Special Troops misled the German Army about U.S. strategy and troop strength during several European battles. The Special Troops used themselves as decoys—one thousand men attempting to appear as more than ten thousand (and in the wrong place)—in order to lure German units away from the real operations. Their success in doing so enabled the actual American infantry to avoid greater casualties and outmaneuver the enemy.

The men who served in the 23d Special Troops did not receive the same acclaim as soldiers who emerged from the actual battles. In fact, much of their story remained top secret for decades following the war. The only fame these men found was within their own business careers. Designer Bill Blass, painters Ellsworth Kelly and Harold Laynor, and publicist and fundraiser Hilton Howell Railey all were better known for their civilian accomplishments than for the contributions they made to the battles of Europe.

Gerard was inspired to write about the Special Troops after reading a *Smithsonian* article on recently declassified information about their actions. He tracked down several of the men involved in the unit, spoke with them, and was eventually invited to one of their reunions in Watertown, N.Y. After spending three days with the men, Gerard knew he wanted to tell their story to a larger audience.

*Secret Soldiers* is Gerard’s seventh book, adding to his three novels and three other nonfiction works. He has authored nearly a dozen scripts for public television documentaries and founded the M.F.A. in Creative Writing program at the University of North Carolina at Wilmington.

You can find out more information about *Secret Soldiers* and Gerard’s other works by visiting his website, www.philipgerard.com.
Start your planning now for

Reunion 2003

June 6–8, 2003
A New Era for Facilities Services

Dedication of the New Facilities Services Building and the Retirement of Davey Staats

Remarks by Tad Roach, Headmaster

We gather today as a school community to welcome this beautiful new Facilities Services building to our campus. We work, all of us, amidst the beauty and wonder of the natural world and beautiful architecture. And since its founding in 1929, St. Andrew’s has been blessed by men and women whose daily labors have literally preserved and enhanced this School.

The former Facilities Building had its charm and appeal, but two years ago, the Board of Trustees recognized the long historical professionalism and dedication of workers past and present when it authorized the creation of this beautiful building. It seems like a building from a different world, a different century. But what stays, what connects us to the past are the men and women who form the personalities and culture of our staff. What remains are the daily miracles of preservation and creation that take place on this campus.

Today we honor all the men and women who have been part of this tradition of service and dedication. Two men who embody this tradition deserve special mention and recognition. In the ‘30s, ‘40s, ‘50s and ‘60s a man named Dave Staats, Sr. was the School’s only engineer.

In his history of the School, Time to Remember, Bill Amos wrote the following words about Dave Staats’ legacy to St. Andrew’s:

From the time he came, shortly after the first stone building had been created to the day he died, St. Andrew’s was Dave’s life. He knew everything about the School. Plot plans and blueprints had little significance for him, for all the details of grounds and buildings were indelibly imprinted upon his memory.

According to his son, Davey, Dave waited for the phone to ring on nights and weekends, responding eagerly to one emergency or another, hoping on the most precious of his days off that he could serve the School and its inhabitants. He was such a part of St. Andrew’s that he did not feel whole unless he was there, touching it, coaxing it—loving it.
Dave Staats’ legacy has lived on here, most directly and sensationally in his son, Davey, who joined the staff in 1963 as a groundsman and then, following an apprenticeship with Ward Wallace, became the School’s carpenter.

The position of carpenter at the School has always been a crucial one, and from reading Bill Amos’ book, I learned that, like most things at St. Andrew’s, the apprenticeship model inspired a tradition of excellence. Our first master carpenter, John Jester, helped inspire Ward Wallace; and Ward Wallace challenged and groomed Davey for a position that would bring him to the very heart of the School.

In 1984, Davey succeeded Ward Wallace as the School’s carpenter, and throughout all these years he has performed beautiful work for generations of St. Andrew’s teachers, students, coaches and rowers. One of St. Andrew’s proudest traditions is our crew program, born literally at the same time Mr. duPont chose the site for the School. Davey has enabled St. Andrew’s crews to compete at the highest levels of national and international regattas.

We therefore want to recognize and thank Davey for his remarkable dedication to the work of the School on a daily basis. He has been a remarkably influential teacher to all of us throughout the years.

For his spirit, his lively sense of humor, his love, dedication and commitment to St. Andrew’s, we thank Davey. He will always find a home and community here on this campus, and we urge him to visit us often and keep us smiling and laughing.
good-bye to the old...

“The old shop was like working in a coal mine; the new shop is like working in a flower garden.”
- Dave McKelvey

“The old shop served its purpose for its day. There are some good memories.”
- Kevin Knotts
“...hello to the new

“The shop has more light, more up-to-date equipment; it is roomier; we'll have better safety in the work place.”
- Henri Pechin

“...like walking out of the Dark Ages”
- Davey Staats

“...better working areas, more room”
- Herb Tudor
What does this mean? All St. Andrew’s stakeholders – students and alumni, past and present faculty and administration, past and present parents, Trustees and friends of the school blend and relate together across time as one vibrant community.

This sense of a “continuum of community” has always been a distinct characteristic of the St. Andrew’s experience to many of us through the years, or decades.

So what is the challenge now facing the ACB? To spark involvement from more of us who share this special sense. Each person has channels to give back and participate in valuable, meaningful events, relationships and interactions within and throughout the remarkable organism that is St. Andrew’s.

I’d like to summarize what the ACB has accomplished since my association with the group and where the ACB is headed in the future. In my mind, St. Andrew’s alumni work has completed the first two phases and is launching the third phase for 2002–03 and beyond.

Phase One was the Foundational Phase, starting from the school’s early days and running well into the 1980s. During this period, the ACB performed alumni communications, record-keeping and fundraising activities. The school established an Alumni Office staffed on a part-time basis. Dave Washburn maintained alumni contact information on an ancient card computer. Barry Register ’51 has summarized the rounding out of this foundational phase: “Slowly, the Alumni/Development structure that is presently in place...”
ACB holds reception to honor SAS faculty

The Alumni Corporation Board held a reception to honor the current SAS faculty at the home of Dave Levinson ’53. More than 40 alums and members of the Board of Trustees attended the August 28 party, expressing their appreciation for the efforts of SAS faculty throughout the history of the School and committing themselves to support of the current faculty.

Phase Two was the Focus Phase, from the later ’90s through 2001–02. It was triggered by a cathartic ACB Strategic Planning session producing two keys to lead us through new doorways: the ACB vision of “St. Andrew’s as a lifelong experience,” and launching several turbo-charged teams—standing (more like sprinting) committees—to focus on ACB priorities.

In this Focus Phase, these ACB volunteers worked in five distinct areas. The Events Committee supported the present school and enhanced the connection of alumni with SAS. The Communications Committee kept alumni informed about the present school and fellow alumni. The Resource Networking Committee connected newer and older alumni to share interests and help each other around job and career issues. The Fundraising Committee helped support the present and future school. The Nominating Committee identified alumni interested and willing to keep energizing the ACB to serve our school and fellow alumni. This focus on these five important areas has yielded positive results, including greater usage of the alumni website, the travel program, and regional and School events.

Starting in the autumn of 2002, into 2003 and beyond is ACB: Phase Three – Flourishing. The infrastructure for robust alumni involvements with School and each other has been laid. The lifelong experience seeds have been sown and the saplings have taken root. Our work as the Alumni Corporation Board is to help pollinate the new energy within the alumni body to spread pervasively among all alumni, so that everyone who wants to reconnect with and support today’s St. Andrew’s and each other will do so.

All the latent appreciation, loyalty and energy in our 2500-plus alumni, when released, will benefit everyone in our community. This sustainable surge will vault us to the next level. The St. Andrew’s School of today is already flourishing – what can we as the alumni do? Develop and grow to flourish as well—and in so doing open the gates of many from a four-year phenomenon and cherished memory to a lifelong experience. What a gift we may give ourselves and the school we care for!

We’ll get into the details concerning ACB – Phase Three in the months ahead.
The following are excerpts from an obituary printed in *The News Journal* on May 12, 2002:

Robert J. Shank, age 62 of Bear, Del. passed away on Friday, May 10, 2002 at Paoli Memorial Hospital, with his loving family at his side, of complications from brain surgery.

He was born and raised in Elkton, Md., the son of the late Henry and Elsie Shank, who passed away in 1979. He attended Immaculate Conception School in Elkton, St. Andrew’s School in Middletown and the University of Pennsylvania in Philadelphia.

Robert had made Bear his home for the past 25 years. He was a self-employed trucking dispatcher for Kent County Equipment, contracted by Jones Motor Co. of Spring City, Penn., for the past 30 years. Robert was a member of Transportation Clubs International, including the Wilmington Chapter, and a very active alumnus of St. Andrew’s School. He enjoyed reading, all types of sports, stamp collecting, hand-carved birds, classical music, broadway plays, and poetry. Robert is best described as a man who loved life, who had a big heart, and loved his family.

In the Class of 1957’s Reunion Yearbook, Bob’s wife, Dot, submitted the following information under the “Anything Else That We Forgot To Ask” section: Bob loves SAS and goes down there a lot, does all he can to support the school that shaped him into the wonderful man he has turned out to be. Living only 10 miles away from the school, he enjoys visiting often and donates stocks. He started a scholarship endowment under our son’s name, James M. Webb, Jr., who passed away in 1986. We have donated our condo in St. Maarten for raffle.... Any time the school calls him for help, he’s always there, ready and willing.”

In Memory

Robert J. Shank
Help us continue to build the St. Andrew’s School Archives

The 75th Anniversary of St. Andrew’s School is rapidly approaching!!

As you come upon photographs and memorabilia from your days at St. Andrew’s, consider sending items to the School as we focus our attention on organizing and protecting the archives. Important items can be photographs, pennants, school silverware (?!), School publications, oars, game balls from football games, artwork, letters written by faculty—you name it!

We're especially interested in films/videos and pictures taken inside of the buildings, in dorm rooms, the Dining Hall and Chapel, as well as photos of faculty and students around campus.

Please email us a note at archives@standrews-de.org or contact Trapnell Alumni House at 302-285-4257 if you have an item you would like to contribute.
The fall is an amazing time at St. Andrew's School. After lying relatively dormant for most of the summer—save for a few construction projects and two academic and sports leadership enrichment programs—the campus is once again pulsing with energy.

This heightened excitement is particularly apparent on Opening Day. In addition to the onslaught of returning students, the halls are peppered with new students and new parents. Opening Day can be quite daunting for these fresh souls. They must absorb waves of new information—nearly every face and name they encounter is previously unknown to them—and they must each face an inevitable separation at the end of the day.

For the students, perhaps, this is much easier. In choosing St. Andrew's, they have embraced the opportunity to learn and grow in an environment apart from their parents. Conveniently, they have joined a community of peers who have also made the same choice, so they are not facing this situation alone. Opening Day marks the beginning of a new journey for these students.

The parents have a more difficult time. While they too have embraced this opportunity, they exit the School driveway without their child. An empty seat (and trunk and roof rack) is glaring on the journey home. Sadly, they will not spend the night with other parents who are going through the same thing. Although Opening Day provides them with the comfort and information they need to confidently separate from their child, departure is not easy. Tears are frequently shed.

I am not yet able to fully comprehend the emotions my parents must have felt when they drove away that first time in 1983, but after leaving my three-year-old daughter, Lucy, at preschool for the morning, I think I am on the path to finding out.

I wanted to stay there with Lucy, partly to observe, but also to protect. At the same time, I knew that she would learn so much from being there without me. Her interactions, good and bad, with other adults and other children—also free of their parents' direct influence—will help to augment and shape her personality. My wife and I know that, over the years, her view of the world will develop far beyond the limits of our house and parental reach.

Since we can't be at preschool with her, the best we can do to alleviate our concerns, much like the St. Andrew's parents, is to meet the teachers and survey the environment as much as possible. The more information we know, the more comfortable we will feel.

Finally, to balance our own perspectives, we also have to communicate with Lucy. When my wife and I see Lucy at the end of the school day, we enjoy the opportunity to ask her about her adventures. I'm not entirely sure that three-year-olds are any more forthcoming about their lives than teenagers, but it's fun to ask anyway. Although Lucy doesn't provide a strict transcript of the day since 9:01 a.m., her anecdotal excerpts assure us that we have made the right decision.

It is likely that we will find ourselves in a similar situation ten years from now. Though I am already predisposed to the idea of boarding school, Lucy, my wife and I will have to make that decision together. And quite possibly, we will find ourselves departing a driveway somewhere with an empty seat and substantially unladen trunk. If we do things right and get all of our questions answered by a sincere and caring faculty, there should be no uncertainties in our minds as we leave that campus.

That doesn't mean we won't cry.
SCHEDULE FOR PARENTS WEEKEND

Friday, October 25, 2002
5:30–6:30 p.m. Reception for Parents at Headmaster’s House
8:00 p.m. St. Andrew’s Theater Presentation of “The Crucible,” by Arthur Miller

Saturday, October 26, 2002
8:00–11:15 a.m. Registration and Coffee in Common Room next to Dining Room
Parent/Teacher Conferences at Designated Locations
8:00 a.m.–3:00 p.m. School Store Open
11:30 a.m. Meeting of Parents in Forbes Theater: Remarks from the Headmaster
11:30 a.m.–1:00 p.m. Box Lunches Available in the Dining Room for All Who Have Reserved Them
--III,V,VI Form Parents at Locations in the Dining Room
--IV Form Parents in the Cloister
1:00 p.m. Varsity Girls’ Soccer vs. Roland Park
2:00 p.m. Varsity and JV Field Hockey vs. Sanford
Third Team Field Hockey vs. St. Mark’s
Varsity and JV Boys’ Soccer vs. Friends
Varsity Football vs. Friends
Varsity and JV Volleyball vs. Tatnall
2:30 p.m. Boys’ and Girls’ Cross-Country Invitational
JV Girls’ Soccer vs. Roland Park
4:30–6:00 p.m. Parent/Teacher Conferences at Designated Locations
6:00–6:45 p.m. Dinner in the School Dining Room for Those Who Have Made Reservations
8:00 p.m. Second Performance of “The Crucible”

Sunday, October 27, 2002
9:15 a.m. Chapel Service
10:45–11:45 a.m. Musical Performances in the Cameron Room
(Note: refreshments will be available next to the Cameron Room.)
11:45 a.m.–1:00 p.m. Lunch in the Dining Room for Those Who Have Made Reservations
12:00 noon–3:00 p.m. School Store Open
12:30–3:30 p.m. Parent/Teacher Conferences at Designated Locations
Emma Wallace ’03 takes control of the ball during a field hockey game against Archmere Academy.