Building Bridges

Tom Bauhan ’82 writes about his work in Afghanistan
AN OPPORTUNITY FOR
ST. ANDREW'S....AND YOU!!

Win Schwab's '36 involvement with St. Andrew's spans nearly 70 years. He is a member of one of the School's earliest classes. He is the father of two graduates as well as the grandfather of an alumnus. He is a class agent and former ACB president. He has been a member of the Board of Trustees for over thirty years.

Win was also the very first St. Andrean to establish a charitable gift annuity at St. Andrew's.

A charitable gift annuity (CGA) is a life-income arrangement that is a combination of a gift and an investment. In return for an irrevocable gift, the donor receives an annuity for life, an income tax deduction, may avoid upfront capital gains tax if appreciated assets are used, and pays no income tax on part of the annuity payments.

Gift annuity rates are based on the donor's age (and/or the age of any beneficiaries) and are recommended by the Committee on Gift Annuities, a nationally recognized organization. At 85 years young, Win received an annuity return rate of 9.7%—significantly higher than any commercial rates.

Now that's a win-win situation—for Win and for St. Andrew's!

WINTHROPE deV. SCHWAB '36
Gladwyne, Pennsylvania

"...all my involvement with St. Andrew's in the past has been, from my point of view, in the nature of a privilege and of a delightful enriching association. I am honored to continue my relationship with the School as a trustee emeritus and hope that I can transmit to many others my boundless enthusiasm for the School."

For information on how you can create your own SAS legacy, please contact the Advancement Office at St. Andrew's, 302-285-4260.
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The views expressed by writers in this Magazine may not represent the official views or policies of St. Andrew's School of Delaware, Inc., or its Trustees or administration.

ON THE COVER
Afghan laborers work on rebuilding the abutments of a major bridge connecting the cities of Bagram and Kabul. Photo by Tom Bauhan '82.
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Wilmington, Del.
Five new Trustees appointed to Board

Gay Kenney Browne ’78

Gay Kenney Browne ’78 has been elected to the Board as a nonclassified Trustee. She graduated from Sweet Briar College in Virginia with a B.A. in English Literature and Creative Writing, embarking on a career in public relations and advertising working for Travel & Leisure and The Los Angeles Times. After 15 years, she left the business world to be a stay-at-home mom. To share her insights about this transition, she is currently working on a book and television show focusing on these issues. One of her interests is in developing more effective ecological home cleaning products.

Gay resides in Pacific Palisades, California, with her husband, Tony. They were married in 1994 and have two children: Colin (4) and Katherine Ann (2). Gay also has a son, Alex (14) from a previous marriage and three stepchildren: Michael, Alexandra and Douglas.

Gay is very active as a parent and fundraiser in her children’s schools and other local charities. Most recently, she served two terms on the Board of The Los Angeles Women’s Foundation. She also served several terms on the Board of Trustees of P.S. Arts; two of those terms she was co-president with her husband, Tony. P.S. Arts is a non-profit organization that raises money to keep arts in public schools in Los Angeles.

Andrew C. Florance ’82

Andy Florance ’82 has been elected to the Board of Trustees as an Alumni Term Trustee. Andy is the Chief Executive Officer of CoStar Group, Inc. (NASDAQ: CSGP). Andy founded CoStar just before graduating from Princeton University with a B.A. in Economics. CoStar Group provides commercial real estate brokers and owners with information they need to conduct real estate transactions. With approximately 50,000 clients across the U.S. and the U.K., and 900 employees, CoStar is the leading international provider of commercial real estate information services.

Andy developed the software products for Federal Filings, a securities information service, which was acquired by Dow Jones. He also served on the real estate group of Vice President Al Gore’s National Performance Review that developed the concepts related to the federal government’s use of real estate. In addition, the Federal Control Board of the District of Columbia named Andy to a task force responsible for developing the city’s strategic plan for real estate.

In 2000, Ernst & Young LLP honored Andy with its Entrepreneur of the Year Award for his work in real estate information services and again in 2003 for continuing entrepreneurial excellence.

Andy resides in Chevy Chase, Maryland, with his wife, Heather, who keeps busy with periodic Presidential advance assignments for the White House. Andy is grateful to have benefited from everything so many in the St. Andrew’s community contributed to an invaluable educational experience. He is honored to have the opportunity to give back to the St. Andrew’s community through service on the Board.

Garrett J. Hart ’78

Garrett Hart has joined the Board of Trustees as the President of the St. Andrew’s Alumni Corporation Board. Garrett grew up in Townsend, Delaware, and attended St. Andrew’s, followed by his brother, Steve ’81, and sister, Kathy ’85.


Along the way, Garrett earned an MBA in Finance from City University and upon “graduation” from the Navy in 2002, Garrett joined FGM, Inc., in their Dulles, Va., office, as a systems engineer, working on information technology solutions for the U.S. Department of Defense. Garrett’s main focus today centers on network centric warfare, providing operators in the field access to decision quality information and sense making tools, often through web services. In that area, he leads FGM’s participation in a Secretary of Defense initiative called “Horizontal Fusion.”

Garrett lives in Leesburg, Virginia, with his wife, Anni, and three children, Ashley ’07, Garrett and Luke.
Arthur M. Miller '70

Art Miller '70 has been elected to the Board as a nonclassified Trustee. Art lives in New York City with his wife, Roberta Connolly, and their twin 7-year-old daughters, Isabella (Bella) and Roberta (Bertie).

Art came to St. Andrew's in the Fall of 1966, following in the footsteps of his brother Chuck '58, and was joined there by his brother Richard '72. After St. Andrew's, Art graduated from Princeton in 1973, and received an M.A. in History from the University of North Carolina in 1976 and a J.D. from Duke in 1978. He subsequently earned an L.L.M. from NYU in 1982.

Art is currently a Vice President in the Fixed Income group at Goldman, Sachs & Co., specializing in financing for state and local governments and for charitable institutions, including hospitals, colleges and universities, and other schools. Prior to joining Goldman Sachs in 1985, Art was an associate in the Tax Department of the law firm Mudge Rose Guthrie Alexander & Ferdon.

Art currently serves as a trustee of his daughters' school, Convent of the Sacred Heart in New York City. He has also been a trustee of the Princeton University Rowing Association since 1980 and served as its president for 10 years. He has also served on the boards of several professional organizations.

Art welcomes the opportunity to serve on the Board of Trustees. "As I have watched our daughters grow and have seen, even within New York City, how dramatically different schools can be in their approach to the education of students, I have come to more greatly appreciate the values and goals that St. Andrew's has set for itself and its students. I hope to be able to assist in advancing those goals."

Deval L. Patrick

Deval Patrick has been elected to the Board as a Parent Trustee. His youngest daughter, Katherine, is a member of the Class of 2007. His nephew, Brandon Sigh, is member of the Class of 2006. Deval lives in Milton, Massachusetts and Atlanta, Georgia with his wife, Diane (a partner in the Boston law firm Ropes & Gray), and their elder daughter, Sarah, a senior at Milton Academy.

Deval grew up on Chicago's South Side. With the support of the A Better Chance program, he attended Milton Academy. A graduate of Harvard College and Harvard Law School, Deval has lived and practiced law in Los Angeles, New York City and Boston for over 20 years. He served in the first term of the Clinton Administration as Assistant Attorney General for Civil Rights. Thereafter he was appointed Vice President and General Counsel for Texaco, Inc. Deval currently serves as Executive Vice President and General Counsel of The Coca-Cola Company. He serves on various corporate and charitable boards and is the recipient of seven honorary doctorate of law degrees.

Deval enjoys gardening and reading. He and Diane share a passion for traveling and family time. They are excited for Katherine as she starts her new experience at St. Andrew's. "Through a 30-year friendship with Will Speers, St. Andrew's has been a part of our lives for a very long time," says Deval. "It was natural for Katherine to be intrigued about coming, and we are excited that she has the opportunity."

Upcoming Winter Campus Events...

December 14, 2003
Service of Lessons and Carols

February 20-21, 2004
Winter Theater Production—"Joseph and the Amazing Technicolor Dream Coat"

For more information, please contact the Advancement Office at 302-285-4257.
Harnessing the power of community life and identity

For a number of reasons, St. Andrew's is poised for a strong 2003-04 school year. Certainly every new year at the School represents an important opportunity for the School to grow, develop and reach towards the lofty goals set forth in our mission statement. But I believe that schools and colleges do find particular moments in their histories when the institution can and should take several steps forward. Usually, this time of opportunity is created by the symmetry and power of unusual strength and unanimity among the Board, the faculty and staff and the student body. Just such a moment has arrived at St. Andrew’s in this 2003-04 school year, and therefore I begin the year with high hopes and great expectations for what we might achieve together.

The health and vitality of the School is not complex or complicated to analyze. St. Andrew’s and its unique philosophy of education stand as the most responsible and valuable form of education offered to secondary school students today. Students need more than academic rigor and challenge, more than athletic and artistic opportunities. What students need most from their schools is a sense of community, a sense that actually being in school means that they have deep, abiding commitments to the health and spirit of their fellow students, teachers and staff members.

Since late 2002, I have worked with St. Andrew's Trustee Sally Pingree on a national project studying issues that have profoundly affected the culture of American colleges and universities. The project, titled “Bringing Theory to Practice,” is sponsored by the Englehard Foundation, and it seeks to study how engaged learning and community service can help colleges address depression and substance abuse among young men and women.

The project developed as Sally Pingree, former Bates College President Don Harward and I talked about the profound challenges colleges and universities now face as they bring students into their academic and residential communities. At a time when college and university applications continue to increase at healthy rates, college presidents and deans find themselves dealing with difficult and often tragic situations on their campuses.

As we have made preliminary studies of college life, it is quickly apparent that the very structures, rituals and commitment to a concept of community have almost completely disappeared from college campus life over the past decades. I am convinced that part of the answer to the question of how colleges and universities can recover a sense of coherence and community is that students need to feel that they are serving more than themselves by their enrollment in college. They need connections to professors, not just courses. They need the experience of working as apprentices to professors or working in small tutorial groups. They need to visit their professors in both their residence halls and in their professors’ homes.

College students also need connections forged through community service and service learning. They need not only to commit to service to others, especially those who live outside the college campus; they need to study and learn about the issues affecting the poor, the homeless, the disabled, the marginalized and invisible groups within our society.

St. Andrew’s today stands as a great school precisely because our faculty and student body believe in the power and optimism inherent in a community founded on particular principles and values: a celebration of the dignity of each individual person; an affirmation that individuals find fulfillment, hope and direction through relationships; a belief that schools can inspire students and teachers to become dynamic agents of change, transformation and renewal.

I invite you to St. Andrew’s to see our school live out these principles, both in our daily rituals and in the million human interactions that make up a school year. To the outsider, our rituals of family-style meals, Chapel services and School meetings may seem old fashioned, out of step with the modern prep school designed for individual specialization and, above all, service to the individual. But never have these rituals and traditions been more important to us than they are today, precisely because our rituals declare and affirm a collective identity, mission and direction.

David T. Lord, Jr.
New faculty join St. Andrew's community

Six new faculty have joined St. Andrew's this fall, ready for the challenges and rewards of working in a residential boarding school community.

Nina Barker '99 returns to the campus after graduating as a Jefferson Scholar from the University of Virginia with B.A. in Psychology. Nina will work as an Assistant Director of Admission, in addition to coaching soccer and living in Founders' Hall.

During her student years at St. Andrew's, Nina was a Residential Leader for IV form girls, played in the jazz band, served as a head acolyte in the Chapel program, and played varsity soccer. While at UVA, Nina served on the Student Council Admissions Committee executive board, coordinating all the volunteers in the UVA admissions office. In addition, Nina did volunteer work in the Charlottesville community, tutoring and mentoring local children.

Gordon Brownlee '75 extends his family's six-decade involvement with St. Andrew's by taking on responsibilities as the Senior Director of Advancement, where he hopes to encourage alumni, parents and friends to deepen their commitment to the mission of the School. Gordon has directed institutional advancement for such notable institutions as Kennedy Krieger Institute in Baltimore, Md., and Mount Rushmore National Memorial in Rapid City, S.D.

As a student at St. Andrew's, Gordon served as president of his class for four years, was student head of the Discipline Committee and managed the school store. He earned seven varsity letters in crew and soccer, captained both sports his senior year while earning All-State and MVP honors in soccer, and was the recipient of the Warwick Crew Prize.

Gordon's wife, Pam Brownlee, joins the faculty as the Service Learning Coordinator, working with St. Andrew's students, faculty and the local community to better serve those in need. She will work to enhance the Community Service program and find the balance between ideas and implementation within the full and active schedule of boarding school life.

For over a decade, Pam has been self-employed as a career counselor and as a consultant to small businesses, helping them create more effective management teams. She has also worked with Churches Concerned With the Homeless, helping homeless families in Howard County, Md., prepare for meaningful employment. She has volunteered in her children's elementary and middle schools, on her church's social ministry committee, serving families through Meals on Wheels and serving on various non-profit boards.

Stacey Duprey '85 returns to the campus of St. Andrew's as an Assistant Director of Admission, a dormitory parent, and assistant coach of volleyball and girls basketball. Last year, Stacey worked off campus for the Admission Office, interviewing students in the New York City region and commuting weekly to Middletown. Stacey will live with her husband, Wallace, her daughter, Devin, and son, Jaylin, in the Gaul East residence hall. Stacey's oldest daughter, Cristin, is a member of the Class of 2004.

During her student years at St. Andrew's, Stacey played and co-captained varsity volleyball, played varsity basketball, was a member of the 1983-84 conference champion basketball team, enjoyed acting in the spring drama productions and worked on the yearbook staff. Stacey also helped create the annual Martin Luther King Day Chapel service and the Minority Student Council, now known as the Spectrum club.
Nora Guyer joins the English Department at St. Andrew’s, having graduated from Harvard in June 2003 magna cum laude in English. While attending Harvard, Nora spent three summers in Florida and Philadelphia working for Summerbridge, an academic enrichment program for inner-city middle schoolers, and also spent one school year volunteering with Summerbridge’s after-school program in Cambridge, Mass. She also spent one year as a middle school tutor in the Cambridge public schools, working primarily on math and language skills.

Emily Pressman joins the History Department, coming from a background well-versed in boarding school life. Emily grew up on the campus of the Hotchkiss School in Lakeville, Conn. After graduating from Hotchkiss, she attended Yale University, graduating in 2002 summa cum laude and Phi Beta Kappa with distinction in History. In summer 2002 she worked as a teaching intern in history at Phillips Exeter Academy. In the academic year 2002-2003 she taught at Phillips Academy, Andover.

Jennifer Rehkopf joins the faculty of the Arts Department on a part-time basis and will instruct students in the art of ceramics. Originally from Ohio, Jennifer graduated from Bowling Green State University in 1999 with a B.F.A. in photography and minors in ceramics and glassblowing. Jennifer received her M.F.A. in 2003 from the University of Delaware, while continuing her studies in both photography and ceramics. She is a practicing artist, exhibiting her work in the tri-state area, including shows at the Perkins Center for the Arts in New Jersey and the Maryland Federation of Art.

Biology teacher Peter McLean honored by Delaware Nature Society

Biology teacher and campus recycling steward Peter McLean was honored as an Outstanding Environmental Educator by the Delaware Nature Society. The award recognizes teachers who are enthusiastic and creative in teaching their students about the natural world. Winners receive an original watercolor certificate of achievement, a $300 scholarship for a professional growth program offered by the Society, as well as a one-year membership.

McLean was recognized for building awareness of the environment while having students explore the expanded classrooms of St. Andrew’s grounds and other regional resources, building nature trails, creating bluebird nest boxes, and his work in transitioning a 15-acre parcel of School hayfield into woodland habitat.

Faculty workshop with Michael Thompson

Upon returning from the summer recess, the St. Andrew’s faculty spent two days examining the community culture of residential schools and the social interactions of adolescents with psychologist and author Michael G. Thompson, Ph.D.

Abigail Cain ’05 spent a week in Honduras helping to build a school and assisting doctors in a rural community. She hopes to go back and work at the orphanage next summer.

Janet Daniels ’04 completed an Oxbridge Program at Oxford, where she studied international relations and a course entitled “Islam and the West.” Before leaving for England, she attended the YMCA Blue Ridge Leaders School, a week-long program that teaches youth sports and leadership skills to teens involved in the YMCA Leaders Club. After returning to the United States, she volunteered at her local YMCA’s summer day camp, teaching children photography and soccer.

Liz Hardwick ’04 volunteered at an elementary school in Ghana, working in a nursery school, and moving between two classrooms—one of 35 four-year-olds and one of 50 three-year-olds. Liz primarily taught English, as well as helping the teachers feed the children and sing songs outside of classtime.

Joe Turley ’04 worked at a day camp for 10-year-olds in Newark, N.J. “My fondest memory,” says Joe, “was that I helped the kids in my group learn a five minute skit for their talent show. They were the best group in the show. Also, I loved being able to blaze them in basketball everyday just because I was finally taller than somebody.”

Elijah Weeks ’04 and John Gerard ’05 worked for six weeks as counselors at an East Hampton, N.Y., camp for 8- to 12-year-olds from East Harlem. Elijah then spent four weeks working for the social services provider in Harlem that sponsors the camp, handling everything from clerical work in the business office to moving new furniture into their charter school classrooms.

Over the course of two days, Thompson met with the faculty as a whole and also with smaller groups of residential faculty and counselors. Thompson focused particularly on the topics of friendship, popularity, social cruelty and community disengagement.

While Delaware was spared the worst of Hurricane Isabel on September 17-18, the foul weather still left its mark on the St. Andrew's campus. Thankfully the predicted rainfall did not materialize as expected, but strong winds toppled trees and caused power outages across the Appoquinimink area.

Following the storm's violent Thursday night arrival, students awoke to a sunny and breezy Friday morning without electricity or academic classes, instead organizing themselves into cleanup squads. Students and faculty found more than enough work in gathering branches and limbs scattered across the lawns.

### Construction Update

**Arts Center moving along, Garth rehabilitation project begins**

As of the beginning of October, the Arts Center progress has been challenged by the heavy rains of recent months, but the walls have been poured and steel girders have been erected. Work crews took extraordinary measures to protect the site from Hurricane Isabel, and no damage was incurred.

The Garth received quick attention when the cumulative rains of 2003 revealed unacceptable conditions on the deck. In August, all of the flooring was removed. Reconstruction is planned in the future, but not during the academic year.
Alumni grateful for SummerQuest teaching opportunities

We had a short article on SummerQuest 2003 in the summer issue of St. Andrew's Magazine, but soon after received these wonderful comments from alumni who worked as teachers this year. For those who still might not be aware, SummerQuest is St. Andrew's summer academic enrichment program for Delaware's junior high school students. Teachers at SummerQuest are recruited from the ranks of our own alumni, as well as from other sources, in the hope of inspiring them to consider full careers in education.

"Being here last year was so enlightening, eye-opening, exciting and enjoyable that I had to come back. The energy and enthusiasm of the kids and seeing them grow and flourish in the SummerQuest environment—I would do it for no pay! I chose SummerQuest in 2002 over a third internship with JP Morgan Chase, and it changed my life. Next year, I'll be teaching at Westtown instead of banking in New York City."

— Rich Hovan '99

"The English department at St. Andrew's is part of what inspired me to want to teach in the first place. At SummerQuest, I came to further explore a career in education. Being in a beautiful environment with a group of talented, smart kids and creative colleagues has been the most enjoyable part of SummerQuest. I am confident that I can be a teacher and I know I will have an amazing time."

— Sarah Bowers '00

"My previous experience with SummerQuest in 2000, after my junior year in college, led directly to me becoming a teacher. Coming back in 2003 helped me to rejuvenate and reaffirm my commitment to teaching. Watching kids come out of their comfort zones and excel—academically and socially—is inspiring and gets me excited for each day."

— Will Robinson '97

For more information on SummerQuest, contact Gantt Miller by telephone at (215) 813-0600, or by email: ganttIV@prodigy.com
Eric Boateng '05 earns national attention during summer basketball camp

In late June, Eric Boateng '05 found himself back on the basketball court, participating in the Nike Hoop Jamboree in St. Louis. The Jamboree is an invitational event with only the top level of high school players (who have yet to receive national recognition) included. Nike calls it their "grass roots" program. From the Jamboree, which included 110 players, 14 were selected to attend the Nike All-American Camp in Indianapolis. Eric made the cut and traveled with Coach Bobby Rue to Indianapolis, where Division I college coaches had the opportunity to scout these talented players. According to Coach Rue, Eric played extremely well this summer and is now being recruited by some of the top schools and programs in the country.

History book published by Brad Bates

While on sabbatical in 2002-03, History Chair Brad Bates completed the final work on Research Challenges in United States History, a textbook he wrote in collaboration with members of the St. Andrew's History Department. Bates and his fellow authors undertook the project in order to create a more authentic, engaging and rigorous United States History course.

The primary goal of the course is to enable students to experience the sense of discovery, independence and excitement that flows naturally from historical research and scholarship. Instead of focusing on the standardized testing model of gauging a student's ability to remember, Bates' textbook and course requires students to think. Accordingly, Research Challenges is designed so that students will quickly discover the fluid and dynamic nature of historical scholarship, finding that their opinion has value as they explore evidence and interpret arguments to answer thought-provoking questions.

Wayside Publishing of Sandwich, Mass., published the 380-page book in August. It will be used for the first time in the III and IV Form sections of U.S. History during the 2003-04 academic year.

Rare edition of Gone with the Wind on display in Irene duPont Library

Thanks to the generosity of Arthur P. Laws '45, a rare first edition of Margaret Mitchell's Gone with the Wind is now on display at the Irene duPont Library. The book is signed by the author and includes photographs of Arthur's mother, Frances, and Mitchell, who were childhood friends. An essay about the book, written in 1939 by Arthur's grandfather, Judge Arthur Powell, is also on display.
These employers (and over 500 more) will match your gift to St. Andrew’s Annual Fund. Last year, the School received almost $38,000 through the matching programs of the employers of our alumni, parents, trustees, parents of alumni and grandparents. These generous gifts are an important piece of the puzzle, helping to ensure that St. Andrew’s will reach its Annual Fund goal again this year.

Please contact Director of Annual Giving Ben Kennedy ’97 for a complete list of employers that will match your gift. Call 302/285-4212 or e-mail btkennedy@standrews-de.org
Building
Mr. Hamid was right on time. It was 9:00 a.m. when he stepped out of the crisp April morning air into our little makeshift engineering office. He greeted me formally, but warmly, pressing my hand between his large weathered palms, then covering his heart.

Well educated, fluent in English and dressed sharply in traditional Afghan shalwar kameez, Mr. Hamid is one of Kabul’s more successful general contractors. He resurrected his company out of the economic shambles left by a fleeing Taliban regime and managed to gain a firm foothold in the U.S.-sponsored recovery efforts. Shrewd, well connected and toughened by some of Afghanistan’s most difficult years, he fits a profile of success in this challenging yet hopeful new environment. And there was sound reason for Mr. Hamid’s success. From our viewpoint he consistently delivered a quality product on time and within budget—something you had to pin a lot of value on in this town.

He was building a bridge for us. When finished, it will restore a major supply route—for both military and civilian purposes—to the north, and we were anxious to see progress. Mr. Hamid already had his Afghan crews starting to demolish the old battle-damaged Russian-built bridge—forty souls scrambling over twisted wreckage and oddly jutting masses of concrete, wielding nothing but hand chisels and 16-pound sledgehammers.

Progress was a little painful, but Mr. Hamid paid well—100,000 Afghans a day (nearly three dollars)—and even fed and housed his workers.
Despite having known little but conflict at the hands of foreigners, many children of Kabul have a playful curiosity about westerners.

Mr. Hamid had an idea to speed things along while his demolition team whittled away at the wreckage. I climbed into his four-wheel drive Pakistani-imported Isuzu with him and his driver (although most of the newer vehicles in left-seat-drive Kabul arrive from right-seat-drive Pakistan, the anomaly of driving from the ‘wrong’ side of the car means little in the overall chaos of Kabul’s traffic), and we headed out across the sprawling area of North Kabul with its busy, pot-holed, dusty streets, ancient industries and determined looks. You got the feeling of a renewed struggle to wrench opportunity from this new freewheeling ‘order’. Urgency, possibility and a lingering instability filled the air.

We passed little groups of Afghan men along the road huddled as if on momentary break from the daily struggle. They cast interested glances at us from beneath their pakols. “Victory caps,” Mr. Hamid said. “Before you never see the pakol—now it’s everywhere in Kabul! That is a symbol of Massoud and the Northern Alliance.”

The Isuzu jolted along down this remnant of a street, impatiently passing a belching, overloaded old Russian truck. We rounded the north end of the airport. Wrecked Soviet aircraft fuselages torn with gaping holes were persistent reminders of the failed empire builders—from the Soviet Union whose occupation ended just over a decade ago, and to the British of a century and a half ago. And they seemed a silent warning to any current foreign power with long-term designs here.

The high-altitude coolness of this spring morning was giving way to another sun-drenched day in the city, but to the north lingering snow showers veiled the dark bulk of Khair Khana. Abdul Mohammed Hamid, a devout Moslem, comes from the village of Safed Char (literally ‘white face’) far beyond Khair Khana in the Panjshir Valley. Fair skin and sharp, powerful features reveal his Uzbek, northern Afghanistan roots. He is fluent in four languages. His village, despite repeated bloody attempts—some as recent as two years ago—by the Taliban during their northern conquest, never fell into Taliban hands. Mr. Hamid’s family remains in Safed Char, but he hopes to someday bring them to Kabul when it’s a little safer, and perhaps even put his daughter through university here.

The Isuzu swerved suddenly to miss a three-legged dog in the road, then to pass men unloading an enormous stack of wooden furniture from a truck. Mr. Hamid explained that this was the supplier who would provide much of the furniture for our school reconstruction projects. Simple and handmade, it was beautiful in its own way. I asked Mr. Hamid what schools were like under the Taliban’s rule. “Ha! The Taliban and these Al Qaeda foreigners don’t like colleges,” he said. “They don’t like schools. They don’t like computers... or plumbing or toilets. They don’t like humanity! Stupid, stupid people!” For a few moments an unexpected fierceness swept over his normal mild manner, taking me a bit by surprise.

Soon we were pulling onto a vacant field somewhere on the east side of the airport. Concrete beams and scrap steel littered the ground. An old state-owned precasting plant lay derelict across the road, its cranes silent and rusting, a relic along with all these beams of pre-Taliban times. Mr. Hamid took us to a group of 20-meter concrete bridge beams, neatly stacked here years ago, and confidently noted dimensions for
us. Hauling them to the bridge site and craning them into place - though no small task - would save a lot of time over building formwork over the river, and batching and pouring concrete on site. But what about standards for concrete strength, steel grade, and reinforcing design? Two of the beams were pockmarked from a spray of automatic weapons fire. They could, for all we knew, have been built under any number of programs or auspices over the past 20 years. But Mr. Hamid had a friend, an old contact at the Ministry of Transportation – he would provide the documentation, “no problem.” For a moment, load and safety factors from peacetime construction in New Mexico flashed through my mind; here in an emerging war zone, though, contingency construction would have to balance public safety and practicality a little differently.

We would modify the bridge design a bit to give ourselves a little more margin of error, but Mr. Hamid and his plans for the old beams would work for our bridge. Not our bridge really in the long term, but his bridge, his people’s bridge. Mr. Hamid gazed out across the valley of struggle and devastation, squinting in the late morning whiteness. The beams lay sun-bleached and scarred and resilient in the new spring grass. Both were survivors who would endure to one day soon build a piece of a new Afghanistan.

We all climbed back into the Isuzu to rattle back across that torn yet somehow self-renewing part of the city. I had an appointment with another man, Ahmad Shah, later that day. He had an idea to help rebuild the old teachers’ training college.

The main thrust of our work in civil-military operations in Afghanistan was quick, high impact projects that sought to fill basic humanitarian needs in the wake of military operations and before the greater humanitarian relief community could mobilize in the area. We favored projects that would be part of a sustainable program over the long term, long after our task force and other relief organizations would be around; that were labor intensive and could effectively employ the local populace; and that helped to reconnect the populace with legitimate government institutions. Most of our projects were paid for through Overseas Humanitarian and Disaster Civil Assistance (OHADCA) funds appropriated by Congress and administered by the U.S. Army.

In contrast to the current situation in several areas of Iraq, the water and power supply in Kabul was relatively stable for an emerging war zone (though there were certainly pockets in the city, and particularly rural areas, where lack of water and power has long presented real problems). Moreover, looting was insignificant during the time I was assigned to Kabul, apparently limited to occasional petty thievery. Our work in
With the economy of Afghanistan in shambles, enthusiastic labor is in plentiful supply. Though this bridge when completed will not be comparable to a sophisticated American highway overpass, it may be inherently stronger: each stone has been meticulously and optimistically set by Afghan hands.

the capital could therefore focus immediately on social program recovery efforts and not on public works infrastructure – hence, our predominate work in reconstructing and re-equipping schools.

Our school projects ranged from rebuilding small elementary schools, such as one where two bullet-riddled cargo containers were being used for classrooms, to work at Kabul University's electrical power supply. Most of our projects, including the University, were located in the almost totally devastated area of West Kabul. Here had been the shifting front lines of years of fighting in the 1990s between the Northern Alliance and other factions, all vying for control of the capital in the power vacuum left by the Soviet pullout.

Few structures in this area were not in some state of ruin. In fact, many of the schools we worked on hadn't actually been schools for years but were instead bombed and stripped shells of buildings. The scene of stark devastation amid the still widespread use of centuries-old forms of construction – mud brick, stone, timber – made me think of how a similar battle ground might have looked to a Persian invader of the 14th century.

Some of the most interesting and rewarding work was helping to get girls' schools up and running again, after they had been shut down and female education banned for nearly six years during the recent Taliban regime. I remember accompanying Bernard, our French engineer officer, out to
Manuchihri School to do an initial survey of conditions of the facility. It was a newly reconstituted girls’ school (most schools in Kabul separate the sexes by about the sixth or seventh grade). The principal, a well-educated Afghan woman in her early 50s, was happy to see us and offered us tea. She was an impressive lady—in her speech, in her dress, and in her no-nonsense bearing. One could surmise there was a strong chain of command here! She and her young, proficient female staff provided contrast to the dilapidated conditions around them, in which nearly everything was broken or makeshift. Knots of electrical wire hung from the corners of her office like balls of spaghetti.

Unlike most ministry meetings we did not tarry long with tea, but were ushered out and about to do our work. The school compound consisted of an old European-style, two-story mansion built perhaps by a wealthy expatriate or Afghan in the 1920s (most buildings in Afghanistan tend to look much older than they really are, either due to construction methods or years of civil strife), surrounded by walls and, inside the walls on two sides of the compound, by long rows of tiny mud walled stalls. These were the classrooms, dirt floored, without electricity and without furniture. As we ran our tape measures past each low opening, some 20 faces would turn their attention from a lone blackboard propped up somewhere and stare out of the dimness from their floor mats. A few would snicker and smile bashfully. Most just stared as though they had never seen a westerner.

Incredibly, this tiny compound was high school for over 1,000 girls. The school operated in two sessions throughout the day. Later during our visit, the schoolyard suddenly filled with students as the tiny classrooms simultaneously spilled their occupants, and the place came alive. Our interpreter was helping Bernard in the staff offices then, so I was on my own trying to collect information on the facility. In bad, broken Dari I asked a student about the local water supply. The girl disappeared in bewilderment but quickly returned with several older students, two of whom could speak English surprisingly well (the school had recently started an English course, but most students here were not old enough to have had any exposure prior to Taliban rule). Within an instant it seemed, I was surrounded by students four or five deep wanting to hear English—or just stare at the novelty of this westerner talking with one of their own! My original aim to gather information on plumbing was quickly eclipsed by rapid-fire questions about America, schools in America, women in America, where I lived and how old I was. One of the girls dreamed of going to university in Europe or America and returning to her Afghanistan to teach.

It may lack the aesthetic appeal of a typical American school building, but any facility dedicated to education is a welcome sight in Kabul.

Most buildings in Kabul have been rendered unsafe by the devastation of Soviet, Mujaheddin, Taliban and American warfare.
For the many years of Soviet occupation, Mujaheddin civil war and Taliban oppression, Afghanistan’s teacher ranks suffered both neglect and purge. During the period of the Taliban, a generation of youth was brought up without education because girls were forbidden from going to school, and women—who made up most of the teachers—were forbidden from teaching (as they were forbidden to hold any job outside the medical sector). Much of the country’s educated class fled the country if they had the means. While a small number have recently returned, Afghanistan still lacks much of the basic foundation needed for educating its children. Kabul Teachers’ Training College, located across the highway from Kabul University and lying in partial ruin after years of neglect and fighting, represents a vital element in restoring that foundation. This was our largest, most challenging school project undertaking.

From the scant information available to us at the time, we gathered that the college had been defunct for nearly 20 years, going into decline and finally shutting down during Soviet occupation. Once the country’s flagship institution for teacher education, however, it was now one of the top priorities of the struggling Ministry of Education. Consisting of a well laid-out campus of nine buildings constructed in the 1940s or 50s (original drawings have unfortunately been lost), it reflects a once robust national education system. The buildings are of stout masonry construction, tile roofs (stripped long ago of most materials), sound functional design and a graceful architectural style well suited to the locale. Their survival through many of Afghanistan’s most difficult years was a testament to their design and quality, handcrafted construction. We wanted to restore them—in partnership with the Ministry of Education and the International Organization of
Migration (IOM), a large international aid organization—and in the process restore a vital component of primary education in Afghanistan.

By the time I left Kabul at the end of April 2002, we had completed contract scopes of work and specifications, and were ready, pending an often-lengthy Ministry review and coordination process, to advertise the work to bidders. As with our other projects, our intent was to engage local Afghan contractors and labor for the work. I would have liked to be able to see some tangible results of our efforts and of the dreams of many Afghans. The one update I was able to get, shortly after I'd left, was that the IOM, using a local contractor we had helped select, had reconstructed the roof of the main administration building and was going ahead with utility work. A second contractor, meanwhile, had been selected for our portion of the campus rebuilding, and all hurdles at the Ministry appeared to have been cleared for work to begin!

I hope to someday be able to return to Afghanistan. Visiting a class of student teachers and a less war-torn West Kabul would make the trip worthwhile.

Tom Bauhan ’82 is an officer in the reserve Navy Civil Engineer Corps and was assigned to the Coalition Joint Civil-Military Operations Task Force in Afghanistan during Operation Enduring Freedom. In civilian life, Tom is a structural engineer with Red Mountain Engineers, a small consulting engineering firm in Albuquerque, New Mexico.
Five questions with Hick Rowland ’58

St. Andrew’s Magazine catches up with the outgoing Board President and looks back at his tenure.

St. Andrew’s Magazine: Fifty years ago, you first walked the halls of St. Andrew’s as a Second Former. Now, entering your 18th year as a Trustee, you have been involved with the School for a substantial portion of your lifetime. What St. Andrew’s experiences were your inspiration for such a commitment?

Hick Rowland: As I tell everyone, I loved it. I happened to be one of those students who loved every day I was at St. Andrew’s. And my sense of commitment comes from [the fact that] second only to my parents, I credit St. Andrew’s with any success that I really had in life; I can put [the credit] right back at St. Andrew’s. It taught me the joy of learning; it taught me the value of working hard. And it gave me a deep sense of concern for others. That’s really what has guided me as I’ve gone through life. So my commitment to St. Andrew’s started the day I walked in here in September of 1953.

SAM: As a student, alumnus, and Trustee, you have seen the School transition through the leadership of four headmasters, integration, evaluation, and the various pressures placed by American society on the boarding school environment. What aspects of this small, independent boarding school remain the same? What aspects have changed?

HR: What’s really important to me, and what makes St. Andrew’s, in many ways, different from a lot of other secondary schools is not what has changed—because they all have changed and particularly in the 1970s, drastically—but what has remained constant. The student body continues to remain socioeconomically diverse; it was when I was here 50 years ago—it is even more so today. The School continues to be a truly family-oriented community, with strong student-faculty commitments to each other. It was that way when I was here and remains to today. And the School continues to demand hard work and academic excellence. And, above all, the School remains deeply committed to Christian values as
taught by the Episcopal Church. So many schools, in those tough years of the 70s, wanted to turn their backs on their religious convictions. They couldn’t find the strength to stay with them. The St. Andrew’s Board was very steadfast in that regard—that we were a faith-based school. We were founded that way by Felix duPont, and we were committed to staying that way, and that’s the way we are today. The School and the Board have always been committed to the mission statement; they have constantly worked to uphold that mission.

SAM: As St. Andrew’s approaches its 75th year of operation, what are the challenges that lay in the years ahead?

HR: The challenge ahead, as I see it, is to ensure that those values, as discussed earlier, that have shaped St. Andrew’s from day one and for the last 73 years, remain constant. St. Andrew’s will change, must change, as the world around it changes. There’s no doubt about that, and we must be ready for change. But, the core values that make St. Andrew’s such a unique and outstanding secondary school must not change. If I had to pick a challenge out there to really worry about, I would pick the challenge of keeping the student body diversified on an economic basis, particularly how to keep the middle class in St. Andrew’s. We’ve done it better than any other school, but we must continue work against societal trends to ignore the middle class.

SAM: Looking back over your 10 years as Board President, which projects stand out as the most meaningful and personally significant during your tenure?

HR: Every year that I was involved in planning, we always thought that after a project was completed, the following year would have less activity. That never happened. There was always more. The Headmaster always had another project on the table, sometimes two. But let me say that from a Board point of view, there were two items of which I was most proud. The first was the way in which the Board selected Tad Roach as the fourth Headmaster. It became quite apparent to most, if not all, of the Board that Tad was the number one candidate for that job. However, the traditional way of selecting a headmaster was to go out and do a nationwide search. I felt strongly that even with a nationwide search, Tad Roach was going to be the candidate. However, the turmoil that comes with that process, to the school, the faculty, the unrest, the uncertainty, was too high a price. I was just so proud when the Board saw that and came to that conclusion and over a several day meeting selected Tad Roach. He was the right person. The transition was incredibly smooth, and that’s not always the case with such a challenge. We’ve received kudos from other schools who thought that was a very smart thing to do.

The other thing that strikes me was St. Andrew’s leadership in the founding of St. Anne’s Episcopal School. This was a little out of the realm of the day-to-day activities of the Board. And it was risk-taking. There were some on the Board who had reservations that this wasn’t where we need-ed to be. I felt very strongly that it was the right thing for St. Andrew’s, it was the right thing for the community that we had lived in for 70 years, and it was the right thing for the Episcopal Church. I have to say that, as the second year of St. Anne’s begins, the Board came to the right decision on that. The school is almost filled in its second year, and we have somewhere in the neighborhood of 30 faculty children attending the school.

SAM: Prior to your appointment, only a few alumni had served on the Board of Trustees, and all had served as regular, non-classified Trustees. In 1985, you became the first officially elected “Alumni Term Trustee” on the St. Andrew’s Board. How has the increased alumni presence on the Board shaped the course of the School since that time?

HR: I think the credit for the increased alumni presence really belongs to Henry Herndon ’48, who was President of the Board in the 1980s. Henry made a concerted effort to see that there was more alumni participation on the Board level, and the Alumni Term Trustees was one of the ways that he initiated to do that. I think that what Henry saw, what Henry felt was important, was that the alumni needed to have a sense of ownership at St. Andrew’s. And that ownership has to come from the top level. What we found is that our alumni have a myriad of talents and a wonderful desire to give to St. Andrew’s. They needed a way in which they could express that. By increasing the Board positions for alumni, we were able to do that. They brought a lot of talent, a lot of energy to the Board. The Board made a very conscious effort to do this, and the timing was absolutely right. The continued stewardship that has come from the alumni is proof. You can see it, quite frankly, in the alumni participation both in the annual fund, and in our capital campaigns. Without that strong alumni support, St. Andrew’s could not have continued to grow. We needed that kind of financial and intellectual support.

One of things I tell people is, when I walked in the hallways 50 years ago and when I walk the halls of St. Andrew’s School today, when I look at the faces of the students and the faculty, and the interaction, I still feel it’s “my school.” I still feel a oneness and a sameness. And when people say, “Hick, how could that be? They’ve added girls, they’ve integrated, they’ve added 100 more students. How could it be the same?” The key is that the values are the same. It still is that close-knit family where kids care about each other, faculty care about the kids, it’s communicating with the faculty—those things are the same. When I went here, each term, every student received one weekend they could go home. For good grades and low marks, they could earn more. My mother would ask about that, and I would tell her I could get more weekends, but that I was afraid I was going to miss something! The nearest thing when you come in the main door of Founders’ Hall is the level of interaction you see every day—the one-on-one relationships that define the School. That’s why this place is so strong.
Redeeming life in the shadow of Death Row

by Wesley Fenhagen '41

There is something quite special about becoming a regular visitor to Death Row at North Carolina's Raleigh Central Prison. First, you are rendering an important service to someone who has the misfortune to be an inmate. Second, you are learning a great deal about a segment of our society that has become increasingly controversial as we debate the guilt issue of the death penalty, yes or no. And finally, you may have the good fortune to develop a strong friendship with someone from whom you can learn many lessons not usually available in a classroom. During the eight years I have visited a prisoner on Central Prison's Death Row, I feel that I have accomplished these things for which I am most grateful.

This all came about thanks to my daughter's graduation from the University of North Carolina Law School in Chapel Hill where one of her final projects had been to visit prisoners on Death Row. When she started a job as a Public Defender in Philadelphia, she asked my wife and I to take over the visits to her two clients. We seized the opportunity for a challenging new project, and eight years later we continue to enjoy and benefit from the experience.

I visit Sonny Craig and my wife, Betsy, visits Renwick Gibbs. Both received capital sentences in two separate and unrelated murder cases. Sonny was on Death Row for 20 years until July 2002, when prosecutors accepted his second-degree murder plea in return for which the death penalty would be lifted. Renwick has been designated as mentally retarded and as a result will not be executed under present law. Visits are generally for one hour. Visitors must be on a list prepared by the prisoner not to exceed 20 names, mostly family and close friends, subject to approval by prison officials. A name cannot be added over the limit of 20 unless one is removed. However, my experience has been that the lists often reflect wishful thinking on the part of the prisoner and that the vast number of those listed seldom, if ever, show up. Sonny has a long list of extended family who rarely visit, which makes it easier for me to get the date I want. Renwick, by contrast, has a short list, and Betsy is almost the only visitor. Renwick has two teenage children and a sister living two hours away but without a working vehicle or the funds to pay for a round trip by bus. They had never been able to visit Renwick. Last summer, Betsy and I drove down to see them, spent the night and the next day, and then drove the three of them to Raleigh for a 90-minute visit with Renwick, a rare and special occasion for all. On the way back to Washington, N.C. that afternoon, we tacked on an "all they could eat" at the Golden Corral. Those are the kind of days that make it all worthwhile. We plan to repeat the outing in the future.

Visiting a prisoner on Death Row offers no complications, assuming you have scheduled it well in advance (two weeks usually works) and your name appears on the approved visitors list. We leave things like purse, umbrella, and camera locked in the car outside, but a few family photos to show presents no problem. Since no direct physical contact is possible during the visit, gifts of money (postal money order is preferred) must be sent through the mail and then credited to the prisoner's account. Likewise, books can only be sent directly from the publisher with the publisher's logo affixed to the outside of the package. In Sonny's case, a well-worn bible meets his book requirements, but he does enjoy receiving his hometown newspaper, The Charlotte Observer, which gets to him a day or two late after circulating through the prison's mail room staff. When I complained once to the paper's circulation office about the delay, I was assured that the delay was in Raleigh, not in Charlotte. But for a subscriber on Death Row, a few days' delay is of little significance, particularly when Sonny and his cellmates are free to watch television several hours a day in the prison recreation room. I am pleased to report that Sonny has now become a dedicated Tar Heel football and basketball fan, and my promise to him is that we will attend a Duke-Carolina face-off together in Chapel Hill when his schedule permits. Our one-hour meetings take place in a small cubicle, Sonny on one side of a thick plate glass window and I on the other,
connected by a microphone transmitter. The audio is far from perfect, but adequate. I assume someone, somewhere can monitor our conversation if necessary, but I doubt if it’s necessary. I’m sure prison guards are long accustomed to hearing complaints about prison conditions, particularly about the food. Prison food is one area of prison life where economies can be effected and from all accounts, occasional political complaints of a “country club life style” certainly do not apply to the cuisine. Meals are not poisonous, just plain deadly dull.

Inevitably, much of my conversation with Sonny deals with prospects for returning to society. He thinks he has a significant role yet to play in his life, and I am convinced he is right. He really wants to “give back,” and I think he will get that chance. His many years in prison are totally free of any infractions, and the guards with whom I have occasional brief exchanges agree that Sonny is a model prisoner. I often think of the wonderful role Sonny could play in meeting with primary school children, particularly with children from families under social stresses. In our prison conversations and frequent exchange of letters, Sonny has convinced me that his motivation, people skills, energies and determination to make over his life will bear fruit in the not-too-distant future.

Our one hour together always passes quickly, and I leave with promises to call his ailing mother in Charlotte, his lawyers, and others with a special interest in Sonny’s welfare. I will report back at our next visit three weeks down the road. At hour’s end a prison official opens the door to the cubicle, hands me back my admission slip and indicates the visit is over. An automatic elevator returns us to the ground floor and the exit.

Sonny is privileged to have two of North Carolina’s most distinguished death penalty litigators, and the dropping of Sonny’s death sentence is considered a highly positive development. Of course, Sonny is not overly pleased at the prospect of seven more years (after having already served more than 20 years) in Central Prison. But everyone is pleased that the possibility of execution has been removed. There is also the possibility, in view of his perfect in-prison conduct record, that the parole hearing might come sooner. His new status also means that he is being transferred to a medium security prison near Charlotte where his aging and infirm mother will be able to visit him more than the once a year when we arrange for her and a friend to come down by train to Central Prison for the day.

I rejoice for Sonny because he has come to terms with his life and may now have the possibility of retrieving something he forfeited many years ago. Meanwhile, at Central Prison, he faithfully attends prison church services every Sunday and often “delivers the message.” He is a key member of a four-member quartet that gives frequent concerts, and his new status permits him to walk wherever and whenever he wants within prison grounds. He battles with diabetes, but two leg operations at UNC Hospitals have improved that situation, and his mood has become upbeat. He says that when he walks away from Central Prison, he wants to take up residence in Chapel Hill, and that is when we will go together to a UNC-Duke ball game.

There are lots of Sonnys in the prison systems, many of whom, like him, seem to be finding their way back to a better life. For me, these eight years have offered me insights that I never thought I would experience in retirement, and for that I am grateful.
The mission of the Alumni Corporation Board is to nurture stewardship of the St. Andrew's community, making possible the total involvement of all members of the St. Andrew's family, to facilitate communications within the St. Andrew's community, to plan and participate in events and to support the experience of current students. Board members are elected from within the greater Alumni Corporation, the association of all St. Andrew's graduates and former students.

SAS Travel Program: Russian River Cruise—St. Petersburg to Moscow

By David Levinson '53

Traveling from Philadelphia, New York, Paris and London, 21 St. Andreans and friends met aboard the MV Leo Tolstoy docked at St. Petersburg to begin a two-week tour through lakes, rivers and locks to Moscow. Aboard the Tolstoy, the group was privileged to hear a number of Russian history lectures by Professor George Andjaparidze, a professor of Western literature at Moscow University and for many years a major book publisher in Moscow. Lessons in the Russian language, Russian dance and a series of lectures on Russian art were also presented during the trip.

Amateur night aboard the Tolstoy featured the dance duo of Judy and John Way '54 performing the Charleston, a singing group including Howard Hart '53 and Bill Brownlee '44, and an extemporaneous performance by Bob Colburn, flanked by two lovely ladies, demonstrating a flamboyant side of Bob's personality never before revealed.

After a city tour of St. Petersburg, we visited the Smolney Monastery, Vasilevsky Island, St. Isaac's Square, followed by Peter and Paul Fortress. The evening featured a Cossack show for those still with enough energy to attend.

The following day we visited the Hermitage. Any visit to the Hermitage is too short. The most common conversation was that we hoped we could return some day. A canal cruise completed the afternoon, followed by a ballet performance of Giselle at the Hermitage Theatre.

A tour of Catherine the Great's Palace in Pushkin the following morning, lunch in Podvorie and a tour of Paul's Palace in the afternoon was the itinerary for day four of the tour. Some of our group left the tour during the afternoon to explore St. Petersburg and the many other places of interest, such as the Great Synagogue and the office and balcony near the Finland station, where Lenin returned to give the speech that ignited the Bolshevik revolution.
Day five featured a tour of Peterhof, with its magnificent fountains and canals leading to the sea. Thereafter we embarked on a six-day sail toward Moscow. After viewing from the ship the severe and wild conditions in rural Russia, we arrived at Svirstry, a city along the Svir River, a place of exile during Tsarist times and the location of hydropower generation during the communist era.

Next we docked at Kizhi in the northwest region of Lake Onega. The island of Kizhi is home to an outdoor museum of fascinating buildings of wooden architecture, including the Transfiguration Cathedral, built in 1714 and featuring 30,000 shingles on 22 separate cupolas. The structures include churches, chapels and bathhouses, as well as typical homes, all assembled from the region, to collectively illustrate the styles of architecture common to the Russian North.

The following day found us at Goritsky, where we visited the Monastery of the White Lake, founded in 1397, which became one of the largest and best endowed religious and military centers in the Russian Empire by the end of the 17th century. We also visited the Goritsky Resurrection Convent, traditionally used to imprison women of disgraced noble families.

After a day in Yaroslavl, where we toured the Church of St. Elijah the prophet, the Transfiguration Monastery, and were entertained by a folk show at the Yugoslav concert hall, we sailed to Kostroma. Located there is the Ipatievsky Monastery where, in the 17th century, the Time of Troubles ended when young Mikhail Romanov accepted the Russian throne from his place of hiding.

Before arriving in Moscow we spent a day in Uglich, where we toured the Transfiguration Cathedral (another one), the Chambers of the Great Princes of Uglich and the Church of Dimitry on the Blood. Our guides pointed out that Uglich demonstrated how well Russians had adapted to capitalism during the past decade. “Uglich,” they said, “has two watch factories, one of which makes ‘good’ watches and the other of which makes ‘knock-offs’ of the good watches.” “How can we tell the difference?” we asked. “It is easy,” they replied. “The knock-offs will stop running by the time you get back to the ship.” Fortunately we were guided to the good watches, one of which I can testify is running two months later.

The following day we arrived in Moscow and toured the city, viewing the Pushkin monument, Tverskaya Street and Red Square, followed by an evening at the Russian circus. During our four days in Moscow, we spent time at the Kremlin, toured the Armory with its opulent collection of treasures accumulated over the centuries by the Russian State and Church, visited Bow Hill War Memorial to the Great Patriotic War, showing amazing dioramas of important battles, and finally the Tretyakov Gallery of Russian art. Many of us made special trips to areas of our individual interests.

Before flying to the various cities that we each call home, we St. Andreans, most of whom had traveled previously with the St. Andrew's School alumni travel program, were already discussing the next SAS alumni trip, which it appears will be a visit to Argentina, Brazil and Chile during the Summer of 2004.

“The only disappointing part of the trip to Russia was that there were not more St. Andreans with us to enjoy a great experience! We lived on the ship the entire time, even when in port, so no packing, unpacking, repacking. There were lectures on board by a retired Moscow University professor, Russian language classes and musical entertainment. The guides all spoke good English.

The cruise from St. Petersburg to Moscow, on lakes, rivers and canals, with stops at scenic spots every day, was peaceful and beautiful. Another great St. Andrew's trip!”

- Bill Brownlee '44
The History of St. Andrew's School's Alumni Organizations

By Barry Register '51

There are two distinct and documented phases of alumni organizations in St. Andrew's 73-year history: the Alumni Association and the Alumni Corporation. However, in true St. Andrew's spirit, it is the people who breathed life into form and have continued the community spirit in function, from student to alumnus.

It began perhaps as early as September 19, 1930, when 32 boys entered the newly founded St. Andrew's School as the "seed" of the Alumni Association. Of those 32, seven returned to teach or become active in alumni affairs. The first 18 official members of the Association graduated June 9, 1934. Shortly thereafter, evidence of the Association's first stirrings appeared in the June 1937 Cardinal with a tombstone-style advertisement for a second annual gathering of the Alumni Association. An article today notified readers that acceptance should be mailed to Holly Whyte '35 at his Princeton University address and that attendance is urged as "there is much business to be considered next year, besides the election of new officers." There were appeals elsewhere in Cardinals to remit dues to Holly. At this early stage, it appeared the Association was already an effective and dues-paying organization.

Also at that time, there were congratulatory letters from Bishop Cook and the Founder, A. Felix duPont, for the formation of the Alumni Association. Bishop Cook wrote: "Those in charge of the School can profit greatly by advice based on the experience of alumni. More and more, the School must depend on its alumni. So keep the School among your first interests that the whole body of alumni may be of one loyalty, cohesion and unity and may measure up to that kind of large responsibility."

Mr. duPont also wrote: "I have spoken about THE NEWS to a number of people, for it is truly one of the most encouraging things about the School that happened in a year. It is quite remarkable that you alumni have interested yourselves in this important way so early. Alumni support is most needful to a school. It is an inspiration to the masters and boys alike; also as time goes on and a large body of alumni accumulate and become men of substantial influence in the country, they will take care of the School's needs after the original organizers of the whole effort have passed on."

World War II and the honor and memory of St. Andreans who served were strong catalysts for alumni affairs—291 alumni served in World War II; 26 lost their lives. In 1945, Jesse Nalle '39, at the urging of his father, Albert Nalle, a School Trustee at the time, returned to School, drafted a "Statement of Intent" and organized the Alumni Council. Jesse was elected president. The Council consisted of Larry Johnson '39, George Lewis '41, Bill Clarke '39 and John Wason '39. Under the letterhead "St. Andrew's Alumni War Memorial," Committee Chairman Holly Whyte '35 sent a letter dated April 24, 1947, to all alumni announcing the establishment of a suitable memorial in the name of deceased alumni.

Throughout the early years of the Association, first Headmaster Walden Pell II was deeply dedicated to and felt great affection for the alumni as individuals and followed them collectively as the Association and Council evolved. Upon Mr. Pell’s retirement in 1957, he wrote, "For half my life I have been Headmaster of St. Andrew's! The first 1,101 students have been and always will be 'our boys,' and they are a wonderful group, who have caused us enormous pride and rejoicing." Indeed, alumni activity flourished during Walden Pell’s tenure.

With the appointment of the second Headmaster, Robert A. Moss, in 1958, the School and, consequently, the Alumni Association were destined for major changes. There was momentous School business to attend to, as Moss advised the Board of Trustees that integration and coeducation were his major priorities. So, too, did these changes transform the alumni community, as the increasing diversity of the School would eventually come to be represented in the Alumni Association.

On the business and organizational affairs level, the Association underwent a series of evolutions. The St. Andrew's School Alumni Holding Corporation was incorporated December 16, 1955, by Jim Hughes '34 for the purpose of administering the funds collected by the War Memorial Scholarship Fund. Elected officers were Jim Hughes, president; Bill Scott '34, vice president; and Chester Baum '36, secretary-treasurer.

The AHC charter was repealed by the State on February 2, 1959, for non-payment of annual franchise taxes and the absence of established by-laws. Apparently, no effort was made to revive the charter until 1970, when attorney Henry Herndon '48 began the reinstatement machinery.
The St. Andrew's School Alumni Corporation was incorporated October 26, 1971, to comply with IRS regulations as a tax-exempt entity. As the successor to the Alumni Association, its by-laws provided for an Alumni Corporation Board, which superseded the old Alumni Council. The Corporation's application for 501 (c) (3) recognition was submitted in September 1974, and it received that determination from the IRS in January 1975.

In 1977, Jon O'Brien was appointed our third Headmaster. To embrace the alumni into the School's governance sphere, he worked with the Board of Trustees to include the president of the Alumni Corporation Board as an ex officio member. In November 1979, Buzz Speakman '38, who was the ACB presiding officer, was the first to be unanimously elected to the Board of Trustees.

To further enhance the alumni representation on the Board of Trustees, a resolution was passed in 1985 to elect three Alumni Term Trustees to serve three-year terms on a rotating basis. Initially elected by alumni-wide ballot, the ACB now recommends to the Board the alumni with the requested background and expertise.

Throughout these administrative and operative changes, School-associated people continued to be the energy that fueled the alumni community. The association was blessed with a succession of part-time alumni secretaries, who were an integral part of the School family, beginning in 1947 with Pat Fleming, wife of master Lukey Fleming, then retired master Ed Hawkins, followed by Doris Baron, wife of master Dick Baron and Ellie Washburn, wife of longtime faculty member Dave Washburn '44. These dedicated secretaries labored with antiquated Address-O-Graph plates, correspondence with alumni and accurately recorded and distributed the minutes of alumni association meetings.

In 1978, the Development Office was established to continue the harmonious interface of Alumni Corporation and School efforts. Charles Zimner, John Niles, and then Bonnie McBride created the administrative staff over the course of the next decade. In 1979, Christa Richter was hired as a full-time professional secretary, available to handle an increasingly demanding job. Carol Stegeman bolstered the School's communications efforts with her tireless work on the alumni publications. Ashton Richards '78 helped work with the Annual Fund and served as Director of Alumni Affairs.

By 1989 the Development Office occupied three rooms in the basement of Founders' Hall and soon became crowded. Therefore, new facilities were provided with the move to the Trapnell Alumni House.

The Trapnell House staff undertook the responsibilities of organizing all alumni campus activities: Alumni Day in the fall (formerly Homecoming) and Reunion Weekend in the spring. Additional programs include an Alumni Chapel Service, and an Alumni/Mi Form Dinner, at which time these upperclassmen are welcomed into the Alumni Corporation.

In 1997, Tad Roach became the fourth Headmaster of St. Andrew's School. Since Tad's arrival as a teacher in 1979, he had been establishing meaningful connections with the School's graduates. Therefore, his rise to the leadership of St. Andrew's has offered tremendous opportunities for the growth and development of both the ACB and the School's alumni body. During Tad's tenure as Headmaster, the Trapnell House has been renovated and its staff doubled.

Off-campus alumni events now include the Annual Scholarship Golf Tournament and ACB Travel Programs, which have arranged trips to China, Machu Picchu and Russia. Metro Stops were originally held in the East and have now spread to the Midwest, Gulf and West Coasts. Trapnell and the ACB are now actively establishing regional committees in the various metropolitan areas of Boston, New York, Delmarva, Washington D.C., Charlottesville, Raleigh-Durham, Charlotte and San Francisco. There are plans afoot to mount similar efforts in Chicago, Dallas and Houston. Nineteen events were scheduled around the country during the 2002-03 School year, and 14 are scheduled for just the fall of 2003.

Alumni communication with the Trapnell House and with fellow alumni received an immense burst of energy with the advent of electronic mail, and the creation of an Alumni Web site in the mid-90s through the efforts of the ACB Communications Committee of Rob Colburn '80, Bob Owens '83, Hugo Heriz-Smith '85 and Frank Crawley '93.

The Trapnell House staff is now reorganized into the Advancement Office, which houses all fund-raising, communications and alumni and parent relations activities. All five directors in the Advancement Office are St. Andrew's alumni: Director of Advancement Joy McGrath '99, Director of Alumni Relations and Planned Giving Chesa Profaci '80, Director of Communications Greg Doyle '87, Director of Annual Giving Ben Kennedy '97 and Senior Director of Advancement Gordon Brownlee '75.

The work of the Alumni Corporation and the Advancement Office continues to promote the involvement, support and stewardship of alumni in School matters as well as network activities beyond the campus. With the recent additions of the Class of 2003, there are presently more than 2,800 active alumni, a long way from those first 18 in 1934.

Barry Register wishes to acknowledge the valued assistance he received from: Bill Amos, George Broadsheet '41, Henry Herdson '48, Chuck Knez '85, Mary Lovecner, Jesse Nolle '39, Ralph Neel '75, Jon and Joan O'Brien, Chesa Profaci '80, Ashton Richards '78, Coral Stiegerman, Liz Pell Whitmer, and the St. Andrew's School Archivists: Edith Call, Alicia Ryan and Chris Baum. Barry also wishes to acknowledge the insights provided by the books "A History of St. Andrew's School, by the Reverend Welden Pell II, and Time to Remember, by William H. Amos."
The following is from an obituary by Michael Kimmelman printed in The New York Times on August 15, 2003:

Kirk Varnedoe, 57, Curator Who Changed the Modern's Collection and Thinking, Dies

Kirk Varnedoe, the articulate, courtly and wide-ranging art historian who as chief curator of painting and sculpture at the Museum of Modern Art helped to reshape the museum's collection and philosophy and in so doing created a broader public understanding of modern art, died yesterday at Memorial Sloan-Kettering Cancer Center in Manhattan. He was 57 and lived in Manhattan and Princeton.

The cause was colon cancer, said his wife, the sculptor Elyn Zimmerman. Mr. Varnedoe had been fighting cancer for seven years, during which he had left the Modern to accept a position on the faculty of the Institute for Advanced Study in Princeton. That gave him time to write the Mellon Lectures for the National Gallery of Art in Washington, which he delivered this spring. His subject was abstraction since 1945, not the most popular topic ordinarily, but overflow crowds lined up hours beforehand to hear him speak.

"He loved life in its most tangible forms, and so for him art was as physical and pleasurable as being knocked down by a wave," said Adam Gopnik, the writer and a former student of his who collaborated on Mr. Varnedoe's first big show at the Modern, High & Low. "Art was always material first - it was never, ever bound by a thorny crown of ideas. His incredible faith in real things for him found its highest expression in art, but extended way beyond to include everything from an Elvis record to a bottle of Krug, and it brought to life, every day, the ordinary existence of everyone around him."

Chuck Close, the painter, said yesterday: "As an artist, it was thrilling to have Kirk describe your work. He was a dazzling speaker, but it was not just wordsmanship. He got to the heart of things fast. He had a genuine rapport with artists. He even married one. When he asked me to do a show choosing works from the museum's collection, his support was total in the service of taking a fresh look at the collection. And personally, he was instrumental, after I became paralyzed, in having my work seen not as the work of a handicapped artist but as the work of an artist with a handicap. I can't tell you how important that was. Then when he became ill he never allowed himself to be defined by cancer."

Among the many acquisitions for which Mr. Varnedoe was responsible at the Modern was one of van Gogh's great portraits of Joseph Roulin, the bearded postmaster the artist befriended in Arles, France. Mr. Varnedoe was finishing a book about the painting when he died. He also acquired for the museum a sketch by Picasso for Les Demoiselles D'Avignon. Above all, he helped to build the collection of art from the 1960s and 70s, which had been underrepresented at the Modern. The museum acquired James Rosenquist's enormous, iconic pop mural F-16, Andy Warhol's famous suite of soup-can paintings and major works by Richard Serra, Rauschenberg, James Turrell, Cy Twombly and others.

His exhibitions included the hugely successful Jackson Pollock retrospective in 1998, which he organized with Pepe Karmel, a former student, and retrospectives of Jasper Johns (1996) and Mr. Twombly (1994).

With Mr. Gopnik he did High & Low in 1990, a historical survey of the traffic between high modern art and popular culture. Mr. Varnedoe's first big undertaking as curator, it was a brave debut because it predictably caused much debate, and some bitter criticism, while the contemporary art world was sharply divided. With time, the breakdown of traditional artistic hierarchies and the book that came out of the exhibition have been increasingly accepted and influential.

Before then, as a guest curator at the museum, Mr. Varnedoe helped to organize, with William Rubin, who previously headed the painting and sculpture department, the equally contentious Primitivism show (1984), which traced the influence of so-called primitive art on Western artists from Gauguin to the present. And by himself he put together the much-praised, popular Vienna 1900: Art, Architecture & Design (1986).

Less conspicuously, but very significantly, as curator he initiated the Artists Choice series. Artists - Scott Burton, Elizabeth Murray, Chuck Close, John Baldessari, Ellsworth Kelly - were invited to organize exhibitions of works from the museum's permanent collection. Mr. Varnedoe explained, "I would really like the public to see the collection through the eyes of the people to whom it means the most."

His marriage to an artist, Ms. Zimmerman, had helped alert him to the value of including the views of living artists at the museum. Before Mr. Varnedoe arrived, the museum had increasingly come to be perceived within much of the contemporary art world as disconnected from, even hostile to, new art.

These modest shows not only reconnected the museum with the contemporary scene but also helped to establish terms for a long
overdue reconsideration of the presentation of modern art history at the museum.

This reconsideration took place mainly through Mr. Varnedoe's reinstatement of the collection. He progressively turned what had been a hard and narrow view of the course of modern painting and sculpture, focused almost exclusively on France and then the United States, into a more flexible and inclusive narrative without undoing what he believed was essentially right and elegant about the old view.

His installations gave new prominence to Russian, German and Italian art before the war and to a wide array of art since 1960, including art by women. The galleries were literally opened up so that they were no longer arranged as an inescapable sequence of rooms dictating a single story. It was a judicious, diplomatic reappraisal, not a drastic overhaul, reflecting his personality. Naturally, conservative critics and more radical revisionists fumed anyway, but the changes have come to be widely accepted and imitated.

Mr. Varnedoe's willingness to rethink, tweak and tinker with the history of art at the world's most influential modern art museum came from a vitality and a large curiosity that expressed themselves before he arrived in books about underappreciated and occasionally oddball figures like the French painter and collector Gustave Caillebotte, the Scandinavian artists Vilhelm Hammershoi and Eugene Jansson, and the American superrealist Duane Hanson.

Some of these books resulted from exhibitions. Mr. Varnedoe organized a Caillebotte retrospective for the Houston Museum of Fine Arts in 1976, as well as Northern Light: Realism and Symbolism in Scandinavian Painting for the Brooklyn Museum in 1982, while he was still a professor at the Institute of Fine Arts at New York University. They helped to bring him to the attention of the Modern as a scholar of independent inclinations who could put together popular exhibitions and write smartly and accessibly for a wide audience.

The jury for the MacArthur Foundation Fellowship noticed these qualities, too, and granted him one of its genius prizes in 1984. Among other things, he used the grant to write a history of modernism, A Fine Disregard: What Makes Modern Art Modern. He borrowed the title from a plaque near the Rugby School in England honoring William Webb Ellis, "who, with a fine disregard for the rules, invented the game of rugby." Mr. Varnedoe, a rugby player and avid athlete, proposed Ellis's mad dash with the ball as a metaphor for artistic innovation. It was an anti-Hegelian, anti-Marxist position, wherein art was regarded not as an inevitable unfolding of progressive events but as a variety of inspired inventions by remarkable and imaginative people. It was also, importantly for Mr. Varnedoe, a visceral and immediate experience.

John Kirk Train Varnedoe was born on Jan. 18, 1946, the youngest of four children, into an old, distinguished family from Savannah, Ga. In addition to his wife, he is survived by two broth-

ers, Sam, a photographer from New York City, and Gordon, an arts administrator from Savannah, and a sister, Coner, also from Savannah.

As a boy, Mr. Varnedoe had a flair for drawing and painting, and at St. Andrew's, a prep school in Delaware, his caricatures ran in the school yearbook. He became one of many museum professionals to have graduated from Williams College, where, he recalled, Lane Faison Jr. was one of the professors who opened his eyes to art history. "You were encouraged to believe that you should look hard at paintings and that what you had to say about them would be worthwhile," Mr. Varnedoe said, "which in a sense was a false hope, because many people had said thousands of things about these pictures before. But it was very salutary."

As a doctoral student at Stanford under Albert Elen, the Rodin scholar, he gained access to hundreds of previously unseen drawings by Rodin, which caught the attention of J. Carter Brown, director of the National Gallery, and the result was his first major exhibition, of Rodin drawings, in Washington in 1971.

For years, he taught at Columbia University and at the Institute of Fine Arts, where his lectures routinely attracted huge audiences of students and the public. Even in one-on-one conversation, his speaking style was custom-made for the lecture hall: astonishingly fluent, easy and organized in perfectly formed, complex paragraphs that seemed to flow naturally and without hesitation. In person he had no time for idle charm, but people who sometimes found him brusque at first came in time to recognize shyness, loyalty, an occasional naïve streak about art world politics, and empathy.

Typically, he ceded some of the dictatorial power that had been exercised by predecessors at the Modern, and shared more responsibilities with junior colleagues who had different interests and strengths.

For him, modern art was like modern life, Mr. Gopnik added. It was not a religion but a way of experiencing the world.

"Modern art write large," Mr. Varnedoe once wrote, "presents one cultural expression of a larger political gamble on the human possibility of living in change and without absolutes, and also on the individual human consciousness, for all its flaws and deforming optics, as our prime resource and treasure."


**In Memory Notice**

The Trapnell House received notice that the following alumnus has passed away. However, we were unable to find any additional information and welcome remembrances, recollections or copies of the death notice. Please send them to Amy MacKenzie, amackenzie@standrews-de.org.

**Kenneth E. Cook '48**
Alex Varga '88 and Jeff Trabaudo '88 share stories at the D.C. Metro Stop.

Brandon Mathews '88, John Chamberlin '88 and Chris Chesney '91 have a few laughs at the N.Y.C. Metro Stop.

The Class of 1997 held a mini-reunion at the D.C. stop in Alexandria, Va.

Upcoming Metro Stops:

- Nov. 5 - Chicago, IL
- Nov. 13 - Dallas, TX
- Nov. 20 - Houston, TX
- Dec. 9 - Ocean City, MD

Visit alumni.standrews-de.org for more details or contact Fran Holveck in the Advancement Office at (302) 285-4256.
Reunion 2004

June 11-13
Plan Now!
Help us continue to build the St. Andrew’s School Archives.

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 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.
Caterpillars and butterflies have been on my mind for over two months now, as my daughter, Lucy, has become obsessed with the critters. I have discovered there is no shortage of children's books written on the subject, and also no shortage of "li'l biologists" gear to go with them. Trust me. They're all at my house.

As Lucy has collected quite a variety of caterpillars, each has made very different cocoons in the bug zoo. The winged insects that have emerged have been equally varied. Butterfly or moth, Lucy has been fascinated by the range of colors and sizes of her charges.

What has thrilled me the most is watching Lucy delight in sharing her bug experiences with just about everyone she meets. In fact, if she sees you on campus, you are sure to hear about the caterpillars more than a few times, whether she knows you or not. I am amazed because I cannot believe this is the same little girl who used to hide behind me or my wife whenever someone would try to talk to her. After her first year of preschool, Lucy has emerged from her own cocoon and is no longer the little caterpillar we first dropped off. She now flies about, plays, dances and mingle with the students on campus with only the rarest bit of shyness these days.

Noted school psychologist Michael Thompson put a different spin on the bugs when he shared a story during his faculty workshops prior to the opening of school. He related how a teacher had once described a student's easily-distracted style as akin to a butterfly, flitting from one interesting flower to the next. It was a warm, positive way to describe the student and one which instantly endeared that teacher to the parent, in this case, Thompson himself.

Between the seven or eight or nine caterpillars—I lose track, but thankfully Lucy names them all—that have occupied a little bug zoo at my house and Thompson's story, I have been ruminating on the topic more than I care to admit, particularly on the metamorphosis that the bugs undergo. I think that boarding school, from a parent's perspective, is a lot like one of those cocoons. Though parents have an array of options these days to keep in touch with their children and monitor their progress, the bulk of the transformation that each child will undergo will happen out of their sight. Each phone call, email and visit home helps to fill in the details, but the changes will appear more distinctly than if they were witnessed on a daily basis.

On Opening Day, 77 new caterpillars crawled into campus to enter the next stage of their lives. They will crawl and wriggle about for a good while and find their niche. The metamorphosis will begin. None of us—not parents, teachers nor the students themselves—knows exactly what kind of beautiful creatures will emerge at the end of this journey. Only patience and time will reveal.

Isn't that the beauty of life?
SHOP ON-LINE at the St. Andrew’s Alumni Website

Running low on St. Andrew’s gear?
Now you can shop the School Store on-line at

alumni.standrews-de.org

Point your mouse and click “Online Store”

Sweatshirts, fleece wear, jackets, bookmarks, keychains, mugs...

All ready for your virtual shopping cart!

Visit Today!

Tired of bounced e-mails to old classmates?

How many times has your own e-mail address changed?

Would you prefer one e-mail address you could give out to people knowing it will always be yours?

Now you can stay in touch with fellow St. Andreans no matter how often e-mail addresses change.

The Advancement Office introduces the Permanent St. Andrew’s E-mail Address:

EXAMPLE: gdoyle.87@alum.standrews-de.org

Simply keep your forwarding information updated with the Advancement Office and all e-mails sent to your permanent SAS address will be routed to the address where you currently receive e-mail, whether that be college, your latest job, or even web-based e-mail accounts.

For more information visit the Alumni Website:
alumni.standrews-de.org
Natalie Stewart ’04 captured the new shadows cast by the Garth since the removal of the walkway.