Campus Renaissance
The O’Brien Arts Center redefines the heart of the community

PLUS: The history of Founders Hall • Andrew Butters ’91 reports from Iraq
Tim Peters ’66 knows about building on a strong foundation. For over 30 years, he has been a principal in a family construction business.

He has customized the construction of institutional, commercial and residential structures, employing innovative building strategies and emerging technology. More importantly, he has built strong bonds with co-workers, with customers, and with the community. His company’s motto is “Building Relationships.”


“I know how important a strong foundation is for both the buildings that I build and for my company. For me personally, the strong foundation for my life was built at St. Andrew’s. The School provided the academic building blocks for a successful career and moral and spiritual guidelines to last a lifetime. I feel a real responsibility to financially support St. Andrew’s so that future generations of students can have that same firm foundation for life.”

And so, as Bill Cameron said on Founder Day 1966, “What are you going to do with what you have?”

Become a member of The Cornerstone Society.
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St. Andrew’s pays tribute to the transforming leadership of Jon and Joan O’Brien with dedication ceremonies and opening events at the new Arts Center.

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The Joan D. and Jonathan B. O’Brien Arts Center transforms the center campus gully into a marquee location for School activities. Photo by Tom Crane.
Katharine duP. Gahagan • Chair
Wilmington, Del.

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Timothy W. Peters ’66 P’91, ’93
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Alexandria, Va.

Sally E. Pingree P’01
Washington, D.C.

Henry duPont Ridgely ’67
Camden, Del.

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Middletown, Del.

H. Hickman Rowland Jr. ’58
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Patricia G. Warner P’00
Locust Valley, N.Y.

Rev. Wayne P. Wright • Bishop of the Episcopal Diocese of Delaware
Wilmington, Del.
Trustee Profile: Steve Pfeiffer P ’95, ’97, ’00, ’04

Steve Pfeiffer, a St. Andrew’s parent four times over, has been a member of St. Andrew’s Board of Trustees since 1995. He is a key member of the Board’s trusteeship, personnel and education committees.

Along with his wife, Kris, he has seen four daughters through the School—Victoria Metz ’95, Rachel ’97, Emily ’00 and Stephanie ’04. He has one child still at home, an eighth-grader, Andrew. They live in Alexandria, Virginia.

Education has always been important to Steve, who received a B.A., cum laude, from Wesleyan University in 1969. He then studied at Oxford University as a Rhodes Scholar, receiving a B.A. and M.A. in Jurisprudence at Oxford and an M.A. in Area Studies (Africa) at the School of Oriental and African Studies of the University of London. He earned a J.D. in 1976 from Yale University.

In addition to his service on St. Andrew’s board, Steve served for many years on the board of trustees of Wesleyan University, including as chairman of the board from 1987 to 1992. He is currently chairman emeritus. He remains active with the Rhodes Trust as well, serving as Secretary to the Rhodes Scholarship Selection Committee for Maryland/DC from 1993 to 2001, and now serving on the Selection Committee for the state of Montana. He also serves on the boards of The Africa-America Institute in New York and Project Hope in Washington, D.C.

Before earning his J.D. from Yale, Steve served his country on active duty as an officer in the United States Navy from 1972 to 1974, where he served as Assistant CINCEUR and NATO Plans Officer in the Strategic Plans and Policy Division of the Office of the Chief of Naval Operations and later as Special Assistant to the Secretary of the Navy. He retired from the United States Naval Reserve as a Commander in 1991.

Since 1983, Pfeiffer has been a partner at Fulbright & Jaworski, a large international law firm based in the United States. Pfeiffer began a four-year term in 2003 as Chair of the firm’s Executive Committee, responsible for the work of Fulbright’s 11 offices and approximately 900 attorneys around the world. Steve also has served as the partner-in-charge of both the Washington, D.C., (1998–2002) and London (1989–2002) offices. Additionally, he was head of the firm’s International Department (1989–2002).

As someone who has served on the boards of educational institutions and nonprofits around the world, Steve’s work on the Board at St. Andrew’s has been invaluable. According to Headmaster Tad Roach:

Steve Pfeiffer’s work on the St. Andrew’s Board has been important, dynamic and creative. As the former chairman of the board at Wesleyan University and as a Rhodes Scholar, Steve has a deep understanding of the liberal arts tradition in education. He has placed his highest priority on helping me to retain, attract and recruit the best boarding school faculty in the country. He is a wise, discerning counselor and mentor for me. And each one of his children—Victoria, Rachel, Emily, Stephanie—has made deep contributions to St. Andrew’s.
If these walls could speak...

As we celebrate the 75th anniversary of the founding of St. Andrew’s, I would like to say a few words about the School—its past, present and future. For a man or woman living today in the United States, 75 years is virtually a lifetime, and those 75 years must provide that man or woman with a complex and intricate portrait of life, of humanity, our culture, our nation, our time in history. And if that life of 75 years has been full of reading, study, reflection, service, family and human relationships, action, sacrifice and resilience; if that man or woman lived a full life, one that viewed each day as an opportunity and responsibility, then that person would have much to teach us, much to share with us, much to say. Such a man or woman would not be shocked, dismayed or surprised by the issues that perplex and divide us as a nation, nor would he or she be surprised either by the human capacity for good or the human capacity for evil. If we had the inclination or the time or the interest, we could learn a lot from our 75-year-old friend.

As I reflect on the School, assess the strength of the School and plan for its future, I find myself learning a great deal from the story of the School’s founding and from the writings and accomplishments of my Headmaster predecessors, past faculty and alumni. What, after 75 years, is St. Andrew’s abiding wisdom, distinctive vision and perspective? What would these majestic buildings say about the drama that they have witnessed over these many years?

St. Andrew’s has learned to embrace the complex and inspiring potential of community over these 75 years of its life. Implicit in the architecture of Founders Hall, in the spirit of an all-residential community for faculty and students is an embrace and affirmation of the concept that human beings create meaning, discover new ideas, new perspectives and common ground when they live together in communities and when they actively seek to take responsibility for the moral and ethical reality of their communities. In his final letter to the Board of Trustees following his retirement, our first Headmaster, Walden Pell, argued that

... primary emphasis be placed on human relationships, the fellowship between boy and boy, between master and boy, and between trustees, alumni, parents, faculty and other employees and students. If all who work and study at St. Andrew’s are strongly conscious of belonging to a warm, close-knit, Christian community where they are respected as well as trained and loved as well as corrected, the School will have a basic groundwork of spiritual power for all.

These days, most of us know what we mean when we talk about the spirit of community at St. Andrew’s. It is a spirit that is welcoming, warm, authentic and optimistic. It reveals itself in our rituals: our welcome of new students, our Frosty Runs, Headmaster Forums, AIDS walks, Turkey Trots, birthday celebrations, Polar Bear jumps, corridor meetings, Crush sales, trips to Andrew’s Place, Adaptive Aquatics, dorm parties, School holidays, School Meeting videos, skits, announcements, Chapel talks, gallery openings, three-on-three basketball, state tournament games, recitals, concerts and dramatic productions, Carol Shouts, Yearbook dedications and signings, Commencement—the list goes on and on. Most of you know and embrace what St. Andrew’s means by a community life united by the virtues of acceptance, generosity, service, hard work, scholarship, sacrifice and love. Yes, you could come to St. Andrew’s and seek either pure individualistic success or complacent anonymity. You could either spend every working hour worrying about yourself, either your own version of individualistic success or laziness, but you, quite literally, would have missed the entire experience that is St. Andrew’s. The reason why the School lives, breathes, changes and develops is that students and faculty take responsibility for the human spirit that has come to define the School.

Ultimately, St. Andrew’s as a school has a spirit and a soul. As we invite young men and women from all across the country and the world to study and build a community of hope and inspiration here, as we gather a brilliant and generous faculty to inspire, motivate and challenge you, as we develop an academic program designed to prepare you for engagement and leadership in the world, we remember that St. Andrew’s was founded to embody the values and habits of heart of a Christian school and community.

As we worship in this Chapel and offer, in our mission statement’s words, for the consideration of all the teachings of the Christian faith, we seek to embody not Christian platitudes but authentic Christian qualities of concern for and acceptance of others, compassion, generosity of spirit and empathy. If at the center of our School’s life stands a God of peace, of generosity, of reconciliation, of compassion, how can we live otherwise in the halls and corridors of this School; how can we live otherwise once we leave St. Andrew’s? In a recent letter, Presiding Bishop Frank Griswold suggests that Episcopalians are, in his words, “eager to be true to our calling to be instruments of God’s peace as St. Francis prayed we might be,” and he reminds us that classical Anglicanism “came into being as a reflection of a
comprehensive view of Christian faith able to make room for the many and sometimes seemingly contradictory ways in which the spirit of truth seeks always to lead us into Christ’s ever unfolding truth.”

Part of the excitement of being an Episcopal Church school is both the certainty we feel in our faith and in our history, but also the sense that we do not yet see, feel or understand the true vision and truth embodied in Christ. The work of faith, learning and Christian understanding remains as a key challenge for the St. Andrew’s of today and tomorrow.

As a 75-year-old school, St. Andrew’s has changed, evolved and developed in wonderful and miraculous ways. Come to my office and look at the earliest photograph of both Founders Hall and the School’s first faculty and you will see that once this building stood alone, in desolation on a dusty cornfield.

What strikes our alumni most powerfully as they return to St. Andrew’s today is the sheer physical beauty of this place: the campus, the woods, the fields, the trees, the pond, the wildlife. So, if these buildings, fields and pond could talk to us modern day St. Andreans, what would they have to say? I think the School would tell us to slow down, to appreciate the beauty, generosity and goodness that surrounds us. I think the School would remind us that we should spend more time reading, talking and walking around and exploring the campus (even in winter!) than spending time watching TV or worshipping a computer screen. I think the School would express appreciation for those who come, live, study and work here and leave the campus and its buildings even more beautiful than they were when they arrived. And I know the School mourns each careless attack on the beauty of its woodwork, its furniture, its common rooms and classrooms.

The School now knows the life cycle of its students, teachers and staff members. It has mourned the deaths of former teachers, staff members and students, and it has hosted memorial services in the Chapel to provide support and consolation for grieving families. And because the School knows about the miracle and fragility of life, it loves and welcomes children to its common room and dining room.

What would we do if we had $5 million to spend?

The School salutes men and women who serve their country through military service, through diplomacy, through politics, through social service, through community service. And the School created in the aftermath of World War I grieves for the succession of wars that have marked our century and the new century as well.

I know the School rejoices in our diversity, our deep commitment to ridding the School and society of hazing, intolerance, racism, sexism, religious bigotry and homophobia. And the School remembers all students who found their lives empty, invisible and solitary during their careers at the School.

Finally, the School feels a resonance from 1929 to 2004 when the School gathers as one—at chapel, at School Meeting, at family-style meals.

I know the School rejoices and comes alive when we express our warmth, care and acceptance of one another, when our classrooms ring with energy, vigor, passion and creativity. The School celebrates the development of our programs in the arts and rejoices when St. Andreans sing, dance, perform on or off campus. The School swells with pride when St. Andrew’s teams play with dignity, class, passion, resilience and good sportsmanship.

The School has witnessed the best and the worst of humanity over its 75 years of United States and world history, from World War II, to Korea, to Vietnam, to the Cold War, to September 11, 2001, to the war against Iraq. Through it all, thanks to our Founders, headmasters, teachers, students, alumni, staff members and parents, the School stands proudly, patiently and firmly for all that is good, all that is peaceful and all that is compassionate.

What would we do if we had $5 million to spend? Think about that for a moment, and then consider and remember that A. Felix duPont had to answer that question, and he decided to build a school, a community that was born 75 years ago today and now has inspired generations of young men and women to live personal and professional lives of faith, hope, optimism and service.

Even Mr. duPont, who was so generous and such a visionary, could not have foreseen how inspiring his idea of St. Andrew’s would end up to be. He opened opportunities for all of us. Now it is our turn to make sure that such opportunities are abundant and available for the future of his school.
O’Brien Arts Center opens with fanfare
Dedication ceremonies and opening events bring O’Briens back to campus

On Friday, October 15, St. Andrew’s School officially opened and dedicated the Joan D. and Jonathan B. O’Brien Arts Center. The full and extended O’Brien family was on hand to participate in the ceremony, as Board Chair Kitten Gahagan and Board President Kent Sweezey ’70 excitedly marked the conclusion of more than 18 months of construction and several years of planning. The building will fully house the School’s fine and performing arts classes, offering plentiful studio space, an art gallery, a 340-seat performance hall and stunning views of the boathouse cove and campus buildings.

Architect Dick Meyer incorporated key elements of other campus structures to create an exterior that harmonizes with the different styles of design in the surrounding area, blending the brick work of Amos Hall with the roof of the boathouse and the windows of Founders Hall. Extensive glasswork mirrors elements of the Genereaux Aquatics Center on the facade adjacent to that building. Designed in this fashion, and strategically placed at the center of the campus, the building seeks to bring the community together in multiple ways.

Elizabeth Roach spoke of Joan’s groundbreaking efforts in full-time service to St. Andrew’s in the Admission Office, particularly noting her influence in shaping the school that would emerge under the O’Briens’ leadership.

As the first Head’s wife to also have a career at the School, Joanie defined her role in a new and progressive way. She created an independent identity with her work in the Admissions Office, but she and Jon also worked as a team in building a complete school—a school of academic rigor, a school of caring and compassion, a school that reached out to all families.

As Associate Director of Admission for 20 years, she was literally responsible for transforming the School through the students and the parents that she met and
engaged with every day. With her warmth and energy, Joanie immediately made families feel welcome as they entered the School. She could connect with parents and children alike. Using her instincts as a mother, she would take the students into her cozy office, assume a comfortable sitting position—sometimes even tucking her feet up on the seat of the chair—and begin talking in a way that made them relax instantly. By the end of 45 minutes, she had magically and effortlessly made the student open up and reveal his or her true self. Joanie had a unique, intuitive ability to know exactly how a student would be able to contribute to a school. She liked all kinds of kids, and she understood how to put a class together with many different talents, interests and personalities. As an empathetic parent, she also naturally connected with the questioning, loving, worried parents. She reassured parents—not just by her words but by her presence—that their son or daughter would be taken care of—and that is, after all, what parents really care about.

She let them know that this was a school that would challenge their children academically, artistically and athletically. But most of all, she let them feel that this school would be a home for their children and for them for many years. By the end of the family’s visit, they were totally under Joanie’s spell and therefore totally sold on St. Andrew’s.

Her work within and outside of her office was extensive and tireless and always, always full of love and happiness. She brought all the constituencies—visitors, teachers, students, parents, trustees, alumni—together so often. Just as the Strand now connects the two sides of the campus, Joanie too connected so many people at St. Andrew’s for 20 years.

Following his wife’s salute to Joan O’Brien’s work at St. Andrew’s, Headmaster Tad Roach completed the tribute and delivered remarks in praise of Jon’s transforming leadership as the School’s third Headmaster:

It is an honor for me to speak about Jon O’Brien on this exciting day at St. Andrew’s. I could talk endlessly about Jon, for he meant not only the world to St. Andrew’s during the 20 years he worked and lived at St. Andrew’s; he meant the world to me, for he was my teacher, mentor and friend, and he was my inspiration for pursuing a career in independent education. He changed St. Andrew’s in dramatic, important and exciting ways. He also quite literally changed and inspired my life. When he invited me in 1981 to become involved in the transformation of St. Andrew’s as one of the great boarding schools in America, I never dreamed at the time that I would be honored to serve as Jon’s successor as Headmaster at St. Andrew’s.

Jon O’Brien was one of the great headmasters of the last part of the 20th Century in American boarding schools. In fact, I happen to know and believe that he was the best headmaster in the country during his career. During his tenure at St. Andrew’s (1977-1997), he fell in love with St. Andrew’s mission, its potential, its people, its land, its spirit. Like all great headmasters, Jon O’Brien sought and strove for excellence at his school. He wanted to develop a student body that was bright, athletic and artistic. But he wanted more; he wanted St. Andrew’s to inspire goodness, decency, spirit and optimism in our students. He came to a school that seemed cold and at times austere and distant, and he left the School a warm and welcoming place.

In his last years as Headmaster, as he began to prepare for his second career as an artist, Jon and I began to talk about the essential and important place of the arts at St. Andrew’s. He sensed the vulnerability of the arts to the growing intensity and momentum of the college admissions process and argued passionately that
St. Andrew's must take steps to provide time, place and recognition for the human capacity for creativity and expression. This building is a step in the right direction! May this building remind all St. Andreans that we were blessed and honored to have the O'Briens as our leaders from 1977 to 1997. May this building stand for Jon and Joan's love of art and their deep appreciation of the centrality of the arts in a liberal arts curriculum. And may this building be a place of creativity, optimism, hope and good fellowship—the hallmarks of the O'Brien St. Andrew's legacy.

Engelhard Hall opens with Orchestra and Concert Choir performances

On the evening of October 15, the walls of Engelhard Hall in the newly opened O'Brien Arts Center resonated with student music on opening night before a full capacity crowd. Headmaster Tad Roach prefaced performances by the Orchestra, Concert Choir and Chorale with the following remarks:

Warner Gallery presents alumni artists in “The Relevance of Observation”

Following the dedication of the O'Brien Arts Center earlier in the day, members of the St. Andrew's community held the first official events in the new building. After dinner, the Warner Gallery displayed its opening exhibition, ‘The Relevance of Observation,’ a collection of artworks by various alumni artists.

The artists included Bruce Colburn ‘82, Christina Court ‘92, Veronica Erard ‘97, Brad Hamilton ‘84, Elizabeth Hickok ‘92, Jennifer Hughes ‘92, Chris “Lucky” Leone ’79, Garner McCandless ‘93, Chris Reiger ’93, John Schoonover ’63 and Robert Seyffert ’71.

Headmaster Tad Roach opened the exhibition with the following remarks:

Tonight we thank the Warner family for their generosity in making it possible to create this gallery. As a Trustee and former parent, Patsy Warner has made distinguished contributions to the life of this School. She is a passionate advocate of the faculty, and over the past three years she has helped us develop a compelling vision for this building. She spent hours choosing colors, furniture and finishes throughout the building. She envisioned spaces within this building that would function as inspiring places for public exhibitions and concerts, but at the same time provide a warm and creative environment for our students and faculty who work here every day.

Michael Warner ’00 speaks at the opening of the new Warner Gallery.

Bruce Colburn ’82 displayed his oil painting, “Sycamore.”
From the very beginning of this project, this performance hall was designed to be the center and heart of the building. The hall has the capacity to welcome over 400 guests and to host lectures, concerts, recitals, conferences, films and School meetings. Its remarkable state-of-the-art acoustic system will inspire beautiful and compelling student and professional recitals and performances. This hall will serve as a superb cultural resource for the School, its alumni and the Delaware community. Like our Chapel and dining room in Founders Hall, the Engelhard Performance Hall will create community, create a sense of artistic, musical, intellectual and spiritual sophistication in our School.

The wonder of this space lies in its paradoxical sense of majesty and intimacy. This is a space that called for a dramatically elevated ceiling to create acoustic excellence, but the room is somehow so comfortable, warm, friendly and intimate. It feels like a space designed perfectly for St. Andrew’s and its community. Whether a student performs before an audience of 15 or whether the hall is filled to capacity like it is tonight, the effect is powerful, dramatic and compelling.

As we open this performance hall, we honor and thank Sally Pingree for her friendship, leadership and support of St. Andrew’s. It was Sally who made it possible for St. Andrew’s to transform the basement of Founders Hall into a beautiful lower level composed of offices, a conference room, a computer lab, school store and student post office. Dedicated to her daughter, Katherine E. Pingree, Class of 2001 (and here with us tonight), the lower level of Founders Hall has literally...
Levinson Lecture examines the 9/11 Commission
by Micah Levinson '05

On October 22, 2004, the second annual Levinson History Lecture was delivered by Philip D. Zelicow, chief of staff of the 9/11 Commission. Dr. Zelicow previously taught at Harvard’s Kennedy School of Government and for the past three years has served as Director of the Miller Center for Public Policy at the University of Virginia.

Dr. Zelicow presented an analysis of the 9/11 Commission Report, focusing on the Commission’s conclusions regarding the events leading up to the attacks on the World Trade Center and the Pentagon, the breakdown in security arrangements, and failures of communication regarding known risks between branches of the government. He also discussed the current state of affairs in the Islamic world and the conditions that have given rise to Islamic terrorism.

Finally, Dr. Zelicow discussed the Commission’s recommendations, emphasizing the organizational weaknesses of agencies within the federal government and the need to reorganize in a more comprehensive and business-like way.

transformed the spirit and energy of our main building, providing glorious views of our pond and front lawn. Sally’s gift opened up new possibilities within the School for dramatic and important renovations in our campus buildings, and she set the stage for more ambitious and successful capital efforts calling on all St. Andreans to support their School.

Sally’s generosity has made this performance hall possible. In naming the hall in honor of Jane Engelhard, Sally honors her mother and introduces St. Andrew’s to a woman whose life was characterized by a deep love and appreciation for the arts, and a deep commitment to public service. Jane Engelhard was a philanthropist and art collector who lived a remarkable life.

Born in China in 1917 where her father served as Brazil’s ambassador, Mrs. Engelhard was educated in France and spent most of her adult life in Far Hills, New Jersey. She and her husband, Charles Engelhard, served as representatives of Presidents Kennedy and Johnson on diplomatic missions. Mrs. Engelhard supported the Metropolitan Museum of Art, the Newark Museum and the New Jersey Symphony. She helped design a grove along the Potomac River to honor President Johnson; she served on committees to preserve the White House, working with Jacqueline Kennedy to Laura Bush on ways to honor America’s home for its Presidents.

As one of Mrs. Engelhard’s five daughters, Sally Pingree studied her mother’s love of art, love of people and love of democracy, and she in her turn has become a leader and spokesperson for American schools and colleges. She has become a passionate advocate for the mental and spiritual health of students on college and secondary school campuses. In her capacity as a member of the Board of Trustees at St. Andrew’s, Boston College and the Potomac School and in her leadership of the national study of mental health, alcohol/drug use and engaged learning in college, Sally advises, mentors and challenges heads of school and college presidents to fulfill their commitment to students and to their communities. We are honored that Sally believes that St. Andrew’s is a school of hope and optimism, a place where young men and women will find inspiration, guidance and support in their educational journey. Her generosity to St. Andrew’s School, its faculty and students inspires us to work with passion, dedication and commitment to being a school that leads independent education into a deep and sustained commitment to students, to the arts and to engaged learning and community service.
Andrew Butters ’91 shares experiences in Iraq

Students and faculty packed the O’Brien Arts Center’s Gahagan Room on Wednesday, November 3, to hear Andrew Butters ’91 describe his experiences in Iraq over the past year. Butters, whose uncle was campaigning for governor in Delaware that week, is back in the United States for a short time but expects to return to Iraq soon. History teacher Lindsay Brown invited him to speak to his 20th Century History students and others who were interested in current events in Iraq and the Middle East.

Environmental stewardship key in 2004–2005 school year

Headmaster Tad Roach has made “stewardship” a watchword for the school year, as students, staff and faculty work to take care of the campus and increase their own environmental awareness. “Those of us who live on the campus today must appreciate this natural sanctuary because...the landscape outside the School has been demolished so wantonly and brutally over the last 15 years,” Roach told students recently, adding, “It is our responsibility to be stewards and caretakers of the buildings, campus, pond and farmlands of the School, and it must be St. Andrew’s responsibility to create in its students a deep and enduring sense of environmental awareness and stewardship.”

Roach has charged all students and the Environmental Club, with the leadership of biology teacher Peter McLean, to take on a number of initiatives to ensure that the campus and precious natural resources are well cared for. Senior Master Bob Colburn has taken on the job of promoting stewardship through the jobs system at St. Andrew’s and spends each morning ensuring that students recycle and take care of the School’s classrooms, dining hall, common spaces and campus.

These initiatives are at their most visible on Sunday nights during dorm cleanups, when all residents gather at 10 p.m. to clean the corridors and remove all the trash and recyclables. Students gather up glass, aluminum, plastic and paper products and take them to new, fully equipped recycling stations near the dumpsters. In addition, common areas like common rooms, bathrooms, hallways and stairwells are cleaned up and scoured in preparation for the coming week. Members of the VI Form take a leadership role in ensuring these jobs are done properly and that recyclables make it into the proper containers.

Environmental Club students, staff and faculty have also identified materials used by St. Andrew’s that could be replaced with more environmentally sound options. Paper plates and cups are no longer available for “take-out” in the dining hall. Director of Admission Louisa H. Zendt ’78 has purchased a set of ceramic mugs to use in the Admission Common Room, eliminating the use of hundreds of paper cups each day for coffee and tea for our visitors. Faculty Secretary Lisa Henson has begun to produce the weekly School calendar on paper on an as-needed basis,
A freelance journalist who has been published primarily by Time magazine since the war in Iraq began, Butters encouraged students to take on difficult situations in the same way they take on any project and to rely on what they already know about how to get things done. He described his experience planning the trip and the choice between driving into the country and risking robbery, kidnapping and murder on the roads to Baghdad or flying in from Amman, when surface-to-air missiles are frequently launched at incoming airplanes. Though he admitted that “it was the scariest plane ride” he has ever taken, he knew at that moment that he was “stepping into the unknown,” and humorously noted that he had to rely on the way he had always gotten by, “through making friends and begging for help.”

Butters described a reporting environment right out of the early 20th century, with all reporters being equal—no cell phones, no faxes, none of the advantages normally associated with a large news organization and high technology. Students were surprised to learn that when Butters arrived in Baghdad a year and primary circulation has been shifted to the School’s intranet. Students are researching options for a cost-effective recycled-content paper for printers and copiers around campus. The School now uses bathroom tissue and napkins with 100 percent recycled content.

Energy use is also an area of concern, and student-led initiatives are aimed at reducing use of electricity around campus and educating the entire community to change the habits that create energy waste. The School Store now carries fluorescent light bulbs that can replace incandescent bulbs in lamps and lights. The fluorescents are three times more efficient than the incandescent ones and can save over $40 in energy over the life of one bulb. Each common room has signs educating students about how much energy is saved each time they recycle a can or flip off a light switch when no one is in the room.

Working together, students, McLean, Director of Facilities Dave McKelvey and Facilities Researcher and Purchasing Agent Penny Bartsch have also extensively researched the possible use of renewable biodiesel fuel in the School’s diesel trucks and tractors. After studying biodiesel for several years, a presentation by a group of Middlebury students who were touring the country in a biodiesel-powered bus inspired an active interest in how St. Andrew’s could use this renewable fuel source. Through research, they discovered that a new biodiesel plant is being built in Clayton, Delaware, only minutes from the School. In addition, no alterations need to be made to vehicles in order to replace some or all of the diesel fuel with biodiesel. Said McLean, “A dream of ours would be to have soybeans [from St. Andrew’s farms] come back to us as fuel for our tractors, buses, and furnaces.” In the meantime, aging vehicles in the School’s fleet will be replaced with the most fuel-efficient new models possible.

A multilateral group calling themselves the Recycling Amigos—with representatives from facilities, dining services, the business office, and school administration—will work throughout the year to expand recycling efforts as far as possible. They are exploring additional materials that might be recycled, local food sources for the dining hall and the possibility of composting food waste generated at family-style and cafeteria meals. To increase awareness of the need for local food sources, Jamie Devereux ’06 is working this winter in the greenhouse to produce herbs for dining services to use in student meals. The Amigos also plan an energy audit of the entire campus to discover ways to improve the campus energy use and prevent energy loss.

McLean calls all of this a “community endeavor.” Through their local activities, students connect to global environmental concerns. For example, the proceeds of recycling aluminum cans are spent to buy acres of rain forest through the Nature Conservancy’s Adopt-an-Acre program. Every student is involved in recycling, planting trees on Arbor Day and Earth Day, and the daily work of taking care of the campus.
ago, Iraqis, fresh from 30 years of evil dictatorship, were eager to talk to him and discuss themselves, their families and the future of their country. However, he described a situation that changed dramatically after the dual uprisings in Sadr City and Fallujah last March, to the point that when he left Iraq this fall the open window of communication had closed. Now, he said, “Iraq has become a dangerous and scary place, palpably dangerous—something you can feel.” He enjoyed his friendship with Iraqis, but towards the end of his stay there he felt that his presence endangered his Iraqi friends, who could be kidnapped or killed because he had been in their homes.

Most recently, as Baghdad became more dangerous, Butters stayed in northern Iraq in the relative safety of Kurdish lands. He found that the nearby borderland cities of Mosul and Kirkuk, once a model of the United States occupation, had become very dangerous places. (See his article, “Letter from Mosul” on page 44 of this issue.)

Students asked whether they could trust the news coming out of Iraq. Butters indicated that news from Iraq was not so much biased by reporters or the American government as it was inaccurate because journalists now lack access to government figures, the cities where the action is taking place and even ordinary Iraqis. Upon his return to the United States, Butters was astonished that Americans do not realize how bad the situation is in Iraq. He told the students, “picture what you imagine as bad—and it’s worse.”

Eventually, he said, Western reporters will be unable to take their cameras into these places as well, and “real journalism” will become even more rare outside Iraq.

Butters expects to return to northern Iraq later this year.

**Parents Weekend reveals autumn beauty**

Autumn hit Noxontown Pond on cue, as parents absorbed the St. Andrew’s campus in its breathtaking fall foliage on October 30-31. Parents attended presentations on the state of the School, athletic games, dramatic and musical performances and parent-teacher conferences. In an amazing overnight transformation, the School’s woodlands shed their leaves, blanketing the campus with vibrant color.

On the stage of the Forbes Theater, students examined the societal influences and hatred behind the murder of a homosexual college student in Moisés Kaufmann’s *The Laramie Project* (see p. 17).

Following a light rain on Saturday morning, athletes and spectators enjoyed a brisk fall afternoon of athletic games.

The new Engelhard Hall in the O’Brien Arts Center was put to good use during its first Parents Weekend. On Saturday evening students gave recitals on the piano, while Sunday morning brought a short program of music from the St. Andrew’s Orchestra and Concert Choir.

Taylor Brown ’08 prepares to kick off en route to a 24–0 victory over Wilmington Friends during Parents Weekend.
Fall Snapshots

Chaplain Jay Hutchinson blesses Tallulah, the Roach family labrador retriever, during the School’s outdoor St. Francis Day Chapel service.

V Form students engage in group dynamic activities during orientation sessions in September.

Eliot Brady ’06 gives fly-fishing a try during a lakeside lesson to supplement her V Form English study of A River Runs Through It.

St. Andreans dart across the athletic fields at the start of the Vestry’s Turkey Trot, raising over $700 for Andrew’s Place, a Wilmington homeless shelter.
John O. Platt redux

When the Fall 2004 article on the men who helped found St. Andrew’s (“Foundation of a Dream,” by Hope ’01 and Joy McGrath ’92) reached our circulation, we heard from Davis Platt ’41, who enlightened us with previously unknown information about his father, John O. Platt, prominently featured in the center of N.C. Wyeth’s Founders Mural.

John Osgood Platt was born in 1874, to a northern father and southern mother who had two children in rapid succession. The family moved to Nyack, N.Y., where John’s father died within three years of the birth of his children. John’s mother, southern-raised and alone in the far north, chose to move to Philadelphia, where John’s father had a brother. In this extended family network, John was raised and sent to a private school in Wayne, Pa., that later merged with Valley Forge Military Academy. John did not attend college, but instead began work as a clerk at the Insurance Company of North America, where his uncle, Charles Platt, was president. In 1903, John was sent to San Francisco to work claims reviews after the earthquake and great fire. He did so well handling the company’s business, he began to rise within its ranks and eventually became president himself.

Though he may have also met them in other Philadelphia circles, Platt spent time with Allan J. Henry and A. Felix duPont while rowing for the University Barge Club along Boathouse Row. In 1900, the three of them won the Schuylkill Navy Regatta in a four-oared race. Henry and Platt would continue to race together in doubles, pairs and fours for the next ten years, frequently crossing the line first.

John had a son, John O. Platt Jr., from his first marriage. His wife later succumbed to the global flu epidemic during World War I. His second marriage produced three children—Davis, William, and Polly.
Students witnessed the complex nature of "tolerance" within a town afflicted by tragedy in the St. Andrew’s production of *The Laramie Project*, a play by Moisés Kaufman and the Tectonic Theater Project. The play highlights the circumstances surrounding the death of Matthew Shepard, a University of Wyoming student who was targeted, tortured and murdered for his sexual orientation.

Chaplain Jay Hutchinson asked Director Ann McTaggart ’86 to deliver the Wednesday evening Chapel Talk preceding the opening night performance of *The Laramie Project*. McTaggart’s talk helped create a context of open discussion and exploration of the themes presented in the play. As she told students, “theater at its most powerful provokes thought, ignites controversy and drives change.” In her talk, she discussed the shocking nature of the violence in the play and urged students to consider that “fear can lead us down dark paths,” but then reminded students that they “need a glimpse of Matt Shepard’s world, because it is our world.”

The actors on the stage in Kaufman’s play represent the members of his theater troupe who went to Laramie six times after Shepard’s death to interview dozens of town residents involved with Shepard’s murder. With many characters and much dialogue due to the representation of interviews on stage, the actors shouldered an amazing burden by each handling several roles. In their capable hands the town of Laramie was brought to the stage, revealing how societal ambivalence permitted a culture of hatred, and, ultimately, the violence that claimed Shepard’s life.

During the Saturday night performance on Parents Weekend, a local power outage left the Forbes Theater in darkness midway through the play. The actors did not yield to this obstacle, powerfully completing *The Laramie Project* by the illumination of flashlights hastily procured by students and faculty from around St. Andrew’s campus.
Staff Profile

Editor’s Note: The St. Andrew’s Magazine will feature a regular profile of a member or members of the staff. Since its founding, St. Andrew’s has been fortunate to have a staff composed of men and women who are essential to the School’s success. We hope these profiles reassure you that this tradition of dedication is alive and well.

Mary Loessner
Reflections on 28 years of St. Andrew’s history

St. Andrew’s Magazine: You have been at St. Andrew’s for how many years? Twenty-eight? That is well over one-third of St. Andrew’s entire history!

Mary Loessner: I became a full-time employee of St. Andrew’s in 1977, but I was here part-time for a while before that. I had worked on a random, part-time basis in nearly every office when people were ill or on vacation. Some of my work included student class scheduling—the old-fashioned way before computers!—answering the telephone, greetings visitors, assisting faculty and working in the Headmaster’s office. I worked with Bob Moss [the second Headmaster], Jim Brown [Bob’s assistant head], and Norman Thornton [business manager], to name a few. Doris Barron [the School’s alumni secretary] and Myrtle van Horn [faculty secretary] welcomed me when I first arrived. I’ll always remember their kindness.

SAM: What jobs have you done during that time?

Mary: When Jon O’Brien was appointed the School’s third Headmaster in 1977, Norman Thornton called me to see if I’d be interested in working full-time for St. Andrew’s. After brief interviews with Jon and Norman, I became a full-time employee in the Headmaster’s Office in September 1977.

Young and enthusiastic, both Jon and Joan O’Brien were eager to begin their tenure as Headmaster and First Lady of St. Andrew’s in 1977. They had come from Westminster School in Simsbury, Connecticut, with their three daughters—Jenny, Meg and Lou—a warm, wonderful family. (Our daughter, Laura ’86, and Lou O’Brien ’84 formed the “Hippopotamus Club.”

Lucy Zimmer ’86 was a charter member, too. Membership included ownership of a smooth rock with their signature hippo painted on it.)

My first memories of Joanie are wonderful too. Picture her running down the hall in her stocking feet, careening around the doorway to Room 18 and skidding to a stop before introducing herself as the Headmaster’s wife! I immediately felt at ease in her exuberant, friendly presence. And Jon was a strong, dedicated, no-nonsense Head who had an unbelievable soft spot for St. Andrew’s students, faculty and, of course, his family.

Not too long after Secretary of the Episcopal Church School Foundation Walter Cady died, Jon wrote me a very nice letter to let me know he had volunteered my services to the Board of Trustees to take minutes of Board meetings, keep records, set up meetings and serve as the liaison between the Board and the School. Jon wrote, “Congratulations—you have just received

Mary Loessner, shown here during the O’Brien years, has been a part of the St. Andrew’s community for nearly 30 years.
considerably more work to be added to your workload!
... The trustees asked ... (actually, to be honest, I
volunteered your services).

So somewhere around 1982 I began my work with
the Board—a position I've really enjoyed in addition to
my work in the Headmaster's Office. And it really has-
't been "considerably more work." Rather, it has been
wonderful to get to know so many good people on the
Board over the years—members of the Founder's fami-
ly, alumni and friends of the School. I'm honored to
have such a position. For many years I have also been
the copy editor and proofreader for various publica-
tions, and am now a proofreader for St. Andrew's
Magazine. I've enjoyed this job, too—it enables me to
read the Magazine—cover to cover—a good way to
catch up on St. Andrew's news.

SAM: Did your perspective on St. Andrew's change when
you had two children here?

Mary: In a word, no. But let me backtrack a bit. Not
long after I started working at St. Andrew's, Skip and I
had been thinking about schools for our children, Mike
and Laura. I had a first-hand view of the wonderful
education St. Andrew's students were receiving; we
wanted this type of educational experience for our
children, too. So we made the decision to have Mike
interview at the School. In the fall of 1979, Mike joined
the Class of 1984 as a II Former. Since neither Skip nor
I had had a boarding school background, we agreed as
a family that this giant step for Mike was not etched in
stone. If it didn't seem like a good fit, we would surely
make a change after his first year. I think it took all of
a week or two for Mike to decide this was the school
for him. Laura joined the Class of 1986 two years later,
and both still enjoy friendships that they formed with
their St. Andrew's classmates.

It was great fun to have them here. They kept busy
in School life, and when they came home on week-
ends, they often brought other students with them. I
tried to keep my professional life separate from my
life as their mother. I think it worked.

SAM: What has changed the most since you began work-
ing at St. Andrew's?

Surely the campus has changed and grown. During
Jon O'Brien's tenure, the School gained K, L and M
dorms and the Moss Annex for girls, new faculty
homes and the Genereaux Aquatics Center. And dur-
during Tad's tenure, the School added the new facilities
services building, more new faculty homes, a new pre-
school and child care building and the new O'Brien
Arts Center.

Little has changed with the people at St. Andrew's.
Twenty-eight years ago, St. Andreans were special—
students, faculty, alumni members of the staff and
friends of the School. Jon and Joan O'Brien helped to
create a family atmosphere at the School. It wasn't
unusual to have a dog or two lying in the hallway and
students gathered around the fireplace in the Main
Common Room drinking hot chocolate when prospec-
tive students and their families visited the School.

Then Tad became Headmaster in 1997, and he and
Elizabeth have expanded that foundation to include a
community that emphasizes cooperation, collaboration
and respect among its members, in addition to one
that supports the School's unique culture, mission and
spirit. They, together with their four beautiful children
(all of whom were born and raised at St. Andrew's)
have created an even more diverse and inclusive St.
Andrew's family. Today everyone who visits the School
notices and even comments on the feeling of warmth
at the School—the thoughtful, caring, close-knit, con-
nected, human culture at St. Andrew's.

SAM: In a time when people change jobs so frequently,
why have you stayed here at St. Andrew's for so long?

Mary: Why have I stayed at St. Andrew's for so long? I
believe in the School; I believe in its mission; but most
of all, I love the people who make up this wonderful
community.
“First Time” —Making the transition to adulthood
Remarks delivered on October 6, 2004 by Will Speers, Dean of Faculty

So there we were, strutting out of McDonald’s, weighed down with Big Macs, French fries, sodas, hot apple pie bars—a welcomed mid-afternoon snack during the spring of my 10th grade year at boarding school. I was with Mike O’Malley, a junior, one of the really cool, flashy students: varsity heavyweight wrestler, starting tackle on the championship football team, a lead in the recent school production of *Guys and Dolls*. I think he bought two of everything—two Big Macs, two large fries, two large Cokes, two apple pies, probably two hot fudge sundaes. And I was also with the school’s driving instructor, a now face-less man who sat in the front seat with a small, slightly hidden emergency foot brake, and who told us bizarre stories of his own youthful exploits in Boston.

We approached the car, a large, wide, undercover cop-type vehicle, Mr. Whateverhisname opening the passenger door, and Mike getting into the backseat with his three bags of food and entire drink tray of Cokes. It was at this moment that I realized I was now getting in behind the steering wheel of a car for the first time. I’d never practiced driving with my dad down our driveway or in the church parking lot; I’d never raced go-carts or tilled the fields with a tractor. Yet here I was, sitting behind the wheel, slightly worried I might not be able to see fully over the dashboard, my Big Mac waiting deliciously but uneaten by my side, the drink in the car’s only cup holder beneath the radio. Did people looking at me from their cars see me as James Bond? Clint Eastwood? Elmer Fudd? I remember turning the key in the ignition, then awkwardly moving the gear-shift behind the wheel from park to drive as we gingerly exited the parking lot. The car seemed to drive itself, and I wasn’t very comfortable in the seat. A trickle of nervous sweat ran down behind my ear. I’m sure my face was flushed, despite how calm and normal I tried to project myself as.

The driving instructor quickly deduced that he had a complete idiot on his hands, because he leaned over and with his left hand grabbed the wheel and impatiently steered the car out of the parking lot, turning right on this tree-lined road which had a “STOP” sign about 200 feet ahead of us.

I recall that Mike and Mr. Whateverhisname settled down to their feast at this moment, and I started to relax in the seat, pretty sure that I could do this, that in fact driving this small tank wasn’t that hard. So a few seconds later, when the driving instructor, his mouth bursting with two all-beef-patties and special sauce, casually mentioned, “OK, put your foot on the brake at the sign,” well, I did just that. I put my foot on the brake. Not gently, slowly, but directly, firmly—perhaps more like a stamp than an easing—down. Instantly, we all hurtled forward and then whiplashed back as the car slammed to a stop at least 100 feet before the sign. The instructor flew into the console, his drink, fries and hamburger splattering against the windshield. I smacked into the wheel; but what I remember most vividly was glimpsing—and feeling on my neck—all of Mike O’Malley’s food and drink rocket from the backseat into the front of the car, bursting against the dashboard and splashing against the back of my head. Out of the corner of my right eye, I can still see his large Coke, horizontal in the air, the yellow and white straw pointed like a radar, flying past me before it crashed and exploded in a sticky, carbonated eruption against the rear-view mirror. As we three recovered from this gastronomical dousing, my driving instructor glared at me with ferocious eyes and snapped, “I said ‘Put the brake on,’ not ‘Slam it down!’”

You see, I didn’t know how the brake worked; that the car’s power brakes needed very little pressure; that stopping a car should happen not instantly but instead gradually; that, yes, Newton’s second law on force and motion also applied to large fries and 32-ounce sodas.
Luckily for us, no one was behind our car when we abruptly and unexpectedly halted in the middle of the road.

I’ve tried not to quake, like that driving instructor did with me in each of our subsequent lessons, as I’ve suffered through Christopher’s early forays with his official Delaware driving license, a condition that is much more about me than a comment on his actually quite fine driving skills. Doing something for the first time is rarely easy, rarely done right, rarely understood. My age then at 16, your age now, in the heart of adolescence, is rife with “firsts,” with moments of cultural, social, intellectual, emotional, physical and biological rites of passage. Many such steps are filled with joy and celebration; some are confusing and uncertain; some, tragically, can be devastating, even fatal. This transition from speaking like a child to speaking like an adult lacks an easy guidebook and teems with mixed messages. Everything that adults do appears so simple and uncomplicated to you—driving, being married, holding down a job, drinking, spending money—that it surely can’t be hard to duplicate.

As you enter these exciting years, you are indeed more on your own, given more responsibilities, allowed to make more decisions. At family meals, you now sit with the adults, rather than being relegated to the kids’ table in the kitchen; you select what clothes you wear; you have a bank account; you’re aware that there are more people around you—and a lot of them are attractive, interesting, fun, creating a maelstrom of emotions. Possibilities, choices, temptations surround you; and it’s hard to discern which ones are feasible, which prohibited, and what are the consequences of experimenting with those that are off-limits. In thinking about these transitions, I keep coming back to that moment when I didn’t understand what the driving instructor meant about “put your foot on the brake.” It’s almost as if there’s a new language to learn. Maybe this is why adults and teenagers have trouble understanding each other: we are not speaking the same language any more. How can adolescents speak, understand, “do” the language of the adult experience, when that world isn’t quite what it presents itself to be?

Ironically, it was an incident with a car that confronted me with another “first” about this adult existence. Later the following summer, I was hanging out in the early evening with two cousins near our house in New Hampshire. I’d been allowed to use the family car—a blue VW Squareback—to pick up Sydney and Susan, all of us 16, and bring them down to a dock near our house. It was an entirely innocent evening of cards and teenage talking—they gabbed about their many boyfriends, and I shared stories about friends of mine who had girlfriends. We laughed and played Hearts, a small lantern glowing on the card table. Someone checked a watch after midnight, but we didn’t think there was a problem, or we tried to pretend that there wouldn’t be a problem, because our parents went to bed early, and we weren’t doing anything “wrong”—it wasn’t like we were at a mall or drinking or listening to strange music or driving around recklessly. We were just sitting near the water, talking, playing cards, laughing—yet since our parents didn’t know any of that, they couldn’t possibly share in our idyllic relaxation.

Around 3:00 a.m., one of our parents suddenly woke up and realized she’d fallen asleep without seeing her child come in, so she nervously telephoned the other two homes; all of them confirmed that the three of us were missing. They hurried to their cars and drove through the woods frantically searching for us. Most of the dirt roads border a lake, and I later found out that my father kept looking to see if our car had tumbled
off the road into the dark waters. Even though we were only a quarter of a mile away from my home, the parents drove terrified through the woods for almost an hour. When Sydney, Susan and I saw headlights and heard cars skid to a stop on the dirt road and then recognized scared voices yelling our names, we knew that something wasn’t right. In silence, we each found our parents who had all arrived at this dock like a police SWAT team, and they drove us back to our homes in cars that were very quiet.

When I woke up late the next morning, my mother told me that dad wanted to see me down in his reading cabin about 100 yards away from our house. I remember going into this meeting pretty nonchalantly, a “What’s the big deal?” bravado to my voice and my body language. After all, we hadn’t done anything bad. We didn’t drive fast—in fact, we didn’t even drive! What was their problem with our staying up a little late and, OK, not letting them know where we were, even though they were asleep and didn’t even know we weren’t in? I expected to be yelled at, to be told how wrong I was, that I’d caused all these people to drive around frightened for an hour, and then my father would utter the ultimate condemnation: “Do you know what this did to your mother?” I also knew that I would be grounded but quick, and I could kiss good-bye using the car anytime soon.

Instead, the “big problem” was that my parents loved me. The “big problem” was they wanted me to be safe; they didn’t want me to be hurt. My dad didn’t get angry at me in the traditional sense of screaming voice and shouted threats: he was mad at me because he loved and cared about me. That morning I realized that parents can express their love through anger, worry, new rules, tears from what might have happened. And, yes, there were consequences to my actions. I was “punished” by being reminded that I was connected to the people around me, and there was no way I could ignore those relationships. So my punishment was to go and talk to the four other parents.

Surprisingly, Dad let me drive by myself to each home. Surprisingly, each conversation with these other parents ended in their hugging me.

I have a final experience to illustrate this enticing, problematic, tempting world just hovering past adolescence. I remember this moment as one of the first adult conversations I had with a grown-up. It happened at my home during a dinner party in the fall of my 9th grade year. I knew most of the couples, and I recall it was a buffet supper. That week, my best friend at school, Matt, told me that our headmaster had accused him of using drugs, “pills” he said. I was stunned. How could Mr. Stevens be so wrong? I felt betrayed by this headmaster, a man I’d known for years and who was also my English teacher. While I knew my friend played in the fast lane, what upset me about this situation was that I didn’t think the headmaster had a right to ask these questions. He didn’t have a right because Matt was my friend. I knew drugs were bad, but Mr. Stevens couldn’t make me question my loyalty to Matt. He didn’t have a right to make me see Matt differently. I decided to speak to Mr. Stevens and fiercely defend Matt. In truth, however, I was fiercely going to defend my denial of any other possibility.

“The paradox of our humanity is that we hurt those we love, and we assault those doctrines we need and believe in the most.”

At a break in the dinner I asked Mr. Stevens if we could talk, and we quietly left the others and went back to another room, the guest room, and sat facing each other on the edge of two twin beds. After whatever I said politely and naively, Mr. Stevens calmly but surely explained to me exactly why he had to ask these questions, that he had to think of an entire school,
not just one person, and anything my friend Matt was doing was already starting to taint the health and safety of his students. I tried to be angry with Mr. Stevens; I tried to switch the focus away from Matt to what Mr. Stevens was inflicting upon my friend. My loyalty to Matt was blind and shallow, and it crumbled quickly as I listened to Mr. Stevens state his responsibility both to Matt and the other students. He wasn't out to get Matt, which I had immediately assumed. Actually, the more we talked, the clearer it became how much Mr. Stevens genuinely cared about Matt.

This first adult conversation was both a humiliation and an epiphany for me. I was mortified because I failed miserably at being an adult; I pretended I could talk man to man on something I knew so little about. I truly didn't know the language—the meanings and implications of “responsibility” and “care” and “he can’t.” As I look back on that scene, I see a little boy wearing clothes too big for him, exposed for the impostor he was. However, what saved me that night was how Mr. Stevens treated me. He heard me out; he listened to my pathetic and juvenile reasonings. A master teacher, Mr. Stevens taught me something larger by engaging me rather than dismissing me. As we walked back into the dining room, Mr. Stevens patted me on the back with his big, gentle hand. His acknowledgement let me know that I had not been rejected by this new world. But his touch also communicated that if I wanted to be an adult, I could no longer pose as one. Playtime was over.

An additional insight to this evening: also at dinner was a man whose marriage was breaking up, and I remember just as I was leaving with Mr. Stevens, my dad was pulling this man into a quiet corner to talk to him about his failing marriage. At one level I felt like my dad and I were both trying to help someone else—my image is of the clichéd TV commercial of the little boy who’s trying to emulate his father, despite how little I knew how to be that adult. This evening was also the first time I saw that older people had problems. It was the first time I saw, I actually opened my eyes and understood, that not every marriage was a happy one.

For me these “firsts” were necessary, inexorable experiences that couldn’t be told to me or read about in a textbook; I had to live them, go through them blindly and awkwardly. I had to learn what happened with car brakes, with love, with responsibilities; I had to see, touch and feel love’s complex expressions. This departure out of childhood, a time when most of my scrapes and cuts had been external, ushered me into an age marked now by internal pain and confusion. I had to battle with what meant the most to me in my life, even if I couldn’t articulate what that marrow was. That’s what we do as humans: we clash against the values and relationships we cherish because we are trying to discover them for ourselves. We test and question them, seeing if indeed they will sustain us in this unfamiliar and perplexing landscape. The paradox of our humanity is that we hurt those we love, and we assault those doctrines we need and believe in the most.

The hope for us through these transitions is to communicate and connect, that double “punishment” my wise father graced upon me. Those of you still in your adolescent years should continue what is so natural for you—question; ask why, ask how; demand convincing reasons; don’t settle for simplistic explanations. Questions initiate dialogue, recognition, understanding, and those interactions consecrate our generations together, even when we disagree. Silence destroys more than argument; combative communication is at least communication. By embracing the tensions that divide our increasing years, we can navigate and even celebrate the cables that support us through turbulence, uncertainty, pretense and fear. Ultimately, these sacred connections grant us humor and hope and possibility and affirmation.
**GIRLS’ CROSS COUNTRY**

Wrapping up the season with a third-place state finish certainly helped Coach Mark Hammond characterize his girls’ cross country season as “very successful.”

The girls trained very hard, with a genuine interest in the practical scientific aspects of fitness and physiology. With the top five runners set to return next year, this team could be headed for even greater accomplishments. Fifth Formers Adelaide Belk, Marti Dumas and Brook Jackling, and III Formers Marina McGrail and Jessica Sipprelle surprised more than a few teams this fall, reaping a 9–1 dual meet record. All-Conference honors went to Dumas, Jackling and Sipprelle, for their top ten individual finishes at the DISC meet.

**BOYS’ CROSS COUNTRY**

A season full of “ups and downs” is how Coach Dan O’Connell framed his team’s 6–4 dual meet record, but he saw tremendous improvement among the runners, particularly the younger ones.

Dave Agia ’06 spent the season pursuing the Cardinals’ lead runner, Sam Baroody ’05, while freshman runner Tommy Rogers moved himself to the trailing edge of the varsity squad. Baroody finished the season with All-Conference honors after placing seventh at the DISC meet.

The outlook for 2005 is promising, with Agia, Rogers and fellow varsity members Dave Fowler ’06 and Tyler Nakonechy ’06 sure to be joined by strong JV runners.

**FIELD HOCKEY**

In her fourth year as head coach, Sarah Commito characterized this past season’s 4–12 record as a rebuilding year for the varsity field hockey team.

Despite the loss of eight starters from 2003, the Cardinals played many close games against some of the top teams in the state, but ultimately lacked the maturity to put the score in their favor.

Commto praised team captains Ashley Holbrook ’05 and Taylor Wilson-Hill ’05 for leading by example in practices and games. Senior goalkeeper Abbie Cain also kept the team alive in many games.

Holbrook and Wilson-Hill earned First Team All-Conference honors, while Abbie Cain, Behle Holbrook ’07, and Hadley Roach ’07 received Second Team. Honorable Mention went to Katelyn Fanto ’06 and Ashley Panichelli ’06.

The All-Conference underformers, along with Chessie daParma ’06 and Biz Forbes ’06 should comprise a more seasoned team in 2005.

The JV squad managed three wins and two losses, with six games tied.

**FOOTBALL**

Though this fall’s football season didn’t match the record-setting performances of the previous two years, Coach Mike Hyde had nothing but praise for his players.

The team worked hard, led by co-captains Tyler Montgomery ’05 and Warwick Potter ’05, faced a tougher competitive schedule, and captured a 4–4 record. Ikenna Iheoma ’06 made great strides as a football player, leading the team in rushing and scoring this season.

The team earned a share of the DISC title with two huge wins against Tower Hill and Friends. Unfortunately, Tatnall scored a last-minute field goal to wrest the Cannon Trophy and sole possession of the conference title away from the Cardinals.

The JV struggled against the second squads of much deeper teams, but benefited from the leadership of Frank Leach ’07 and Andrew Ward ’07. Taylor Brown ’08 showed flashes of potential during both varsity and JV play.
**BOYS’ SOCCER**

Suffering the loss of all but two starters from 2003, the boys’ varsity soccer team battled through a challenging season. Goalie Peter Salas ’05 and other defensive players kept the games close, but it was not enough to overcome the Cardinals’ offensive shortcomings. At the end of the season, the team rested on three wins and twelve losses.

Ben Smith ’05 earned selection to the First Team All-Conference roster, while Tyler Caldwell ’07 and Rob Bryan ’07 were named to the Second Team. Peter Salas and David Mannion ’06 received Honorable Mention.

The JV team had a solid season, finishing 8–4–2. David An ’07, Terry Kwak ’07 and Pierce Lopez ’06 look to be promising players for next year’s varsity squad.

**GIRLS’ SOCCER**

Coach Bobby Rue pushed his team to a 11–2–1 finish, setting the school record for victories, with a talented starting unit, a solid squad of substitutes, and a strong cohesive bond among all the players. “They won a lot of games and dominated the second halves,” said Rue.

With many starters returning from previous years, the 2004 squad enjoyed the coordinated maturity of girls who had been playing together for two, three, or in some cases four seasons.

Hard pressed to name just a few stars on the field, Rue instead credited the solid play of the well balanced group of seniors Lindsay Brownlee, Lizzie Burns, Cora Currier, Ziza Craig, Morgan Jacobs, Rachel Maran, Jesse Nunn and Blair Swift; juniors Paige Bayless, Jen Cuervo, Katie Garvey, Asa-Rose Shenandoah and Molly Whiteman; sophomores Alexa Caldwell, Ashley Hart, Rachel Hickman, Tania Hoffecker and Katie Stout; and freshman Pemberton Heath. Of particular note however was goalkeeper Sutton Brown ’07, who tied a school record with seven shutouts this fall.

The JV team finished 1–4–1, making great strides under the senior leadership of Anstes Agnew and Nathalie Gonzalez.

**Volleyball**

Their 4–12 record reflects the varsity team’s continuing efforts to improve with every season. In addition to the wins, steadfast court passion and team spirit marked several close losses.

The team was led by senior co-captains Shayna Alleyne and Monique McDermoth. Key players were Dana Daugherty ’06, Stephanie Chubb ’07 and Mariana Silliman ’07.

“The goal of our team was to get everybody involved, said Coach Christina Buckheit. “With a small team, we wanted all of our players to get court time and receive the chance to be hitters, diggers, blockers and servers.”

The JV finished 3–11, one of its best seasons in recent years. Courtney Meis ’06 provided strong leadership to the team on and off the court.
“Dear Felix:
Following up our last conversation in regard to the Episcopal Church School, we have elaborated somewhat more on the Colonial type of buildings and grouping to give it about the same amount of thought as that given to the previous so-called English scheme."

So began, in February 1929, the conversations between Arthur Brockie, Felix duPont and Allan J. Henry regarding the construction of St. Andrew’s main building, which we now call Founders Hall. The three men, all friends before the project started, would spend the next 17 months planning and building the first four buildings on St. Andrew’s campus. Henry and duPont, friends since their time at the University of Pennsylvania, called on their friend, architect Arthur Brockie, to design the new school in Delaware. They would eventually revert to the “English scheme” Brockie refers to in his first letter, the Gothic stone design so characteristic of the School today. As St. Andrew’s celebrates its 75th anniversary (the cornerstone of Founders Hall was laid in November of 1929), a look at this building, which is still central to academic, religious and residential life at the School, seemed appropriate.

**Building on the Vision**

By Joy McGrath ’92

That phrase heads dozens, if not hundreds, of letters in the St. Andrew’s archives from 1929 until 1946, the year Brockie died and the year he stopped working on
St. Andrew’s campus. However, Brockie’s relationship with Felix duPont, whom he addresses in each letter, “Dear Felix,” predates duPont’s founding of St. Andrew’s School.

Brockie attended and graduated from Germantown Academy and graduated from the University of Pennsylvania in 1895 with a B.S. in Architecture. After serving as a draftsman with Cope & Stewardson, a well-known Philadelphia firm, he enlisted in Battery A of the Philadelphia Volunteers in the Spanish-American War. He returned to Cope & Stewardson after participating in the Puerto Rican Campaign in 1898.

Later, in 1899, Brockie won the John Stewardson Memorial Scholarship for one of his designs. The prestigious scholarship allowed him to study at the American Academy in Rome and then to travel through Great Britain and Europe sketching. The trip had a tremendous influence on Brockie’s style.

After he left Europe, Brockie started his own firm, and then in 1903 Brockie joined with another architect, T. Mitchell Hastings. They worked primarily on banks and hospitals as well as homes for their acquaintances in Philadelphia and Germantown society. In 1919, when Hastings returned from World War I, the firm dissolved, and Hastings moved to California. Brockie continued to practice architecture on his own until his death in 1946.

It is uncertain, from their letters and newspaper accounts of the time, whether Brockie and duPont met at the University of Pennsylvania or whether they met in the course of other charity work duPont was involved in. Brockie’s great success as an architect was his talent for designing hospital facilities. Throughout his career he designed a great many Philadelphia-area hospitals of all
types and was sought after by hospitals for his skills.

By the 1920s it is clear that Brockie and his family already moved in the same social circles as Felix and his wife, from New York to Palm Beach to Wilmington, even crossing the Atlantic on ocean liners together. The two women, in particular, appear to have chaired charitable committees together and played golf together quite frequently throughout the 1920s. The relationship was a significant one, as in October of 1930, the Times ran a story on the debut of Felix duPont's daughter, Alice. The women who assisted in pouring tea at the occasion were nearly all associated with St. Andrew's, including Mrs. Allan J. Henry, Mrs. Walden Pell II, Mrs. Arthur Brockie and Mrs. Walter J. Laird. These social connections must have led almost inevitably to Brockie's work at St. Andrew's.

This closeness must also account for the lack of disagreement surrounding plans for the building as the project progressed rapidly from the initial letters in May of 1929 to the occupation of the building in the summer of 1930.

**Initial Plans**

In his history of St. Andrew's, Walden Pell II wrote that, "Hardly a day went by without a visit from Mr. Arthur Brockie, the architect, or more frequently his assistant Mr. William E. Grancell." Indeed, frequent supervision must have been necessary as plans for the building evolved continually as construction proceeded. Beginning in April of 1929, Brockie, duPont and Henry corresponded regularly, and much of their original correspondence is preserved in the School's archives.

At the time the conversations began, five buildings were contemplated—a chapel on the grounds, in addition to the main building, headmaster's house, garage and
gym—but ultimately these plans were abandoned because of dissatisfaction with the design and the need to contain the costs of this initial phase of construction. In the meantime, duPont and Henry had begun their research into school chapels in general. By the time the middle wing and "crypt chapel" (as duPont and Henry referred to it in their notes) were built in 1936, much thought had gone into their design. The men exchanged letters for a short period of time about building a boat house while the Green Dragon and garage were under construction but decided that, at present, the location was not viable and the costs were too high.

In May of 1929, Arthur Brockie had laid out the plans for the main drive into campus (his original drive is still in use today, and its sweeping path allows for a dramatic approach to the School). At this time, a discussion of the reconstruction of Noxontown Road began, as the trustees were concerned about the transport of materials to the construction site from the main highway and the railroad to the west. The engineers knew that the tons of structural steel, gypsum, granite, slate and kiln-dried eight-by-eight timbers could not be brought to the work site on the old country road leading to the Noxon Mill. Trustee Caleb Layton served as go-between with Governor Buck and the chairman of the State’s highway department, F. V. duPont. Layton advised Felix duPont that someone from the St. Andrew’s board should appear at a meeting of the State highway department to formally request the road’s improvement but informed him that the State’s highway engineer was ready to meet to plan the road’s exact location. In July, F. V. duPont wrote that he had instructed his engineer to begin construction of Noxontown Road immediately.

After the road and site work were done in August 1929, both Felix duPont and Walden Pell were heavily involved with Arthur Brockie making changes to his plans for the main building.
and headmaster’s house. (At this time, the “headmaster’s house” was actually what is now the middle of the three houses on the main drive.) Their vision of St. Andrew’s mission heavily informed these discussions. For example, duPont wrote on August 14, 1929, that the headmaster’s study should be enlarged because he expected to frequently call groups of boys into his study and did not desire it to be crowded. Pell’s bent ran to a spare—some would say Spartan—school facility. Many programmatic changes—such as his desire for cubicles in what was known as the South Dorm (and is now known as Hillier)—were also less costly designs.

Farming considerations were taken into account throughout the design process. By the early fall of 1929, duPont, Henry and Brockie were involved in reducing many of the costs associated with the building projects. One of the items struck from the architect’s list for outfitting was an oil-burning incinerator for burning garbage and paper. In the archives is a letter from Brockie asking about the incinerator, as Brockie was preparing to place the order for heating and ventilating equipment. James Stirling, the secretary of the Episcopal Church School Foundation, wrote in pencil on the letter and forwarded it to Felix duPont, “Mr. duP—I have advised Grancell to make this change as we will want the garbage for Piggery at farm. JSS.”

Building a “self help” school

The only major disagreement documented during the planning of the main building is a firestorm of letters between Brockie, duPont and Pell, clarifying the wishes of the latter two regarding the School’s kitchen. Brockie’s plan for
the kitchen, according to Pell, was “undoubtedly an excellent one for an institution where there is a large force of maids to do the work. It shows, however, that he completely misunderstands the very different requirements of a school where the boys will wait on the table and wash the dishes. Indeed it would be extraordinary if he did understand those requirements, as it needs no little experience in a self-help school to reveal them.”
Pell personally redesigned the kitchen with the cook at the Lenox School (where he was at the time the assistant headmaster), so that boys could serve and clean up themselves. He changed the traffic pattern through the kitchen so that there were separate doors: one for boys to enter to pick up the food and drop off the dishes and one by which they could exit with loaded trays. He did away with extra rooms, such as the scullery, because as Pell related the Lenox School cook exclaimed, “You will have to have a Scullery maid to keep the Scullery clean!” He added a baking room that could be locked so that desserts, he humorously noted, could be “preserved from raids and conspiracy.”

When Grancell, Brockie’s assistant, objected that under Pell’s plan the dish room (where silverware and tableware are stored so that boys can access them for setting the table) was “available to everyone and under no one’s responsibility,” Pell countered that “he misunderstands the nature both of the “silver” and of the boys we shall have.”

Finally, duPont wrote Brockie, “With regard to all equipment and refinements not yet touched upon, you are advised that the School Board considers it desirable to conduct an institution, the maintenance and service of which will be carried on to a considerable extent by the students…. This policy probably was not made clear enough in preliminary discussions with you before work of the details was started.”

**An “English school building”**

Initial estimates from contractors in the summer of 1929 indicated that a Colonial-style structure would cost about 20 percent less than a Gothic, or English school building made of stone. Felix duPont felt strongly that the stone structure would lend a great deal to his new school and
proceeded to enter into a contract with the Turner Construction Company in Philadelphia, which provided working estimates for the projects on July 19, 1929. Their estimates indicated that the total cost of the four buildings would be $837,370.00.

Turner Construction Company opened their Philadelphia office at 1700 Walnut Street in 1919 and represented the best in construction at that time. They had recently completed the Breakers Hotel in Palm Beach, Fl., Franklin Field at the University of Pennsylvania, Bloomingdale’s store in New York and the Brearley School in New York City. (The company remains one of the largest construction firms in the world, with $7 billion in sales in 2003.)

J. Archer Turner, the younger brother of the company’s founder, who would eventually gain fame as a driving force behind the company’s contributions to the World War II production effort, building hundreds of plants in the United States for war production—primarily aircraft and aircraft engine factories—negotiated the contract for St. Andrew’s with Brockie, duPont and Henry. Pell would later write:

**Hardly a day went by without a visit from...a Turner Company superintendent or ‘higher-up’ such as Mr. J. Archer Turner, or a superin-**

Turner’s field office was usually a small but well equipped shack near the construction site, with a phone line run in over the surrounding mud.

When the contract was signed, Turner began hiring subcontractors. Notably, the Joseph Mandes Company of Philadelphia was brought into the project to carry out the monumental stonework associated with the Gothic plan. Joseph Mandes’ sons supervised most of the work and one of his sons, Lou, who coached St. Andrew’s baseball team during World War II, settled in Odessa with his wife. His son, L. Charles Mandes, would serve as St.
Andrew's librarian from 1987 until his death 1995. Another son, Joe, still does masonry work for St. Andrew's today.

Work proceeded according to schedule, despite delays in the arrival of cut stone and other supply issues. Local men were hired for much of the work and were happy to have the work during the lean years following the stock market crash, which occurred only a month or two after work began. Throughout the School's archives are references to the sub-contractors' eagerness to get what Brockie called "good private work, rather than be forced into figuring upon government work for existence."

Letters among duPont, Henry, Brockie and Turner frequently refer to negotiating favorable terms for wages with the workers on the projects as well as measures taken for their safety.

When school began at St. Andrew's in the fall of 1930, the board of trustees and Brockie were very pleased with what they had completed and immediately went to work planning the next phases of work on the Annex and garage buildings, which were completed in 1931. After the feat of building Founders Hall was completed, the archives indicate that Allan J. Henry himself communicated constantly with the architects and builders, ensuring that the same quality achieved in Founders was replicated elsewhere on the campus. Files of hundreds of letters from Brockie to Henry, along with Henry's replies, show that Henry was indefatigable in his service to St. Andrew's and his friend Felix duPont.

Even in the midst of all the changes to St. Andrew's campus over the past 75 years—Amos Hall, the Kip duPont Boathouse, the Genereaux Aquatics Center, and most recently the O'Brien Arts Center—the physical centerpiece of the School remains Founders Hall, the structure that truly represents the vision of duPont, Henry, and Brockie, as well as the thousands of St. Andreans who have lived there. Perhaps more remarkable than the meaning it holds for so many is the building's endurance for three-quarters of a century.

**The Future of Founders Hall**

It would seem that the construction of the main building was indeed of the highest quality, as little of the building—slate roof, boilers, floors, beams, stonework—has been renovated or repaired since its installation 75 years ago. In fact, few upgrades or renovations have been made to the building in any respect; most that have been made were made in the last five years.
The next four summers at St. Andrew’s are slated to reverse that reality. Both for structural and safety reasons, major renovations have become necessary in Founders Hall. In the summer of 2005, the “old wing” of the building—which contains Hillier Corridor (the old South Dorm) and the administrative wing (from the Headmaster’s Office to the Business Office)—will be the first phase in a four-year project to repair the building envelope, rebuild the building’s heating, plumbing and electrical systems and install state-mandated fire sprinklers throughout the dormitory buildings.

The slate roof will be removed, and slates will be repaired and replaced, a process that has not been undertaken since the slates were put on the roof in the late spring of 1930. It is difficult today to imagine what kind of craftsmanship produces a roof that can function virtually untouched for 75 years. The roof is a type of workmanship known as graduated slate work—it is the finest slate work available, and it is the most expensive kind of slate roof to replace. Planners anticipate a loss of 30 percent of the slate on the old wing and are devising strategies to minimize the impact of that loss. Experts have spent much of the past year studying the stone and masonry for the effects of water infiltration so that repairs to water-damaged areas and renovation of the dormers, stone and masonry can be effected.

State legislation requires sprinkler systems not only in dormitory areas, but also throughout buildings containing dormitories. Therefore sprinkler systems will be installed on all three floors of the old wing, including the areas occupied by the Headmaster, Business Office, Registrar’s Office, Admission Office, classrooms and the deans’ offices on the main floor. Over the next four years, sprinkler installation will be complete throughout Founders Hall, including the dormitories, Dining Hall, Felix duPont Jr. Chapel, and Forbes Theater. The kitchen and ground floor of Founders, which were recently renovated, already have sprinklers installed.

While heating, ventilation and air-conditioning systems exist in the old wing, they are outdated and will be replaced with a modern four-pipe system. All of Founders Hall now runs on steam heat, and two new steam boilers have been installed in the past year. A third hot water boiler is in place and will come online for next year’s heating season. As the new hot water heating system is put in place, one of the steam boilers will be converted to a hot water boiler. All of the new pipes for heating and ventilation will be installed in new chase systems along the baseboards in Founders. All of the radiators will be replaced with fan-coil systems.
All of the electrical systems in the building will be rewired. During the summer of 2004, all the primaries from the road into campus were upgraded and are new. The electrical switchgear for Founders Hall, which is located in the Edith Pell Student Center (originally the “garage” constructed in 1929), is being replaced and slated for completion by end of the 2004 calendar year. The main electrical work to be done in the summer of 2005, then, is to replace all of the wiring running throughout the original wing of Founders, including the electrical panels in the building and all of the wiring and outlets. The Headmaster’s residence will also be completely rewired.

Bill Soukup, director of facilities projects and planning, will supervise this work. Soukup knows Founders Hall as a formidable building and expects challenges to crop up, although extensive planning is designed to prevent too many surprises. As Soukup recently said, “The construction of Founders Hall is so dramatic compared to today’s standards that it is quite expensive to do this kind of work and do it well.” However, Soukup emphasized that every step is being taken to ensure that no work will have to be done over again due to lack of long-range planning. For example, while carpenters are at work in each area, the locks on doors will be refitted to our new, higher security campus master-key system.

He anticipates that the scope of work will be different as the project moves in phases throughout Founders over the next four years. In areas where hardwood floors exist, they will be repaired and refinished. Other areas may call for other treatments. The primary challenge of the project, which will be carried out by the construc-
tion firm of Nowland Associates, is that there are only ten and a half weeks each summer for carrying out each phase. Every year, all construction must be completed by the time School opens in the fall.

Chief Financial Officer Michael Schuller—who oversees all campus projects and their financing—estimates that over $15 million will be spent over the next four years on these critical improvements. Part of that amount will be provided by generous gifts to the Cornerstones Campaign, and part will be provided by the low-interest bonds issued by the School in 2003. Headmaster Ted Roach hinted at the importance of this work, “there is no doubt in my mind or the Trustees' minds that this work is absolutely necessary for St. Andrew's to continue to provide a residential and academic program of the highest quality. The investment is absolutely worthwhile, but the real miracle is that this magnificent building has required so little attention in its 75 years of hard use at the heart of this campus.”

“The dedication of Felix duPont, Arthur Brockie, Allan J. Henry and the other Trustees to the construction of a School of faith and learning set a standard of vision and leadership that we will strive to reach,” said Roach, “as we renew and protect the building that has served us so well throughout the School's entire history.”

Timeline of Founders Hall
Construction & Renovation Projects

- **Original construction:**
  - Hillier, Headmaster’s corridor, Main Common Room, Dining Hall, ground floor, Green Dragon 1929-1930

- **Middle wing:**
  - Schmolze, Sherwood, Dining Hall expansion, Chapel 1936-1937

- **Theater**
  - 1940

- **New wing:**
  - Voorhees, Baum, language classrooms, Irene duPont Library 1954-1955

- **Hillier (South Dorm) converted from cubicles to rooms**
  - 1979

- **Fleming (East Dorm) converted from cubicles to rooms**
  - 1983

- **Alcove added to Dining Hall**
  - 1965

- **Renovation and dedication of Forbes Theater**
  - 1997

- **Ground Floor project**
  - Complete redesign, new floors, woodwork, site work, plumbing, heating, ventilation, air-conditioning 1999

- **Cosmetic improvements to dorms**
  - Bathrooms, paint, carpet, common rooms 2001

- **Renovation of Dining Hall**
  - Overhaul of kitchen 2000

- **Garth structural improvements**
  - Chimneys rebuilt, New boilers installed 2004
The Gala for the 75th

Board President J. Kent Sweezey ’70 proposes a toast to Board Chair Kitten duPont Gahagan and the founding family.
St. Andrew’s celebrates anniversary by raising $140,000 for scholarship fund

In the fall of 1929, the Founder, A. Felix duPont, first Headmaster, Rev. Walden Pell, and the other founding Trustees laid the cornerstone of the main building (now known as Founders Hall), braving inhospitable weather to mark the beginning of St. Andrew’s School. How fitting that 75 years later, the beneficiaries of that moment would celebrate it under similar conditions.

On October 16, alumni, faculty, friends, VI Form and Trustees refused to acknowledge the cold rain and howling winds, choosing instead the spirit of the 1920s at the Great Gatsby Gala event, organized to celebrate the anniversary and raise money for St. Andrew’s scholarship endowment. In its 75-year history, St. Andrew’s had never attempted an event to raise significant funds for the School. Board of Trustees Advancement Chair Katie Kinsey P ’99, ‘01 was thrilled with the result, saying, “The gala co-chairs’ and steering committee’s hard work has paid off by raising over $140,000 for St. Andrew’s scholarship fund, fittingly supporting the mission envisioned by the founders 75 years ago.” In addition, because of the exceptional generosity of a large group of gala patrons, both the faculty and the VI Form were able to attend the gala gratis.

Following a reception in the newly opened O’Brien Arts Center, guests enjoyed an evening in a massive tent near the old gymnasium where the lavish atmosphere of a bygone era was recreated, replete with vintage autos, ostrich plumes and the music of the Michael Carney Orchestra.
Through the spectacular planning efforts of Joanne Payson P’05 and Aileen Newquist P’06, the night was a roaring success. Raffle prizes included many high-tech items and gifts donated by local businesses. The auction included nine sought-after items, including a week in an Italian villa and an original oil painting donated by Fine Arts Department Chair John McGiff. The raffle proceeds totaled over $30,000 and the nine auction items totaled over $83,000 in raucous bidding under the expert supervision of Angela Hudson, senior vice president of Sotheby’s.

After guests enjoyed an outstanding meal presented by the School’s dining services, a group of students performed “And All That Jazz” from the Broadway hit Chicago. The party continued well into the night with hours of dancing and celebration.
It is hard to imagine that 75 years ago there was only Founders Hall sitting out here barren without trees. How amazing to see where St. Andrew’s is today—all the dormitories, the Kip duPont Boathouse, the beautiful Genereaux Aquatic Center, Amos Hall in its new splendor and now the Strand and the O’Brien Arts Center.

If my grandfather were here at the School today, he would be so pleased to see how the special mission that he set for St. Andrew’s has flourished.

There is no question that with Tad’s leadership supported by Elizabeth, our strong Board, and this wonderful, enthusiastic St. Andrew’s family, this school looks forward to a very bright future. That is what we are really here to celebrate tonight.

— Katharine duPont Gahagan
Former Chaplain and faculty member Carl N. Kunz P ’81, ’85 catches up on St. Andrew’s news with faculty members Wes Goldsberry and Gary Harnay P ’98, ’01.

Classmates Amy Burnham ’83 and Darius Mansoory ’83.

Joan and Jon O’Brien visit with Franny Doherty and her daughters, Sam ’94 and Megan ’96.

Guests gather inside the entrance to Engelhard Hall.

Bob Whitmer and his wife, Lili, daughter of first headmaster Walden Pell.

Headmaster Tad Roach enjoys a few moments with Diane Clarke Streett P ’05 and Theo Nix, Jr.

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Bob Whitmer and his wife, Lili, daughter of first headmaster Walden Pell.
Jane & Charles Baird
Janet & Christopher Brady
Gay K. ’78 & Anthony Browne
Class of 1966
Class of 1990
John Cook ’45
Karen & Carter Cox
Mary & Charles P. Durkin
Heather & Andrew Florence ’82
Sabina & Malcolm S. Forbes, Jr.
Katharine dup. & William Gahagan
Judith Gimik & Ronald Kuerbitz
Lucy & Christopher Goelet
Consuelia & Harold Gordy, Jr. ’63
Margaret & Paul Harrell
Maureen & Jack Harrington

Ann & O. Mason Hawkins
Lin & Henry Herndon ’48
Stephanie & William C. Hurtt, Jr.
Irene & Jack Keeley
Catherine E. Kinsey &
  Clinton I. Smulian, Jr.
Virginia & David Knott
Marilyn & David Levinson ’53
Mary & G. Arno Loessner
Lita and Michael Loessner ’84
Anne & John Manice
Roberta Connolly & Arthur Miller ’70
Allen Morgan, Jr. ’61
Aileen & Scott Newquist
Dailey & Gordon Pattee
Maria & David Patterson

Joanne & John Payson
Kristin & Steven Pfeiffer
Sally Engelhard Pingree
Bonnie & William Pope ’61
Caroline duP. Prickett
Richard Conway Meyer Architect
Caroline & Christopher Rupp
Tracy & Scott Sipprelle ’81
Laurel & Ed Strong ’66
Martha & Kent Sweezey ’70
Marsha & O. Lee Tawes ’65
Melanie Anne Taylor
Sara Thomas
Patricia & Douglas A. Warner III

The Michael Carney Orchestra lights up the stage with jazz standards.

Roberta Connolly and Arthur Miller ’70 talk with John Schoonover ’63 (center).

Faculty members Ana Ramírez and David Miller.

Auction items await the bidding.
Khalid Moustafa's family has no idea who killed him, or why. Moustafa, a Kurd, was a yogurt seller and taxi driver, the husband of an Arab woman and the father of five children, with a sixth on the way. He was found in pieces, his head near his home, his body left by a highway.

Moustafa's murder is part of a wave of targeted killings and beheadings that have hit Mosul in recent months. The bodies of two or three assassination victims arrive each day at Salaam Hospital, the city's largest, according to doctors there. Most have been decapitated, the rest shot through the heart or head, they said. The morgue is the hospital's busiest department, and it is completely full, according to the head of security. When Moustafa's father reclaimed his son's headless body from the overflowing morgue, he noticed that many of the other victims were women. "Mosul is a butchery," the 63-year-old man said, asking that his own name be withheld to protect the rest of his family.

These assassinations are the most visible sign of a growing insurgency that is turning Mosul, the third largest city in Iraq, into the Falluja of the North—an incubator for terrorist groups in the region. Already it is a base for radical groups pushed out of Kurdish-controlled territory in northern Iraq, and for foreign fighters crossing the border from Syria, according to American and Iraqi security officials. Among the groups that have set up shop in Mosul are some of Iraq's most notorious: Tawid and Jihad, Ansar al-Islam, and its splinter Ansar al-Sunna. The terrorists have mixed in with Mosul's homegrown fundamentalist Islamic opposition, and a potent Baathist resistance fueled by the city's large numbers of unemployed soldiers (the majority of the old Iraqi Army's officer corps hailed from Mosul). Besides attacking American and Iraqi security forces, they have targeted any individuals collaborating or imagined to be collaborating with the American-led occupation.

It's difficult to tell the extent to which these resistance and terrorist groups are gaining strength in the city. There are no longer any foreign journalists based in Mosul, and they visit infrequently. The roads to Mosul are perilous, and it's too dangerous for foreign civilians to travel inside the city without a large armed-escort. Two weeks ago a Turkish television crew that tried to do so was promptly attacked by gunmen. Last week, a Time magazine correspondent traveled to the U.S. Army's headquarters in Mosul with a Kurdish politician's armored car convoy. The Army press officer on duty at the former Republican Palace said that the commanding officer, Brigadier-General Carter Ham, was out of town and that not a single American officer was available to discuss the situation in Mosul. She told Time to come back in a month.

Seen through the bullet-proof glass of fast-moving vehicles, daily life continues apparently as normal in many parts of the city, especially in the Kurdish neighborhoods on the eastern side of the Tigris River. Stores are open, traffic is thick, and Iraqi National Guards patrol the streets as they do in much of the country.

But residents of Mosul, interviewed over the telephone or in the safety of nearby Kurdish controlled cities, say that the basic institutions of civil society are under organized attack in their city.

"Many kinds of criminals and terrorists come into Mosul from Syria, it's like the Super Bowl for them," said Salim Kako, a top official of the Assyrian Democratic Movement, which represents many Christians in Mosul. "The govern-
Mosul’s professional classes have borne the brunt of threats and assassinations. “Anyone who advocates freedom and democracy is considered to be publicly for America and a target,” said Rooa Al Zrary, a Mosul journalist whose father, the editor of a moderate newspaper, was murdered last year. Doctors are fleeing Mosul, starting with the most talented who are best able to find jobs elsewhere. “The situation is bad and getting worse,” said one surgeon. “If it continues, there will be no good doctors left in Mosul.” The head of Salaam hospital refused to be interviewed, saying that the last doctor who talked to the press had been murdered. One of his colleagues elaborated, under condition of anonymity. “We feel like there are eyes watching everyone, and that the resistance is growing stronger every day,” he said.

Mosul University has received more threats against its professors, staff and students than any other university in Iraq, according to its spokesman, Hassan Thannoon Al-Allaf. “Everyone who teaches here is risking his life,” he said. Three professors have already lost theirs: the head of the translation department, the head of the political science department, and the dean of the college of law, who was beheaded at her home along with her husband. The resistance’s persistence in carrying out its threats can be chilling. Last week, a top Iraqi oil official who had survived two previous assassination attempts, was shot and killed outside his home in Mosul. The week before another oil official in Mosul survived a roadside bomb attack that killed five of his bodyguards and four other security officers.

Iraqi translators for American soldiers and officials all across northern Iraq are resigning in large numbers, or taking month-long “vacations,” out of fears of reprisal, according to an American security official in Erbil. A former translator for the American Army in Mosul, interviewed by e-mail, said he resigned after three of his friends working as informants were murdered. Only two translators remained on the job in the U.S. Army's headquarters in the Palace, he said.

Mosul is one of the most diverse cities in Iraq, but its cosmopolitan character is coming under attack. Minority groups seen as likely to be sympathetic to the Americans are particularly vulnerable. A Christian church was bombed in early August, and resistance groups have been distributing a DVD showing two kidnapped Christian men from Mosul and an Egyptian man confess to collaborating with Americans before they are beheaded by their captors.

“The mosaic of Mosul is a miniature Iraq: there are Arabs, Kurds, Turkomen, Assyrian Christians, Nestorian Christians, Muslim Sunnis, Muslim Shias, Yezidis and Armenians,” said Sadi Ahmed Pire, the Mosul chief of the Patriotic Union of Kurdistan, of one of Kurdish Iraq’s two governing parties. By attacking this mosaic “the Syrians and the resistance are trying to create anarchy in the city and trying to get the Americans to resign and leave the country to looting and destruction.” Pire himself has survived several assassination attempts.

If ignited, an ethnic conflict inside Mosul could spread through the rest of Northern Iraq. The neighborhood is already tense. In early September, the U.S. Army laid siege to Tal Afar, a city 30 miles west of Mosul populated almost entirely by Iraqi Turkomen,
an ethnic group related to the Turks, that had been taken over by terrorist groups. For some two weeks, the battle was fierce enough that the Turkish government protested that Americans were killing innocent Turkomen civilians. When the Turkish Foreign Minister said Turkey would stop cooperating with America in Iraq unless they lifted the siege of Tal Afar, the Americans obliged. Many Mosul residents worry that the hostile takeover of Tal Afar was a dry run for a takeover attempt in Mosul.

The sad irony is that Mosul was once a model of American involvement in Iraq. The city was under the command of the elite 101st Airborne Division, led by Lt. General David Petraeus, who was considered to be particularly sensitive to local concerns. Several Muslawis, residents of Mosul, fondly mentioned particular soldiers by name. “Tell Mr. Anderson of the 101st Airborne that a Muslawi girl salutes him,” said one teacher who was too afraid to give her name. The 101st devoted itself to economic development projects, including restarting a cement factory which was one of the city’s largest employers. But now, the city’s economy has stalled as foreign companies have fled the city. A new multi-million dollar luxury business hotel (a “Sheraton” if it passes the franchise test) that opened in early August is almost totally empty, according to one of its managers. Of the 280 rooms, only one or two are filled. (Though the hotel is just a two-minute walk from U.S. Army headquarters, he warned against making the trip on foot. “You might make it the first time, but they’d be waiting for you on the way back.”) Meanwhile, about 600,000 Mosul families are without employment, according to the PUK’s Pire. This in a city of somewhere between 2.6 million and 3 million people.

Bombings and shootings escalated in Mosul even before the 20,000-strong 101st Airborne returned to the U.S. in February, replaced by the 8,700 soldiers of Task Force Olympia, a multi-national brigade of coalition troops that includes large numbers of U.S. National Guard reservists. Since then American soldiers have taken a backseat to the Iraqi National Guard, but as in the rest of Iraq, the performance of these new units have been mixed, according to residents. “The current invisibility of American soldiers has made people happier. People feel more comfortable with Iraqi soldiers,” said Dindar Doskar, head of the Kurdish Islamic Union’s Mosul office. “But there are not enough Iraqi soldiers and police, and the terrorists have better weapons.”

The consequences of Mosul’s security crisis are becoming graver as time passes. With the approach of Iraq’s national elections in January, American officials have stated that it may not be possible to organize polling in the troubled cities of Sunni central Iraq. But politicians in Mosul say that elections will be turbulent there as well.

“Who is going to vote under these conditions?” said the KIU’s Doskar. The offices of the major political parties have already been attacked and “there will be car bombs at voting stations just like there are now car bombs at police recruiting stations.”

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“Indian Summer”
by Michael Whalen ’84

A cloudless seventy five degrees on Halloween – it must be Indian Summer…

My coat is left in the car.

The unexpected warmth releases Autumn’s wet musky perfume throughout the woods where my feet crackle the brush and swish through the multicolored quilt of leaves around me.

The wind maestro conducts the leaves still nervously—tenuously holding on to the trees to rustle and murmur in a deafeningly silent round that moves to and fro through the lovely balding trees… A circling red tailed hawk sings his aria… Fall’s oratorio.

In the midst of the season’s pageant, I hold a small tin box.

As I hike up the ridge and through the leaf littered trail, I hear ghostly barks from a hundred early mornings. The echoed calls and the sounds of her rushes through the brush from a dear friend now gone.

I am awash in an ocean of memories of her. She and I climbed this hill together.

This will be our last climb…

At the top of the rise, I stop and listen to the leaves still in their wind propelled tremolo.

There is a pastoral tension in the air.

Opening the box reveals my friend…

Gently I pour her ashes on the ground.

In midair, some of the ash is taken by the warm zephyrs on this confused weather day. The rest fall in an long arcing line—through the very brush and leaves she ran and played and loved so much…

It only takes a minute…

Afterwards, there is both a peace and a sadness that comes with saying goodbye to one so adored.

Then the camera turns inward…

I am locked in a box—panicked feelings, drowning in loss, lost in a forest of a lifetime of bad decisions. I can touch my mortality and I see visions of the endless march to my own demise. I helplessly wave my hand in the air to wipe the invaders away from my lovely Autumn rite.

But then, suddenly, I wait for the hawk to sing again—to set things right again and to bring me to my senses…

The antiphonal hawk enters perfectly and the sound breaks the chaos of my head…

After a long breath, I walk back down the ridge now slower—drinking in the world. I walk towards the rest of my life.

I leave my dear friend forever playing on that ridge where time does not exist – only love and my eternal gratitude….

(for Beverly)

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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.

Alumni Volunteers Meeting

On October 2, a sizable group of Class Agents, Reunion committee members, ACB members and the Advancement Office staff gathered in the new O'Brien Arts Center conference room to discuss current St. Andrew's issues as they relate to the alumni body: long-term capital needs of the School and the case for support, the Cornerstones Campaign, regional event efforts, the 2005 Annual Fund, the alumni Web site, and ways to increase professional networking among alumni.
Resource Networking Committee moving ahead

Following the participation of so many alumni in the recent Alumni Survey, the ACB’s Resource Networking Committee (RNC) has established a series of specific projects to mill and mine the data for use by the greater alumni body. Approximately 20 percent of the total St. Andrew’s alumni population responded to the survey and indicated their willingness to participate in career networking.

The survey results provide a context as the RNC develops plans to support those alumni, particularly more recent graduates, who request assistance in establishing or exploring a career in the profession of their choice.

Any alumni seeking professional career assistance should not hesitate to contact the Alumni Office or a member of the ACB. While alumni can search for others in specific careers on the Web site, more extensive database and personal resources are available by contacting the office.

at alumni.standrews-de.org you can:

• Search for St. Andreans in your state or city;
• Search for alums in your profession, or any other profession you wish;
• Email your entire class;
• Read the latest campus & alumni news;
• Shop in the School Store;
• E-mail former faculty;
• Check latest scores and sports stats;
• Find local accommodations;
• Register for an alumni event or reunion;
• Update your personal information;
• And more!!!
In the latest of their semi-annual luncheon meetings, St. Andreans in the Washington DC area hosted Dr. Bulent Atalay ’58, at the Army-Navy Club on November 15. Widely admired for his triple career in art, archeology and atomic physics, Bulent gave the group a fascinating view of how ideas in one discipline cross-fertilize with another, drawing from his bestseller on Leonardo da Vinci, Math and the Mona Lisa, now in its sixth printing.

A primary influence on da Vinci’s art was passionate objectivity to understand nature as it is, a start point very different from that of contemporaries animated by ideas or ideals. His passion, recorded in 14,000 pages of meticulous notes, keyed him to natural rhythms and relationships that people sensed were basic but seldom understood. Bulent gave many examples of patterns that Leonardo exploited to make his art convincing, to include:

- The Fibonacci numbers (1, 1, 2, 3, 5, 8, 13, 21, 34, etc.) describing a logarithmic spiral, underlie myriad natural shapes, including that of conches, microorganisms, seed-pods and others. We do not know why nature favors this spiral over others, for example the Archimedian or hyperbolic spirals, but it is in Leonardo’s art many times, and here in the helical twist of the Mona Lisa’s cloak and body form. We respect it intuitively as the swirl of life itself and of earthly things surging toward the divine, as in Frederick Hart’s masterful carving The Creation in the Vatican Museum.

- Philotaxy, an area of modern botany that deals with patterns and numbers of branches of trees, veins of leaves and petals of flowers, may have been understood tacitly by Leonardo. His sunflowers, pine cones, branching of trees and other species follow the precise relationships that nature demands. The farmer, for example, knows that sunflower seeds radiate outward in spiral patterns, but his eye also looks for the right ratio of spirals in the two directions—which is always 34:21. Leonardo recognized that this right number was a foundation for belief—i.e., morals—and he painted it.

- The “golden rectangle,” with a base 1.6 units as long as it is tall, intuitively pleases us because it echoes profound harmonies in nature: the most efficient height-to-base-ratio for balance in our gravitational field; the ratio between circumference of a circle and its diameter and other metrics. Phydias invoked it in his Parthenon, Pythagoras in his triangle, and Leonardo in his Mona Lisa. He framed her head where several “1.6 unit” lines meet; exploiting both the golden triangle, a 36°–72°–72° adaptation of the golden rectangle and the logarithmic spiral in composing the entire picture.

- Bulent digressed from Leonardo here to note that modern designers also exploit this. The credit card is a near golden rectangle, as are both the 2x3 post-it note and the 3x5 index card. Many corporate logos are based on a golden triangle. The frontal ratio of a 1980s Jaguar is more pleasing than that of a Mercedes, because it is much closer to a length-to-width ratio in nature that people can sense even if they cannot explain.

Bulent concluded with a detailed analysis of relationships and proportions in the Mona Lisa itself. Echoes of those natural harmonics underlie nearly every aspect of the great picture’s appeal: in the size and relationships of eyes to the mouth, of eyes to the frame, of head to the body, of the head’s half turn to the horizon and so on. The half smile may itself be a Leonardin joke that what we see as art, he knew was really just acute science. Indeed, he repeatedly called painting a science, whereas he refused to raise sculpture to that high level—probably because his only worthy rival was the master of that medium.

Bulent’s point was that Leonardo’s integration of knowledge hugely enhanced his art. Dr. Nagel of the National Gallery of Art recently echoed this, noting that since the Italian of his age used the same word for motions and emotions, Leonardo may well have seen psychology as an application of physics and physics as revealing the passion of nature.

It was impossible for those at the lunch to miss Bulent’s wider point. We tend to divide knowledge into rigidly separate disciplines to focus expertise and facilitate management—but at the price of wisdom. For real understanding, innovation and creativity, we need to think more often in inter-disciplinary, cross-compartmented modes. That is how Leonardo thought, how the great men and women of every age have thought, and clearly how Dr. Atalay, very much a Renaissance man himself, also thinks. So should we all!
Lawrance M. Court ’62

“I am fortunate to be one of nine members of my family to have attended St. Andrew’s over the past half century, so the opportunity to work with and serve on the Alumni Corporation Board over the past 12 years has been very rewarding. One of the ACB’s goals is to develop a variety of systems, events and activities to promote “St. Andrew’s—a life-long experience.” The Scholarship Golf Tournament, the Metro Stops and the SAS Travel Program are but a few of the ACB initiatives that offer parents, friends, faculty and alumni an opportunity to meet, catch up and keep up with the past, present and future of the School.”

Desiree E. Bliss ’95

“Serving on the ACB has brought me closer to the past and present St. Andrew’s community. During the course of that last year, I have caught up with faculty and alumni from around the nation and the world, each of whom reflected on their own lives, including their experiences at St. Andrew’s. Each time I interact with members of the St. Andrew’s community reminds me of the School’s unique commitment to service. I hope that in the coming years the ACB will continue to bring together the increasingly diverse St. Andrew’s community from whom we all may learn.”
Experience Portugal & Spain

July 20-31, 2005

Begin your journey with four days in the historic capital of Lisbon. Tour the charming villages of Cascais, Estoril and Sintra and see the picturesque cliffs of Cabo da Roca—the westernmost point of Europe. Then board the newly commissioned Douro Queen and cruise from Porto to Salamanca, on a wonderfully scenic journey through deep-cleft gorges terraced with port-wine producing vineyards, past sleepy villages and a tranquil countryside of almond, olive, cherry and citrus trees. Explore quaint villages and towns; visit magnificent pousadas (country estates) and delightful quintas (wine estates) where you'll learn of the history of port wine, and enjoy tastings. Visit Spain's ancient seat of learning, Salamanca, with its grand buildings, and Spain's most magnificent square—the Plaza Mayor.

Your holiday includes:

- Roundtrip flight from Philadelphia
- 4 days (3 nights) in Portugal
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- Buffet breakfast and lunch in a typical local restaurant daily in Portugal
- All meals during the cruise, including dinners at a monastery and at a local pousada, and a typical Spanish lunch in Salamanca
- 5 guided shore excursions
- Lecture on port wine and wine tastings
- Evening entertainment onboard, including Spanish Flamenco and Portuguese folklore shows
- Cruise Manager throughout your cruise
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Price $3,700 double occupancy
(includes insurance and all the above)
3-Day Extension to Madrid also available for additional fee.

$500 Deposit due March 1.

Space is limited.
Please contact ACB Travel Committee Chair
Larry Court '62: courtlar@closecall.com
or at home 410/867-3558
If you are interested or have questions.
F. Weston Fenhagen ’41

Reprinted from The Chapel Hill News, Wednesday, October 13, 2004:

A monthly gift of apples and brownies is one of the things Wilbert Harrison will remember about F. Weston “Westy” Fenhagen.

Fenhagen, a Chapel Hill resident, died Friday at the age of 81. He was well known in Chapel Hill and beyond for his dedication to bettering the lives of others and hours of service to several causes.

After the town of Speed in Edgecombe County was devastated by flooding from Hurricane Floyd, Fenhagen, along with others from Chapel Hill, paid many visits to the area and helped the town’s mayor, Harrison, get the community back on its feet. Fenhagen added a personal touch to each visit by bringing Harrison what he liked best—a bag of apples—and brownies for his wife.

“It wasn’t just us, though; it was some older people in the area. He would bring them stuff, too,” Harrison said.

“Whatever they liked real good, he made sure he tried to bring.”

Fenhagen, a Maryland native and Carolina graduate, worked as a journalist in Paris and as a community newspaper editor in Maryland for several years before joining the U.S. Diplomatic Corps in 1962. After 25 years of foreign service, which took him to Africa and Asia, Fenhagen retired in Chapel Hill with his family. However, he didn’t stay retired. He put in another eight years as editor of publications of the UNC-Chapel Hill Alumni Association.

Doug Dibbert, president of the association, remembers hiring the energetic Fenhagen at the age of 62. “He seemed pleasantly surprised when I offered him the job,” Dibbert said.

“He said, ‘Well, you shouldn’t pay me because I’m retired.’ Dibbert had to pay him, but he saw Fenhagen’s fuel was really his love for and commitment to the University.

“He had a ready, easy, warm, engaging smile,” Dibbert recalled, adding that he worked well with the college interns. Fenhagen also served on the board of UNC’s school newspaper, the Daily Tar Heel.

At the age of 70, Fenhagen retired again to free up more time for volunteer efforts. One of those was serving as Guardian ad Litem, or court-appointed guardian for children. “He was a wonderful advocate for disadvantaged children and adolescents,” said Duston Lowell, a supervisor with the Orange County Department of Social Services. “He worked very hard to try to improve the lives of the children he came into contact with—primarily we’re talking about children who had been abused and neglected and had to be removed from their primary caregivers, their parents.”

Lowell recalled a time when he and Fenhagen traveled three hours away to visit a child in a residential program. He also remembered Fenhagen using his UNC season football tickets to take children to games. And Fenhagen continued to follow up with children when he was no longer their court-appointed guardian as they became young adults. “He really had a significant impact on some of the children he worked with,” Lowell said.

Survivors include his wife, Betsy Fenhagen of Chapel Hill; a son, James Fenhagen of Atlanta; a daughter, Caitlin Fenhagen of Carrboro; three stepdaughters, Darby Carstarphen of St. Thomas, Virgin Islands, Nancy Wilson of Baltimore, Md., and Dolly Fisher of Coatesville, Pa.; and a stepgrandson, Kim Carstarphen.
William A. Crump, Jr. ’44

Bill Davis ’44 wrote, “Bill Crump entered the Second Form at St. Andrew’s in the fall of 1939, with 11 other scared classmates, to become for five years a student usually called ‘Willie.’ Because of the departure of many classmates at the end of the Fifth Form year for military service, Bill was the only one of those first 12 to graduate in 1944.

“Fifty years later Bill said that ‘SAS made a lasting difference in my life.’ He came to feel that at St. Andrew’s he had found a home and an identity—that those five years had focused his life for him. There was no more appreciative and devoted St. Andrean than Bill.

“At School he was an avid crew man, a member of a victorious Stotesbury eight who then moved into the first boat. He was a right tackle (unlucky enough to break his ankle in the first game of Sixth Form year and lose his letter) and a mainstay of the wrestling team. He was an enthusiastic trumpeter in the band and an original member of the dance band. (And he loved to play his records, loud. We recall one of his favorites, ‘The Strip Polka,’ echoing down the Fifth Form corridor: ‘Take it off, take it off, cried the boys in the rear; / Take it off, take it off, it was all you could hear.’) Year by year he became an increasingly respected member of the class. In his final year he was a prefect and class officer.

“After graduation Bill failed the physical for the V-12 naval officer’s program, but not the navy physical when he was drafted in July. He was married in the St. Andrew’s chapel by Walden Pell in September 1944. He spent almost two years in the Navy as an electronics technician, including eight months on Guam.

“After the Navy, Bill went to Penn, the only college he applied for, studying electrical engineering and graduating summa cum laude in 1951. Then he went to work for Proctor and Gamble for 35 years in Baltimore, then Augusta, Ga., then Cincinnati. In the meantime, on land inherited from his mother at White Crystal Beach, Md., where he had spent a lot of time while growing up, Bill developed in his spare time a summer resort called Elkview Shores.

“In his mid-forties tragedy came to his family. In 1972 his wife died. A year later his 22-year-old son was killed in a motorcycle accident.

“After his retirement in 1986, Bill spent six months a year at Elkview Shores. His daughter gradually took over management of the resort until her death in the late 1990s.

“During his years at Proctor and Gamble, Bill accumulated wealth, mostly through Proctor and Gamble stock. In his late years, in failing health and with no immediate family, Bill chose to commit his wealth to St. Andrew’s. He established the annual Crump Science Lecture.

“A quiet and unpretentious man, sometimes socially awkward, he seemed sure about what he was committed to. Like two of his classmates, Dave Washburn and Bill Brownlee, Bill Crump felt the worth of St. Andrew’s, and, in a way of his own, he too made a large and generous contribution to the life of this school.”

Reprinted from The Cincinnati Enquirer:

William A. Crump Jr. of Cincinnati, Ohio and Earleville, Md., died Saturday, November 13, 2004, in the West Chester Nursing Home, West Chester, Ohio. He was 78.

Born in Wilmington, Del., he was the son of the late William A. Crump, Sr. and Ella Mae Green Crump. He was an electrical engineer for the Proctor and Gamble Company for 30 years, beginning his service in Baltimore, Md., and continuing his service in Augusta, Ga., and finally ending his career with them in Cincinnati, Ohio. He was a graduate of the St. Andrew’s School in Middletown, Del., and the University of Pennsylvania, in Philadelphia, Pa., and graduated summa cum laude. During World War II he served in the United States Navy in the Pacific Theater. In 1956, Mr. Crump, his brother and sister created Elkview Shores in Earleville, Md., a family campground and trailer court on the banks of the Elk River, which continues to operate to this day.

He was a member of the Tuscan Masonic Lodge #202 A.F. & A.M. in Towson, Md., and he loved spending time working on his computer, and later in life took time to enjoy crossword puzzles.

In addition to his parents, Mr. Crump was preceded in death by his wife, Virginia Crump in 1972, a son, William A. Crump III, in 1973 and a daughter, Patricia Oliver in 1999.

Mr. Crump is survived by a sister, Dorcas Barclay of Earleville, Md., and a brother, Alfred Crump of Bear, Del., and one grandson, Casey R. Crump from Maryland.
Alan M. Clugston ’51

In the 40th Reunion book, the following information was printed about Alan:

Al graduated from Penn State University with a degree in music education after which he joined North American Aircraft, building electrical test equipment for flight test engineers. He then did technical writing as an aircraft planning engineer at Edwards Air Force Base, Calif. After leaving North American, Al spent 1969-71 in New York City and then returned to California as a job shopper working with Rockwell for 17 months. He spent some time in sales with Radio Shack and, for the past 15 years, has worked for the California Department of Motor Vehicles as a special examiner for cars, trucks and buses.

Al always had a great interest in music. He sang at the Crystal Cathedral. Al was a civilian pilot, who enjoyed taking first-timers up at night to view Disneyland and freeway clover leaves from above.

Since his days at St. Andrew’s, Al kept his interest in crew and hoped to get into the refereeing of crew races.

Conrad C. M. Arensberg ’61

The following was submitted by Chris’s brother, Charles Arensberg:

Pennsylvania lawyer Conrad C. M. Arensberg died Wednesday, September 8, 2004 at his home in Harrisburg, Pa., of complications arising from a long battle with diabetes. He was 60 years old.

A native of Pittsburgh, Mr. Arensburg was educated at St. Andrew’s School in Delaware and was a graduate of Harvard College (Class of 1965) and the Dickinson School of Law, where he received his J.D. degree in 1971.

He joined the Pennsylvania Joint State Government Commission in 1971 as legal counsel and was appointed executive director in 1991. The Commission serves as a bipartisan and bicameral economic and legal research agency to the Pennsylvania General Assembly. Mr. Arensberg also served for several years as the Deputy Attorney General of the Commonwealth during the Milton Shapp administration. He was recently inducted as a life member into the American Law Institute.

Mr. Arensberg is survived by his wife, Christa Vanderhoef Arensberg, of Harrisburg; a sister, Susan Diacou, of New York; brothers, Charles, of Louisville, Ky., and Jonathan of Gibsonia, Pa.; a step-daughter, Jennifer Wagner, of Seattle, Wash., and five nephews.
They say parenthood is the true payback for all the things you did during your own childhood. I’m not sure who “they” are, but I have to congratulate them on nailing that observation.

While we hope few of the things children do are explicitly designed to upset their parents, it undoubtedly happens. Of course, I’ll be the first to admit I have only seen the tip of the iceberg in that regard, with my oldest only five years old. In my defense, there are three more besides her, so you can rest assured I’ll get it in spades.

Taking my three-year-old, Teddy, to preschool gave me a particular sharp dose this fall. Each of my children is distinctly different from the others, and with every passing day each is growing and changing in their own way. Sometimes it seems hard to keep up. Still, I thought I had a particularly good read on the boy.

I knew he was enjoying school; he’s always been friendly and sociable and he loves to learn. What I didn’t expect on the first morning I brought him to school was that I would cease to exist while standing next to him.

We walked to the classroom hand in hand, but the minute we crossed the threshold of his domain, my hand was empty. Teddy darted across the room to play with friends. It was all I could do to get a hug goodbye and some recognition from him that we were actually related.

I’ll get over it. He tends to ignore me when “Barney” appears on television too, so this isn’t the first time I’ve been exposed to the concept. However, Barney isn’t real and I can always hit the power switch.

But school and his friends represent a new stage of growth for us both. He is forming new relationships and developing independence from me and my wife. In many ways, that’s a relief. There were more than a few times during the ‘terrible twos’ that I longed for this moment.

Now that it’s here, I miss the clinging.

I wrestle with the challenge posed by letting go. I don’t know all of his friends, save those who may visit the house. Away during the school day, the full and exact details of his newfound relationships are somewhat beyond my observation.

Keep in mind that Teddy only goes to school a few half days each week. If this is how deeply I feel now, I’ll need to toughen up a bit for the teenage years. I can sum up the majority of my side of phone conversations with my parents when I was a St. Andrew’s student in three simple phrases: “Just some friends,” “Nothing,” and “Fine.” I wonder how they ever kept tabs on me or why they continued to call me for the same responses. Love overpowers all I suppose. Perseverance helps too.

Thankfully, for now, Teddy loves to tell us all about his day, so my wife and I don’t feel entirely left out. Let’s hope that part doesn’t change.
Get a new tie this Christmas?

Consider culling your closet and sending your gently worn and not-so-favorite ties to the St. Andrew’s Clothes Closet. Ties are a favorite item with our student shoppers, and all Clothes Closet proceeds benefit St. Andrew’s Scholarship Fund.

For more information, contact Chesa Profaci ’80, director of alumni relations, at 302/285-4260 or e-mail cprofaci@standrews-de.org

Keep up with campus and alumni news at alumni.standrews-de.org

St. Andrew’s at your fingertips!
An early December sunrise on Noxontown Pond captures the beauty of the natural lands surrounding the St. Andrew’s campus.