Travel Opportunities with St. Andrew’s School

A Cultural Tour of South Africa

Travel with St. Andrew’s Faculty Member and South African Native Joleen Hyde

MARCH 7–18, 2008

Lesedi—Pretoria—Sun City/Lost City—Pietersburg—Kruger National Park—Cape Town

The world’s strangest and most dramatic landscapes. Nature’s richest treasure chest of gold and diamonds. A unique wealth of animal and plant life. A kaleidoscope of exotic sun blessed people. Can there be a land anywhere else on earth more enticing?

Price: $4,500 pp

Trailblazer Breathtaking West Tour

Travel first class with Trafalgar Tours

JUNE 29–JULY 6, 2008

Las Vegas—Sedona—Grand Canyon National Park—Lake Powell—Bryce Canyon National Park—Zion National Park

Price: $1,430 per person land only base price

For more information, contact Chesa Profaci ’80 at (302) 285-4260 or cprofaci@standrews-de.org. You may also visit http://www.sastravel.org.
Fall 2007
St. Andrew’s
MAGAZINE

TALK OF THE T-DOCK

Headmaster’s Remarks 2
The Study of Questions: Education through Engagement

Trustee Notes 8

From the Archives 10

Chapel Talk 12
Faculty member Emily Pressman speaks at convocation.

In the Classroom 15
Authentic Assessment Conference tests what constitutes “good teaching.”

Annals of the Arts 18
Bruce Colburn ’82 in Islamabad.

Campus Update 21

Names and Faces 24
Staff member Joanne Christian, associate director of Health Services; School co-presidents Pemberton Heath ’08 and Justin Weidner ’08; Director of Studies Nathan Costa.

FEATURES

Erin Burnett ’94: Getting down to business 32

Around the World in 92 Days 38
Students and faculty members recount their summer lessons.

ALUMNI

Alumni Perspective 46
Barclay Satterfield ’98 trades the lab for Capitol Hill.

Notes from Alumni Association Board 48

In Memory 49

Class Notes 51

Back cover: St. Andrew’s students kick off the school year with the traditional square dance. Photo by Greg Doyle ’87.
Having just completed my 10th year as St. Andrew’s Headmaster, I thought it would be interesting to reflect on the ways my educational philosophy has changed during this decade. These years have corresponded with drastic transformations in our international community that can’t help but alter the face of American culture and education. We have experienced the terror of September 11, 2001, and the subsequent wars in Afghanistan and Iraq. As a democracy, we have sought to balance our desire for and need of security with our passion for the principles of human rights, due process of law and the rights of individual privacy. As a nation, we have witnessed the costs of American preemptive military action in a complex and turbulent region.

Over the past few decades, the world has awakened to the fact that we face a global environmental crisis that threatens the natural world and the welfare of future generations in profound and disturbing ways. Americans, in particular, must now decide whether they are willing to make the necessary sacrifices and compromises in our modern lives that will enable us to sustain our environment for the long haul. Hurricane Katrina gave Americans and the world a frightening portrait of the consequences of global warming and of our nation’s neglect of those who live invisibly in the poorest sections of our cities, towns and villages. Indeed, the first casualties of our entitled western lifestyle will be those in the world who live in poverty and who, ironically, have contributed least to the environmental degradation that has spread in this century.

Calls for dramatic improvements and reforms in American education have intensified as Americans have realized the extent of economic competition in today’s world. American approaches to education are increasingly governed by an emphasis on high stakes testing, assessments that to a large degree dominate the teaching practices of our local schools. Advocates of such testing give little thought to the question of whether such assessments are worthwhile, whether they measure the most important skills students will need in this century by demanding reflection, deliberation and discernment.

We have witnessed a dramatic increase in competition for admission to American colleges and universities, and this competition has given impetus to a multimillion dollar industry of test prep and private counseling designed to give students the competitive edge for success. At the same time, we have seen colleges, universities and schools report dramatic increases in students’ need for counseling, psychological services and medication for issues ranging from alcohol and drug abuse to eating disorders, depression and difficulties with learning. We see students...
driven for success who acknowledge a deep spiritual emptiness that pervades their lives and erodes their sense of optimism and idealism.

This decade has witnessed the tragedies of school and college shootings at Columbine, in Lancaster and, last spring, at Virginia Tech. Institutions of learning are now faced with the challenge of balancing their commitment to connecting with local communities and maintaining a campus that is safe and secure. In a world of uncertainty and terrorism, schools and colleges have had to develop crisis plans for evacuation, lock downs and security surveillance.

As the disparity between the rich and the poor in America widens with every passing year, tuitions at private schools and colleges continue to rise and threaten access to many qualified and passionate individuals who simply cannot afford to meet these financial demands. Investment in private schools’ physical plants continues to accelerate, and campuses now look more and more like country clubs rather than places of community and learning. Colleges participate in a ranking system designed to promote external markers of wealth, admissions selectivity and reputation rather than educational excellence, civic engagement and the celebration of great teaching.

Innovations in technology dominate the lives of students in elementary, middle, high school and college. Student immersion in the virtual world now dramatically diminishes time spent in actual community, in nature, with family and with reading. Cell phones, text messaging, MySpace, Facebook, instant messaging, video games and DVDs dominate the day-to-day life of American kids. No studies credit technology with enhancing the quality of learning achieved in our schools and colleges. On the contrary, many studies suggest that technology may be leading students into a world that makes it easier to dissociate from real life and harder to develop crucial skills of empathy, sensitivity and concern for others. Neil Postman’s phrase rings true: “We are amusing ourselves to death.”

Perhaps, I once believed that the work of schools should somehow remain impervious to the movements of the culture. Now, I believe that schools must be responding—powerfully and immediately—to the world we have created and inherited. Therefore, our approach to education and life at St. Andrew’s has been to set the School on a course that is countercultural insofar as it expresses and defends a commitment to the principles of a liberal arts education. In this month’s issue of Orion, Lowell Monke and Fran Forman argue that one of “schooling’s most important tasks is to compensate for, rather than intensify society’s excesses.”

If our technological culture conspires to eliminate the very basic human interactions on which our sense of community depends (and it does), Monke and Forman argue that schools “should stress the kind of deeply caring, fully present and wholly human interaction that long ago disappeared from public life.” If technology makes it more likely that students will live virtually rather than in connection with nature (and it does), then schools should deliberately work to introduce students to the natural world. Monke and Forman write: “We must help children get beyond the environment we have built to fit humans and experience the larger environment within which humans must learn to fit.”

If the post 9/11 world has been dominated by questions of war, religious fundamentalism and fear, the great school must teach peace, develop challenging courses on history and world religions and affirm the power of faith, creativity and courage. If the world faces a dramatic environmental crisis, the great school teaches its community how to make the changes in practice, habit and assumption necessary to save the earth. If American society is split between those who are rich and those who are poor, the great school dedicates itself to working to promote social justice and recognition of the rights of those who are
...we must continue to celebrate and develop our commitment to an excellent faculty, men and women who share their lives, their idealism and their optimism, and who make a home with and for their students. Our approach to education, which involves teaching and parenting round the clock, is not for everyone. But when such a teacher arrives, lives and works on campus, St. Andrew’s advances a step closer to the affirmation of our mission.

invisible in our society. And the great school fights passionately for financial aid programs that extend the opportunity of a great education to those in our society who are poor. If American education has reduced teaching and learning to the execution of mindless multiple-choice testing, the great school must work to support a form of education that asks students to demonstrate authentic understanding through the development of portfolios and exhibitions.

At St. Andrew’s, I now begin the year by warning myself not to allow the School to become a place of triviality and entitlement. So much of what is wrong in American education today comes from a narrowing of both the vision and ambition of the great school. The great school honors the full human potential of its students and consistently challenges them to engage in the real work of a democracy: the work of peace, justice, reconciliation, hospitality and environmental sustainability. We cannot expect our students magically to engage as citizens in the compelling issues of our times if we refuse to share these questions with them and allow them to retreat from their moral responsibilities to address them. We cannot develop citizens, leaders of the world, if we treat their education as a narrow commodity. We cannot teach students to think if our assessments require nothing more than docile mastery and recitation of stagnant concepts. We cannot inspire St. Andrew’s mission if we as adults are living narrow, frightened and inconsequential lives.

Therefore, we have learned to teach, live and create community through the exploration of the central questions posed by life in the 21st century. Our academic program seeks to ignite passion and creativity, and our assessments demand authentic thinking and authentic demonstrations of understanding. We intentionally create opportunities for our students to hear dynamic and challenging speakers in Chapel, School meetings and special programs. We encourage political and environmental activism. We seek to expand our community service outreach programs both during the School year and in the summer. We work with Bishop Wright to express a culture of engagement and relief to those in our world who are in distress or in despair. Rather than settle for being a private school walled off in isolation from the world, we strive to be a community that reaches out and makes a difference in the world.

Many years ago, Sally Pingree, St. Andrew’s trustee, taught me to engage the students of St. Andrew’s in meaningful work, meaningful conversation and meaningful advisory roles. From her experience working with schools and colleges, Sally Pingree knew that, oftentimes, college presidents and headmasters rarely gained the benefits of student perspective and student ownership.

To a degree, St. Andrew’s students have always participated actively in the work of the School. They serve important roles on the Student Life Committee, Honor and Discipline Committees and our VI Form students take on crucial roles mentoring our younger students and working together with the faculty. But over the years, I have realized the necessity of doing even more. We now look to students for commitment to our environmental initiatives, diversity work, community service programs, campus planning and evaluations of the School’s program. The more we embrace this habit of engaging students in the consideration of our most important challenges, the better our understanding of essential issues becomes and the more deeply our students embrace the countercultural life of this School. If we believe that the students have nothing to teach us, nothing to offer us, nothing to awaken in us, we will get what we deserve: a stagnant, self-entitled student body with no sense of community or connectedness.

I once had a coach who screamed the same refrain at me at every practice during my freshman and sophomore years of high school. “Don’t think,” he would yell, “Don’t think!” What he wanted was a player who could be a machine, following set plays, set formulas and set responses. And the fear he engendered, and the power he possessed in my eyes,
enabled him to turn me, mold me, change me into the player he wanted so badly to create.

I think about this coach’s effect on me every year on the opening day of faculty meetings, and I have seen him reappear in the lives of my own children as they have gone through their own school experiences. It is easy to make kids feel invisible, stupid, inconsequential, worthless and incompetent. Anyone can do that. But what I remember most about my experience with my coach was the mentor and advisor who called me into his office after a particularly savage practice. He simply asked if I was doing all right—he did not criticize his colleague—he just made it clear that he knew, he understood how difficult my situation was and that he was there for me. Thanks to that simple moment of reassurance, I was able to handle the treatment of the coach without losing my confidence, identity or courage.

Ultimately, St. Andrew’s cannot respond to the challenges of 21st century education and culture without the development and retention of a faculty that models such high levels of scholarship, engagement, compassion and generosity. In American high schools, the new pressure of specialization has to a certain extent eroded the power and influence of the triple threat teacher: the man or woman who teaches brilliantly, coaches or directs in the afternoon and serves as a trusted mentor for students. Now, outside coaches do the coaching, counselors do the advising and the teachers accept a far more limited and distant role in school culture.

At St. Andrew’s, we must continue to celebrate and develop our commitment to an excellent faculty, men and women who share their lives, their idealism and their optimism, and who make a home with and for their students. Our approach to education, which involves teaching and parenting round the clock, is not for everyone. But when such a teacher arrives, lives and works on campus, St. Andrew’s advances a step closer to the affirmation of our mission. Kids appear magically by such teachers’ sides—in the classroom, office, dining room, arts center, dorm home or apartment. And suddenly, the line that had separated the life of the adult community and the life of the student community blurs and disappears. The allure of the kiddie culture fades, and the teachers and students collaborate, embrace and face together the life of the community and the work of life.

I dropped my daughter off at college last week, and after moving a few bags into her dorm room, I watched her walk towards the door of the field house where she would formally begin her college experience. As I watched her, I realized that the faculty here had given her the strength, confidence, independence and spirit to do anything in the world she wanted or needed to do, not only in the awkward days of college transition, but in her life. “Think,” they taught her and her classmates; “engage,” they taught her and her classmates; “march, stand up, debate, argue and transform,” they taught her and her classmates; “be thoughtful, generous and empathetic,” they taught her and her classmates. I thank the faculty for the gifts they bestow on these students with every passing year.

A number of years ago, St. Andrew’s adopted the prayer attributed to St. Francis as the School prayer, for it somehow captures our identity as a School whose mission is to respond to our culture and to transform the lives of those with whom we live. Let me end with this vision of Episcopal community and education. This is what we do each day. This is why we open our doors each year...

Lord, make us instruments of your peace. Where there is hatred, let us sow love; where there is injury, pardon; where there is discord, union; where there is doubt, faith; where there is darkness, light; where there is sadness, joy. Grant that we may not so much seek to be consoled as to console; to be understood as to understand; to be loved as to love. For it is in giving that we receive; it is in pardoning that we are pardoned; and it is in dying that we are born to eternal life. Amen.
Board of Trustees

Katharine duP. Gahagan • Chair
Wilmington, Del.

J. Kent Sweezeay ’70 • President
Dallas, Texas

Caroline duP. Prickett • Secretary, Treasurer
Chesapeake City, Md.

Amy L. Barto ’86 • Alumni Term Trustee
Phoenixville, Pa.

Adm. Dennis C. Blair ’64 USN Ret.
Alexandria, Va.

Robert B. Blum Sr. P’84,’90 • Trustee Emeritus
Jupiter, Fla.

Gay Kenney Browne ’78
Santa Barbara, Calif.

William H. Brownlee ’44 P’73,’75,’77,’79 GP’05,’09 • Trustee Emeritus
Chevy Chase, Md.

John S. Cook ’45
Falmouth, Mass.

John W. Cullen ’81
Annapolis, Md.

Viviana R. Davila ’85
Alexandria, Va.

Cristina Stenbeck Fitzgibbons ’95 • Alumni Term Trustee
London, England

Spencer C. Fleischer P’06,’07,’09 • Parent Trustee
San Francisco, Calif.

Andrew C. Florance ’82
Chevy Chase, Md.

Sabina Forbes P’97,’06 • Parent Trustee
Bedminster, N.J.

Robert G. Gahagan
Bayville, N.Y.

Francis Giannattai, Jr. ’47 GP’09 • Trustee Emeritus
Wilmington, Del.

Paul H. Harrell, Jr. P’90
Montchanin, Del.

Maureen K. Harrington P’91,’93,’96,’99,’02 • Trustee Emeritus
Queenstown, Md.

Henry N. Herndon, Jr. ’48 P’83 • Trustee Emeritus
Hanover, N.H.

Carolyn M. Mattews, M.D. ’77
Dallas, Texas

Arthurd M. Miller ’70
New York, N.Y.

William C. Mott, Jr. ’78 • Alumni Association Board President
Madison, N.J.

Aileen M. Newquist P’06,’10 • Parent Trustee
Palm Beach, Fla.

Timothy W. Peters ’66 P’91,’93
Lancaster, Pa.

Steven B. Pleiffer P’95,’97,’00,’04,’09 • Parent Trustee
Alexandria, Va.

Sally E. Pingree
Washington, D.C.

Henry duPont Ridgely ’67
Camden, Del.

Daniel T. Roach, Jr. P’04,’07 • Headmaster
Middletown, Del.

H. Hickman Rowland, Jr. ’58
New Castle, Del.

Winthrop deV. Schwab ’36 P’66,’82 GP’86 • Trustee Emeritus
Gladwyne, Pa.

Henry H. Silliman Jr. GP’07 • Trustee Emeritus
Greenville, Del.

Scott M. Sipple lle ’81 P’08
Princeton, N.J.

Edward M. Strong ’66 P’07,’10
New York, N.Y.

Richard Vaughan ’88 • Alumni Term Trustee
New York, N.Y.

Rt. Rev. Wayne P’Wright • Bishop of the Episcopal Diocese of Delaware
Wilmington, Del.
Reunion Weekend

Mark your calendar now for:

June 6-8, 2008
Old Guard: June 5-8, 2008
This fall, the board of trustees welcomes five new members: Parent Trustee Spencer Fleischer P’06, ’07, ’09, Alumni Association Board President Bill Mott ’78, John Cullen ’81, Alumni Term Trustee Cristina Stenbeck Fitzgibbons ’95 and Parent Trustee Aileen Newquist P’06, ’10.

Spencer Fleicher is the father of four girls, three of whom have attended St. Andrew’s. Born in South Africa and currently living on the West Coast, Spencer was not familiar with St. Andrew’s when his eldest daughter was applying to boarding schools. Spencer was immediately impressed by the atmosphere and values of the School at the time of his first visit, and has now been visiting St. Andrew’s for six years. Spencer shares that he is “looking forward to being engaged with such a high caliber board and to participating in decisions which will help sustain and promote the School. I attended a similar, but larger and older Anglican boarding school in South Africa, Michaelhouse, where the experience and the faculty had a great and positive impact on me. I know that good boarding schools are invaluable.”

He will, he says, always remember standing in the auditorium that resounded with cheers for the Noxontones and following the DyAnn Miller on the coach’s boat during a crew race.

Through his work on the board, Spencer would like to help maintain the warm and generous culture and community of the School while preparing children for the increasingly competitive experience that follows graduation. He is keenly aware of the development going on in Delaware, and believes strongly in preserving the physical environment of the School, a task that requires a proper and balanced allocation of resources between land maintenance, scholarships and faculty.

Spencer is currently a founding partner of Friedman Fleischer & Lowe, a private equity firm in San Francisco, where he has lived since 1998. He earned a M. Phil. in management studies at Oxford University, where he studied at Lincoln College as a Rhodes Scholar. He previously graduated with honors from the University of the Witwatersrand in Johannesburg with a B.A. in economics. Over the years, he has lived in South Africa, England, New York, Los Angeles and Hong Kong. Spencer has been married to Caroline (Calla) Lorentz since 1986.

Bill Mott ’78 joins the board of trustees this year as president of the Alumni Association Board (AAB). He brings to the board a professional background in architecture and finance.

Bill is especially concerned with the rapid growth in and around Middletown, where shopping centers are swiftly overtaking natural landscapes. In light of this concern, he applauds the “extraordinary, visionary move on the part of the trustees to increase acreage over the past 15 years from 900 acres to more than 2,000.” He called the School’s decision to expand “brilliant in retrospect,” given the subsequent crowding in the area.

Having reconnecteed with the School six years ago, Bill looks forward to helping others rebuild their relationship with St. Andrew’s and its extended community of alumni. He stays in constant touch with his St. Andrew’s roommate and fellow classmates. When back on campus, he enjoys meeting alumni of all ages, whether they graduated in 1934 or 2001. “I have met a ton of people who are just awesome and look forward to meeting more alumni,” he says.

Bill received a B.S. in architecture and an M.B.A. from the University of Virginia. He is a managing director at
Deutsche Bank in New York City and lives in Madison, N.J., with his wife, Catherine. He is looking forward to contributing to the future of St. Andrew’s.

John Cullen ’81 brings with him an extensive background in the real estate and hospitality industries. John received a B.A. from Denison University in Granville, Ohio. After college, John began working as a research analyst before heading the Hotel Group of ZHA/Real Estate Research Corporation. He later began organizing the development and financing efforts for a Boston-based property company before starting his own hotel company. John is the CEO of Grand Heritage Hotel Group, which he founded in 1989. The firm acquires landmark historic hotel and resort properties and transforms them into luxury hotels. John began with one hotel management contract and created a chain of 63 luxury hotels in seven countries. He sold the company in 1997 and then reacquired the rights to Grand Heritage in 2003. Following a major expansion program and relaunch of the brand he started, the company doubled the size of its portfolio. The hotel group is currently developing properties in the United Kingdom, France, Germany, Italy, Qatar, Mexico and Bermuda. John lives in Annapolis, Md.

Cristina Stenbeck Fitzgibbons ’95 is the director of Millicom International Cellular S.A., a position she has held since 2003. During the course of her successful career, she has been recognized by the Financial Times as one of the world’s most influential businesswomen.

A graduate of St. Andrew’s and Georgetown University, Cristina has an extraordinary perspective on the world of education, business and international relations. Her former advisor, Headmaster Tad Roach, describes Cristina as “one of our most inspiring and important alumni role models for our current generation of St. Andrew’s students, for she embodies remarkable integrity, maturity, passion for the work she pursues.”

Aileen Newquist is another woman with a very strong background in business; after graduating from Wesleyan University in 1983 with a B.A. in economics, she pursued a career on Wall Street working at Morgan Stanley as a financial analyst. After marrying her husband Scott, Aileen started a women’s clothing company and a family. Ultimately, she retired from the frenzy of fashion shows and retail consolidation to spend more time with her two daughters, Peyton ’06 and Paige ’10.

Aileen returned to the world of business in 1991, when her husband founded a boutique investment advisory firm, Perception Advisors. She has served as chief financial officer of that company and its subsidiaries since their inception. Aileen and her family now live in Palm Beach, Fla., and enjoy traveling frequently. ☝️
From the Archives
A slice of St. Andrew’s history is currently hanging in the History Corridor. On their way to and from classes, students and faculty pause to peruse a special collection of relics arranged in a set of display cases.

“St. Andrew’s School: The Charter Years,” an installation showcasing artifacts and documents from the formative years of the School, was put together by the Irene du Pont Library team as part of their long term project of preserving St. Andrew’s history. As soon as the exhibit was mounted, students began crowding around to reflect on the remnants of an earlier St. Andrew’s era.

In the first cabinet, “The Beginnings,” a collection of materials from St. Andrew’s opening year conveys a sense of the School’s foundation and the effort that went into its planning. This section of the exhibit includes photographs of the construction of Founders Hall and a jar of “groundbreaking dirt” from 1929. Viewers can look into the young faces of the charter graduating class of 1934, and read over the to-do list of Edith Pell, wife of the first Headmaster.

The second display, “The Mission,” presents pictures and letters that reflect the vision of the School’s early leaders, including photographs of Founder A. Felix du Pont and Headmaster Walden Pell II.

The third section of the exhibition, “A Boy’s Life at SAS,” comprised of materials mostly drawn from Edith Pell’s first scrapbook, provides a window into the daily experience of St. Andrew’s earliest students.

The fourth cabinet, “Athletics,” suggests that School spirit was as strong in the first decade as it is today. Hanging behind the glass is a white sweater, coarsened by time and embroidered with two proud, red letters: S and A. A weathered yacht club flag and a first baseman’s glove from 1934 have also been preserved.

In some ways, School life was very different back then. A schedule from 1932 tells us that “lights out” was at 9:15 p.m. Students may be surprised to see that in 1936, the faculty was comprised of 10 men, and that incoming students were reminded to bring along “1 dressing gown” and “1 fountain pen.” But some things haven’t changed. Young men, St. Andreans of the 1930s, stare out from photographs that show them washing dishes on dinner duty, playing basketball and ice-hockey, hitting the books in the classroom and mingling at a winter dance. The photos, though black and white, recall the countenances of students that walk the halls today; intelligent, eager and active, they embody the attitude of the School itself.

The library team came upon these precious remnants in the process of creating an accessible archives database. As part of this project, Lisa Myers has been gathering items for scanning and display. The team has already made some archives available on the library Web site, and they are working on locating and scanning other materials. In the meantime, says Noreen Tully, they devised this installation as a way to share their findings with colleagues and students. “We wanted to let the community in on what we are doing, so they could have as much fun as we were having in seeing a bit of the St. Andrew’s history,” says Noreen. In focusing on the School’s charter years, they sought to remind the community of its roots, and to honor “all the work that went into making this school happen, the amazing efforts of those involved, the courage of the first kids to attend.”
Nearly every year of my life that I remember, I have traveled that great stretch of the American landscape known as the New Jersey Turnpike. (If you believe in reincarnation, there could be no better evidence of bad karma from previous lives.) For at least a decade, my travels were in the back seat of my parents’ car, on our way from northwest Connecticut to Washington, D.C., where my grandparents lived. In those dark ages before iPods, I would sometimes pass the time plugged into a walkman (complete with enormous saucer-sized headphones), listening to an eclectic mix tape featuring both the music of my parents’ generation, on which I had been raised, and the music of my own. (It’s probably one of the only times in American musical history that Bob Dylan’s “Desolation Row” has been immediately followed by Paula Abdul’s “Forever Your Girl.”) More often, though, the six to eight hour trip involved a lengthy round of “Challenge of the Super-Quiz,” the trivia game that my indulgent academic father had invented for me, already a happy little history nerd at age 10.

My father, the Alex Trebek of our game, would ask questions he made up off the top of his head from a variety of categories—history, literature, geography, science—all to the delight of his daughter, who was a bit too enamored of showing off just how much she thought she knew.

Only a few special sights in the Turnpike landscape were permitted to interrupt this game. We broke off from play on each trip to salute, with a kind of awe, the holding pond west of the southbound lanes that glowed a chartreuse color that nature can not produce, and that has never been seen anywhere outside of New Jersey. We greeted the Cherry Hill water tower, and duly noted the rest stops named for famous sons and daughters of the Garden State. (This always seemed to me a dubious recognition—though after reading Walt Whitman’s celebration of the smell of his own armpits in “Song of Myself,” I can see that the Walt Whitman Rest Stop may be a more appropriate honor for the poet than I realized as a child.)

Certainly the most romantic of these Turnpike landmarks hailed by my family was an enormous old ferry boat, its paint yellowing and flaking, its hull rusting out, which was long ago abandoned on the banks of the Raritan River, east of the Turnpike near New Brunswick. We called it, “The Ferry that Time Forgot.”

I still travel the New Jersey Turnpike whenever I go to visit my parents in Connecticut, though my musical taste, I’d like to think, has grown more refined. (Well, at least Bob Dylan has been spared sharing space with Paula Abdul, who is relegated to an exclusively ’80s mix CD.) But I still look for “The Ferry that Time Forgot.” And there it sits even now, quietly rotting away. Having gotten its passengers from Point A to Point B, it served its purpose and was unceremoniously beached, like a whale bleaching in the sun.
Examining the depth of education

That rotting ferry boat is a pretty apt metaphor for the way a lot of people in our society think about education—the way they think about schools, even schools like St. Andrew’s. Magazine covers proudly announce rankings of the “best” high schools or colleges in the country. When considering a school, the first question many students or parents ask is, what colleges or law schools or medical schools did recent graduates attend (and how many)?

Voices all around us whisper that education is simply meant to get us from Point A to Point B with as little risk and real investment as possible. These voices tell us learning's purpose is strategic, not transformative. Be smart, they say. Do what you need to do, in school or in college, to get the credentials required for entry to the most prestigious port of call that will take you; do what you have to do—no more—then ditch the boat.

The temptation to give in to this ferry boat view will call to you at every level of your education. Often, it will present itself as the “safe choice.” Raising your hand occasionally in history class to get credit for participation, but never really wrestling with the complexity of Jefferson’s view of human nature in front of your classmates—because you don’t know if your idea is “right.” Choosing the senior exhibition book that you think will be the easiest to write on, when you found another one far richer and more interesting. Taking the lower level Spanish course, because you think you’ll get an A in it, instead of pushing yourself to take the more advanced course that will stretch you.

Students aren’t the only ones to confront this temptation; we as faculty do as well: do we continue to teach courses as we have for the last two years because they went fine, got us through last year and are ready to go again in September, or do we re-think and re-imagine the reading assignment, the discussion question, the assessment?

It may seem too easy to criticize this utilitarian view of school. After all, there is a kind of economic sense to it: Why not be thrifty with your effort? Why not choose whatever requires the least investment of your gifts to yield the greatest rewards? Why reject the ferry boat if it gets you to the far shore?

First of all, if your time at school is defined simply by what it gets you, it won’t be any fun. If you write for the grade from Mr. Speers, perform for the applause of your parents, find the derivative for Mrs. Kennedy’s praise, they will be joyless experiences. If you get that grade, that applause, that praise, increasingly it will ring hollow, as that will be all you have. And if you don’t get any of those extrinsic rewards, those experiences will have no meaning for you.

G. K. Chesterton, a British writer of the early 20th century, wrote, “Anything worth doing is worth doing badly.” I know it may sound counterintuitive: “Anything worth doing is worth doing badly.” But think about it. Find your passion, find what makes you think harder and deeper than ever before, what makes your heart catch fire—and do it, even if by others’ standards, you do it badly. If you can’t carry a tune in a bucket, but you love to sing: belt it out. If you love writing poetry and the best poems from your pen aren’t judged by others to be very good, it doesn’t matter: write. For whom are you doing the thinking, the singing, the writing?

So I ask each of you: what are you so passionate about that you can’t help but do it, and do it joyfully, even if you do it badly? No matter what other pressures we—your parents, teachers, advisors and friends—put on you, we all want you to find something, many somethings, worth doing badly.

There is a second, deeper reason I encourage you to see your education as more than simply a vehicle to some grander institution or higher status. The past has real power in our lives: sometimes for good, sometimes for ill, often with good and ill mixed together.

From the moment of your birth, you and I have been handed a great, heaping basket of stories, beliefs and assumptions—ways of thinking, feeling and understanding our world and our own place in it. They come from our families, our communities and our nations. They feel tremendously natural because they surround us throughout our lives, like the very air we breathe. As the author and critic James Baldwin argues in one of his essays:

History, as nearly no one seems to know, is not merely something to be read. And it does not refer merely, or even principally to the past. On the contrary, the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do. It could scarcely be otherwise, since it is to history that we owe our frames of reference, our identities, and our aspirations.

It may sound strange for a history teacher to say, but I believe education's greatest value may lie in its power to liberate us from unreflective bondage to the history we inherit.

Let me be clear. I am not suggesting that we ignore or jettison the past; the consequences of that are dire indeed, as we have seen all too often in public events, even today. No. We need to examine our histories and question what we inherit, intentionally weighing and choosing what we carry forward and what we reject. It is only through the work of critical thinking—sometimes hard, always ongoing—that we can free ourselves from being “unconsciously controlled” by the past, from simply repeating what others have handed us.
Talk of the T-Dock

I’m not saying we should reject all traditions; but any tradition worth our loyalty deserves the respect of being argued with and tested—just as we let the tradition question us. Unless we make the effort to challenge what we take for granted with different, unfamiliar voices, we’re like trained parrots, repeating what our owners spoke before us. Unless we turn the questioning fire of our minds on the assumptions and beliefs that we have been given, we are complicit in allowing them to rule us.

Then creativity and real change are impossible; we will be unable to pursue anything new, be it a new scientific theory, a new musical sound, a new literary genre—or a new world more fully committed to the idea of justice.

I bet every one of you aspires to be far more independent—and we who teach you share that hope for you. But you will never make progress toward real independence if your time here is just “marking time” on the ferry boat to college and beyond.

Sounds like it will take a lot of dedication and energy, doesn’t it? But this doesn’t require any grand heroism. The amazing thing is that every time you walk into a St. Andrew’s class ready to immerse yourself with abandon in the shared work of those 40 minutes, you will be advancing the cause of making yourself more autonomous—more self-governing. To paraphrase Tom Stoppard, one of my favorite playwrights, you may find that “the best possible time to be alive [is] when almost everything you thought you knew is wrong.”

There is a danger to this, however. Fired up by whatever passion is yours; eager to forge your own independent way as a thinker—as a person—you can lose sight of a truth that applies to us all: the reality of our dependence on other people and their dependence on us. The annals of scholarship, science, the arts—they all offer examples of the ease with which even the greatest minds and most talented artists can forget the claim that other human beings make on our care and kindness.

William Faulkner, one of the greatest American novelists of the 20th century, wrote fiction that brought to life the dark realities of the South in which he grew up. He created unforgettable characters, who took on flesh and blood in his pages. Yet in 1956, some seven years after he won the Nobel Prize for Literature, he could speak these words in an interview in the Paris Review:

*The writer’s only responsibility is to his art. He will be completely ruthless if he is a good one. He has a dream. It anguishes him so much he must get rid of it. He has no peace until then. Everything goes by the board: honor, pride, decency, security, happiness, all, to get the book written. If a writer has to rob his mother, he will not hesitate; the Ode on a Grecian Urn is worth any number of old ladies.*

Strong words from William Faulkner. I can’t help imagining what we might have heard in response from his mother (or the Oxford, Mississippi Daughters of the Confederacy)! But one needn’t be an old lady to be troubled by his willingness to sacrifice (even rhetorically) his fellow human beings for the sake of his art. How could a writer who brought so many characters to vivid life reduce to a mere abstraction those “old ladies”?

Art embodies thought and feeling, it opens up other people’s experiences, and ultimately, it should help to illuminate for us what it means to be human. Faulkner’s dismissal of “any number of old ladies” as a kind of collateral damage in the process of creation undercuts the very reason we should commit ourselves to art and lives of inquiry. His words remind us of a terrible danger to which the very talented—and perhaps, too, the very privileged—can succumb: viewing other people as less worthy or less important.

That very danger is one reason why St. Andrew’s is such a special place in which to share in the power of education, whether as a student or a teacher. This School has the life of the mind at its center, but it also holds fast to the life of the heart. It embraces, more fully than any other institution I’ve met, a deeply felt sense of “radical responsibility,” as Mr. Roach has put it—both to those with whom we share our St. Andrew’s experiences and those beyond our campus. Learning here is something none of us does alone. We do it together. It is communal in the shared discussion and inquiry of the classroom every day. It is communal because we make the effort to give attention to events and needs in the larger world beyond our campus. And learning here is eminently communal in its aspirations.

We believe that, if you give yourselves over to it, education can change your lives—and the lives you lead as you journey beyond this place can change the world, for the better. It needs that change; just look around with open mind and heart.

So let’s risk making mistakes, trying new ventures; let’s sing our off-key songs. Seniors, let’s keep in perspective the inevitable anxieties of the college process; this year is about far more than landing you safely at the gates of some particular college. Take joy in learning, and if it sometimes seems hard to come by, examine yourself no less than the tasks before you. (I know joy in trigonometry always came hard for me!) Stretch your intellectual and artistic gifts with discipline—and a little recklessness too. Be open to changing your mind. But if you happen to discover Mrs. Mein or any other aging ladies standing in your path to class or the studio, don’t knock them over.

There is a Quaker saying: “let your life speak.” Learning and community alike aren’t given to us; we make them happen—or we don’t. Let your lives, at St. Andrew’s and beyond, speak of your commitment to both.
With the help of two experts in education and a one-of-a-kind test, St. Andrew’s explores innovative methods of instruction and assessment.

by Matthew Roach ’04

The main attraction of a top college or high school in America is:

(a) great teaching
(b) a rigorous environment
(c) a curriculum that teaches critical thinking
Admissions brochures and course catalogues promise that the answer is:
(d) all of the above.

But what does “great teaching” actually look like? How can “rigorous” engagement and learning be guaranteed? And how, exactly, can schools measure whether or not their graduates have indeed learned how to think?

At the Authentic Assessment Conference, hosted by St. Andrew’s in June, two nationally-recognized educators, Dr. Richard Hersh and Dr. Tony Wagner, sought to provide answers to these fundamental questions about education. A group of about 65 teachers and administrators from public and private schools across the country traveled to St. Andrew’s campus to hear Hersh and Wagner suggest strategies for improving American education.

Standing onstage in Engelhard Hall, Hersh opened the conference by pointing out that American high schools and colleges have no way of knowing how much students have learned. Schools may insist that they are teaching the skill of “critical thinking,” but there is no test that measures which schools are doing a good job, and which schools are failing miserably. This lack of assessment, Hersh argued, is unconscionable.

Hersh insisted that the only way to measure learning is through testing, and he cited the necessity of tests for airplane pilots and doctors to emphasize his point. “If it’s so important that critical thinking is taught, it’s equally important to find out if it’s been learned. After all, would you feel comfortable flying in a plane with a pilot who scored 100 percent on take-offs but only 50 percent on landings?”

Wagner, who followed Hersh, was equally critical of the current state of American education. “I spent a lot of time in schools on a research project at Harvard and I did not see a lot of good teaching,” he said. “I saw random acts of greatness, but no consistency.” Wagner’s research led him to a bleak question: “Why is it that the longer students are in school, the less curious they become?”

The lack of curiosity in students is especially troubling considering that curiosity has become a “survival skill” in the modern workplace. According to Wagner, most business executives and consultants feel that the ability to ask good questions is crucial to success. Most schools, however, stress the memorization and regurgitation of answers as primary objectives. This gap between what schools are teaching and what businesses require, Wagner argued, demands attention.
The opening night lectures whet attendees’ appetites for an honest conversation about the state of American education. In the second meeting, Hersh and Wagner sought to offer some solutions to the problems posed in the first. Wagner began the day with a lecture centering around a single word, a word that, for him, defines the most essential ingredient to an effective and useful education.

“Rigor,” said Wagner; “is the practiced engagement of critical thinking. In a rigorous classroom, students take intellectual risks, complicate questions and generate ideas.” Wagner followed this definition with more concrete criteria: in a rigorous environment, teachers and students must routinely “self-assess, know why they’re doing what they’re doing and know how these skills are used in a larger world.”

Here, a skeptical teacher stopped Wagner short. “How can I tell my students what the purpose of a class is if I haven’t even taught them the basic facts?” she asked. In response, Wagner offered an example from his days teaching history to high schoolers. “If I didn’t engage students’ minds first by telling them why we study U.S. History,” he said, “they had no interest in learning the basics.”

“Especially in the age of the Internet,” continued Wagner, “the problem [with graduates] is not a lack of information—it’s their ability to make sense out of all of it.” If Wagner’s observation is true, it follows that educators should be focusing less on “basic facts” and more on the skills that allow students to synthesize them into coherent configurations. Without these skills, young people will be left with stores of fragmented knowledge and no sense of how to order or index it in the service of more sophisticated understanding.

Wagner closed his session with his grand vision of an education that prepares students to enter the modern workforce: “The 21st Century requires skills for work, learning and citizenship. What is striking is how those skills have converged.” Companies value the ability to solve problems and think critically, Wagner claimed, implying that these skills can no longer be considered as pleasant by-products of a good education, but must be recognized as essential to success in the workplace and in the world.

Following Wagner’s speech, Hersh stepped to the front of the room, eager to begin his talk about how to test for the skills that Wagner had described. “Our job is to elevate what we expect of students,” Hersh said. “And to develop an assessment that measures what we want them to learn.”

Hersh’s answer to the need for authentic and relevant assessments is the College and Work Readiness Assessment (CWRA), a test that seeks to measure critical thinking through reading, writing and problem-solving. The central goal of the assessment is to ensure a vital connection between test material and the challenges of intellectual engagement in the real world. Where multiple-choice tests bombard the student with problems and ask them to choose answers rather than invent them, the CWRA presents students with a single problem that is designed to resemble a real-life dilemma.

For example, one group of students taking the test was asked to decide which after-school programs a fictional town district should fund, and which it should cut. Students were given relevant documents to use as evidence for whatever arguments they chose to make. Enclosed materials for this question included letters from parents, costs of the programs, mission statements and basic information about the after-school programs themselves. The test forces students to decide what kinds of evidence are most reliable and useful, and which documents might be biased, misleading or irrelevant. The test is graded by a group of trained readers who use detailed rubrics to assess each student based on clarity of argument and use of evidence. Each test is assigned a numerical value from one through five (the same scale as is used in grading AP tests).

The CWRA is an excellent educational tool in that it provides an institutional profile of how effective a school is in imparting core intellectual skills. Last year’s senior class at St. Andrew’s took the CWRA in May. Their scores were translated into values that allowed comparison with SAT scores. Based on the mean SAT score of a student body, the Council for the Aid to Education derives an expected average CWRA score. The mean CWRA score of last year’s senior class was 63 points above the expected score, while the standard deviation is only 1.7 points. In other words, St. Andrew’s students performed very well on the test, indicating that the School is successfully imparting the skills targeted by the test.

St. Andrew’s has just finished testing the entire student body this fall. These scores, which won’t be available for some months, will serve to further clarify how effective the School is in teaching critical thinking and analytical reasoning, and in what ways St. Andrew’s teachers can further emphasize these skills across the curriculum. St. Andrew’s is committed to testing its students with the CWRA each year for a minimum of three more years, and the School will continue to respond to the results in an attempt to isolate and develop educational practices that demand intellectual engagement from the students.

Last spring and this fall, St. Andrew’s surveyed CWRA takers to get a sense of student responses to the test. Their comments were remarkably positive. Overall, students were refreshed by the format of the test. “It was different from any other test that I’ve ever taken,” said one senior; The surveys reflect a general appreciation for the fact that the test demanded that they reason rather than guess, and that it didn’t create a “marathon mentality,” as standardized tests often do.

Student response also confirmed the data showing that St. Andrew’s teachers and the St. Andrew’s curriculum are
"I felt very prepared to take this kind of test," writes one student. "In fact, I felt comfortable with the format because it demanded the same degree of reading, thinking and writing that our schoolwork demands of us."

The discussion then got rather heated. Some conference members reasoned that, because he got the students talking and "had a nice touch with the kids," the teacher was effective. Others found his teaching style idiotic and obnoxious and said that his discussion was pointless and purposeless.

Wagner looked perplexed. Here were dozens of the most respected educational leaders in the country clearly divided as to whether a teacher was terrible or excellent. It seemed clear that the people in the room were judging according to drastically different standards of "good" teaching. Some valued charisma and "touch," while others put more emphasis on content.

As the discussion continued, this gap in assessing the videotaped teacher's effectiveness proved too wide to overcome. Indeed, the debate seemed to work against Wagner's thesis that video review is the best way to improve teaching; if the best professionals in education could not agree on how good a teacher was, who could? Students, apparently.

"It's amazing how students can pick up on how good a teacher is, much better than other teachers," Wagner said.

One of the advantages of Hersh's and Wagner's experience critiquing education is that as they have traveled across the nation and sat in thousands of classrooms, they have acquired a perspective on teaching that is usually limited to students.

In their final speeches, Hersh and Wagner narrowed their conference down to three basic necessities for the future of education: "Educators must agree on what's important to be taught, create assessments of learning what's important and video-tape and discuss instruction."

Almost everyone in attendance agreed with this set of priorities. But as the video exercise demonstrated, educational professionals often have disagreements about what constitutes successful teaching and learning. The conference illustrated the value of open debate and critique—for students in the classroom, of course, but also for instructors as they decide what to teach and how to teach it.

Hersh's test, meanwhile, represents a significant advance in education. Ideally, the CWRA will force the high schools and colleges that toss around catch phrases like "critical thinking" and "authentic learning" to hold themselves accountable for their professed objectives. St. Andrew's was one of five colleges that tossed around catch phrases like "critical thinking" and "authentic learning" to hold themselves accountable for their professed objectives.
Talk of the T-Dock

The Escape Artist:
Adventures of a traveling painter

by Tommy Burns ’02

Far from his current home of Islamabad, Pakistan, Bruce Colburn ’82 began his artistic career in an attic room where the library skylight is today. Bruce was born and raised on the St. Andrew’s campus, the son of Mr. and Mrs. Bob Colburn. For the past 17 years, Bruce has lived and painted abroad. His upcoming show at the Tanzara Gallery in Pakistan will be his 24th exhibition. But it was in a small Founders Hall room where Bruce learned the basic skills of artistic expression. Though his work has taken him to the Virgin Islands, Italy, France and now Pakistan, his artistic introduction occurred at St. Andrew’s. Bruce recalls that it was “under those eaves, and under the patient aegis of Howard Fraker, [that] I learned the rudiments of drawing.”

After graduation, Bruce studied fine arts at Haverford College. He attended the Skowhegan School of Painting and Sculpture during the summer of 1986 and was awarded the Elizabeth Greenshields Foundation grant for painting in 1987. This grant allowed Bruce to travel to France and Italy and make drawings of works by Titian, Delacroix and Rodin. These artists, and many others, began to serve as guides for Bruce. He explains, “I had great teachers, the Philadelphia sculptor Chris Cairns for one, who remains my idea of what an artist is. At some point, though, you have to make the jump from learning from teachers to learning on your own. At 21, thanks to the Elizabeth Greenshields Foundation, I made that jump.” Bruce spent months in Europe’s museums and churches, observing and drawing.

One picture, The Entombment of Christ, by the Flemish master Rogier van der Weyden, had a particularly powerful effect on Bruce: “The painting was small compared to its neighbors, but where they seemed empty, the van der Weyden was an infinite world. Why was that little patch of oil paint so riveting while the colossal works next to it scarcely rated a glance?” The answer seems to be that this painting, over 500 years old, exposed a very modern truth. “You grow up in a mass-market economy and you lose the sense of the hierarchical relationship between quality and quantity. But van der Weyden’s voice carried clearly over five centuries: ‘Quality,’ I heard him whisper, ‘is everything, and quantity is nothing.’”

Bruce returned to the United States to work as a studio assistant for Nell Blaine, the wheelchair-bound artist and pioneer of the abstract expressionist movement. Re-immersion in the American art world taught him a very important lesson about life as an artist: “One of the most difficult things about painting is finding and holding that elusive day job—one that is complementary to painting, pays enough, and leaves you enough energy to paint. The studio assistantship did the trick.”

This job was the most rewarding of a succession of day jobs that funded his artistic habit for 20 years, but the art world was wearing on Bruce. He recalls, “It was harder and harder to paint in the States. The artist culture, then at its zenith, was distracting.” He was invited to teach art in the Virgin Islands. Bruce says, “I needed some time alone, time to allow my own voice to mature in the island’s silence. I slipped into West Indian life and cut all artistic ties with the
States. The distance enabled me to make pictures touched by influence, but not crushed by it.”

In 1993 Bruce moved to Paris, where he lived and painted for the next 12 years. He had numerous exhibitions, and his interest in European art intensified. Several extended stays in North Africa deepened his love of abstract and decorative art.

It was in Paris where Bruce began to find his artistic voice. At times, he would spend a year or longer on a single painting. Bruce says, “In an effort to find some semblance of a path, I started going to the Louvre every Wednesday evening, copying and studying the masters. It became a decade-long habit. I spent a lot of time with the Venetians, awed by their bold color, discipline and recklessness.”

Years before, in another European museum, van der Weyden had awakened Bruce to the power of visual eloquence, even when the canvas was small. Now, the works he studied in the Louvre prompted another vital realization: He says, “It dawned on me that if you paint sincerely, you never really learn how to do it. Strangely, your confidence grows with the awareness that you have no idea how to do what you do, and never will.”

In 2006, it was time for Bruce and his wife, Agnès Couffinhal, to move yet again. They headed to Islamabad, where Agnès is a health economist. During a 2007 exhibition in Islamabad Bruce spoke of his transient lifestyle and acknowledged the influence of setting on his work: “I tend to wander, artistically and geographically, and so here I am in Islamabad, Pakistan. It’s a bewildering country, possessed of three world-class artistic traditions: Gandara sculpture, Mogul miniature painting, and Islamic calligraphy. And yes, these traditions are seeping into my work in various ways. I am noticing, for example, a new fluidity in the brushstroke that must come from the calligraphic art here.”

While his new home is certainly influencing his current work, Bruce believes that there is little outward continuity. He says, “I shuttle freely back and forth between abstraction and representation, often within the same image, alternating between drawing, watercolor, and oils, working sometimes on murals, sometimes in miniature. The constant shifting is a perfectly honest approach to life’s infinite repertoire.”

Mark Green, who taught art at St. Andrew’s in the early 1980s, assured Bruce that the ability to make work in a variety of styles was a strength, advice that, at the time, “ran counter to the art world’s thirst for coherence and unity in a body of work. But Mark set me straight: ‘What’s so great about coherence? Nothing could be more irrelevant to life…The same person did all these. That’s plenty of coherence.’” Each stop along Bruce’s journey from St. Andrew’s to Pakistan has enriched the artist with new techniques and traditions. But it was his willingness to move about so freely, both geographically and artistically, that has left this painter purposefully undefined.
Rampant Restorations!

Summer brings many changes to campus

Founders Hall

The monumental task of "modernizing" Founders Hall continued apace this summer. In the third year of a planned five-year undertaking, the Middle Wing was cleared out for asbestos removal (mostly ceilings and pipe insulation), fire sprinkler installation and electrical and plumbing upgrades. All the slate roofing and gutter systems between the Old Wing and the Middle Wing center roof peak were also removed and replaced, including new flashing and lead-coated copper valleys.

The extent of asbestos ceilings in the area required that this section be done over two years. The dorm and classroom work will be finished up next summer, along with the atrium section of the Library (which was deferred from last summer to allow completion of each segment in the annual 10½ weeks summer break time-frame). The foci of this summer's work in the Middle Wing were the five faculty residences and the Chapel area.

The Chapel program benefited noticeably from this summer's work, as the boy's laundry facilities were condensed to provide for a legitimate robing room and Vestry meeting area at the bottom of the stairs coming down from the Dining Hall. (The boy's laundry is now accessed from underneath those stairs, through the old Outing Club closet). The lobby area right outside the Chapel was reconfigured into a true narthex, complete with the wonderful portrait of its namesake, A. Felix duPont, Jr., given to the School by his daughter, Kitten Gahagan. The Chaplains' office was also expanded to accommodate their needs more effectively. The office had been reduced in size considerably in the mid-90s, to accommodate the air-handling system which regulates the humidity and temperature in the Chapel, a necessity for preserving the organ and wonderful woodwork in the Chapel. The sacristy also received a much needed facelift and reorganization.
The “Hall of Fame”—holding the priceless carvings of generations of seniors—received fresh paint and more light, rendering it a pleasant and welcoming connector between the student-centered store/mailbox area in the Old Wing lower level and the Chapel, the heart of the School.

Faculty Housing
The focus on faculty housing this century is paying handsome dividends, as most of the 47 faculty residences in and around campus have been modernized to increase both their appeal and functionality. Old roofs and boilers, decaying windows and porches, once dingy kitchens and bathrooms all have been given new life—and that provides a noticeable boost to the energy and time the faculty can spend with both students and their own families.

Including one needed addition, the School has invested over $1 million in the last three fiscal years alone in repairing, renovating and enhancing faculty housing. While this is understandably a never-ending task, the School has essentially caught up with a long-standing backlog and the faculty are most appreciative of the efforts managed by the outstanding Facilities Services staff on their behalf.

Special Attention Areas
Each summer St. Andrew’s strives to address a few areas on campus that are well used and need a little “sprucing-up.” This past summer, the targeted areas were the Cameron Gym and the Senior Room (the Boathouse aerie).

The Gym has gotten comfortably worn over the years and greatly benefited from fresh paint throughout and enhanced lighting in many areas, including the locker rooms. The entrance patio was redone, replacing the old asphalt with new pavers and flagstone, and the steps re-pointed to complement the new doors that were installed a year earlier. Students and visiting teams, even several officials, have noticed the visible improvements and expressed their compliments and appreciation to the School. Moving forward with the Campus Master Plan, this area of school life will receive additional attention over the next few years; the expectation is that there will be further rehabbing and reconfiguring of many of the older spaces so that they may meet more effectively the School’s current needs and program.

The Senior Room, long the purview of VI Formers, also received long overdue attention. Originally envisioned as a casual meeting and team area during crew season, the room had no insulation and a “club house” feel. This summer the large room was fully insulated and its vaulted ceiling given a new natural wood bead-board finish. With the floors refinished, bathrooms spruced up, a fresh coat of bright yellow on the walls and new lighting, it is now a wonderfully welcoming, year-round facility.

Campus Master Plan
Early this past summer, Wallace Roberts & Todd, LLC finished up their work on the School’s latest round of campus master planning. A comprehensive review of campus facilities and needs, guided by in-depth interviews with faculty, students, administrators, recent graduates and parents, produced a general blueprint for the School’s facilities priorities over the next 5-10 years. The board of trustees was briefed periodically during the year-long effort and provided input and guidance to the process. The final draft plan will be presented to them at their regular fall meeting this October.

The planning process has already had an impact on the School’s program, as a clear priority emerged to address athletic facilities. Planning efforts to address athletic program needs are already underway, under the guidance of the Board’s Buildings and Grounds Committee, led by Tim Peters ’66.
Start Your Holiday Shopping Early...

at www.standrews-de.org/schoolstore

Vineyard Vines® now available!

Vineyard Vines ties and tote bags are now available at the St. Andrew’s School Store on campus and online. The ties feature the School griffin and 1929, the founding year of the School. These ties and totes are only available through the School Store with all proceeds supporting the Financial Aid Fund. Go online to www.standrews-de.org/schoolstore to order yours today and receive your purchases in time for the holidays!
Joanne Christian greets me with a warm smile and holds the door for me as I pass, somewhat stiffly, into Health Services. Through some unconscious contortion, I had managed to damage my upper back the night before, and am having some trouble rotating my torso. (A real problem in the classroom, where earlier in the day I let out a cry of pain as I turned to scribble something on the blackboard.) Joanne invites me into her office and offers me a seat, which is actually a medicine ball mounted on the frame of a swivel chair; I take out my tape recorder and begin easing myself down into the chair, trying to control the spasms of stiff pain in my back. No good. Joanne is onto me.

“What’s the matter? Did you hurt yourself?”

“I just slept on it wrong,” I say, but it’s no use; she’s already leading me into the back room, rummaging in the cabinet for the appropriate cream and instructing me, in a tone that pleasantly combines friendliness and firmness, to lie down and relax on the table. “We’ll just see if we can’t rub that out,” she says.

“I had some questions,” I say as she starts rubbing something mentholated beneath my shoulder blade. “I left the recorder in the other room,” I murmur, my cheek now pressed against the cushion-topped table as my eyes start to close, soothed by the tingling fumes of the cream.

“There now,” she says softly. “Let’s work that stiffness right out of there.”

“Wow,” I say, and then I ask an unplanned question: “Where did you learn to massage like this?”

She answers without altering the pressure and speed of her fingers: “Nursing school. This was part of the training. Back then they taught us this sort of thing. It was all part of learning a good bedside manner; they stressed bedside manner much more back then; how to make a patient comfortable was really considered as part of the job, part of the care. Now things are changing. Colleges have absorbed the nursing programs and the curriculum is less hands-on. As a result, people graduate and go into practice before they realize that they really aren’t interested in the actual hands-on, human contact part of the job. It’s a problem, because that’s so much of what nursing is about.”

“Yeah, it is so important,” I say, wishing the tape was running and thinking that Joanne’s bedside manner was indeed so good that I might get amazing care and no interview. After several minutes of massage and a few applications of ointment, the pain has dulled and I can actually twist and stretch my body a bit.

“Better?” She asks, looking genuinely concerned.
“Yes, much better. Thank you so much.”

“That cream will soak in slowly and help to relax the tension. But we’ll keep an eye on it and see how you feel, OK?”

“OK.”

As we step into her office and I settle into the medicine ball chair, I realize that even though the interview hasn’t begun yet, I’ve already received the most telling information about Joanne Christian that I’m going to get: I’ve seen her in her element, administering to the problem at hand; I’ve heard her basic philosophy of health care; I’ve felt the soothing solicitude of her tone and her touch. In short, I’ve experienced first hand what Joanne does best and gives most: care. And all the rest is talk.

St. Andrew’s Magazine: What is the most rewarding aspect of your job here?

Joanne Christian: Working here has actually reconfirmed my faith that the world is going to be OK. And that’s because there’s just incredible youth coming through here. There’s a sense of great things in the pipeline. Working here, I’ve been able to watch the students really take on that deeper next level of commitment, compassion and drive to make the world a better place, and to act responsibly. That’s probably been the most rewarding thing about coming here—knowing that this is a great bunch and that they’re going to be problem-solvers and responsible citizens, and not just takers in the world.

SAM: Describe a typical day at the health center.

JC: A typical day? Well that’s just it. When you’re dealing with emergencies and accidents, nothing’s typical. Anything can happen. That’s just the nature of the human body. We always have to administer medications. We always examine students who present with symptoms. Those are really the only predictable activities here. What I would say, though, is that there are certain patterns in the way we interact with our patients that remain constant. When I see a student here, I see them first through the eyes of a parent, responding with sympathy to a sick kid. So I’m the parent first, and then I go clinical. The parent has a jaded but compassionate eye, and is more attuned to personal stuff. A parent will ask, “Did you eat your breakfast this morning?” or “Do you have a test today?” as opposed to immediately thinking “appendicitis or ‘gallbladder.” It’s a way of showing you care, and also of ferreting out the Ferris Beulers in the bunch.

* (A note on Joanne and parenting; Joanne has five children, aged five to 19. Two of them are now at college and two still live at home with Joanne and her husband, who is a dentist.)

SAM: So you see yourself as a cross between clinical caregiver and parent?

JC: Exactly. [The Health Center] is really a transitional place between home and a facility. It’s not just a place for students to come if they’re sick; it can also be a place to come if you’re stressed or anxious or just need a good night’s sleep. If I have to see a kid in the middle of the night, I don’t just treat them; I put them to bed, I see that they have a nice glass of ice water, I tuck them in so they’re nice and comfortable. This gets back to why the bedside manner is so important. It’s a big deal. It goes back to basic human needs. People need to feel safe and they need to feel cared for, or they just can’t progress. Everybody regresses when they’re ill, whether they’re 15 years old or 39 years old. No matter what age you are, you just are not in your element when you’re ill. You have to be in good health to be yourself.

Two weeks after St. Andrew’s Magazine’s chat with Joanne, her great achievements were honored in an exciting and unexpected way. On September 26, Senator James T. Vaughn of the 14th Senate District (which stretches from Delaware City to the Smyrna-Clayton area) announced that he was resigning from office for health reasons. Three days later, the Republican party of Delaware elected Joanne as its candidate to run for the vacant seat. In light of her background in healthcare and education (Joanne is president of the Appoquinimink School Board) and her long-time commitment to community service, the party recognized Joanne as having a finger on the pulse of Delaware’s most pressing political issues. Joanne is running against Democratic candidate Bruce Ennis. The winner will serve the balance of Vaughn’s term, which ends in 2010. The special election to determine the new Senator will be held on November 3.

Joanne can diagnose you before the front door closes behind you. She’s got a ton of experience and she just knows. She’s got that instinct.”

—Cheri Minix
**STUDENT PROFILE**

**Pem Heath ’08**

St. Andrew’s Magazine: What made you want to be the co-president of the School? How do you view your responsibilities in this position?

Pem Heath: I’ve always loved being a leader. I took a course this summer with NOLS [National Outdoor Leadership School], and we did a lot of stuff on leadership—learning techniques and skills. I feel like that course prepared me really well for this year.

Justin and I are responsible for always keeping a finger on the pulse of how the School is doing. We want to be the eyes and ears of the student body and to stay generally aware of what’s going on. Also, we supervise all the smaller committees. We’re on SAC [Student Activities Committee], we sit in on the honor and discipline committees, and we host student body meetings. We’re not in charge of these groups, but we oversee them and make sure that things are moving forward in the big picture. Ideally, we help to lead the School through the year.

SAM: What did you do during your summer course? Did you face any particularly exciting or difficult challenges?

Pem: We went backpacking for 30 days in the Wrangell St. Elias National Park in Alaska. We were in the wilderness for 30 days straight, and we learned all sorts of things: outdoor living skills, map reading, how to be self-sufficient, how to be a leader among your peers. At the end, we got to do an independent student expedition where five of us went out for five days without the instructors and did a 25 mile loop. I was the leader of my group. It was a really interesting and neat challenge to be responsible for that number of people in such a foreign environment.

There were moments throughout the entire course when I was pushed—mentally and physically—in ways that are unique to being in an environment like that. We were hiking one day to the top of this peak. We had planned to cross a drainage and fill up all our water vessels so that we could have water until the next supply. But when we came to the drainage, it had dried up, and according to our map, the next water supply was about seven miles away, and it was already 5:00 p.m. We had to make a decision: do we turn around and go back, or do we keep going and hope we find water and if we don’t, go all the way to this lake that’s seven miles away? We decided to keep going, and it turned out that some water had pooled in a pothole and we filled up there. But I felt a lot of responsibility for the others in my group during that time. We wanted to try to stick to our game plan, but it was a huge obstacle that we had no way of foreseeing. Luckily, things worked out.

SAM: In her convocation speech this morning, Ms. Pressman urged VI Formers to take the most of your final year. What hopes do you have for the year to come?

Pem: This year is definitely fabled as the year of college applications. But I don’t want to overlook all the opportunities I have left here in anticipation of college. I want to throw myself into everything that I do. This is my last year in this phenomenal academic environment, my last year with such phenomenal teachers, and I really want to take advantage of those things with as much energy as I can. I also want to take every possible opportunity to get to know my fellow students better, especially the younger students just coming in. I really want to immerse myself this year.

For me, the community at this School is unique in that the relationships between teachers and students are unlike anything you find anywhere else. It’s just a really trusting environment. There is no “us” and “them” between the students and the teachers. We’re all one big community. I really hope I can find that in college because I love that so much here.

SAM: In what ways have you changed over these past four years?

Pem: When I came here as a freshman I was very young (only 13), and I was pretty unsure of myself. The support network that the faculty provided for me was immediately incredible. There were so many people—my advisor, my mentors, my soccer coach, my dorm parents—who, in living their day-to-day lives, exemplified people that I wanted to model myself after. I feel like I’ve grown up a lot just through having the chance to watch and live with such incredible people. I think who I became was subconsciously shaped by them. High school is such an impressionable time; it’s a time of immense growth and immense change, and if you are around people who embody what you seek to embody, it helps you to grow in ways that you might not have in other environments.

“I want to throw myself into everything that I do. This is my last year in this phenomenal academic environment, my last year with such phenomenal teachers, and I really want to take advantage of those things with as much energy as I can.”
How do you see your role as co-president of the School?

Justin: Most people think the responsibilities of the School presidents are just to read announcements, run student life, organize prom and write a commencement speech at the end of the year. And that’s a substantial list in itself. [Laughter] But I don’t think the job is so much about what our responsibilities are as it is about the people we’re responsible to. It’s about looking out for what’s best for everybody’s best interests. That job is really to be fair. But beyond that, I think part of the job is finding out what the job means for those who assume it. And that’s one thing that I think will be a great learning experience. It’s an opportunity to learn a lot about leadership, among other things, and I want to take advantage of that.

One thing I think my class is great about is that everyone in this class is committed to making this a great year. I really think our class is brilliant, full of intelligent kids who are also very reasonable. I really value the confidence that my class put in me and in Pemberton when they elected us. And being co-president is a great way to connect with the student body. A large part of my job, I think, is to be accessible to the student body, and to be relatable.

SAM: Thinking back to when you first arrived here, in what ways do you think you’ve matured and grown?

Justin: Oh, God. There’s just so much! I was always a really sensitive kid. I was over-analytical and self-conscious. As a result, I was picked on for a long time. So I had to deal with a lot of insecurities early on, and I think that helped me understand how important it is to always be inclusive. I arrived here knowing that I wanted to take advantage of a fresh start with a fresh student body. And being here, I have realized that I want to make sure that I get to know as many people as possible as well as possible. So that’s been my philosophy here, wanting to give everyone a chance in hopes that they’ll give me a chance, and to avoid making assumptions and avoid being judgmental.

SAM: What areas of study are you particularly passionate about?

Justin: Right now, I’m really interested in comparative literature. I love finding a common thread between things that may seem completely disparate. I’m also borderline obsessed with philosophy. There are just so many questions, and so many intangible aspects of our lives. But I think the beauty of it is, we as humans are capable of thinking about these things, and that in itself justifies thinking about them. I think philosophy is about coming to terms with things yourself instead of having them handed down to you. It’s about thinking for yourself instead of having a textbook tell you what’s right and what’s wrong. Because what is right and wrong? [Laughter] I guess that’s another philosophical question.

SAM: How did you spend your summer?

Justin: I went on a study excursion to France. It was unbelievable. We were in Nice, right on the coast of the Mediterranean, and there were tons of excursions to different places. We went to Monaco; we went to Juins les Pins. It was amazing, and the weather was gorgeous. I stayed at a lycée, a French boarding school, with a bunch of American kids. The gender ratio was a little crazy; there were over 50 girls and nine guys! We had language classes in the mornings and then we had an elective in the afternoon. I chose French cinema as my elective. I loved the culture there. There’s so much attention to detail and representation. And I connected really strongly with the kids in the program.

SAM: Do you have a favorite French film?

WHERE DID YOU SPEND YOUR LEAVE OF ABSENCE?

I was studying at St. John’s University School of Theology in Collegeville, Minn. St. John’s was founded by Benedictine monks who came originally from Germany to Pennsylvania in the mid-1800s. As part of their missionary work they were sent out to explore territories and founded a monastery, university and a prep school in Minnesota. It was the first university in Minnesota, and Collegeville has become sort of a nexus in Minnesota for education and culture, in everything from the beginnings of Minnesota Public Radio and where Garrison Keiler’s shows got their start to the forefront of the liturgical movement of the Catholic Church in the U.S.

“Good things come from Collegeville,” as they say up there.

St. John’s is still one of the largest monastic communities in the U.S. It’s particularly lovely in the summers, when the campus is a little bit quieter. In a Benedictine community, work and communal prayer form the natural rhythm of the day. It’s not a cloistered community by any means. You have people with Ph.D.s at the forefront of their fields. But you also have the oldest monk in the world there, who actually passed away this summer after leading a good life, being a pastor and a missionary in the Caribbean. You have people from all walks of life who have joined this community and welcome all as Christ in the spirit of Benedictine hospitality.

WHAT EXACTLY IS “LITURGICAL MUSIC” AND HOW DID YOU BECOME INTERESTED IN IT?

The word “liturgy” literally means “the work of the people.” What I was really studying was the history of the liturgical work of the church—why we do what we do, how we’ve come to do it and how it has developed over the centuries into the present day. For example, in the 1960s, we see in the church an opening of the windows to the modern world,
windows that had previously been kept tightly closed. Where once a priest had said Mass quietly to himself with his back to the congregation, speaking in a language which was incomprehensible to most people, suddenly, with the advent of the liturgical movement, there developed a sense of communal celebration: “This is what we do together.”

This notion in the Church is really central; the idea that what we do is inspired both by tradition, echoing back over the centuries, and by revelation—continual revelation that comes through the lives of all men and women and that comes through a life of reflection and prayer. Tradition and revelation are not at cross purposes but are working together to embody what it means to be the people of God today, as opposed to the people of God in, say, 1500. The idea of revelation implies that God is still speaking; that, even though the scriptural canon is established, the final period on the Book of Revelation is really more like a comma, indicating continuity and development at the same time. It’s a healthy corrective to fundamentalist notions that everything has been said that needed to be said. It allows room for the Spirit to come in through those windows of the present world, to constantly infuse our traditions with a sense of newness and vitality, while at the same time keeping consistent with the Spirit that has always inflamed what we do and what we think.

I first got interested in liturgical music by singing in the Yale Russian Chorus in college. In the Orthodox Church, there’s very little spoken word. Rather, the sound of the human voice in song heights the presence and drama of the liturgy. In the Western church, by the influence of instruments, we have a more diverse degree of sound, but the importance of music and song is still there.

I think that for many people, the presence of music in liturgy is a divine presence. Music allows us as an entire people to sing with one voice. Saint Augustine famously says that he who sings prays twice. And we pray twice by going outside of ourselves, by opening our voices, using our talents, moving beyond the cloistered self and beyond our own inner thoughts.

I have a professor who says, “We don’t go to heaven alone. We don’t do anything in this life or beyond alone.” A community that lifts up its separate voices as one voice, is bound together in song. The song comes to represent the communal spirit, the communal voice that buoys us along during our worship and prayer. Just because the choir is singing doesn’t mean that everybody is not participating in the song. Just because the instrumentalist is playing doesn’t mean that it is somehow distinct from the person sitting in the back pew. It is really an offering, when we allow ourselves to give of our talents.

I actually didn’t start playing the organ until I came to St. Andrew’s. I had always wanted to play, but I had never really gotten up the gumption to do it. I didn’t think I could begin to learn another instrument when I was 24. But when I came here and there was a chapel and an organ right beneath my classroom, I
would spend my free time down there learning to play. When I began to take jobs at various local churches, it was great to have that access and practice space here.

WHAT MADE YOU DECIDE TO GO AND PURSUE THESE INTERESTS FULL TIME?
I had been doing coursework in liturgical music and theology at St. John’s for four previous summers, and I ultimately realized that I wasn’t going to be able to do the musical work—the practicing and the recital preparation—that I wanted to do in just six weeks of lessons during the summer. I wanted a more concentrated time to play. Tad was very generous in entertaining the idea of my taking a leave to finish my studies, even as I had been teaching an increasing number of classes and accruing various other responsibilities. With all that we do here, it was good for me to realize that the School could get on without me, and I could get on without it, and that didn’t reflect badly on either one of us.

Being in school myself for the full year enabled me to practice more regularly and to learn more literature. I also realized that, having taken most of my major courses over the summers, with a few more courses this past year, I could get a degree in theology as well as music. I wound up taking my comprehensive exams in June and then had my recital a few weeks later. During the weeks before the recital, I was playing four or five hours a day at least.

The recital was a great opportunity to play in a solo setting, one that I really hadn’t had since I was thirteen playing piano. Because I was practicing four or five hours each day for weeks leading up to my recital, I felt prepared to such an extent that I didn’t feel nervous. I realized I was playing for friends and in a comfortable setting for people I’d come to know and love. My parents came halfway across the country as well. It was good to be able to do something that I hadn’t done before and frankly didn’t know I could do.

AFTER SEVEN YEARS OF TEACHING, WHAT WAS IT LIKE TO BECOME A STUDENT AGAIN? HOW DO YOU THINK YOUR EXPERIENCE OVER THE PAST YEAR WILL AFFECT YOUR APPROACH TO TEACHING?
I was reminded of the humility of being a student. I was reminded again of the fact that we’re all continually learning, both in and out of our fields. I think this humility, this sense of continual learning, is something that we all as teachers need to remember and to embody in the teaching that we do. It was good to be in the classroom and to have to work from that side of the table, to listen and to be attuned to how other people present their disciplines and courses. And, of course, being a teacher made me more critical than many of my classmates.

I definitely saw and experienced several different types of good teaching, whether it was the magisterial European lecture course with an outline that stood as a monument in the discipline, or whether I was being taught by people for whom
the practical experience of being in the ministry was central. I certainly experienced some not-so-good teaching as well, but I also remembered that what one learns is not always predicated on the way one is taught.

As in any school, the students related to their studies is different ways. For some, this experience marked the start of a second career. For others, it was more an extension of college, complete with playing video games and watching movies at all hours of the night. That wasn’t quite my modus operandi. [Laughter] But it was good to have a different schedule than I do here, and to use my free time as I wanted.

Every Wednesday night I drove 75.6 miles into the Twin Cities to sing in a choir – probably the best choir I’ll ever sing in – at Saint Mark’s Cathedral in Minneapolis. To be able to sing with such exceptional singers and to do some really terrific music was a great experience and was certainly helpful in my being able to break outside the box of what was otherwise a small town and a small community. The Twin Cities is probably the best area in the country for organists and church jobs. There’s a great variety of instrumentalists that come through, touring as concert artists and also as church musicians, whom I was able to meet and hear.

In June I played a small recital in Minneapolis. As it turned out, Wes (Goldsberry) called me the day before and said he was going to be in the area. He and Heather (Casteel) ended up coming and hearing my recital. That was a nice meeting of my life here and my life there.

It’s good to be working again in the life of the School, to actually be present as opposed to working from afar through email. It’s great to be back with students again in the classroom and dormitory. It’s good to be part of the rhythm of the place and return with a more invigorated approach to things, and, I think, some greater perspective.

Potentially, I can see teaching religious studies in the future. Now with three classicists in the School, we’re each able to do many different things. We’re working in English and creative writing and history and music, showing once more that classics was interdisciplinary before it was even cool to be interdisciplinary!

WHAT DO YOU LOVE MOST ABOUT TEACHING HERE?

I love the diversity of the things I do and the diversity of the people that I work with. I love to teach in a small department in which I have the same students for two, three, four years and am able to see them develop and mature. Having those close relationships over successive years is very invigorating for me, both as a teacher—to see the process that goes in and the work that comes out—and also simply as a member of the community. It’s very personally fulfilling and satisfying to witness that growth.

I’ve loved the opportunity to work in different aspects of the School, whether it’s in the chapel program, in dormitory life, or this year in teaching English, or in an administrative capacity. I’ve loved getting to know different parts of the School and the teachers in different disciplines and curricula, all of which I wouldn’t know about if I just sat cooped up in my classics classroom. It’s really the diversity, which makes each day different from the next, that I’ve come to value and cherish. It’s afforded me the opportunity to grow myself, in ways that I wouldn’t necessarily have predicted.
Lights! Camera!
It’s 8:22 a.m., Friday morning, and I’m sitting in the co-anchor chair next to Erin Burnett ’94, the co-anchor of CNBC’s “Squawk on the Street,” one of the most highly-rated and influential business programs on cable TV, where she has been since December 2006. Her presence has been credited with the show’s rapid rise: according to one study, the program is up 142 percent over the start of 2006 in adults 25–54 (Caroline Palmer, “Broadcasting and Cable”). Erin’s furiously scrolling through prices on her computer, snacking absent-mindedly on a banana, typing some of her remarks for when the show goes live at 9 a.m. A few minutes later she does a “tease” for the “Squawk Box.” The camera light goes on in our cramped studio above the floor of the bustling New York Stock Exchange: “Today, 10 year Treasury notes…. mortgage rates, and any debt linked to that, are highest in years—this will be important to investors….” I’m trying to lean out so that the camera doesn’t catch me, and praying Erin doesn’t forget she’s sitting next to her former
English teacher, not a co-anchor who could easily parry with her on this headline.

After the lights go off, she’s back on the phone and e-mail, trying to line up guests for her afternoon show, “Street Signs,” which she anchors alone at 2 p.m. “I’m trying to be on top of the market,” she remarks, “telling the viewers not just the basics, but ‘Here are the things you don’t notice; here’s a nugget in context.’” She feels she’s still a producer at heart, trying to figure out how you tell a story, what comes at the top of the show, what comes later, how do you tell it.

After she graduated from St. Andrew’s in 1994, Erin, now 31, went to Williams College, where she majored in political science and economics, and then worked for Goldman Sachs. There she learned how mergers work, who was involved—understanding that world at what she calls the “granular level.” A stint at CNN’s “Money Line” led to launching an online news network at Citigroup, and then she anchored two hours of daily programming at noon at Bloomberg before jumping two years later, in 2005, to CNBC. She’s a frequent morning guest on the “Today Show” and with Brian Williams on “NBC Nightly News.” There are many rumors—all of which she laughs away—about what she’s being groomed for or the next, bigger desk.

As she gets ready to go down on the floor of the Stock Exchange for the opening of “Squawk,” I ask her why she thinks this job suits her; even as she’s tearing down a thin flight of stairs to the floor, her words flow out as they used to in English V: “It’s the way I think, a combination of critical thinking skills. When you synthesize the book, is it a one minute or 40 minute answer? I need to know how to do both, and when to do each one. This job is just like a class: you listen to an analyst, then you respond. I have to know details and trends, just like the text, and I have to engage in key questions. This job fits my strengths and passions: I love to interview people, and I have a blank segment and can put anything on it.”

My photographer for the morning, Shabazz Stuart ’07, arrives at 8:49 a.m. Erin’s doing final checks and scanning notes, and there’s laughter among

Will Speers and Erin do prep for their day of interviews.
her co-workers and producer about why Crocs™ are suddenly so popular. “What did the Australian market do?” she inquires of an assistant, and then wants a chart brought up on the screen with “those rates.” At 8:59.30, she’s staring into a camera on the floor, getting a final brush of make-up, but her ears are attuned to reports and screens around her. When she goes live at 9 a.m., the voice is the same sharp timbre that dominated my English III class in 1990-91, and my English V class in 1992-93. A slew of faculty children embraced her as “Teacher Erin” every Sunday morning at the St. Andrew’s Sunday School. For her college recommendation I wrote:

Erin Burnett is the most electric, gifted and compelling student and writer I have worked with during the last five years. Her diction and imagery jump off the page, her arguments catch you intellectually and emotionally, her vigor and tenacity awe you. How Erin writes echoes how she debates, studies, sweats a field hockey ball, volunteers her energies to others, negotiates during the Model UN, nurtures a friendship: with commitment, relish, enthusiasm and joy. She is clearly one of the finest students I have taught during my 15 years at St. Andrew’s.

It’s an eerie déjà vu hearing Erin grapple with these complex, unexpected ideas and theories—yet it’s not about Heathcliff or Sethe or Othello. Instead, it’s the Australian market and Treasury notes and CEO’s.

After her opening for the “Squawk,” there are various feeds that come in. I’m standing 10 feet away as Erin confers with her producer and prepares for an interview on the floor with a company analyst. It’s still 10 minutes until the Stock Exchange opens. I noticed as I arrived outside how much police and security presence there is around this area of Manhattan since September 11. Yet the room bustles with business and people, and there’s an energy waiting for the bell to ring. We head back upstairs; the rest of the show will have her at her desk overlooking the Stock Exchange, and she has two interviews to do. When she comes on live, she’s reading from a teleprompter, but she’s ad-libbing as thoughts strike her, or details pop before her, or developments occur. It’s clear she knows her world. During her first break, she talks intensely with her producer about some Tel Aviv stocks, and how to get a CEO for an interview. She had two governors on her show earlier in the week. Now a colleague, Jim Cramer, host of CNBC’s “Mad Money,” joins her—in my seat!—for a series of interviews and lively banter and analysis.

I’m sitting behind a TV screen watching as Erin and Jim talk live, when a jib holding a camera falls. Without skipping a beat, Erin continues the interview while the crew scrambles to get another camera connected and the jib fixed. She’s not reading lines someone else wrote for her; she’s responding to what she hears; she’s taking notes and scrolling down on her laptop; she’s posing sharp follow-up questions—and then her producer gives her the “wrap-it-up” signal. The interview ends, and the show goes to a feed. But even after the lights go off, Erin poses more questions to her guest. When he leaves, Erin and Jim prepare their next segment, building ideas off each other’s
“You need to be honest and clear; you have to be tolerant and generous. We are a team here. What I do is a cross between a classroom and an athletic team.”

— Erin Burnett ’94

thinking—much as two teachers might collaborate on strategies for teaching a class.

As they work quickly, I’m sitting next to a research assistant who’s been working with Erin since she came to CNBC, and has been at CNBC for 12 years. “She’s the nicest person to work with,” he volunteers. “She knows whom she’s working with—a real team player, no ego or aloofness. She’s one of us.”

Over coffee at a deli near the Stock Exchange, before she’s driven over to the studios in New Jersey for her afternoon show, “Street Signs,” Erin and I talk about her work and the journey she’s been on since coming to St. Andrew’s in 1990. I asked her about the morality of the business world these days. “One day we were having a debate on the show about whether people should divest in companies doing business in the Sudan, and I said I thought we had to. Then the head of a pension company called in, and wanted to talk about this issue. That spurred a civil debate on what people should do: there aren’t easy questions or solutions here, but there can be a discussion about money and goals, money and morality. We need to know how to make money, but we also need to use our imagination about a crisis like Darfur.”

I asked her about the skills she needed to have in this line of work. “You need to be honest and clear; you have to be tolerant and generous, because of the importance of working with people all the time. We are a team here, and we interact with people all the time—colleagues, analysts, co-workers, strangers. I need to be self-reliant, to a point, because I still...
need to operate with a team. What I do is a cross between a classroom and an athletic team.”

So I asked her what St. Andrew’s had done to prepare her for this world of high finance, TV, global questions and falling jibs. She again pointed to the classroom and to the athletic fields. “With my papers, I was threading the ideas and story together. In the classroom at St. Andrew’s, I had to try to connect Heathcliff and Beloved; I had to analyze; it was the way of using my brain that was so important. Now, being able to link these different ideas together requires a lot of knowledge outside that story. I have to be intellectually engaged all the time.”

And what about athletics was so important? “In field hockey, for instance, the ball came to you and you had to go—on TV, you have to go with it, pass it off, take what you get and make something of it. I also learned how to work with a team, how to lose, how to succeed. So it’s analyzing and reacting, threading and pushing—all from athletics and the classroom.”

We finished the coffee and I headed out to catch my train back to Delaware. “You know, business and TV is a great platform for doing new things,” Erin reflected as we walked along Canal Street. What should I make sure St. Andrew’s does with its students to have them be engaged citizens, I asked her. “Well, they need to go out into the world and connect with it, since most people don’t get to go to St. Andrew’s.” We chatted a little more as she waited for her car, now 10 minutes late, to take her to New Jersey. As we waited, I couldn’t help but think back to a night in 1984, when Hoover Sutton—former St. Andrew’s teacher, coach, theatre director, college counselor—and I went to dinner at Erin’s parents’ home in Mardela Springs, Md. Erin’s older sister, Mara, had just graduated from St. Andrew’s, and her other sister, Laurie, had finished her III Form year. During supper, Erin, in third grade, played the piano wildly, without looking at the keys. She knew her songs, and she could play a number of tunes, but she also wanted to watch what the adults were doing. There was vigor in her eyes, a harbinger of that intellectual tenacity which would manifest itself throughout her high school and college career—and was already being exercised fully now. In that dining room, Erin saw everything, and she was ready for anything her mother or sisters or guests would throw at her.

When her car finally arrived, we hugged and said goodbye, and she was off through the streets of lower Manhattan, already on the phone with her next producer, asking questions, reacting to the news of the day and beginning to create her next story.
The 2007 Summer Session at the American School of Classical Studies at Athens was an intense six-week course based in Athens but involving extended trips to Crete, the Peloponnesus, and the north of Greece. Participants were mostly graduate students of classics and teachers in secondary schools, though a few undergraduates and college professors also came along for the ride. Every day, with hardly a break or intermission, we rose at the crack of dawn, hopped on the subway or the tram when in Athens, or on our own private bus when elsewhere, and trekked all over the most famous and important archaeological sites on the mainland and in Crete. Frequently our visits to sites were led by the excavators themselves: our most illustrious guests included John Camp, director of the American excavations in the Athenian agora; Andy Stewart, the authority on Classical Greek sculpture; and Manolis Tassos, director of the restoration works at the Propylaion on the Athenian Acropolis. Under the leadership of such guests, we were granted access to a number of venues from which ordinary tourists are forbidden, including the interior of the Parthenon and the modern workshops of the stonemasons who are restoring it. The trip was an extraordinary introduction to the country of Greece, its monuments, and the scholars who are laboring to understand them; I am extremely indebted to the generosity of both St. Andrew’s and its donors for providing me with such an opportunity.
Alex Flynn ’09

Just before spring break, I decided to visit [classmate] Derin Akintilo in Nigeria this summer. Throughout all of the spring, Derin and I talked about my visit frequently. Mostly, we talked about travel plans, but sometimes we would talk about the culture.

Before traveling to Nigeria, I thought I would be going to a dangerous, poor place with a corrupt government and a conflict over oil similar to that in the Middle East. I remember a specific moment, soon before I left for Nigeria, when I was getting my vaccinations. The nurses told me, “The people there see you as an enemy just because you’re white and just because you’re an American.”

Still, I was really excited about my trip. I hoped to learn about Derin’s culture and observe the reality of Nigeria for myself. I left for Nigeria on June 2—the last day of school—and returned on June 22.

While in Nigeria, I learned so much. The people I met were very hospitable—Derin’s family treated me so well that I have no idea how to thank them. Contrary to what the nurse had told me, I found that most people in Nigeria respect foreigners. I also learned that the Nigerian government is unfortunately corrupt in parts. Finally, I learned that many of the stories and articles written about Nigeria in newspapers and magazines are exaggerated to make it seem like a dangerous, lawless land.

A few moments from my visit stand out to me: I will always remember playing soccer in the dirt streets with Derin, Salewa and their friends. We played for hours in the street using two rocks to mark the goals.

Going to church on Sunday with Derin’s family was also an incredible experience. I had to wear a traditional Nigerian suit for special occasions.

Finally, I remember spending the night at Derin’s friend’s house. I called Derin’s friend by his name, Fushno, and I finally pronounced it correctly. Both boys seemed astonished that an American had finally managed to pronounce this name.

When I returned to Philadelphia, the United States Customs agents asked me all sorts of questions. They couldn’t figure out why a high school student would ever go to Nigeria during the summer. My trip doesn’t seem odd to me, though; it was a natural continuation of my St. Andrew’s experience in that it brought about a close relationship between myself, Derin and his family. The trip has also built on my learning experiences at St. Andrew’s by teaching me that learning about something requires more than simply reading about it in a book. In order to learn, one must observe closely and from many angles. One must experience before making assumptions.
Mary Jo Toothman ’08
I arrived at the United States Junior Women’s Crew Selection Camp with no idea what I was in for. I knew that there were going to be 50 of the fastest rowers from all across the country; I knew I was younger than a lot of the girls; I knew that the practices were going to be really hard; I knew that only the top 14 rowers would be getting a ticket to Beijing as part of the Junior National team. During the months leading up to camp, being a part of that team was my only goal—it was the reason I woke up early to lift weights during the winter, the reason I erged after each of Mr. Wallace’s already killer swim practices. My goal was written on the mirror in my dorm room so that each morning, when I woke up, I would see it and become even more excited.

But after a week of Selection Camp and many seat-races, break-downs, technique drills and 2k erg tests, I realized just how many great rowers there were and I knew that if I was going to make it through the camp, I was going to have to change my goals a little bit. Because I was younger than a lot of the other rowers, I kept in mind that I would have more opportunities to make the Junior National team in the future. There was another team, though, that I could make this year. Behind the top 14 rowers, the 10 next best rowers would head to Berlin on a team called the High Performance team.

Before the summer, I had only considered this team as a back-up in case Beijing, for some reason, didn’t work out. But during the Selection Camp, I decided that I wanted to be on this team. It’s a special team, new this year, for girls who the coaches think might be on the Junior National team next year. The High Performance team is designed to prepare younger girls for elite training and international racing.

When it came time for me to hear whether I had made the team, I was about the most nervous I have ever been. I thought I deserved it. I knew that I had done my best, and I knew that I had prepared more thoroughly than anyone else for the challenge. Still, I was worried that my best just might not be good enough. I walked into a room before a panel of coaches (kind of like the judges on American Idol) who critiqued various aspects of my Selection Camp performance. Finally, they said, “You’re going to Berlin.” Right then, I burst into the biggest smile of relief, excitement and disbelief.

Rowing with the High Performance Team is the best way for me to improve as a rower in a relatively low-pressure atmosphere. I have three practices a day and get to spend my free time getting to know my teammates from all over the country! I’ve learned so much, but rowing out in the real world can’t compare to rowing with my team at St. Andrew’s. I can’t wait to bring back all that I’ve learned for next year’s season!

Mary Jo Toothman submitted the picture below of her rowing team in the city of Berlin.
In June, four St. Andrew's faculty members attended a diversity seminar sponsored by the National Association of Independent Schools. Louisa Zendt, Joy Walton, and Ana Ramirez share their discoveries and reflect on their time at the conference.

**Louisa Zendt**
During my 10 years at St. Andrew's, I have watched our community embrace diversity with heart, soul and great intellect, but as Dr. Beverly Tatum, president of Spellman College and author of *Why Are All the Black Kids Sitting Together in the Cafeteria*, reminded us, “you may be preaching to the choir, but the choir needs practice, too.” I realized at the Diversity Conference this summer that St. Andrew’s has ongoing work to do. We must continue to ensure that we are a community that values listening, learning, understanding and acting out on what we believe is just and right for every individual. Above all, we as a community must remember to honor and to celebrate all our differences.

**Joy Walton**
The St. Andrew’s all-school summer reading book, Daniel Quinn’s *Ishmael*, has some surprising connections to what we’re coming to appreciate more and more about diversity at the school. Ishmael says, “Diversity is a survival factor for the community itself.” This reminded me of something Mr. Roach said about St. Andrew’s: “A boarding school or college cannot thrive, flourish and grow if its faculty, staff and student body are not diverse.”

The Diversity Conference affirmed for me that both statements are true, that we’re moving in the direction of these truths, and that our progress will be even more significant and briskly paced if we all learn to work collaboratively. Having a good heart is not enough.

**Ana Ramirez**
I am proud of teaching at St. Andrew’s because of the School’s commitment to diversity. As the work on diversity and multiculturalism is at the center of school life, and we concentrate on the process and not the end result, there is no end to our work. This process requires constant re-thinking, reshaping and growth.

The seminar on diversity focused on the task of building a strong community of understanding, acceptance and tolerance of difference. We learned of our responsibility as teachers to advise students of all backgrounds in their understanding of racial identity. Schools should be supportive of students in their exploration of their own identities, not only in the classroom, but in well-structured affinity and multicultural groups as well.

---

**Maggie Liu ’08**
This summer I took an architecture studio course at the University of Pennsylvania. The program was open to high school juniors and seniors. We spent our time learning the basic techniques of architecture: model-making and preparing draft plans. Model-making is actually a lot more difficult (and painful) than it seems; three of my comrades fell prey to the X-Acto™ knife!

Our first project was to render a two-dimensional painting into a three-dimensional model. We had to interpret the two-dimensional painting and create a system of values from which we would choose the heights of the buildings and what to include in our final model.

Our next project had to be presented in the context of a site on campus. Each student had to present a model of an ideal building or layout that would make the given site a more comfortable, appealing and functional space.

We also went on a couple of field trips to art museums, architectural landmarks and a couple of architectural firms. I particularly enjoyed the Kieran Timberlake firm, which specializes in designing buildings for college campuses. {For instance, a portion of Middlebury College is attributed to the Kieran Timberlake firm, along with a Cornell engineering school.)

---

Maggie Liu (third from right) took an architecture class at the University of Pennsylvania this summer. UPenn Architecture class. She wrote, “This photo of the yellow and white tissue paper depicts us in our interpretation of a Merzbau (this artist/architect use string to show the relations between light and other thematic elements in his studio) using tissue paper, tape, and string.”
Ford Van Fossan '09
This summer I worked in my hometown of Easton, Md., as an assistant to the Wild Life Manager of Harleigh Farm. Technically, the farm is a 1,000-acre private shooting preserve, but it is really only hunted by the man who owns it, John Akridge III, and the man I worked for, Clay Robinson. Harleigh is made up of about five farms arranged into shallow ponds and impoundments, forests and a mix of agricultural and natural fields. I worked to try to keep the farms healthy and full of ducks and quail.

Come fall, a menagerie of ducks will arrive at Harleigh. Teal, pintails, mallards, gadwalls and wigeons will flock to the fields I’ve prepared. The river that is encompassed by the farms will fill with canvasbacks, scaup, bufflehead, mergansers and ruddyducks. Waterfowl deer, wood ducks, bobwhite quail and mourning doves are also some of the major species important to the preserve.

Working on the farm meant feeding the more than 500 resident mallard ducks that have been released over the last two summers and raising baby quail in semi-automated brooders. When the quail turn six-weeks-old they are released, and a new group of day-old babies is put in the brooder. I planted the ponds on the farm with food for the waterfowl so that they will winter in the area.

I also took care of about 100 pheasants. Each week a couple of pheasants are released into a pen from which they are free to fly out and return for food and water as they choose.

The other main part of my job was controlling invasive plants and noxious weeds. I usually spent at least an hour a day spraying plants like Johnson Grass, Canadian Thistle, Bull Thistle, Bradely Pear trees and Phragmites (a kind of massive marsh reed that is seemingly everywhere on the East Coast). These species are not native to the area, and their presence conflicts with the natural environment of the farm.

I spent my days riding around spreading food for animals, cleaning blue bird and wood duck nesting boxes, laying pipes to flood ponds, clearing dead brush, taking care of the hunting lodge and basically doing whatever needs to be done on the farm. It was a pretty varied job. I had an amazing time doing it and hope to carry some of the information I learned back to school in September to help make our massive campus a better place for wildlife.

Louise DuFresne '09
I set up a Chinese school in Charlotte, N.C. I have loved the two years of Chinese I’ve taken at St. Andrew’s, and I also love hanging out with little kids. I knew that teaching Chinese would be the perfect summer job, because it would allow me to really use what I had been learning all year.

I taught four 10-year-old kids. I tried to make Chinese as fun for them as Shen Laoshi makes it for St. Andrew’s students. Three hours a day, five days a week, I drilled my students on speaking and reading, and they absolutely loved it! I think they temporarily forgot that they were doing something intellectual.

By the end of the clinic, all the students had learned to write and say 30 characters, and they could also speak in structured sentences! They learned how to talk about animals, weather, numbers and basic everyday issues. One day, we made scallion pancakes (tong you bing), which they really enjoyed. Another day, we practiced calligraphy using the charcoal and water that we practice with at St. Andrew’s.
Sterling Lord Literistics, named for its founder, the now 86-year-old Sterling Lord, is a literary agency situated on the 12th floor of a stone building buried on the edge of New York City’s Soho. The building, flanked by clothing boutiques and restaurants, can often be missed or passed by without thought, much like the industry itself. Making a book involves many steps, and a literary agent is often the forgotten player in the process.

I am only able to explain this now because of my internship at the agency this summer, which made me aware of my former ignorance of all things pertaining to book-making. I used to know nothing about the business. Now I can say I know a little bit about it.

On my first day at the office, someone explained to me quickly that a literary agent is essentially an intermediary between an author and a publisher. To give a more direct quotation, the agent keeps the publisher from “screwing over an author.”

Here’s the way it works: First, a writer sends in a proposal for a book idea. (SLL receives all kinds of proposals, including ideas for narrative non-fiction, biographies, science fiction, novels and memoirs.) Upon receiving the proposal, an agent, or an agent’s assistant, reads the pages and decides whether or not the company should “take it on.” If they decide no, they send a succinct yet encouraging rejection letter (“I have no doubt that you are a talented writer, but after reading your proposal, I feel I am not the best agent for you…”). The phone was one of the most nerve-wracking aspects of the job. Everything else—reading proposals, writing emails, sending things, and writing rejection letters—I could do calmly.

One could say that an agent’s job ends with the swipe of the author’s pen on an editor’s contract. In some agencies, this may be the case, but at Sterling Lord Literistics, it seems that an agent never goes unneeded. The phones rang constantly all summer, causing me to endure what felt like short heart attacks as I tried to manage the endless information. My mind would race: “What lines were ringing, who was on hold, who needed to be transferred to whose office, what’s her extension again, 125 or 128?”

An agent represents an author through that author’s entire career, making sure he or she receives the best deals for new books and helping with publicity. Most importantly, an agent offers support to clients throughout their careers and, for most authors, their lives. An agent looks to an agent for advice on the structure of his or her novel (how to end it, how to begin it), for help organizing a book party or simply for someone to talk to.

An agent is a vital player in the process of making a book (hopefully a best-selling one), but I have found that somewhere during this journey, an agent can become more to an author than a mere representative: he or she becomes a loyal companion, a steadfast advocate or maybe just a friend.
Before I started working as a production assistant, my filming credits were limited to clips of my sister and I running into each other on bicycles. I didn’t even know there was such a thing as a “production assistant” until I was hired as an intern for Amy Gerber’s new documentary, “The Family Secret: Operation Paperclip.” The film deals with the United States’ recruitment of Nazi scientists for government work during World War II. Werner von Braun, famous for designing the V2 combat rocket, was one of these scientists. So was Amy’s grandfather. The film attempts to capture a personal perspective of the era by incorporating the story of Amy’s relative. I was lucky enough to accompany the crew to Germany, where we spent almost a whole month getting footage for the sections of the film that involve Amy’s grandfather.

The culture shock that attended our arrival in East Germany was intense. The differences between generations of Germans were staggering, more so even than in America. I noticed that the younger generations had a distinctly rebellious character. Many of these youngsters sported mohawks or dyed hair, and were clearly trying to distinguish themselves as much as possible from their elders. I couldn’t really blame them; their parents had been shaken by the Soviet influence after World War II, and had grown up during a time when it was mandatory to speak Russian in school. This middle generation had, it seemed to me, an aura of repression around them.

It was their parents that surprised me the most. These people had lived through two depressions and a war, and yet they were some of the kindest and most open people we met and interviewed.

The younger generations’ hatred of anything American shouldn’t have been a surprise, but experiencing it firsthand was a shock. At one point, two German teenagers confronted me on the street. They spoke enough English to insult me until I finally convinced them that I was Canadian. That seemed to get them off my case. Julia, an actress in “Operation Paperclip,” later explained that the single most popular thing that the German president had done was to refuse to enter the War on Terror.

The crew was small, even for a documentary. It consisted of the cameraman, his wife, an actress, the director and myself. My job was simply to do whatever Amy, the director, asked of me. I carried equipment, held the boom microphone, assisted the cameraman, set up the tripod and dug lots of holes. Digging was one of the main aspects of the shoot. In order to learn more about Operation Paperclip, we dug for papers that von Braun had allegedly buried in a metal container after the war. He had even drawn maps during the 1950s detailing the locations of the burials. Amy had found the papers attesting to this hidden away in an archive after the U.S. decided to declassify them. We also dug in Amy’s grandfather’s backyard. Digging became my job, while Julia searched with a metal detector. I won’t spoil the film by saying whether or not we found anything.

When we were finished filming, we left Germany with 10 hours of footage. Of that, maybe about one hour will be used in the film. Upon returning to the United States, my job as production assistant entailed much less manual labor, but it was still hard work. I helped Amy edit by transferring what we had shot onto her computer. I then recorded on a separate sheet all the important shots or plot points so that Amy could go back later and easily find them.

After a week of work, we were still only halfway through the tapes, which meant I had watched and then re-watched five hours of footage and then catalogued all of it. Above all things it was tedious and time consuming, a true lesson in why all directors may seem a little crazed when their work is finished and screened for the first time. They, in fact, are crazed with the happiness of having finished all that grueling work!
Barclay Satterfield ’98
Bringing the lab to Capitol Hill

by Tommy Burns ’02

Fuel cell membranes. Chemistry lessons for Congressmen. Hydrogen storage. Pollution. Mr. Kemer: These are just a few of the things I recently discussed with Barclay Satterfield ’98. The St. Andrew’s alumna has recently been awarded a Science Policy Fellowship from the American Chemical Society (ACS). She has also completed her doctoral work in chemical engineering at Princeton.

Thinking that a career in the sciences “seemed useful,” Barclay took full advantage of St. Andrew’s science offerings during her high school career, and she speaks highly of the education she received: “Many people from my class became engineers,” she says. “The sciences at St. Andrew’s hardly play second fiddle to the humanities.”

Eric Kemer taught the budding scientist chemistry, AP chemistry and AP physics, but his influence extended past the walls of Amos Hall. After Barclay’s graduation, he continued to serve as an academic advisor to his former student throughout her undergraduate years at Yale and her graduate work at Princeton. Barclay refers to her relationship with Mr. Kemer and his sustained encouragement as huge factors in her decision to pursue a lifetime study of chemical engineering.

The highly selective ACS fellowship will take Barclay from Princeton to Washington, D.C., where she will work in the ACS’s Office of Legislative and Government Affairs. As Barclay herself puts it, she will serve as “another pair of science hands” in the society’s effort to lobby Congress and provide information sessions for Congressmen. She hopes to help produce sound policy and legislation associated with the sciences. Her goals include promoting better science education in high schools and altering visa laws in an effort to attract the best minds to study and work in the United States.

This will not be Barclay’s first foray into public policy; she completed a certificate in science, technology and environmental policy through the Woodrow Wilson School of Public and International Affairs at Princeton, in addition to her doctorate.

“Green” chemical engineering
At Princeton, Barclay found a way of integrating her long-standing commitment to environmental concerns with her background in chemical engineering. The two passions came together in a study of fuel cells. “Previous students had been seeing bizarre behavior in the fuel cell [an electrochemical engineering device],” she explains. Under the direction of engineering professor Jay Benziger, Barclay investigated the process through which fuel cells convert chemical energy into electrical energy. A closer examination of the cell’s viscoelastic properties helped Barclay understand how the cell created energy.

In layman’s terms: Barclay was attempting to better understand the possibility of creating renewable and pollution-free energy. While both solar and wind powers are examples of benign energy, these sources remain, for the present, impossible to control and store. But Barclay holds onto an unwavering belief in the possibility of creating and sustaining environmentally healthy sources of energy. She refers with confidence to the “perfect world we’re going to get eventually.”

There is one final obstacle to making fuel cell power widely available: researchers must discover a safe and environmentally conscious method for storing hydrogen. Barclay is on the case.

In the mean time, she has come up with other ways of lessening her environmental footprint: She is a very active member of Greening Princeton, an environmental student organization that strives...
to improve the environmental practices of the University. Through her efforts at Greening Princeton, Barclay was able to convince the University to use only fully recycled paper for copying and printing. Princeton was the very first school in the country to make the transition to 100 percent post-consumer recycled paper, a huge environmental victory. The organization also helps promote local and organic food options in the dining halls.

Preparing to leave Princeton, Barclay took steps to ensure that her environmental efforts would continue after graduation. After helping to convince the school that they needed a full time sustainability manager, she created a thorough job description and interviewed candidates for the position. The sustainability manager serves as the environmental conscience of the University, constantly evaluating and improving the school’s ability to meet present needs without compromising the needs of the future.

Barclay’s new position in Washington, which begins this fall, will enable her to continue her efforts to minimize damage to the environment. As our conversation ended, I realized that Barclay has always envisioned herself as a scientist. From the St. Andrew’s chemistry lab to Congress, Barclay has investigated the world around her and endeavored to improve it.
Alumni Association Board Welcomes New Members

Patricia Evans ’94
Raleigh, North Carolina
Patricia is one of the founding members of the Raleigh-Durham regional group and has hosted several Metro Stops and Toasts in Raleigh over the years. She is by profession in the non-profit world, currently with Hospice of Wake County. She also personally volunteers with many civic organizations and causes. As an AAB member, Patricia hopes to broaden activity and participation in the Triangle area, especially in the area of community service and group outings and help North Carolina alumni, students, parents and friends sense a connection to the School.

Robert Evans ’49
Bethesda, Maryland and Lewes, Delaware
Excited about joining the Alumni Association Board, Robert outlined three expectations for his time on the board. Robert writes:

“First, that St. Andrew’s will adhere to the ideal of the educated person, one whose view of learning is fashioned by open inquiry, informed by the transmission of knowledge, and is guided—above all—by the pursuit of truth. Unexceptional for St. Andrean’s, perhaps, but in stark contrast to the approach of many modern curricula, where opinion and advocacy masquerade as teaching, and preconception displaces free inquiry.

“Second, that the St. Andrew’s experience will provide a moral compass for life. Academic excellence has never been the whole story at St. Andrew’s. From the day we entered we were exposed to a value system—rooted in Christian thought and teaching. That served us well thereafter. Indeed, for many St. Andreans, perhaps most, it remains the prism through which we view the rightness of our and others’ actions.

“Third, that financial assistance will always be available. All St. Andreans benefit from it; many could not attend without it. The special provenance of the alumni, it would seem, is to insure future generations the same opportunity.

To paraphrase Woody Allen, my past involvement with St. Andrew’s has consisted mostly of ‘showing up’ at the right time, and ‘coughing up’—along with my classmates—for annual giving. My hope is that serving on the Alumni Association Board will create new ‘opportunities’ for expanding both activities for many alumni.”

Morgan Foster ’97
Washington, D.C.
While attending law school in Atlanta, Morgan used the St. Andrew’s Alumni Web site to search for a legal job. She contacted an alumnus from the class of 1987, who was practicing law in Atlanta, interviewed with his law firm, clerked there for a summer and was hired by the firm after law school. Due to this interaction, Morgan has a great appreciation for the strength of St. Andreans and the St. Andrew’s network throughout the nation. Morgan has since moved to Washington, D.C., where she now works as an attorney with Arent Fox, LLP, specializing in commercial real estate acquisition and finance. Having served as the St. Andrew’s coxswain for the winning Henley crew in 1997, Morgan was thrilled to return to St. Andrew’s in the spring of 2006 to celebrate the 75th Crew Reunion with other alums.

In addition to her involvement with St. Andrew’s, Morgan serves as an alumni interviewer for applicants to Brown University. As a member of the AAB, Morgan looks forward to helping others utilize the St. Andrew’s network to form professional and personal relationships nationwide, as well as continuing to build participation and activity in the Washington, D.C. region.

Erin Hall ’01
Charlottesville, Virginia
Erin has helped organize alumni events in Charlottesville for St. Andreans for the last five years. A 2005 graduate in drama and history from the University of Virginia, Erin is a development officer for University of Virginia’s College of Arts & Sciences, focused on fund-raising for arts initiatives and annual giving. As a new member of the AAB, Erin is excited to help the School grow participation in the Annual Fund and expand its commitment to need-blind admission and financial aid.

Marlies (Patzman) Lissack ’89
Bryn Mawr, Pennsylvania
Marlies is active in the Philadelphia Regional Group, helping with the spring toasts and working with the planning group on community service initiatives and other activities. She was a part of the Advisory Group for the Strategic Plan at the School last year, and has been a class agent for the class of 1989.

Marlies and her husband lived in San Francisco until 2001, where Marlies worked as a pastry chef and then later started and ran her own event planning and design company. After having her first child and moving to Massachusetts, Marlies decided to work full time as a mother. Now a mother of three, and living in Pennsylvania, Marlies is very active in her local community. She founded and continues to organize a weekly mothers’ discussion group to support mothers in their parenting. She is a committee member for the Youth and Family Programs at the Church of the Redeemer in Bryn Mawr. And she has worked on fund-raising committees for both her church and her children’s preschool.

As an AAB member, Marlies looks forward to building activities and participation in the Philadelphia area.

Clayton Steele ’85
New York, New York
C.C. lives with her husband Ralph Sholtz and two young children in New York. C.C. is active with the NYC regional group, especially with volunteer opportunities for St. Andreans at the Harlem Academy. She is by profession a corporate lawyer, specializing in Project and Infrastructure Finance in Latin America. She temporarily left her practice to raise her children and is currently working as an independent consultant for businesses in Colombia. She also works with several local and international community service organizations, including Harlem Academy and World Education Fund. From 2004 until 2007 she was co-chair of Resurrection Episcopal Day School’s Community Outreach Program. C.C.’s priorities as an AAB member include strengthening the service participation in other regions and enhancing opportunities for NYC area alumni to participate together in meaningful and rewarding volunteer activities.

48 • St. Andrew’s Magazine
Edward F. Swenson, Jr. ’36
Edward F. Swenson Jr., who was born Sept. 3, 1918, died August 24, 2007, in Miami, Fla. Survivors include his wife, Marie Louise Swenson; his daughter, Katherine Swenson Kahan and son, Edward F. Swenson 3rd; two grandchildren, Amanda and Edward; and his sister Louise Swenson Downer.
No other obituary was available at time of press.

William D. Rogers ’44
William D. Rogers, 80; Adviser to Kissinger
William D. Rogers, 80, a District lawyer and Latin America expert who became a top adviser to Henry A. Kissinger at the State Department in the mid-1970s and afterward as an international consultant, died Sept. 22 near Upperville after a heart attack during a fox hunt.
Mr. Rogers periodically interrupted his long career as a partner in the Arnold & Porter law firm for government assignments in Republican and Democratic administrations.
William D. Rogers played a major role in sensitive talks during his 1970s State Department tenures.
His most-remembered work as a public servant was in the mid-1970s, when he held two posts under Kissinger, who was secretary of state: assistant secretary for inter-American affairs and undersecretary for economic affairs.
During those years, he played prominent roles in sensitive negotiations. They included planning the U.S. handover of the Panama Canal, applying financial and political pressure to help end Ian Smith’s white regime in majority-black Rhodesia (now Zimbabwe) and holding secret talks with Cuban emissaries about softening relations with Fidel Castro’s regime. The last effort was scuttled when Castro sent troops to Angola during its civil war.
Mr. Rogers also served as a presidential envoy to investigate the 1980 slaying of Catholic U.S. churchwomen in El Salvador by the country’s security forces. He also was appointed senior counselor to a Kissinger-led commission that made recommendations about military and economic assistance in Central America in the early 1980s.
In 1982, Mr. Rogers was among the founding employees of Kissinger’s New York-based international consulting firm and later became its vice chairman.
Mr. Rogers remained a staunch supporter of the former secretary of state, particularly after books and news accounts showed Kissinger’s public service in an unsavory light.
Mr. Rogers was incensed about negative portrayals of Kissinger’s legacy on human rights -- and, by extension, his own -- especially regarding the U.S. relationship with Chile during Augusto Pinochet’s dictatorship.
In 2003, he persuaded the State Department to distance itself from a statement by then-Secretary Colin L. Powell that the U.S. policy toward Chile in the 1970s was “not a part of American history that we are proud of.”
Mr. Rogers said of Powell: “He was implying that the U.S. was morally responsible for what happened in Chile. He bought the myth.”
Subsequently declassified U.S. documents showed that Mr. Rogers pressed his boss to make human rights a central part of private discussions with Pinochet during Kissinger’s visit to Chile.
Kissinger praised Mr. Rogers yesterday, calling him a “great advocate of human rights” and an “absolutely dedicated man who stood for fundamental values.”
But Mr. Rogers’s influence on Kissinger is a matter of dispute. Peter Kornbluh, an authority on Chile, noted in his book “The Pinochet File” that a secret memorandum on Kissinger’s talks with Pinochet “reveals no effort at ‘moral persuasion,’ no mention of democracy and only minimal concern expressed on human rights.”
William Dill Rogers -- no relation to President Richard M. Nixon’s Secretary of State William Rogers -- was born May 12, 1927, in Wilmington, Del. He majored in international affairs at Princeton University and graduated from Yale University’s law school in 1951.
After two clerkships, including one for U.S. Supreme Court Associate Justice Stanley Reed, Mr. Rogers joined the law firm of what was then Arnold, Fortas & Porter.
At the time, the small firm was gaining recognition for its defense of people branded communists. Mr. Rogers participated in the firm’s successful defense of Owen Lattimore, a scholar and political adviser accused of being a leading Soviet spy.
Mr. Rogers’s later legal work took him to Latin America, which soon became a consuming interest. From 1961 to 1965, he worked for the Alliance for Progress, an economic aid program started under President John F. Kennedy. Mr. Rogers eventually resigned as its deputy coordinator, citing disenchantment with the lack of U.S. financial attention to Latin America as the Vietnam War commanded more money.
In a 1999 interview with a publication of the D.C. Bar, he said one of his first major assignments was to fly to the Dominican Republic shortly after the 1961 assassination of dictator Rafael Trujillo.
“I went down with $10 million in my pocket and told the shaky junta that was trying to run things, ‘You will be pleased to know that we are bringing you this money.’ The three-man junta laughed nervously and said if they accepted that, they would be strung up from the nearest lamppost; it was $25 million or nothing. We sent a telegram back to Washington, but nothing happened for days because in January 1962 Washington was inundated with a snowstorm.
“When I announced that I was going to leave the Dominican Republic, our ambassador said no. He said that the junta had insisted that I stay until the matter was resolved. It’s probably fair to say they kidnapped me, but I was under the most polite restraint. We finally got the $25 million authorized, and that was my first exposure to the politics of development assistance by the U.S. in Latin America.”
After returning to private practice, Mr. Rogers began to raise his profile through leadership roles in legal organizations. He was president of the Center for Inter-American Relations and president of the American Society of International Law.
Mr. Rogers, a Democrat, said he declined a job offer in 1972 as a Kissinger legal adviser because he did not want to serve in the Nixon administration. The week Nixon resigned, Kissinger said, he hired Mr. Rogers to oversee Latin American affairs at the State Department.

Mr. Rogers also was co-chairman of the Council on Foreign Relations’ Cuba task force and chairman of the Cuba Policy Foundation, an organization that advocates the normalization of relations with the island nation.

Survivors include his wife of 56 years, Suzanne Rochford “Suki” Rogers of Washington and Upperville; two sons, Dr. William D. Rogers Jr. and Daniel R. Rogers, both of Alexandria; a sister; and four grandchildren.

Richard (Dick) P. Davis ’45

The following was received from Bill Davis ’44:

My brother Dick Davis ’45 died on June 21, 2007. After St. Andrew’s School, Dick attended Bowdoin College, graduating in 1950, but with a couple of post-war years out for the United States Army, stationed in Japan. (An ardent bridge player, he was once detailed to play bridge for several days at the home of a wealthy Japanese oyster-farming family.)

After college Dick became a newspaperman in Meriden, Conn., Rochester, NY, and Baltimore, Md. Later he worked for the American Newspaper Guild, traveling widely overseas to establish links with other newspaper guilds. Still later he worked for many years in the Department of Urban Development of the Baltimore city administration and as administrator of the Baltimore city markets. He was crippled during his final years by Parkinson’s disease. He is survived by his wife Margie.

Dick loved, among many other things, playing bridge, travel, books, classical music, studying Shakespeare and attending St. Andrew’s reunions. He was an earnest, sweet, loyal and patient man, whom I miss.

John (Dag) D. Gray ’48

Jim Adams ’48 sent the following:

Jim writes, “Dag and I have stayed close since rooming together our V and VI Form years at St. Andrew’s School. We were also roommates at Virginia, I was in his wedding and I attended his funeral. We have visited each other from time to time and talked by phone regularly. Dag's battle with Parkinsons was long and difficult.”

Obituary reprinted from the Chattanooga newspaper.

John Dagworthy “Dag” Gray, of Lookout Mountain, died of Parkinson’s disease Tuesday, July 31, 2007.

Mr. Gray was the son of Mr. and Mrs. Alfred Landon Gray, and a native of Waverly, Va., where his family was involved in the lumber business. He was a graduate of St. Andrew’s School in Middletown, Del., and of the University of Virginia in Charlottesville, Va., where he was president of the Phi Kappa Sigma Fraternity and a member of the Eli Banana and Imp societies. As a young man, he settled in Chattanooga and eventually became involved in the chemical and maintenance industries. He was president of Southern Products Co., Tennessee Maintenance Co., and later Chemstation Inc.

An avid sportsman, Mr. Gray particularly enjoyed quail hunting and golf. He was involved for many years in fundraising and development for the athletic programs at the University of Tennessee at Chattanooga, most notably the program. He was also an expert and enthusiastic card player, and a member of the Mountain Golf Club, the Honors Golf Club and the Fairyland Club among others.

He is survived by his wife, Catherine Jones Gray, of Lookout Mountain; two daughters, Catherine Landon Gray, of Tampa, Fla., and Jane Cameron Gray, of Lookout Mountain; and a son, John Dagworthy Gray, Jr., of New Orleans, La.; and five grandchildren also survive him, Justin Phipps Boyce and Emma Pleydall Bouverie Boyce, of New Orleans and James Ficklin Pritchard, Stella Jane Pritchard and Catherine Flances Pritchard, of Lookout Mountain.

John Paul Campbell ’54

The following was received from Church Hutton ’54:

John passed away 23 June 2007 in Farmington, Mich., a suburb of Detroit, after a full life. After graduating with us 4 June 1954, John went on to Bates College in Lewiston, Maine, received a B.A. in history, and a few years later an M.A. in history at the University of Louisville. He devoted his life to teaching—from 1958 to 1962 at Louisville Country Day School, and from 1962 to 1992 at Detroit Country Day, where Robin Williams was one of his students. Years later in TV interviews, Williams said John was the most inspiring force in his life, his prototype in “Dead Poets Society,” and that the riveting scene in which Williams rips pages of sterile guidance out of a textbook was a lift from what John once did in a classroom. John had many achievements, but his influence on that film will inspire independent thinking and creativity for generations to come.

An inspirational and beloved coach as well as teacher, John led by example. Preaching fitness to his wrestling teams, he ran marathons to show them what it meant and produced champions. Teaching that democracy required an active citizen, he demonstrated it by leadership in community service and by running for state office. A passionate advocate of the critical mind, he reflected it in “Abandonment of Neutrality,” a well-received book on WWI foreign policy. He was too modest to speak of such accomplishments, some of which came to light only after he died when a flood of letters and visitors arrived.

John was married for 37 years to Judith Muzio Campbell, who survives him in Farmington. Daughters Anne and Susan, and son Alec, gave him six grandchildren before he left us.
Emily Gowen ’09 spent time this summer in Ireland studying photography. Emily wrote, “This photograph was taken at an Irish history museum on Achill Island. I went for a photography course with Professor John Weiss, my mother, Karen Gowen, and my grandfather Henry Jordan. We toured the coast of northwestern Ireland and visited some of the most beautiful and dramatic landscapes I’ve ever seen.”
Headmaster Walden Pell wrote at the close of 1952 school year:

“This school year was an expensive one. The total cost of operation was $312,154, compared with $285,985 for 1950-1951. The slightly increased income from tuition fees came short of meeting the increased cost per boy, which was $2,167 compared to $2,087 the previous year.

“Slightly more than half the expense of operation was coming from the income from the Foundation’s endowment funds. Shares of stock given in the 1930s had appreciated greatly in value by the 1950s. This fact, along with the wise investment policies of the Finance Committee, had produced a very substantial endowment for the School.”

What was true 55 years ago is still true today at St. Andrew’s: the hidden scholarship, the rising costs of education and the importance of the endowment to ensure need-blind admission and financial aid to St. Andrew’s students.

Help keep financial aid one of the cornerstones of St. Andrew’s. Use appreciated stock or other assets to create a bequest, charitable gift annuity or charitable trust to benefit future generations of St. Andrew’s students AND to save capital gains or estate taxes.

Want to crunch the numbers or compare the different gift vehicles? Check out http://www.standrews-de.org/plannedgiving

The Cornerstone Society
Planned gifts—bequests, charitable gift annuities, charitable remainder trusts, life insurance policies and other estate plans—are an important part of the financial cornerstone of St. Andrew’s School.