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For much of the first half of my life, I spent a great deal of time playing and coaching sports. What I learned and experienced as an athlete in high school and in college and as a coach at St. Andrew’s is impossible for me to assess completely. I have photographs throughout my office of my high school soccer team, my college soccer and tennis teams, my St. Andrew’s teams, and they all have a powerful resonance for me. What I can say for certain is that I am convinced that athletics taught me inspirational lessons about life, about competition, about mental preparation, courage, discipline, patience and sportsmanship. And, I know that I still yearn to play and to coach even today. This summer with no training or thinking, I impulsively entered two tennis tournaments in Buffalo simply because I thought I should experience the feeling of competing on courts and in a sport I had come to love so much. And, perhaps, someday before I retire, I will coach a season of soccer, basketball or tennis again. It would be an amazing experience to have that honor and privilege once more.

Tonight, I would like to reflect a bit on the magic and opportunity you have as student athletes and we as teachers have as coaches, partly because you all inspire me by your play, your sportsmanship, your maturity, grace and dignity and partly because so much of the national news emphasizes the distortion and disgrace of amateur athletics in our culture today.
The educational foundation behind the development of athletic programs has almost been overwhelmed by the power of our culture’s dedication towards winning at all costs and the celebration of the athlete as a person of power, authority and supremacy on the high school, college and professional level. What educators believe is that athletics prepare students for life—that participation in and engagement in interscholastic competition teach skills and habits of body, mind and heart that will inspire, transform and prepare them for lives in the adult world. We believe that involvement in and commitment to interscholastic athletics provide important opportunities for students to learn the following skills:

- To learn how to develop habits of physical fitness and mental preparation for competition.
- To learn how to work with discipline and resilience and courage towards collective goals and individual goals.
- To learn how to work collaboratively, competitively with teammates.
- To learn how to compete ethically, honestly, cleanly.
- To learn how to appreciate and honor the humanity, talents and spirit of the opposition.
- To learn how to handle adversity and defeat with sportsmanship and grace, to learn how to win with class and humility.
- To learn how to respect opposing schools, coaches, fans.
- To respect and honor the service of referees who work to provide the opportunity for interscholastic competition.
- To develop skills and habits of leadership and responsibility for team and team members.
- To effectively develop and balance time management skills through involvement in academics, residential life, the arts, external activities, student life and athletics.
- To learn the power of miracles derived from collective efforts towards a common goal.

Because we live in a culture that explicitly demands athletic success by any means necessary, schools and colleges are particularly vulnerable to the kinds of scandals and crises that we all know too well from reading the newspapers this year. We read of videotaped hazing rituals, altered or non-existent transcripts, cases of athletes involved in sexual assault, vandalism and alcohol/drug abuse, cases of steroid abuse and cases of schools and colleges where the culture of athletics sends a message of exclusion, hostility and contempt to
the values of the school or university. Just last week, in one of the worst cases recorded recently, a football game between the University of Miami and Florida International University exploded in a brawl that lasted for 15 minutes and stopped only when police took to the field and separated the two teams.

There really is another way to experience the opportunity of athletic competition, one quite different from a mad culture that urges you to only pursue sports if you are gifted and therefore marketable, only to play one sport so you can maximize your marketability, and to see athletics not as an opportunity for teamwork, collaboration and support, but as an individualistic race to recognition and achievement. We embody this model—a form of amateur athletics that is old-fashioned but ultimately moral and ethical—very well at St. Andrew’s, but it is good now and then to remind ourselves of our values, our ethics and, yes, our athletic ethos within the School. And it is important to think of ways of deepening our ethos and demonstrating our values more consistently and clearly.

The ethos is this—

We have to begin first with a recognition of the humanity and dignity of those with whom we compete. It is easier and convenient at times to demonize, hate and ridicule the opposition to gain a psychological edge or impulse to play with more tenacity or determination. If we hate our opponent, if we say that we want to hurt, overwhelm, slaughter, kill and decimate them, we, the assumption goes, will play with more ferocity and determination.

In a 1985 article, Brenda Jo Bredemeier and David Shields explore the effect of athletics on players’ moral reasoning. For a variety of reasons, they discovered that athletes often suspended their moral decision-making processes when they were placed in the context of sports. They write: “The moral norms which prescribe equal consideration of all people are often suspended during competition in favor of a more egocentric moral perspective. One male college basketball player explains the difference this way: ‘In sports you can do what you want. In life, it’s more restricted. It’s harder to make decisions in life because there are so many people to think about, different people to worry about. In sports you are here to think about yourself.’” Bredemeier and Shields also point out that athletes can evade moral reasoning and responsibility by putting themselves under the care and supervision of coaches or officials. Their reasoning may be that it is the officials’ responsibility to detect fouls and transgressions against the humanity of opponents. The authors ultimately conclude that mature athletes do embrace and display a deep understanding of their moral and ethical responsibilities for the welfare of those with whom they compete. I agree.
We begin then with an implicit and explicit appreciation for those with whom we play and compete, and when we play we play honestly, cleanly, ethically and humbly, the more so if we play against those who fail to meet that ethical standard.

St. Andrew’s teams play with great spirit, determination, effort, pride, courage and teamwork. Yes, we remember and celebrate moments when a small school rises up to win state titles against all odds, when crews compete for national and international victories at Stotesbury and Henley, but we play with this spirit every day, at every level. When we win, we are gracious, humble and appreciative of the feelings of those who have lost. When we lose, we congratulate the victors and walk away with our dignity intact. We strive to work and play with more spirit, courage, intensity and intention than any school in the state—we are not awed or overwhelmed by teams that are bigger, faster and more highly ranked.

Each year seniors pause before they play their final game at the end of the fall, winter and spring seasons, for they know now what I have known for over 30 years: our time as members of teams, our times as competitors are precious, and we value the memories of teams and seasons, coaches and teammates who meant so much to us. You miss the beauty of the fields, the camaraderie developed through practice after practice, road trips on vans and buses; you miss the feeling of wearing a uniform you love very much, the feeling of support and friendship you feel from those who attend your games, the feeling of complete exhaustion you achieve after a maximum effort. You want just one more chance to take the field, to compete, to see your teammates surrounding you.

So, when you take to the fields on Saturday, do so with pride in the spirit and ethic of St. Andrew’s athletics—know that great people, great athletes and coaches have come before you. Play with pride, with courage; play with joy and teamwork; play with poise, dignity and respect for your opponent; play to reflect the power and spirit of your teammates, coaches and School. Play with passion and courage; don’t cut corners; don’t settle for mediocrity; pick up your teammates; support all those who play, especially those who contribute to the team on the bench; honor managers, coaches, referees, timekeepers; express appreciation for good play by your opponents. Dress well, behave well when you visit opposing schools; clean up after yourselves; respect the property and facilities you use; honor the men and women who prepare your fields, wash your uniforms, schedule your games, attend to you in the training room. Thank bus drivers, clean buses, do community service as a team, coach youths in the Boys and Girls Clubs. Live, play and serve so that your team expresses a spirit of humanity, fellowship and generosity.

Seek, as you play, to embody the values and spirit of your School at its best.
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In 1929, the School’s Founder, A. Felix duPont, wrote:

The purpose of St. Andrew’s School is to provide secondary education of a definitely Christian character at a minimum cost consistent with modern equipment and highest standards.

We continue to cultivate in our students a deep and lasting desire for learning; a willingness to ask questions and pursue skeptical, independent inquiry; and an appreciation of the liberal arts as a source of wisdom, perspective and hope. We encourage our students to model their own work on that of practicing scholars, artists and scientists and to develop those expressive and analytical skills necessary for meaningful lives as engaged citizens. We seek to inspire in them a commitment to justice and peace.

Our students and faculty live in a residential community founded on ethical principles and Christian beliefs. Our students collaborate with dynamic adults and pursue their passions in a co-curriculum that includes athletics, community service and the arts. We encourage our students to find the balance between living in and contributing to the community and developing themselves as leaders and individuals.

As an Episcopal School, St. Andrew’s is grounded in and upheld by our Episcopal identity, welcoming persons regardless of their religious background. We are called to help students explore their spirituality and faith as we nurture their understanding and appreciation of all world religions. We urge students to be actively involved in community service with the understanding that all members of the community share responsibility for improving the world in which we live.

St. Andrew’s is committed to the sustainability and preservation of its land, water and other natural resources. We honor this commitment by what we teach and by how we live in community and harmony with the natural world.

On our campus, students, faculty and staff from a variety of backgrounds work together to create a vibrant and diverse community. St. Andrew’s historic and exceptional financial aid program makes this possible, enabling the School to admit students regardless of their financial needs.
Deval Patrick, trustee, elected governor of Massachusetts

By Will Speers P’07,’09

On November 7, 2006, trustee Deval Patrick P’07 was elected governor of Massachusetts. A former assistant attorney general for civil rights in the Clinton Administration as well as a corporate lawyer, Deval ran a grassroots campaign that eschewed the traditional paths of personally financed campaigns and attack ads and sound bites. Instead, Deval went to the people, heard them, and inspired them with his message of hope to “check back into” their communities and recognize their own responsibility in government. He won the election decisively by 21 points, becoming the first Democratic governor in Massachusetts in 20 years, and only the second black governor in U.S. history.
I went to high school with Deval. Deval was and is a great listener. He pays attention to you. He wants to hear from you. I saw that in Deval as a student, in college, in early married life, as a lawyer—you have to know what the other side is thinking—and as a campaigner. He would not let himself be categorized. Even when he joined a prestigious law firm, he continued to do, on a pro bono basis, the kind of legal work he had done before for the NAACP’s Legal Defense Fund. When he moved into the corporate world, he brought in, rather than left behind, the work he had done that had been a big part of who he was.

I traveled with Deval in South Africa, when, even after he left the Clinton Administration, he continued to work with the South African government as its premier outside consultant, as they worked on their bill of rights and constitution. What distinguished Deval’s campaign was his notion that the other side is not evil. He acknowledges good ideas, whatever their source. He goes directly against what America says it wants: the idea that you’re either for me or against me; you’re either right or wrong; and that the only way to build me up is to tear you down. Indeed, Deval refused to play that political game, and instead, asserted hope and possibility and affirmation. Deval is perceptive, intuitive and curious; he has the skill and the gift of being able to determine the important questions that should be asked. At Deval’s 50th birthday party I said that he was one of three people I know who have that “sixth sense of leadership.” He knows what to do in a crisis. He sees the big picture. He stays calm. From some combination of intellect, faith and life experience he knows the right choice—he knows it will all fall into place.

Deval’s daughter, Katherine, is a VI Former at St. Andrew’s this year. I traveled to Massachusetts to be with Deval, Diane and Katherine as the election results rolled in. My son, Christopher ’07, accompanied me on the trip, along with Sean Gerstley ’07, who is a good friend of both Katherine and Christopher. After we returned to St. Andrew’s, I asked these two VI Formers about what resonated with them after our intense, though ebullient, 48 hours in Massachusetts. I share their words because I feel they precisely convey a sense of Deval, his campaign and his future.

Sean wrote: “I went to Boston both to be there for Katherine—as she says, ‘emotional support’—and to see Deval Patrick, someone who I believe demonstrates everything that is good about being a human and applies it to politics. While the race has no direct impact on me because I am a Delaware citizen, not Massachusetts, I am still very moved each time I hear him speak because his message is infectious; I hope the way he campaigned spreads throughout the country.

“Listening and watching the campaign and the victory gave me an incredibly hopeful feeling for the future of American politics. Being with the family while Mr. Patrick was campaigning also changed the way I see politicians and their lives in general. They all seem like real people now, who laugh and love and who don’t have all the answers. Deval’s humanness is, I think, his best quality, and one that I think more leaders should demonstrate.”

Christopher wrote: “While standing on stage at the Hynes Convention Center, it was hard not to focus on anything other than Deval Patrick as he spoke to the crowd of thousands of volunteers and supporters. Like all of them, I was captivated by Deval’s presence and his words about hope and promise for a better kind of politics. Pulling myself back to reality for a moment, I took my eyes off Deval and focused out on the crowd. I felt like I had just been hit by a jolt of energy that was not meant for me, but shreds of it had been deflected off its intended target. I quickly understood that that target was Deval, and that I was party to something truly monumental. I swear that for an instant I could see ripples where the air between Deval and everyone in front of him was being disturbed by some supernatural force. It was as if every single person out there was channeling all of his or her hopes and ideas right to Deval as he spoke. As he spoke, I think Deval was absorbing all of it, and by the time he was finished speaking, not a single soul in that building had any doubt that Deval had listened to them.

“I am still reeling from that time up on stage during Deval’s victory speech. Deval was not a politician up there; he was a force of nature. I don’t believe that that feeling will ever go away as long as I live.”
From the Archives

From the Archives in the fall 2006 magazine featured dogs of St. Andrew’s School. We asked our readers for additional information on the dogs in the photos and received a number of responses.

Stuyve Pell wrote, “The only dog I can name is ‘Sidney,’ a Great Dane, at the feet of my father, Walden Pell II. The photo dates from the early 1940s. Sidney came to us in about May 1941 after my mother’s mother died. We drove into the train station in Middletown on getting a phone call from Mr. Nooman, the station master. (He could send and receive Morse Code as swiftly as one could speak.) Sidney was released from his shipping crate and I, age 9-1/2, was handed the other end of his leash (8’ or 10’ of clothesline) to exercise him—let him stretch his legs—around the rail yard. Only mother’s call kept him from dragging me through town. Sidney was an unerring judge of character. He adored mother.

“The family at the bottom of page 8 [in the fall issue of St. Andrew’s Magazine] is that of Mr. & Mrs. Daniel Stewart Holder. He was a classmate of my father at St. Mark’s School, and an All-American football player at Harvard. At St. Andrew’s, he taught mathematics—and tutored me in algebra one summer. There are so many wonderful stories about the place.”

When Barry Register ’51 saw this picture in the fall issue of St. Andrew’s Magazine, he couldn’t identify all the faculty. So he contacted Lili Pell Whitmer, the youngest Pell, to find out who everyone was.

Lili replied, “OK, Mr. Register, fetch your pencil: (left to right) Messrs. Bill Scott (I believe); Dan Holder; unknown; Rev. Don Large; Pat Schoonover; Bob Tons; Sherry Sherwood; Lukie Fleming; Coerte Voorhees. Seated: Howard Schmolze; Bill Cameron; Ham Hutton; Frank Williams. Missing: Meg Miller RN, Miss Kathleen Michaelis and Lillian Foley, who actually ran the school.”
While perusing the St. Andrew’s Magazine, Marty Holder recognized the picture above. Marty wrote, “I was amazed to find a photo of my family in the area where you were looking for the names of their animals. I am Marty Holder Stratton and I am sitting on my mother’s lap (Chee Holder) with my back only showing and the dog below me was called ‘Muggins.’ My sister, Anne Holder, is in the middle. My father, Daniel Stewart Holder, is next to Anne and below him is a dog named ‘Bonkie.’ I am not sure of the spelling of his name, but I believe we were keeping him for another master who was on leave. My brother, Daniel S. Holder, Jr., was not born yet. I announced to the whole school about four years later that I had a new baby brother and his name was ‘Daddy.’ The boys said, ‘Come on, Marty, that can’t be true.’ I said, ‘It is so! He is named after daddy!’

“My father, Dan Holder, went to St. Mark’s with Waldy Pell. They were best friends and they were both going to Princeton together. However, after all the Holders went to Harvard in the past, so due to family pressure my father went there.

“My father married, lived in Darien, Conn., and on 79th Street in New York City and had a seat on the Cotton Exchange (in New York City) for the New Orleans family business Stewart Bros. Cotton Co. Later divorced, met Buzz Speakman’s [class of 1938] sister, ‘Chee’ Marion Speakman, while teaching at St. Andrew’s, had three children and we lived there until I was nine. Then we moved to Palm Beach where he was supposed to become headmaster of the Palm Beach Private School, now The Day School, but died two weeks before doing so. Waldy Pell was my godfather. I can’t remember his dog’s name. After daddy died we went to all Harvard-Princeton games together after Vietnam.” ☑
Last year, I was a student again. The program I completed was one in Private School Leadership at the Klingenstein Center in Teachers College at Columbia University. Each year a group of 35 experienced independent school teachers go through a learning adventure as a cohort, taking classes, visiting schools, doing group projects, and, of course, exploring together the city of New York. Because of this program’s focus on education, I was frequently reflecting on my own past as a student while simultaneously being a student. This reflection is the central subject of this chapel talk.

by Niğel Furlonge
Chapel Talk
September 9, 2006

During my middle and high school years, I was lucky enough to have attended one of the most demanding, but enriching, schools in the country—Boston Latin School. Much like St. Andrew’s, I knew even as a young sixth-grader that by being accepted to Boston Latin, I was joining a community that would enrich me for the rest my life.

Boston Latin School was a hard school—mostly in all the ways in which it is easy for school to be hard. On orientation day, the Headmaster herded us into the auditorium and said, after pointing to all the famous names inscribed on the frieze, “Look to the left of you, look to the right of you. If you are here at graduation, they won’t be.” Scary. Daunting. And unfortunately, true. As an 11-year-old seventh-grader at Latin these words and this moment—repeated to all incoming Boston Latin students—were marked on us all indelibly.

At Latin School, we had six-plus hours of homework each night. We were also ranked at the end of each year. For some reason, I guess it was important for some to know where everyone stood. Boston Latin students read and write a lot. In fact, we had not one, but two, English classes our first year. This school espouses an education informed by traditions honed and cultivated over the past few centuries since the school’s founding in 1635. Over the summers, we would read and were tested on seven to ten books.

One long-standing tradition at Latin School is Declamation. Each student would declaim—that is, recite a formal piece of prose or poetry...
in front of one's classmates—three times a year. I, of course, detested declamation. I didn't see the point of having to memorize a passage and prove you'd memorized it through a public performance. I do understand the purpose now.

My first few years at Latin I did quite well—getting into all the honors classes I possibly could. I also took advantage—well, my parents and teachers pushed me to take advantage—of summer enrichment programs. One summer before my eighth grade year, I even went to the prestigious Tanglewood music camp in the beautiful Berkshire Mountains in western Massachusetts.

Few people in this world can honestly begin a story with, “This one time at band camp…” Fewer still have attended band camp without being able to play an instrument, like I did. Yes, you heard me correctly, I cannot now, nor have I ever been able to play an instrument. It’s still a mystery how I ended up at Tanglewood that summer. There I was with no instrument, just walking around for a week taking pictures with a Polaroid camera the counselors gave me. While writing this chapel talk, I called my mother to ask her how I could have ended up there? She said, “I’m so sorry…we thought they would teach you how to play music. Had we known, we would have gotten you a flute or something.”

I had the normal ups and down that many people have in high school. When I didn’t work hard, I didn’t do as well. When I did invest myself in my studies, I did just fine. Of the many experiences I can recall from being a high school student, two moments stand out for me from my sophomore year, which was by far the most difficult year for me.

The first was in a Chemistry Honors class where we were learning to “balance equations.” Ms. Ivaska gave back a test, looked out at the class and said in her thick Lithuanian accent, “Some parts of Chemistry can’t be learned by everyone…when it comes to balancing equations, some people can do it, some can’t.” Even then, I thought to myself, “I don’t think teachers are supposed to say that.” Clearly she had a fixed view of what students could and could not accomplish. Current research suggests that she was wrong. Unfortunately, perhaps the damage was done to some of my peers; reinforcing for many the idea that they could only learn the things they had an “aptitude” for. If you were a student in that chemistry class, what would your incentive be to continue to work hard?

A second formative memory for me was in Ms. Shevlin’s Honors English class. This was the last time I would ever have to do Declamation—which I’d done three times a year since seventh grade. I was reciting the opening of William Shakespeare’s *Twelfth Night*. I’d like to do a re-enactment of that Declamation right now…

*Duke Orsino*

“If music be the food of love, play on;” Ahm…Yeah…this is not going to happen. I’m sorry.

I remember walking the walk of shame back to my chair thinking, “I shouldn’t have waited until the night before to memorize the speech.” I guess I was hoping that Ms. Shevlin would just fail me and let me get on with the rest of the year. No such luck. She made me do the Declamation three days later. What Ms. Shevlin didn’t say, but was implicit in her making me redo the Declamation, was, “Who do you think you are, young man? For over three centuries, every student has done Declamation. Who do you think you are to opt out of this?” Most of my classmates were just cracking up when this happened—as would many of you if you saw my public failing. I do remember this book-wormy type girl in the front of the room looking at me strangely. She wasn't laughing. If anything she looked embarrassed for me. You all now know her as Ms. Furlonge. I’m fairly positive that Ms. Furlonge wasn’t thinking at that moment: “Yeah, this is definitely the guy I’m going to marry.”

There are quite a few aspects of my life at Boston Latin that I wouldn’t want to replicate in schools. Nevertheless, for all the hours of study here’s a sliver of what I learned in high school—lessons that resonate with me to this day. In some ways, what I appreciate most about my time there is that I learned how to make mistakes—or more precisely why I made the mistakes I did. I believed that if I made a misstep, I’d have a chance to make amends. However, those opportunities are not unlimited, so don’t squander
them. I learned that, when you sign your name on a piece of paper, you should do so honorably and with integrity. I learned that someone is always looking out for you, mostly for your benefit, whether it’s your parents, your peers or your teachers. I learned how to sit still for five or six hours at a time alone. I learned how to lose track of time while completely engrossed in an idea. I learned the importance of meeting one’s obligations and commitments. I learned to meet deadlines. I learned to respect the school’s traditions—because someday they will be your own. I learned from the college process not to allow anyone—or certainly not an institution that couldn’t possibly know you—to define you. I learned that having a formal education tells me nothing about a person’s intelligence, curiosity or generosity.

Suffice it to say that my experience as a student this past year in New York was a bit different from my high school experience. There really were not any times that I was unprepared for class. But, I was held after class by one of my teachers once—what a dreadful feeling. Last year, I was required to take a law class. As I tried to decide between the two available classes, people in the know told me to choose Professor Hubert’s class. They said that although he lectures a lot, he tells great stories, he doesn’t treat you like a law student, he’s funny, and he is a generous grader. I heard through the grapevine that I should stay away from option #2: Professor Sigall. She was reportedly a bit dry, put students on the spot by challenging their thinking in class, and was a tough grader. So the choice was easy—off to Sigall’s class I went. I thought if I’m going to be at Columbia taking a class in the law school, I’m going all in.

So, I get my midterm paper back and as I’m leaving with my friends—Professor Sigall says, “Can I see you for a moment?” I hadn’t even looked at my paper yet—so I’m worried. After the slow walk of anticipatory shame up to the podium from where she dispensed her legal wisdom each week, Professor Sigall says, “Look, stop interpreting the law… just say what it is… and don’t be profound… just offer direct quotes.” She also said, “You might want to use a tape recorder or something… your writing is… well, let’s just say your class comments are better than your written work.” The next week, she handed out samples of what she wanted in terms of excellent writing.

It was crystal clear to me what I needed to do. By the time the final came around, I knew exactly what to do. As I thought about this class later, I was reminded about something all students know: teachers have differing visions of what excellence is. Teachers have different notions about what accomplished writing is in their respective fields. And it is reasonable to me that there are distinct discipline-specific expectations. I also believe that, as a student, it was my responsibility to rise to the specific expectations of legal analysis.

Another interesting moment happened in another class that I loved entitled “Privatization and School Choice” taught by the director of the Klingenstein Center, Pearl Rock Kane. In her class, we visited all kinds of schools in the city, in addition to reading the giants of educational theory. Over the course of the term, we designed our own democratic ideal of education. On the midterm essay, we knew we would be graded based on a check, which demonstrated a solid, thorough analysis or a check plus, which showed a deep, compelling understanding.

On the day she handed this paper back, she noted how pleased she was. Everyone had gotten a check and there were quite a few check pluses. Then she said there was at least one paper that couldn’t be graded on a check plus. So she created a check plus-plus. And then she talked for about 20 minutes about some of the ideas that these essays generated for her. Maybe she wanted to see how we would react. In every academic setting there are those who are hyper-conscious about grades. My program was no different. In our cohort, there happened to be a group of four or five younger teachers in their mid-to late-20s. I thought they were going to explode with anticipation before we got the papers back. I remember everyone went out in the hallway and read over their comments. I got my paper near the end of the distribution and put it in my bag. I never look at my paper comments right away since I prefer private reflection. On my way out, I could hear my
classmates whispering to each other: Who got the check plus-plus? Was there only one? Did you get the check plus-plus? I had this weird feeling of being back in high school where everyone wanted to know everyone’s rank. I’ve never quite understood why such knowledge is useful.

Obviously, in my philosophical ideal for a student, ranking or position amongst one’s peers doesn’t enter into my thinking. So what’s the point of all this education, all this learning, and all this schooling? Clearly, students should be inquisitive, curious and passionate. As a student, you should be empathetic to ideas differing from your own. In fact, you should work incredibly hard to try on ideas that are anathema to your own thinking. The mark of a great student is that he or she is open to changing his or her mind based on new evidence or reinterpreted old evidence. Students should shy away from binary—that is, “either/or”—thinking. Seek simple, elegant questions; but distrust simple, undemanding answers. These suggestions may sound obvious, but I’ve always thought that what we believe about the world is ironically more important than what we know about it. So it’s one thing to know what makes a “good” student; it is quite another to believe that these qualities can be taught and learned in the dance we call an education.

The characteristics above describe what makes for a great student. They are traits that describe many of you already. Yet even these are not the goal of being a student. Instead, I want to frame being a student in a slightly different way. What if the goal is to be a self-regulated learner? What does being a self-regulated learner mean? A self-regulated learner thinks strategically, rather than in the haphazard, even sloppy, manner that characterized some of my high school work. How do you practice self-regulated learning? I think the possibility and realization of this kind of learner lies in further questions: What do you do when you don’t know what to do? Do you stop, step back and reflect? Or do you move on and say—I can’t do this?

I’m not suggesting that you should already have these strategies in place. This is the point of what you are learning here at St. Andrew’s. It’s incredibly cliche to say you should “think outside the box.” I would argue, first you should think about the box itself. Why does the box exist? How was it constructed? By whom? For what purpose? From whose perspective? The faculty members at St. Andrew’s are joining you and coaching you in a process where you are learning what to do when you don’t know what to do. They are here helping you to define the boxes we’ve constructed around physics, and Chinese, and art history. So that when you understand these disciplines deeply, you might think creatively and intentionally about shifting and moving beyond those structural boundaries. This process of your being a student hopefully isn’t a journey with a fixed destination. Don’t let it be. Instead, conceive of your learning transformation more so like traveling a spiral, never-ending staircase. As teachers, we can look over and see all our students at your different athletic, social, spiritual, academic and artistic learning points. Hopefully, you can do the same with us because as adults we learn just as much if not more from you.

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The scientist is not a person who gives the right answers, he's the one who asks the right questions,” wrote anthropologist Claude Lévi-Strauss in 1964. In Research Science, a minor course "taught" by three members of the St. Andrew’s Science Department, a small group of students are learning exactly how difficult it is to ask "right questions" and develop their own approaches to answering them.

The researchers—Rob Bryan '07, Raphael DeLaRosa '08, Amanda Nakonechny '08 and Dan Ventura '07—will develop three research experiences this year, each with the goal of transforming their scientific interests into creative, well-designed research projects. The course is modeled after the structure of graduate school in the sciences. After a period of classroom study, most graduate students in science begin to collaborate closely with a faculty advisor. Similarly, Research Science students are paired with a faculty advisor who supports them in their work.

Students have partnered with specific faculty members to pursue different research questions. Amanda and Dan are working with biology teacher Peter McLean and chemistry teacher Jennifer Cottone on the chemistry and biology of waste. Along with biology teacher Dan O’Connell, Raphael and Rob are employing molecular biology to determine genetic differences that might influence human athletic performance.

Because Research Science does not rely on the structure of a typical course, the science faculty expect students to direct their own study. Rob, Rafael, Amanda and Dan decide what techniques they are interested in applying and how long they feel they should study a particular subject. From the science faculty’s perspective, these authentic research “experiences” should encourage young researchers to approach science as an activity and not just a body of facts.

“In a word, the motivation for developing this course is demystification,” says Dan O’Connell. “There isn’t anything very special that distinguishes scientific inquiry from other kinds of reasoning. A typical science course—even with time set aside for lab work—often presents scientific insights in tidy isolation, separate from the people and methods that gave rise to the insights. This serves to mystify.

“Research Science, in contrast, expects students to think critically not only about what the results of an experiment might show, but also about how an experiment is designed and how it is actually performed.”

For example, inspired by efforts at St. Andrew’s to compost waste from the dining hall and other areas of campus, Amanda and Dan Ventura wanted to know what combination of solid wastes produced the optimum level of nitrogen. They have engineered six bins of compost in the
IN THE CLASSROOM:

Science

greenhouse to determine how various compostable ingredients contribute to the nitrogen level in compost. They began with compost from the Organic Garden's compost pile, and each week they add one half pound of additional waste—fruit and vegetable refuse; animal products, including milk, yogurt and meat scraps; egg shells and coffee grounds; outdoor waste, such as grass clippings and leaves; paper products such as paper plates, corn-derived plastic forks, spoons and knives; a combination of the other five bins. Each week, they aerate, water and otherwise expose each bin to the same conditions. Amanda and Dan monitor the levels of phosphorus and nitrogen, as well as the temperature and moisture level of each bin.

As students develop their own approaches to their research, they encounter the same challenges all scientists face—and many times the questions they face are practical and pedestrian, rather than profound or philosophical.

Rob and Rafael will test their hypothesis—that the DNA of skilled athletes contains genetic coding that non-athletes do not have—by using techniques such as Polymerase Chain Reaction (PCR) and gel electrophoresis. PCR is a processed used to amplify certain segments of a DNA strand. Rob and Rafael want to enlarge certain strands of DNA from their sample athletes and non-athletes in order to closely compare the genetic coding on these strands. In a recent lab period, Rob, Rafael and Dan stood around the thermal cycler, a machine that heats and cools the reaction tubes to the precise temperatures required for each stage of the amplification process. Their conversation reflects a typical situation in the laboratory:

Rafael: Do we need to add oil?
Dan: We should put oil on. Why don't you add the dye? Are you going to use all the DNA specimens?
Rob: No, in case we mess up.
Rafael: There are a lot [of specimens]. Let's use five milliliters. How much do we have?
Rob: 100 mL.
Dan: OK, so should we try 5 mL? We've never done this before. [pause] I would have said 10, but let's go with 5. [Everyone laughs.]

But Rob and Rafael don't try five or 10. The test samples are frozen, and so Rob takes them to the centrifuge. They continue to deal with the details of the experiment for much of the 40-minute period, and only at the end of class do they place their mixture in the thermal cycler.

They have only to remember what another great researcher, Albert Einstein, once said, "If we knew what it was we were doing, it would not be called research, would it?"

These kinds of conversations—which are repeated several times in each class, and no doubt in laboratories around the world—form the bedrock of scientific inquiry. For teacher Dan O'Connell, these experiences make clear to budding researchers that "an experiment" is an ongoing, open-ended process.

The process goes something like this: "You do an experiment one way; you learn something. Then you tweak the experiment to assure more reliable data or to address a slightly different question. Then you do it again, and again, and again. Although inevitably we stop pursuing certain questions, the way this course is presented, students should see that we are never done with an experiment," explains Dan.

"There are always new problems or new questions that develop from the accumulation of more or less mature bodies of evidence. These new questions are usually just the next simple, logical step in the ongoing process. For many, many of the insights of science there were no great flashes of brilliance, no 'Eureka!' moments. Instead, it was just a long series of practical decisions to solve mundane problems that happen to have amazing implications."
I began working for Pablo Eduardo the summer of 2003 after my junior year at St. Andrew’s. Pablo, a sculptor, is a Bolivian national in his mid-thirties and lives with his wife and two daughters in Gloucester, Massachusetts. He moved to the United States as a teenager with his family and went to high school and college in the United States. Since I began working with him, we have completed a total of four projects, which have been installed in the Boston area, and La Paz, Bolivia.

Pablo integrated me into his operations quickly during my first summer working with him. Over that summer we worked on three projects: a 10-foot tall sculpture of Saint Ignatius for Boston College; an 8-foot tall sculpture of Harold Connolly, an Olympic hammer thrower, for Brighton, Massachusetts; and a six-and-a-half-foot tall sculpture of Marcelo Quiroga Santa Cruz for La Paz, Bolivia. Pablo taught me from the ground up quickly. He hosted weekly sculpture classes at his studio where I was instructed and critiqued as I worked on my own miniature figure from a live model. He uses a method of modelling outlined by the Victorian period sculptor, Edouard Lanteri, in his book "Modelling and Sculpture: A Guide for Artists and Students," a text that covers every part of the modelling and casting process. However, Pablo did not only offer me a formal education in sculpting through these classes; he taught me most about sculpture as he had me work on his own pieces delegating much of his own responsibilities to me. Along with this instruction in clay modelling Pablo taught me other necessary skills such as welding as we constructed the steel armatures for both the Connolly and Quiroga projects.

After I had graduated from St. Andrew’s, I deferred entering college for a year. I spent from July through December 2004 working for Pablo. All three of the previous summers’ projects had yet to be completed. The Connolly project was being cast at a foundry in New York, and the Ignatius and the Quiroga were in the process of being modelled. While were modelling both the Ignatius and the Quiroga projects we were also doing most of the site preparation for the Connolly project, which involved pouring the sixteen foot diameter circular concrete pad, and cutting and laying the bricks on site. By November we had finished modelling both Ignatius and Quiroga, and had also finished making the plaster mold for both of those projects.

In December, I embarked on the final leg of the journey to complete the sculptures of Ignatius and Marcelo Quiroga. Pablo had decided to use a foundry in El Alto, Bolivia, for both the Ignatius and the Quiroga, a foundry he had used while he was working in La Paz after he graduated from college. Pablo decided to use Gregorio Conde’s foundry in El Alto instead of the foundry in New York for several reasons. The Marcelo Quiroga Santa Cruz project was for La Paz, and so it made sense for it to be cast closer to the site. Pablo had a well-developed working relationship with Gregorio Conde and believed him to be more talented than the foundry he used for the Harold Connolly project. Gregorio’s foundry also could cast the Ignatius and the Quiroga using sand casting, a process that few foundries in the New England area can do, which creates a nicer finished texture to the bronze. Lastly, the Ignatius could be cast for approximately one-fifth of the price and with superior quality at Gregorio Conde’s foundry. We spent about a month assembling the plaster molds we had made in Gloucester and preparing for the bronze casting in the foundry in El Alto. The Ignatius was completed and installed at Boston College in November of 2005. The Quiroga was also installed in 2005.

Most recently we have just installed a sculpture of the former mayor of Boston, Kevin White, outside of Faneuil Hall in downtown Boston, which was inaugurated on November 1, 2006. Pablo is currently working on a sculpture of Cesar Chavez commissioned by the student body of the University of Texas in Austin, which we designed over the summer of 2005. The Chavez sculpture is due in the spring of 2007.
Arts Focus: Harps at St. Andrew’s

new program starts on key

Descended from the lyre, one of the oldest instruments, the harp is fundamental to almost every known musical tradition. From the ancient Celts and contemporary Irish music, to popular jazz harp pieces and countless chamber and orchestral scores, from Carnegie Hall to Myanmar and Paraguay, where the harp is the national instrument, the harp is among the most distinguished of the stringed instruments. With the recent purchase of two harps, St. Andrew’s can now be added to the ranks of magnificent places where the harp is played.

In the summer of 2006, the School purchased a Lyon & Healey, a standard instrument that harpists would most commonly encounter, and a Camac harp, a French model that is newer and catching on in harp circles. St. Andrew’s decided to add the harps to its collection of string, wind and percussion instruments because of the opportunities the instrument makes possible. Now the School can accommodate students who already play the harp as well as those who wish to learn, and the orchestra and chamber music ensemble can tackle pieces that call for the harp.

The School’s most accomplished harpist is Alexa Lichtenstein, a new IV Former who has been playing the harp for six years. Prior to learning the harp, Alexa played the piano for four years. Tiring of the piano, Alexa asked her parents if she could quit. “They told me that I could only stop playing piano if I took up another instrument,” she explains. “I wanted an instrument that was unique. I also wanted a big instrument because otherwise my parents would force me to take it when we went on vacation. I remembered watching The Little Mermaid, and I loved the harp playing in the movie.”

Within weeks Alexa’s family had rented a harp and the lessons began. While that train of thought inspired her initial interest in the instrument, the harp has since evolved into a genuine passion of hers. To date she has performed at the Kimmel Center in Philadelphia, at Longwood Gardens in Kennett Square, Pa., and at Rowan University in Glassboro, N.J. She has performed a solo at the National Harp Conference, and last summer Alexa traveled with her harp ensemble to Paris for performances and “master classes.”

Along with the harps themselves, St. Andrew’s has also gained a new musical instructor for the instruments in Kimberly Rowe, a harpist and instructor in Philadelphia and the co-founder, editor and designer of Harp Column magazine, one of the foremost news and information sources for American and international harpists. Kim, who began playing the harp at the age of 16, began teaching the instrument shortly after receiving her college degrees in harp performance. She now teaches anywhere from 10 to 15 students per week, and she also teaches at two summer programs: the Young Artist’s Harp Seminar, in Rabun Gap, Ga., which she founded in 2002, and the Saratoga Harp Colony, in Saratoga, N.Y.

Traveling to St. Andrew’s once a week for lessons, Kim instructs students of all levels in the harp. She enjoys the “cross-section” of students studying the harp at St. Andrew’s, and “would love to encourage other students to give harp a try!” Kim said. She teaches Alexa, an advanced student, as well as Mina Aiken ’07, who began taking lessons this year for the first time.

Another member of the St. Andrew’s community has also been able to return to the harp after a nearly 30-year sabbatical from the instrument. Sally Ferry, the assistant manager with SAGE, St. Andrew’s food service provider, resumed her study of the harp with Kim this fall. She is discovering the unique joys and
challenges of returning to this difficult and rewarding instrument as an adult: while she is a more focused and enthusiastic learner today, it is also harder to make time in her busy schedule for practice and lessons.

“I look forward to my lessons, and I look forward to practicing,” said Sally. “While I enjoyed it as a high school student, I enjoy it even more as an adult.”

Sally is remembering and relearning many skills from her days as a younger harpist. “It's fulfilling because I am starting to get better than I was a month ago,” noted Sally. “It’s amazing how much you retain and remember—you surprise yourself. ‘Wow, I remember this!’ And it is a very fulfilling feeling when you can see yourself getting back to something you did a long time ago and getting back into it.”

Kim agreed: “Sally is quite amazing in that she has retained so much intuitively from her early training. She is really taking off quickly.”

A full-body instrument

Playing the harp combines physical coordination as well as mental focus on a scale that makes the harp a particularly challenging instrument to learn. The harpist uses her hands to operate the levers, which in turn change the intonation of the strings. This action can make the notes all natural, all sharp or all flat. Like the organ or the piano, the harp also has foot petals—seven in all. “We are essentially playing with our whole body,” said Kim.

Because the sound of the harp is controlled through the harpist’s fingers and the manipulation of the strings, the harpist must understand exactly how her movement produces the harp’s sound. As a result, so much of learning to play the harp involves understanding how the technique of playing produces sound.

“The harp and the guitar are the only instruments where you produce a sound directly with your finger. Other instruments require a bow or keys or a stream of air,” Kim said.

In addition to the coordination of hands, feet and mind that this instrument requires, the harp also calls for visual acuity. “The harp is a very visual instrument,” explained Kim. “Our strings are color-coded so we can tell which is which. We need to learn how to look at the strings as well as the music and the conductor if we’re playing in an orchestra.”

Of course, as with all instruments, the harp requires mental focus as well as physical activity. “There’s a lot of thinking in music, and thinking through activity,” adds Fred Geiersbach, St. Andrew’s orchestral director.

“Rising out of the orchestra like Apollo”

Since Fred joined the St. Andrew’s faculty in 2001, the orchestra has increased in size from seven to 52 members.

There was no chamber music group when he arrived, and today 19 students play in the ensemble. Now with the addition of these two fine instruments, the St. Andrew’s orchestra can boast of a new level of sophistication to the music program.

“The harp adds a whole new color to the orchestra, and it adds the next level to the refinement of the program,” says Fred. “And it is a gorgeous piece to see rising out of the orchestra like Apollo.”

Fred acknowledges, too, that a school of St. Andrew’s small size is fortunate to have this resource. Not only does the harp program provide the opportunity accomplished harpists to perform and for novices to learn, but the harp also allows the orchestra and chamber music ensembles to tackle new and exciting pieces. For example, this year St. Andrew’s orchestra members will have the pleasure of playing pieces from the “heyday of Impressionist music,” a period characterized by composers such as Debussy and Ravel whose work often calls for the harp.

This fall Alexa performed Vaughan Williams’ “Greensleeves,” and she received a standing ovation for Gabriel Fauré’s “Impromptu Caprice,” a piece she was especially excited to learn, as it challenged her to improve her skills and technique in order to master the music. In February, the orchestra will perform “The White Peacock,” by American impressionist composer Charles Tomlinson, as well as Vaughan Williams’ “Norfolk Rhapsody.” At the Christmas concert, the orchestra’s performance of the “Waltz of the Flowers” from the Nutcracker Suite will open with a moving harp cadenza.

“It sends an incredible tingle up your spine,” enthused Fred about the “Waltz.” “It is very inspiring for the orchestra to hear. When their part comes in, they will play with precision and refinement.”

While the harp itself is a distinctive instrument—its delicate tone and characteristic shape contribute in special ways to ensembles of all sizes—learning the harp teaches many of the same lessons as the study of other instruments.

“There is probably no other discipline that prepares a student so well for the challenges of real life: learning to perfect something; learning to meet deadlines; learning to budget your time; learning to perform under pressure; learning to make a statement to an audience,” said harpist and instructor Kim Rowe. “Those are all skills that can be taken into real-life situations in any field.”

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Talk of the T-Dock
Over Parents Weekend this fall, the St. Andrew’s Players entertained audiences on Friday and Saturday evenings with riveting performances of *Machinal*, Sophie Treadwell’s 1929 play about a woman who cracks under the pressure of her family, her husband and an increasingly mechanized society. Playing the role of Helen Jones, the play’s intense and demanding central character, Kate Hardwick ’07 stunned audiences with her convincing screams and anxieties.
**Energy-Efficient Infrastructure**

* Installation of state-of-the-art Direct Digital Controls (DDC) on all new and existing equipment during new construction and renovations. These controls are part of the Alerton Building Management System. We have two staff technicians with experience in operating these systems and all our technical trades staff are trained in DDC controls. We further have hired energy engineers to work with our staff to assure the system is working and to assist us in fine-tuning the operations of all buildings.

* Natural gas has been added to our campus infrastructure. All new boilers can run on oil or natural gas.

* All the larger equipment operates using variable speed drives. The motor speed will slow down or speed up based on load. This saves energy.

* The design team takes great care in choosing the most energy efficient equipment in all our projects.

* In last summer’s Founders Hall renovation we recycled all clean metal, carpets and lighting fixtures. We will continue to add to this program each year. All new carpets have a large percentage of recycled product in them and are guaranteed to be recyclable.

* St. Andrew’s has joined the U.S. Green Building Council (USGBC).

* St. Andrew’s supported the certification of Project Manager Bill Soukup in sustainable construction. Bill has attended the Sustainable Delaware Seminar sponsored by the American Institute of Architects and will be attending GreenBuild, which is the USGBC’s national convention. Bill will be taking courses in green school design and incorporating sustainable specifications in design and bid documents.

* The USGBC is the organization that oversees LEED certification for buildings. Bill has taken one course on LEED design pertaining to existing building renovations and will continue this process. LEED stands for “Leadership in Energy and Environmental Design” and is the nationally accepted benchmark for the design, construction and operation of high performance green buildings.

**Grounds and Landscaping**

* St. Andrew’s has planted a special fescue mix on the steep slopes at the strand and the gully. This mix will only grow to 10 inches and should weather drought conditions and only needs to be cut once a year.

* St. Andrew’s is working with the Philadelphia firm of WRT on a new campus plan. The sustainability practices of our operations and the campus will be a major focus of this project.

* A 10-acre field between the facilities services building and the cross-country course has been converted to a native eastern meadow and planted with warm-season grasses that provide exceptional habitat for birds and animals living in our woods. These grasses also provide additional erosion protection for Possum Creek (or Pell Creek) and therefore, Noxontown Pond.
* The grounds department has updated and maintained its nutrient management program to ensure the safety of the waterways and water supply on campus. Fertilizer, herbicides and pesticides are applied at lower application rates than recommended. No fertilizer is used on the front lawn and erosion in that area is being researched and remedied.
* Trees that fall on campus are chipped by students and staff and used as mulch in campus gardens.
* Much of the grounds equipment has been converted to diesel, and biodiesel is used in those vehicles.

Facilities Care
- Facilities care uses green cleaners, floor stripper and floor finishes when possible, for the health and safety of facilities care staff, students and faculty.
- All paper products are certified green and recyclable.
- All dorms and offices recycle cardboard, plastics, glass, junk mail and shredded paper.
- The staff walk from building to building instead of using vehicles.
- Facilities care staff work to maintain mop heads and buffer pads properly to get longer use.
- Old mattresses and furniture are recycled to Goodwill, camps and other needy organizations.

Technical Trades
- All copper, steel and aluminum is recycled.
- Energy-saving ballasts are installed in lighting.
- All incandescent bulbs have been replaced with compact fluorescent bulbs.
- We have installed water saving flushometers and shower heads in dorm and gymnasium bathrooms.
- Photo cells and motion sensors have been installed on lights in renovated areas in order to save electricity.
- St. Andrew’s has instituted broader parameters on heating and cooling set points and night setbacks. During breaks and vacations, set points are set to much cooler temperatures to save energy in uninhabited dorms and residences.
- Green solvents and cleaners are used whenever possible.
- Used pumps and equipment are donated to vocational schools that can re-use them.
- New attention has been focused on preventative maintenance on all equipment for maximum efficiency of operation.
- Heating systems in various locations are shut off and hot water heaters are energized electrically during the summer months.
**Girls’ Cross-Country**

This year’s St. Andrew’s girls’ cross-country team goes into the history book as the most successful team in the history of the program. The team took second place at the Lake Forest Invitational for the first time in school history, won the Middletown Invitational for the second year in a row, went 7-1 in dual meets losing only to a nationally ranked Tatnall team and took second at the DISC meet behind Tatnall. The girls also finished fourth at the New Castle County Meet and second in the Division II state Meet; both of these finishes represent the best in the history of the program.

Under the impressive leadership of captain Parham Horn ’07, the St. Andrew’s girls’ team also experienced a number of impressive individual accomplishments. Marina McGrail ’08, Phoebe Matthews ’09 and Lucinda Caldwell ’10 all earned all-conference and all-state meet honors. McGrail also established herself as the most accomplished runner in the history of the program. She set the new School record for the traditional home course with a time of 20:05; she set the course record for the Parents Weekend course with a time of 19:24; she turned in the best finish at the County Meet in school history when she took sixth place with a time of 19:05; and she earned an impressive eighth place finish at the state Meet.

This year’s girls cross-country team has every reason to be proud of the many accomplishments they achieved this fall and, as not a single runner in the top 10 is graduating, every reason to be optimistic about next season.

**Boys’ Cross-Country**

As a fitting end to a successful season, the boys’ cross-country team finished fifth in the state meet, the highest finish for the team in eight years. Captain Jim McNinch ’07, one of the team’s fastest runners and a four-year veteran of the team, along with VI Formers Henry Toothman, Chris Edge, Sean Gerstley and Albert Song led the team by setting an example of competitive drive and hard work. Schafer Newman ’08 and Tyler Gehrs ’09, while new to the team this year, were consistently the team’s top runners and breathed new life into practices throughout the season. Highlights from the earlier part of the season include a third place finish in the conference meet behind state champion Tatnall and Westtown School, and a victory over Sanford and Wilmington Friends on Parents Weekend.

**Volleyball**

The varsity volleyball team finished the fall 2006 season with a record of 10-7, the best volleyball record in St. Andrew’s School history. The final home game against Tatnall especially demonstrated the team’s stamina, composure, teamwork and enthusiasm. Nearly the entire school cheered the team on to defeat Tatnall in one of the most exciting and fast-paced games at St. Andrew’s.
The game against Tatnall also marked the final home game for seven senior members of the varsity squad. All seven—Stephanie Chubb, Nici Fleischer, Bonnie Madeley, Kathryn Orfuss, Eloise Repeczky, Mariana Silliman and Katherine Ullman—deserve recognition for their long-lasting contributions to the St. Andrew’s volleyball program; they elevated the level of play significantly and increased the popularity of the sport throughout the community, as evidenced by the 33 players who entered the gym to participate in volleyball this fall.

Each member of the varsity squad made a significant contribution to the season and helped shape a hardworking and talented team. At the end-of-the-season Awards Assembly, three players, in particular, were recognized for a specific contribution.

Co-captain Stephanie Chubb ’07 received the Most Valuable Player award. Stephanie has led the varsity squad for four years and is respected across Delaware for her athleticism and skill. Stephanie can do it all: hit, dig, serve, set, and even block! Stephanie keeps the team organized and motivated on the court and has definitely helped her teammates excel in a sport that many of them did not start playing until being recruited by Stephanie.

Nici Fleischer ’07 received the Most Improved (career) Player award. Over the course of her two seasons on the varsity team, Nici has improved in several skill areas, especially hitting and digging. More important, Nici has learned how to be a leader without being in the starting line up. Nici put maximum effort into every practice, and she was the most engaged and helpful member of the team when it came to supporting, encouraging and offering helpful feedback to teammates during games. All of Nici’s teammates respected her contributions and looked to her for encouragement and motivation.

Nina Punukollu ’08 received the Most Improved (season) Player award. Nina progressed from being a timid player early in the season to being an aggressive middle blocker with a hit that made even our strongest opponents scramble.

In addition to school awards, a number of players received All-Conference recognition. Stephanie Chubb was selected to the first team, Mariana Silliman to the second team and Kathryn Orfuss and Eloise Repeczky received Honorable Mention. Stephanie Chubb was also named to second team, All-State, a truly remarkable accomplishment.

Next year’s varsity squad, which will be led by Nia Hinkson ’08, Clare Thermansen ’08, Jessica Torres ’08 and Nina Punukollu ’08, looks forward to living up to the high standard of play and dedication set by this year’s senior leaders.
Girls’ Soccer

The varsity girls’ soccer team boasted a 7-4 record this year. After losing six starting players to graduation last spring, the team depended on a new crop of VI Form leaders and a feisty bunch of underformers. The team’s high level of fitness allowed them to out hustle nearly all of the competition. Defenders Katie Stout ’07, Mackenzie Lilly ’09, Lizzie Dutton ’09 and Beth Martin ’09 limited opponents’ chances, while co-captain and goalkeeper Sutton Brown ’07 made incredible saves. Her timely dives and deflections kept the team competitive in several key games. The second match against Westtown saw Sutton and the defense at their best, holding a talented Westtown squad scoreless until the second overtime period. On the offensive side, Alexa Caldwell ’07, Lucinda Caldwell ’10, Rachel Hickman ’07, Grace Gahagan ’10 and Mary Craig ’09 led the attack. By mid-season, this group possessed the ball well and created an abundance of scoring chances. Co-captain Alexa set a new single-season school record with 15 goals.

Boys’ Soccer

The boys’ varsity soccer team completed its season with a record of 8-6-1 and narrowly missed being selected for the state tournament. The team finished conference play with four wins and four losses. Each conference loss was by one goal, including the most memorable game of the season, a hard-fought 2-1 double overtime loss to Tower Hill at their homecoming. Hard work, discipline and an uncommon willingness to compete for one another defined this year’s team. The 15 members of the VI Form set this standard; their leadership and selfless play will be missed next year.

After the season, coaches from other conference schools recognized nine players for their outstanding play. Ian James ’07, Matt Russell ’07, Chris Speers ’07 and Tolly Taylor ’07 received Honorable Mention, All-Conference. Daehyun An ’07, Evan Armstrong ’08 and Andrew Forsthoefer ’07 were named second team, All-Conference. Rob Bryan ’07 and Tyler Caldwell ’07 were named first team, All-Conference, and Tyler Caldwell was also named second team, All-State.

Football

This fall, the football team enjoyed a rewarding and successful season. Finishing with a 5-3 record (2-1 in the Independent Conference) this group of young men truly overachieved. The team achieved its first win against Maret School in overtime, a first for St. Andrew’s. Then, after starting the season 1-2, the team responded by winning four of their final five games, including the final three in a row. Led seniors Penn Daniel, John-Andrew
McCown, Nwakibe Kanu, Frank Leach and Will Vega-Brown, the squad improved each week and slowly came together as a team. Fifth Former Taylor Brown was the workhorse running back, leading the offense in rushing and scoring. The defense progressed each week, allowing a total of 35 points in the final five games or just seven points per game.

The two memorable highlights of the season were the two conference wins over Wilmington Friends and Tatnall. On Parents Weekend, a depleted Cardinals team battled Friends for a hard fought 14-6 victory, scoring the final touchdown with just under four minutes remaining in the ballgame. The defense held on to secure St. Andrew’s first conference win of the season. The Cannon game proved to be the culminating moment of the season, as the offense and defense dominated a young Tatnall group 34-6. St. Andrew’s led 21-0 at the half, highlighted by two touchdown passes from sophomore Andrew Pfeiffer to seniors Penn Daniel and Nwakibe Kanu in the second quarter. The fourth quarter provided more fireworks as Taylor Brown fired a perfect halfback pass to junior Phil Valliant for a 55-yard touchdown pass to put the game out of reach. John-Andrew McCown’s nifty 30-yard touchdown on the final carry of his career finished the scoring for the Saints, putting them on top 34-0. St. Andrew’s regained possession of The Cannon for the first time in two seasons.

Field Hockey
This year’s field hockey squad was distinguished by its strong teamwork and relentless tenacity. The Saints played the toughest schedule in the state, twice competing against eventual state champions Tower Hill—losing to them 2-1 in the final seconds on Homecoming Weekend—and still retained a record of 5-9-1.

Led by co-captains and four-year varsity starters Behle Holbrook ’07 and Hadley Roach ’07 and by other seniors Izzy Burbank, Sadye Maguire and Mina Aiken, the team improved tremendously throughout the season and lost five of its games by only one goal. In every practice and game, the team demonstrated its willingness to play ferocious yet intelligent hockey.

Leading scorers Kaity Moore ’08 and Abby Westcott ’08 and defensive starters Ruby Cramer ’08, Amanda Nakonechny ’08, Mary Jo Toothman ’08, Lizzie Bowers ’08, Grace Reynolds ’08 and Susie Gurzenda ’09 will undoubtedly lead another great season next year.

Hadley Roach and Behle Holbrook were named first team, All-Conference and were recognized with awards recognizing their exceptional contributions to field hockey at St. Andrew’s.
Last year, Academic Dean for Science and Mathematics Eric Kemer taught Multivariable Calculus to a group of motivated and engaged mathematicians. Among these students was Suk Joon Lee ’07, whom Eric called “among the most talented and accomplished mathematics students I have taught at St. Andrew’s in my 19 years here.”

After completing the School’s mathematics curriculum with Multivariable Calculus, SJ decided to continue his studies through the MIT’s “OpenCourseware” program. MIT provides video lectures, problem sets, tests and other instructional materials, free of charge, and SJ is currently enrolled in two courses, Linear Algebra and Differential Equations. SJ took time away from his problem sets to talk to St. Andrew’s Magazine about the new frontiers of mathematics he has encountered this year.

St. Andrew’s Magazine: Why did you decide to pursue college-level math classes this year?
SJ: I did not want to take a gap year in math before going to college because I want to study engineering which requires advanced math capability. I wanted to stay mentally prepared and fit to think mathematically.

SAM: How did you choose these particular courses?
SJ: Curriculum-wise, Linear Algebra was a typical course after Multivariable Calculus which I took last year. Usually sophomores pursuing engineering in college take this course. In other words, as well as advanced calculus, this math course gives engineering students a fundamental basis.

SAM: What is a typical assignment for either or both of these classes?
SJ: I have to watch a 50-minute lecture on DVD that is taught by an MIT professor, and this lecture gives at least two hours of homework and review. I do two or three lectures a week, and spend one and a half hours a day to do this overall course-load, five days a week.

SAM: How do these courses compare to math classes you have taken at St. Andrew’s?
SJ: First of all, since Linear Algebra is a so-called introductory course, the course is presented in a lecture form. Therefore, it lacks the discussion and question-answer time that our ordinary high school math class can provide. Furthermore, I am watching the DVD, not the actual lecture, so I cannot ask any questions to any professors after class. I have to figure out any difficult problems all by myself. Therefore, it is very time-consuming, yet it improves my independent problem-solving ability. Also, I became more disciplined in measuring and distributing my workload.

SAM: Has the experience of taking these college-level courses given you any ideas for the kind of courses you’d like to take when you’re a college student?
SJ: Although the course itself is time-consuming and difficult, I have been enjoying the course because it is a new area of math that I had never explored before. Furthermore, I am glad that this course will give me a strong basis for engineering courses I will take in college. However, I do not think I want to major in math because I find stronger attraction in science and its application than pure math. Also, I learned that I have to take higher level courses to get a smaller class and to be able to have discussion-type classes. So, I am planning to finish up and fulfill as many credits for introductory courses before college as possible.

“I have to figure out any difficult problems all by myself. Therefore, it is very time-consuming, yet it improves my independent problem-solving ability.”
Sean Gerstley ’07

Last year Sean Gerstley ’07 began working with St. Andrew’s Projects Manager Bill Soukup to design a prototype of a new dormitory at St. Andrew’s. In addition to working on this “dream project,” Sean is also a member of the steering committee for the campus plan project. St. Andrew’s has engaged the Philadelphia firm of WRT to update the campus plan and Sean is a key person in providing a student point of view for the group.

St. Andrew’s Magazine: When and how did you first become interested in architecture and design?

I can’t pinpoint one specific moment when I first became interested in architecture; I have always been fascinated by the beauty of the structures we live in. I was always the kid building with Legos instead of playing football.

I am one of five children in my family. The house I grew up in definitely needed room for my family to grow. I think we have done 10 additions or renovations on the house, mostly due to the births. My parents designed every change to the house, and I was always excited for a new project. Living through all the construction of our home and imagining and creating new spaces has been part of growing up for me.

SAM: What about architecture and design interests you?

I’m especially interested in rural residential design, mostly because I’ve been surrounded by farms all my life. I love the old barns, mills, farmhouses and towns around here. I think being around my aunt, who is an interior designer in rural Georgia, has inspired my interest to the point that I want to study architecture and design in college and possibly pursue it as a profession. St. Andrew’s beautiful campus has sparked my new interest in the design and preservation of schools and the idea of sustainable architecture. I’m really fascinated by buildings that are environmentally friendly.

SAM: This is your second year working with Mr. Soukup. Can you explain how your work with him has evolved?

Last year, Mr. Soukup and I designed a new dorm space for St. Andrew’s campus. The design was completely conceptual and never intended for actual construction. We started by researching the details of the campus. Partly, we wanted to make the ideal dorm—one that every student would love to live in. We researched to find how big a dorm should be. The need for a new dorm at St. Andrew’s is a real one: adding rooms for boys would free up space in Founders, and adding rooms for girls would give admissions more flexibility. For this reason, we wanted to get the number of needed rooms right because the goal is to add rooms without increasing the population of the school. We also looked to all the dorms that are already here, searching for what works and what doesn’t. We considered faculty housing and the use of current space.

After gathering tons of information, we began to brainstorm ideas for the actual building. Our final design was an addition to the Kip duPont Boathouse. I loved the space because it is close to Founders and to O’Brien, and it has a beautiful view of Washburn Cove. Our design utilizes what is now the rarely used Senior Room as one of its common rooms. This year, I am working with a software program called AutoCad to put the design on digital files. With this program, we will be able to articulate the design better and virtually walk through it. After I transfer it to AutoCad, I will make a model of the dorm. Mr. Soukup has asked Dick Meyere, the architect of the Boathouse, who also designed O’Brien, to critique my design.

SAM: Has anything been unexpected or surprising about your work on this project? What is one thing you have learned from this work?

Almost everything about this project has been unexpected. One of the more recent surprises has been working with the steering committee for St. Andrew’s master campus plan project. And I’ve learned, or am learning, how to balance creativity and practicality. It is a constant battle when designing a space to be both beautiful and functional.
Ron Lindsey

LIGHTING IT UP IN MORE WAYS THAN ONE

It’s not uncommon to see Ron Lindsey, facilities service technician, racing around St. Andrew’s campus. Trained as an electrician with a specialty in fiber optics systems, Ron has worked in the Facilities Department for five years, and he has done everything from wiring buildings and scoreboards to plumbing to any odd job that requires skill, patience and a great sense of humor.

It wasn’t easy, but St. Andrew’s Magazine was finally able to get Ron to slow down long enough for a conversation about his passions—his two daughters and one very fast bike.

St. Andrew’s Magazine: What are all the different jobs you do?
Ron Lindsey: I do electrical, plumbing and various heating jobs. I went through an electrical apprenticeship program. Everything else I learned here. Someone taught it to me, and I picked it up.

We worked on two scoreboard projects recently. One was the football scoreboard. We had to trench, or dig underground, 280 feet, to get from the scoreboard to the center of the football field. By code, or electrical standards, the wire had to be 18 to 24 inches in the ground. Then I had to figure out a way to get the scoreboard to light up. Because it used to work at the corner of the field, I had to relocate all the power and the low voltage to the center of the field.

Tony [Zdrojewski], Tyler [Knotts] and I wound up digging the trench and laying the pipe in the ground. It was tough, but we did it. Then I installed the controller. We laid PVC, environmentally friendly pipe. Believe it or not, the hardest part was the sprinkler system. But if it wasn’t set up right, it would blow the lights out. We had a locator that can locate anything metal into the ground.

Ron Lindsey spends his weekends racing his Suzuki Hayabusa in Prostar events.
“Pretty much anything they want to learn I will teach [my daughters]. I exercise with them. I run with them, and I teach them how to be sprinters—anything to give them a little self-esteem.”

SAM: How did you start drag racing?
Ron: I used to play football in high school. I was pretty good, but no one came to see me play the game, so I got out of it. The more I raced, the more people said how good I was getting. I got nothing but love from those I didn’t know, so I stayed in it!

SAM: Tell us about your daughters.
Ron: I also have two daughters, Clarion (9) and Kieara (7). I try to teach them anything they want to learn, I play with them, read with them, enjoy the outdoors with them. I am teaching them how to ride a motorcycle, and they are getting it. I taught them how to ride a four-wheeler. At the time, they were 4 and 6 years old. I had just brought the four-wheeler home. My 6-year-old said, “I am not going to ride this bike.” And I said, “you don’t have to ride it.” My 7-year-old said, “I’ll ride it!” So we strapped a helmet on her; I told her, “This is the gas, this is the brake, this is how you turn it on.” She got on the bike and drove it. So when Kieara saw her big sister doing it, she said she wanted to drive. She could barely reach the controls, but she got on it and rode that bike. I couldn’t believe it.

Pretty much anything they want to learn I will teach them. I exercise with them. I run with them, and I teach them how to be sprinters—anything to give them a little self-esteem. I am also an electrician and I do side work on cars. When they get a little older they will be able to depend on themselves and be independent.

My daughters are something else. They always tells me, “I can do it.” They surprise me. I let them know if they need help, let me know. But I never sit back and say, “you can’t do it.” They can do it. They can do it.

I also go visit St. Andrew’s preschool kids any and every chance I get. They think I am the best thing since gasoline. [laughs] Sometimes the call me daddy. When they were over at the gym, I would visit them. There was a little girl who said to me, ‘Mr. Ron, are you my daddy?’ I said, ‘No, I am not your daddy.’ But now when I see them there are 30 kids all calling me ‘daddy.’ That is one of their jokes they have on me. In the summer time, I play with water balloons with them. They throw balloons at me or they want to give me a hug and they have water balloons in their shirts. In the wintertime I have snowball fights with them. And, of course, every chance I get I have a snack with them.
“The campus is essential for our explorations. For one, it is beautiful, and its beauty invites us to get out and experience it, to appreciate it, to gather the many questions it provides and then try to address a few, ones that are manageable,” said Peter McLean, biology teacher and St. Andrew’s environmental leader.

Indeed, St. Andrew’s campus is beautiful, and in the current planning maps for southern New Castle County, St. Andrew’s stands as an island of green space to the south of Middletown, along with three remaining large farms adjacent to the School’s own property. About 120 acres of School property were annexed into Middletown in early 2000, and although increased traffic on Noxontown Road and Silver Lake Road has led to a greater police presence near St. Andrew’s, there are few other obvious signs of the whirlwind of development nearby.

From its founding, St. Andrew’s was endowed with rich natural resources. Two ponds, substantial forest and, of course, rich, productive farmland have been part of the School’s natural assets since Felix duPont purchased a wheat field in 1928 for his School. The original tract, the Comegys Farm, comprised 360 acres and was purchased for $150 an
acre. The total price of the property was $54,000, and included all the farm buildings and houses. At the time, the Wilmington Morning News reported that the campus-to-be was two miles from Middletown. In the 1930s, St. Andrew’s was perhaps a little more of a “farm school,” where daily farm chores were integrated into each student’s day. Early alumni delight in telling today’s students how the fresh milk in the spring tasted of the onion grass springing forth in the dairy pasture.

The School is fortunate that throughout its history it has been able to purchase adjacent properties to support the academic program and to buffer the campus proper from the fracas outside the gates. Today, St. Andrew’s property comprises 2,200 acres, about 1,500 of which is productive farmland. Another 600 acres is forested. The remaining land makes up the campus proper—residential areas, playing fields and other recreational areas and wetlands.

Today, the School’s mission states, “St. Andrew’s is committed to the sustainability and preservation of its land, water and other natural resources. We honor this commitment by what we teach and by how we live in community and harmony with the natural world.” In recent years, St. Andrew’s has expanded upon this mission in new ways, inspired by the crush of surrounding development and the growing certainty among educators that issues of environmental sustainability are going to be the toughest issues that today’s students face in their adult lives as citizens, leaders and decision-makers in the future.

The environmental degradation caused by the massive influx of new residents and the subsequent loss of open space, however, has given rise to a new and acute sense of environmental awareness on St. Andrew’s campus. Faculty and students view sprawling Middletown with increasing disbelief, and look at the 2,200 acres the School does control as an increasingly

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—St. Andrew’s Mission Statement
Sustainable St. Andrew’s

precious and rare resource and responsibility. There has been a clear and resounding response to this realization on campus—a renewed commitment to our own land and water resources as well as a new focus on supporting community efforts toward environmental sustainability.

This year, as students run trails, rake leaves, harvest food and watch golden-pink fall sunsets illuminate the skies over the School Farm for the seventy-seventh year in its history, St. Andrew’s re-examines the power and potential of its landholdings and natural surroundings, envisioning new possibilities for learning and life on campus.

Pressure from the growing community

The Middletown of today is very different than the Middletown most alumni, and certainly Felix duPont, would recognize. In the past 15 years, Middletown has become one of the most rapidly suburbanizing areas in the country.

Directly to St. Andrew’s north, development has encroached most quickly. The northernmost acres of the School’s land holdings were annexed by Middletown in early 2000. The end of Silver Lake Road, at the intersection many alumni recall because of the presence of the bright yellow farmhouse and outbuildings of Pratt’s hatchery, as well as the Rutkowski potato farm across the road, is now paved over with housing, banks, shopping centers, grocery stores and giant parking lots.

Middletown-Odessa Road is a congested route for commuters moving from State Route 1 (the limited access expressway that is the north-south connector between Delaware’s beaches in the south and I-95 in the north) to Route 301 and back again. School employees routinely use old Route 896 (now Delaware Route 71) to go to town on errands, during breaks and at the end of the day, as traffic backups on Silver Lake Road and Middletown-Odessa Road can push travel time from campus into town to 15 minutes or more.

East of campus, traffic races overhead on State Route 1, heading to points south—Smyrna, Dover and Delaware beaches. Great stretches of farmland east of old Route 13 and State Route 1 have been preserved in Delaware’s Agricultural Lands Preservation program. However, these roads have effectively cut the School off from this preservation district.

For decades, the area south of Middletown, where St. Andrew’s is located, had been earmarked by the county and the state to remain open space. Growth areas for New Castle County were focused “above the canal”—between the Chesapeake and Delaware Canal and Newark, Del.

Conflicting land use plans and a critical legal loophole foiled those plans for open space.

“Famous for supplying the bakeries around Philadelphia, the perfectly level wheat fields of Middletown were the perfect test bed for the machines that would propel American farmers into the forefront of world production.”

—Michael McGrath P’92, ’01 on The Levels property
and preservation. In 1997, New Castle County adopted strict codes for the number of houses that could be built around Middletown—in some cases only one home per five acres—and the town of Middletown, lured by the tax revenues promised by developers, began to search for an end-run around the new regulations. They soon found it: in Delaware, town governments can annex adjacent lands at will, without approval from the county or state. Since then, the town has annexed over 4,000 acres of adjacent farmland and the door was opened to development on a scale that almost no one could have anticipated.

The farms nearest St. Andrew’s have been the last to fall to development. Most recently, and most heartbreaking to the Delaware farm community, the farms directly to St. Andrew’s west, known as The Levels, were slated for development. Michael McGrath P’92,’01, who directs Delaware’s farmland preservation for the State of Delaware and is a nationally-recognized leader in farmland preservation, describes The Levels as, “historically, and agronomically, some of America’s most significant land.”

This set of farms, Michael explains, were one of the “foci for the revolution in American agriculture,” and served as a testing ground for new techniques and technologies. It was on The Levels, he says, “that Cyrus McCormick first tested his new machines for harvesting wheat. Famous for supplying the bakeries around Philadelphia, the perfectly level wheat fields of Middletown were the perfect test bed for the machines that would propel American farmers into the forefront of world production.” In the first half of the 20th century, American agriculture began to focus on scientific approaches to the “whole farm.” Michael notes that, “The genesis of the new, scientific farm designs was here, too. In the late 19th century the books which were eagerly snapped up by a new generation of farmers were filled with plans drawn from farm building layouts that really did exist on Middletown farms.”

Middletown

Facts & Figures ¹

- population in 1990: 3,800
- population in 2000: 6,121
- population today: 11,500
- population in 2020: 30,000+ (estimated)
- increase in students in Appoquinimink School District since 1990: tripled
- land annexed since 1998: 4,000+ acres

Southern New Castle County

Facts & Figures ¹

- land area “below the canal”: 122,500 acres
- homes built since 1990: 8,600
- additional homes approved or under review: 13,000
- population in 1990: 18,578
- population in 2005: 41,243
- population in 2020: 79,500 (estimated)
- 8% of New Castle County population lives on nearly 50% of its land

¹ These figures courtesy of the News Journal.
It is not just this history alone that makes the loss of The Levels so painful to the Delaware farm community. As Michael points out, “There is no substitute for good soil. The Levels’ soils are ranked by some as one of the five or ten best soils in the world. When such soils are gone the soils that must produce more food to replace what is lost will never be as good. We must make do with second best. It’s a prospect that means more energy, more inputs, more labor must be expended to produce what we produced before. It’s a lose-lose situation.”

A new “community” known as the Estates at St. Anne’s is now sprouting on some of the richest and most productive agricultural soils in the United States, with 468 houses and two golf courses approved and under construction. The farms adjacent to The Levels, and extending westward to the Maryland state line, are part of the town’s master plan to develop the west side of Middletown, known now collectively as “Westown.”

Slated for the Westown development or adjacent to it are a second, new high school for Middletown, 2,600 additional homes, a 12-dealer, 90-acre auto mall (11 of the 12 available slots for dealers have been spoken for), a Wal-Mart, regional distribution centers for major retailers, industrial parks and a Home Depot.

Plans for the Wal-Mart have been particularly contentious. The 204,000-square-foot facility is planned for a 26-acre parcel west of Route 301 in Middletown. At the time of writing this article, the facility was facing its third legal challenge since plans were publicized last year. The planned store is in violation of the Delaware Department of Natural Resources and Environmental Control’s designation of the parcel as a groundwater recharge area—the store exceeds the impervious surface requirements imposed on the parcel. At the same time, the Middletown Transcript weekly finds many of Middletown’s newfound residents at town meetings, clambering for a retail store where they can purchase everyday items such as socks and alarm clocks.

To these voices St. Andrew’s students added their own, when in 2005 and 2006 they wrote to the leaders making decisions about the new Wal-Mart and requested that the facility be modeled on “green” Wal-Mart designs used in McKinney, Tex. Their suggestions included lowering rooflines to reduce the volume of air heated and cooled in the store, making the parking lot an area where water could percolate and recycling the rainwater.

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— Peter McLean, environmental coordinator and biology teacher

Bayly Buck ’07 and Chauncey Elsaas ’07 measure biodiversity on the front lawn.
from the roof and grounds to provide the water needed to cool the building and run refrigerators and freezers in the store. Students were told their suggestions would be taken into consideration, but have heard no more from the corporation.

At one time the fate of the land south of St. Andrew’s held the greatest mystery—the town of Townsend, which once seemed so far away, appeared to be content with its lot as the last small farm town in New Castle County. However, as the town of Middletown annexed lands further and further south, Townsend retaliated with annexations of its own. Today, the town line of Townsend extends all the way to St. Andrew’s property line to the south. Though Townsend has been more reluctant than Middletown to approve developments, the white picket fences and grain elevator of the old town have slowly given way to new development in surrounding farms. Houses now appear with astonishing rapidity to the School’s south, in developments such as Townsend Station, Mill Pond Manor, Townsend Village and Townsend Village II.

### Learning outdoors

“When you focus on questions of environmental sustainability, you bring the thinking academics do into alignment with the thinking that engaged citizens must do in order to fulfill their responsibilities as citizens,” said Academic Dean John Austin ’83, who notes that faculty across disciplines are working to integrate topics of environmental relevance into their courses. Students in U.S. History 3-4, for example, study the American environmental movement, while John’s Global Studies course examines the conflict in Darfur from an environmental perspective as well as Jared Diamond’s hypothesis that overpopulation and over-farming led to the 1994 genocide in Rwanda. “Topics like these,” says John, “encourage students to use the skills of critical thinking and writing—skills emphasized across the curriculum—to make sense of matters of public significance.”

Joy McGrath ’92, a faculty member who has helped develop outdoor work programs at St. Andrew’s in recent years, agrees with John about the role sustainability can play both in and out of the classroom. “An excellent education must provide significant opportunities for students to be outside, learn from nature, learn to think, observe and appreciate,” says Joy.

“St. Andrew’s does not fit the mold of a ‘farm school’—nor should we—but if we neglected to develop the ways we integrate this amazing campus into our programs, we would not be very good educators.”

“To completely remove yourself from civilization for even a couple of hours makes you feel so refreshed after a long period of tests and papers,” enthused Rebecca Smith ’08, after a campout with Peter and other students on Hawk Mountain in Pennsylvania. The trip was a weekend opportunity for students to travel off campus to watch the great American raptors—Sharp-shinned hawks, Cooper’s hawks, Red-tailed hawks and many more—kettle up in eastern Pennsylvania on their way to wintering grounds in Central and South America. And while students like Becca often remark that they take part in such a trip to escape from School, it turns out that they learn a great deal in an outdoor setting. “I learned how to climb the rocky side of a mountain, which I had never done before,” said Becca. Fellow camper Nia Hinkson ’08 agreed that there were benefits of scientific and practical knowledge to be gained on such a trip (which included two seventh-grade faculty children). “I left knowing more about protecting and observing birds of prey, but also about the towns we passed through and how to stay sane and full of good humor with two middle-school children also in the car,” said Nia.

Camping and backpacking trips such as this one have become more frequent offerings on the weekends as faculty and students travel.
to natural areas nearby—and sometimes on the campus—to leave the hectic pace of life at St. Andrew’s and appreciate the wonders of nature. Students find themselves learning in new ways on trips and field trips designed to get them to use their heads and hands to navigate canoes, pitch tents and cook meals over campfires. “Even though I flipped my canoe a couple of times, and couldn’t feel my legs at the end of the trip, it was the best field trip I have ever been on!” said Fitz Barth ’06, upon returning from an environmental science camping trip along the Appalachian Trail in West Virginia in the early spring of 2006. Classmate Phil Wilson ’06 agreed, “I have never been on a rock face before. It was beautiful, you can see Virginia, West Virginia and Maryland at the same time. A lot of people don’t get the opportunity to go in the woods and camp out and canoe down a moving creek…. It was a great bonding experience and everyone had a good time.”

While students take advantage of opportunities to experience new landscapes, vistas and terrains, often they are able to make similar discoveries at home at St. Andrew’s when they see their campus with new eyes. “The pond, the land, and the School’s other natural resources contribute greatly in terms of authentic research and how we study,” Peter explains. “All along, we’ve had this beautiful outdoors just beckoning to be explored and appreciated; so, we’ve tried to heed the call with our life science classes, much as Bill Amos’s did over the years. One of Bill’s great and many strengths was getting students into the pond, getting them dirty, and really exploring.”

This approach has spread to new disciplines in recent years. Last spring, English teacher Gretchen Hurtt ’90 brought her IV Formers to the School’s organic garden to work as part of their understanding the poem “Digging” by Seamus Heaney. The Irish Nobel laureate’s poem draws a connection between the work of his peat-cutting grandfather, his potato-digging father and his own exacting work of excavating through writing, holding his pen. Describing his father’s work digging potatoes, Heaney wrote, “The coarse boot nestled on the lug, the shaft/Against the inside knee was levered firmly.”

Gretchen’s classes, she explains, were meant to “connect hands-on, outdoor experiences to the language and techniques of poetry…. While some classes are devoted to the formal analysis of poetry through discussion and analytical writing, outdoor ‘labs’ are designed to help us understand the poem through actual experiences and complement and enhance our literary study.”

**Beyond the classroom: students lead the way**

“I think we all agree that we have to move beyond recycling in our awareness of the cycles of energy and processes of life that we are a part of here on earth,” muses Joy McGrath, as she heads to the campus organic garden with students this fall. Joy’s statement gets to the center of a number of programs St. Andrew’s has initiated in the past few years to help faculty, staff and students appreciate and experience the conservation of natural resources first-hand.
The 16 students with her work each afternoon for two hours in the organic garden, creating compost from the manure from four campus horses, all the non-animal waste and scraps from the kitchen and dining hall on campus, and the leaf waste brought from lawns all over campus by the grounds staff. The compost is used year after year to enrich the soil in the two-acre garden to grow food for the School's dining hall. In the fall, the main products are greens, salads, beets, herbs, squash, tomatoes, peppers and sweet potatoes.

The work can be practical and tangible in ways that schoolwork often is not. Fifth Former William Heus worked in the garden during the fall season, and was able to “learn all about the different aspects of organic gardening, with using all natural pesticides and picking, pruning and digging by hand. I got to learn how difficult it actually is for some plants to grow, and how much work is needed just to make sure some plants survive in time for picking. For example, we had to check for dangerous beetles in the squashes almost every day, and had to get rid of all the weeds that were choking and blocking the sunlight from hitting the sweet potatoes, which I later learned needed the sunlight because the [majority of the mass of the] sweet potatoes was created from photosynthesis.”

Students working in the garden hail from across the globe, and sharing stories about feeding the world from around the world has become one of the hallmarks of garden work. “The most important things I have learned in this garden have been bits of wisdom from across the globe,” Joy claims. “Last year, [Chinese teacher] Esther Hsiao would share memories of staying with her grandparents on their farm in China. She would bring her Chinese students to the garden to repeat the ancient poem, ‘every grain of race is a bead of sweat on the farmer’s brow.’

“She once explained to me, as we worked with the compost, how the children in her family and other families would work to decorate outhouses along the road by their fields—decking each one out with poetry, calligraphy and drawings, hoping to attract travelers to use it. They did so because the energy from food had to be returned to the ground to grow more food, in order to avoid producing food in energy deficit.

This is something we never consider in the United States, but in China it is understood as a way of life in agrarian villages.” The story encouraged Joy to retell it to students each year in the garden. She admits that, “students often find the story and the practice it describes disgusting at first. But eventually, it yields a moment of enlightenment—aha! Energy can neither be created nor destroyed, but it can be wasted.”

Learning about more than just methods of growing plants in the garden, many students find connections to history, economics and political economy while working. Fifth Former Adrian Chiang, of Hong Kong, reflected on his experience working in the garden, “Having lived in one of the most crowded major cities in Asia for my whole life, working in acres of field harvesting for some of the School’s dinner is quite an innovative experience for me. I especially enjoyed working in fields, shoveling the compost and picking the weeds, because I have heard my father’s stories of working in fields around my age. I initially thought that the experience would be much different than my father’s times some 30 years ago (excluding the fact that it was forced labor by the Communist Party, of course), but it turned out to be very similar. This gives me a new understanding of the meaning of organic gardening: returning to nature and giving up technology.”

There are also opportunities for leadership in outdoor work. Chauncey Robinson ’06 spent the spring of his senior year working in the organic garden and ultimately, due to his quick mastery of many tasks and processes, led a group to work in the garden each day. “While I worked those few hours in the garden, I was able to not only do something I enjoy but teach others to love it as well,” said Chauncey in an interview this fall. “As one of the older gardeners, I was able to help the younger students understand the true reward system of bearing quality fruit from hard work.”

The meaningful work of students in the garden is brought to a delicious conclusion by dining services provider SAGE, led by manager Rick Wray, assistant manager Sally Ferry and chef Chris Smith. Their team handles and cleans the produce and marks it so students know it was grown by students right on St. Andrew’s campus. This fall, William Heus often led the salad-picking halls. In the fall, the main products are greens, salads, beets, herbs, squash, tomatoes, peppers and sweet potatoes.

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—Adrian Chiang ’08
“In our strategic planning process last year, we asked kids to talk about the times that really crystallized their St. Andrew’s experience. In many cases, older students remembered a moment after hurricane Isabel when the entire campus spent the day largely without electricity, outdoors clearing brush and felled trees. They returned to the dorms that night filthy, exhausted and thoroughly elated. At that moment, I realized that we had to look closely at new ways to get students to spend time together working outdoors.”

—Tad Roach

crew and helped wash up the greens before meals, and felt it was “very rewarding to be able to see the lettuce that I picked sitting at the salad bar, or then seeing some of the vegetables and herbs that I had hand-picked sitting on the dinner plates, and being able to tell the rest of my table mates every detail I knew about how to maintain, pick and store some of the food that they were currently eating.”

Other efforts get students working outdoors as well, taking care of the land and woods surrounding the School. Peter McLean and a group of students spend afternoons each winter taking care of the walnut grove, three miles of trails surrounding the pond and a 15-acre hayfield that they are restoring to forested land. “The forestry and wildlife program begun by life science teacher and former St. Andrew’s student Dexter Chapin has been a fun and rewarding athletic alternative for students in the winter,” states Peter McLean. “Those in the program 15 years or so ago established the walnut grove and many of the trails that follow the pond’s shoreline; they continue to invite the students out today.”

The lasting impact of this kind of work—a feature that athletics do not necessarily offer—attracts students to it. In many ways, the work outdoors brings home the meaning of the word “stewardship.” As Chauncey Robinson noted about time spent in the organic garden, “many of us were able to understand the true meaning of contribution to the School; our efforts were clearly displayed to all and to ourselves concerning the future of our School and the shape it will take.”

A core group of faculty are working with the headmaster this year to find more ways to make time in the schedule to get students outdoors. “In our strategic planning process last year,” Tad explains, “we asked kids to talk about the times that really crystallized their St. Andrew’s experience. In many cases, older students remembered a moment after hurricane Isabel.
when the entire campus spent the day largely without electricity, outdoors clearing brush and felled trees. They returned to the dorms that night filthy, exhausted and thoroughly elated. At that moment, I realized that we had to look closely at new ways to get students to spend time together working outdoors.”

Students are a critical part of all efforts to bring greater awareness of environmental issues into the life of the School. The Environmental Club has for decades formed the corps of students helping with recycling and reduced energy use throughout the campus. Last year, a new group of Environmental Stewards, consisting of students from each dorm who lead dorm sustainability efforts, began to ensure that projects like recycling, composting and reduced water use are understood at the dorm level. So far the group has worked to implement the composting of food waste from tables in the dining hall, improve corridor recycling and dramatically reduce the use of electricity on campus. For example, last year, food waste at tables in the dining hall was reduced by 80 percent.

The new campus plan, set for completion in 2007, is also a “green” effort that involves wide student contributions. Student representatives Sean Gerstley ’07 and Mary Pell Lea ’07 are a part of the steering committee for the campus plan. They attended an October seminar on LEED certified design and environmentally conscientious building practices sponsored by the American Institute of Architects, and have worked to incorporate sustainability measures in all aspects of the campus plan. [See student profile of Sean on page 31.]

**Interdependence: partnerships in conservation**

“The important thing for St. Andrew’s students to remember is that we as a community set an example for schools across the nation. Our drive for sustainability on the individual level is unprecedented. Many schools conduct massive recycling campaigns, but this community holds each student responsible for their own recycling, their own compostable waste, and their own consumption of energy and water,” asserted Ian James ’07, an environmental leader on his dorm and in the School.

His thoughts about setting an example strike a particularly St. Andrean note. Environmental concerns, how we treat our land, our water, our resources, plants, animals and those who share our community with us, are all about interdependence as a community—our
relationships to each other at St. Andrew’s and to our other neighbors globally and locally.

“This grassroots style of awareness not only saves the school money (sustainability in an economic sense), but a realization grows that mere individual habits coalesce into a tangible environmental impact,” Ian pushed ahead. “Schools and communities across the nation will benefit from personal accountability. Imagine what the United States could accomplish, let alone the world, if we collectively accept this concept. But, as with all grassroots movements, it starts with the people. It starts with an example.”

St. Andrew’s seeks to develop models of sustainable habits for other schools. A new mantra for many on campus is that “what happens in the watershed happens to us—and what happens at St. Andrew’s happens to the watershed.” As a result, more activities have been devised to help students learn this important lesson. On Earth Day last year, groups of students volunteered for the Appoquinimink River Association (ARA) to help plant water gardens that will reduce runoff in the Appoquinimink watershed, a watershed we share with thousands of Middletown residents and neighbors. Serving on the board of the ARA, biology teacher Dan O’Connell works to build partnerships between this community group and sustainability efforts at St. Andrew’s (see profile of Dan in the fall 2006 Magazine).

St. Andrew’s has also begun to work with organizations that connect local farmers to colleges, hospitals and schools like St. Andrew’s. Working with a Philadelphia organization called Fair Food and inspired by the possibilities of fresher food, the group from SAGE has started formulating its own “100-mile-food policy” in the dining hall, obtaining as much food as possible from local farmers. All forms of pork and much of the meat in the dining hall is now obtained locally—and this year’s Thanksgiving turkeys were fresh, antibiotic- and hormone-free turkeys from a local grower. This work not only provides fresher and tastier food for students but also supports the local farm community.

As part of the School’s educational mission, last summer St. Andrew’s worked with the 4-H of Delaware to design a summer day camp for elementary-aged children to learn about St. Andrew’s precious ecosystems, farms and waterways, and to help them spread to their families the ways the School’s 2,200 acres of land and natural areas helps them and our community.

Interdependence: partnerships in research
The heart of the campus, in many ways, is its natural gem, Noxontown Pond. The pond is also the part of campus most vulnerable to farming practices and changes taking place in the watershed. A 265-year-old millpond, Noxontown is well established. As Bill Amos, longtime St. Andrew’s biology master and recognized authority on the pond, has put it, “All ponds are geologically and temporally ephemeral, so Noxontown is an older, having matured through a wide range of natural processes... Noxontown is a wild pond with extraordinary biodiversity.”

St. Andrew’s property comprises a mere one-third of the pond’s watershed. While the School owns all the land surrounding Noxontown, except for one small inholding, much of what affects the pond takes place
As development sprawls throughout Delaware, trustees who followed him. In many ways, he bequeathed to us by the Founder and many wise Tad says, “is the ideal use of the legacy of land for research and improved farming practices,” woods and waterways, for educational purposes, “Using this campus, all 2,200 acres of fields, farms, and topography and the potential for a wide variety of innovative cropping systems. The proximity of the crop land to surface waters, riparian corridors and forests offers a multitude of interesting possibilities for integrated research on how to sustain agriculture as a holistic ecosystem—one that simultaneously sustains food production, protects water quality and enhances wildlife habitats.”

“The proximity of the crop land to surface waters, riparian corridors, and forests offers a multitude of interesting possibilities for integrated research on how to sustain agriculture as a holistic ecosystem—one that simultaneously sustains food production, protects water quality and enhances wildlife habitats.”

—Dr. Tom Sims, University of Delaware
Sustainable St. Andrew’s

Delaware society. There is a particularly exciting opportunity to integrate social science research into many of these projects by studying the complex relationships between land use change, community development and agro-ecology."

Already working in this vein, University of Delaware researchers have collaborated with St. Andrew’s students on several projects as part of the Conservation Innovation Grant. Work has begun to restore the gauges at the Noxontown spillway to again measure the flow of water out of the pond each day. Testing sites have been established to measure the levels of nutrients and other factors in the pond. Another group from the University will measure the biodiversity in the School’s fields, riparian buffers, woods and waterways to measure the health of the ecosystem surrounding the pond and to examine how farming practices can enhance biodiversity. University of Delaware habitat and landscape experts have helped establish wider swatch of unmowed grass on St. Andrew’s front lawn.

For years students and faculty have observed increased erosion on the lawn as construction has compacted the ground near the top of the lawn. This project is intended to preserve the lawn, slow down the water as it makes its way to the pond near the T-dock and create expanded habitat areas at the edge of the pond, where more insects, birds and small mammals can find shelter and food. Student researchers Bayly Buck ’07 and Chauncey Elsas ’07 have already begun a project to measure biodiversity on the front lawn, meticulously surveying the relative numbers of species in mowed and unmowed areas.

Dr. Sims believes this research is essential not only to the future health of Noxontown Pond and St. Andrew’s farms and ecosystems, but also to the future of farming itself. The work that comes from the School’s partnership with University of Delaware will undoubtedly have regional and perhaps national importance. Until now, says Sims, agricultural research has focused on improved crop yields and productivity.
“One of the most challenging questions facing agriculture today, not only in Delaware but throughout the country, is how the many contributions agriculture makes to society can be raised to a higher level of social and scientific importance,” says Sims. “The disconnect between most of the U.S. population and agriculture is widening while at the same time the importance of agriculture to our communities and our local and national economies is growing. The University of Delaware-St. Andrew’s collaboration will provide living examples of the role agriculture plays in food production, in sustaining our environment and ecosystems, and in newly emerging issues such as bio-energy, biotechnology and how sound land use planning contributes to the quality of life in our communities.”

In many ways, partnering with the University of Delaware might be most important because of the passion for student learning that both institutions share. When the group of researchers involved in the Conservation Innovation Grant meets, the excitement in the room is palpable as opportunities for student involvement are discussed. Perhaps most important, notes Sims, “will be the opportunities to engage students and faculty from UD and St. Andrew’s in research and outreach projects that extend and build upon what they learn in classrooms at the two schools. It is our responsibility to be sure that the next generation of educators, scientists, land managers and policy-makers have an in-depth, personal understanding of the value of research. They need hands-on experiences that help them understand the role research plays in bringing innovation to complex systems, such as agriculture, and in shaping societal policies that benefit our communities.”

As time marches forward and the landscape around St. Andrew’s continues to change, the School expects that the survival of its waterways, particularly the pond, its ecosystems and its farms will depend upon not only productive research partnerships but also education and outreach. Thus, the educational mission of the School continues to be fortified by the presence of the farms, woods, fields and ponds.

**Stewardship of the land, resources and the future**

“A brief survey of the abuse of land and water taking place around Middletown at first inspires us to ‘pull up the drawbridge,’ so to speak, but ultimately we have realized that we must not isolate ourselves, as we are part of an interconnected natural web. We must not think of our independence but of our interdependence,” says Tad Roach.
Sustainable St. Andrew’s

Ultimately, St. Andrew’s is uniquely endowed with 2,200 acres to teach its students a variety of scientific lessons, to enrich its students’ lives and to allow its students to experience a kind of natural paradise very few American teenagers have available to them. The kind of strength this resource brings to St. Andrew’s educational and residential program is profound.

At the same time, the School’s responsibility goes beyond its own program and community—the land can also provide opportunities for student collaboration with prestigious research programs to study the resources of land, water and natural life and to develop innovative and sustainable approaches that are replicable and serve as a model for others.

The future holds many more conversations on campus about how the School can continue along the path to sustainability and greater stewardship of its land and the world’s resources. Asked for his thoughts on how far St. Andrew’s has come and what remains for the School today, Peter McLean responded, “The recent embrace of sustainable living has helped... some significant, recent accomplishments and models include the organic garden and orchard, and it’s heartening to see so many students involved with the growth and success of these very important endeavors. We have so much to do, however, especially in terms of educating ourselves as to what is truly important, as to the value of slowing down and appreciating each other and this wondrous natural world of ours... and it all begins by getting outdoors.”

This map depicts owner name and acreage for developable parcels greater than 10 acres which lie within the mile of St. Andrew’s School. Agricultural districts, protected lands and areas of development activity are designated with district symbology. Zoning Categories are shown for areas beyond St. Andrew’s properties. Source: Maryland State Forest Service Department of Agriculture. Map 2003.

Zoning
- Ag Preservation
- Commercial
- Institutional
- Industrial
- Open Space
- Preservation
- Multi-Family Residential
- Single-Family Residential
- Suburban Reserve
- Protected Lands
- NCC Development Activity
- Town Boundaries

St. Andrew’s School Properties
- One-Mile Buffer
- Undeveloped Parcels > 10 ac.

Agricultural Districts

This map depicts owner name and acreage for developable parcels greater than 10 acres which lie within a mile of St. Andrew’s School. Agricultural districts, protected lands and areas of development activity are designated with district symbology. Zoning Categories are shown for areas beyond St. Andrew’s properties.


NCC Development Activity
- Town Boundaries
What I had said in all my applications, my requests for financial aid, my leave of absence forms, was that I wanted to come to Beijing to grow in my understanding of the Chinese people and their history by immersing myself in the Chinese culture and by living with them in community and solidarity.

To me, an anthropology major, this proposal sounded pretty good, and I was eager to act on it. But as I became acquainted with the city, and my experience began to take shape, I was increasingly confused as to what borders I had actually crossed. Beijing at once felt really different—I couldn’t hide from being a foreigner—but at the same time felt very familiar, not much different from even Middletown. Furthermore, as I began to live out my questions, the answers only felt farther and farther away.

Each morning I depart from my traditional Chinese host family and their 26-year-old turtle (for good luck, of course), and venture out into one of the fastest developing cities on earth. This swift, everyday transition has been symbolic of my experience as a whole. The most striking feature of my semester in Beijing has been witnessing this interplay between modernity and tradition that is shouting out from every corner of the city. China’s history is rich, and as the political and cultural capital since 1403 under the Ming dynasty, Beijing is here to remind us of this tradition. But the little streets, temples, and courtyard houses are increasingly falling into the backdrop of a modern city on the rise. All eyes are on the 2008 Olympic games, or more pointedly, on snatching up a share of the open canvas for foreign business, architecture, and culture, that is Beijing. It seems as if the whole city is under renovation, from the dumpling place on the corner to the Forbidden City. Needless to say, Beijing was in such a rapid state of in-betweens, I didn’t know where to look for this neat and tidy cross-cultural perspective that was supposed to be the essence of my study abroad.

My host parents are laoBeijingren (old-time Beijingers), traditional Chinese, nostalgic for the old Confucian order, and annoyed at the needlessly complicated world surrounding them. But they too refuse to be left behind, video chatting with their son on weekends, who lives in Canada, and learning English in their spare time. However, they slow it down for me at home, allowing me, too, to take part in their most simple, traditional Chinese values. In our little apartment on the 16th floor, meals are an important daily ritual. My Chinese ayi, or aunt, is proud of her food, proud that I can never seem to finish it all before I am full. She stares at me as I eat, and with an urgent tone, eggs me on at each pause. “Chi ba, chi ba, mei guanxi,” she says, meaning, “eat, eat, don’t worry.” She is whom I will remember most from this trip. She is my link to and understanding of a generation of Chinese, truly unlike any other.

At first, like my host parents, I despised the Beijing so quickly developing around me. There are more construction cranes here than the rest of the world has combined, and the air is so terrible, doctors say it is unhealthy to jog. Thank God I got here now, I thought, before my ayi and shushu’s Beijing was completely gone. But as the weeks went by, and I came to know more and more of Beijing’s youth, I began to catch on to their excitement. I’ve sensed a real optimism, awakened by the emergence of new ideas, new places to go, and a new feeling that what’s happening here is important. For instance, it’s bringing more and more important figures here, like Jane Goodall, who I saw speak a few weeks ago, and even she has hope for the future. Beijing is truly a frontier town, and it is refreshing to see it take shape, especially when compared to the take-it-for-granted, indifferent attitudes of many Americans.

So here I am, in the final weeks of my study abroad, and I am finally beginning to make sense of my time here. I stepped off the plane in Beijing several months ago in a flux, both eager and reluctant, both believing and in disbelief, and ultimately without any choice but to continue on. In these short few months I have come to understand that Beijing is no different. It is a city growing up, with no choice but to reconcile its childhood values with exciting new endeavors. It’s just so vast, so all-encompassing that I’ve come to realize it would be impossible to develop one cross-cultural perspective. Who knows what Beijing will be like in 10 years, but the hum of traffic outside my window every night as I try to sleep serves as a reminder that Beijing will not stop and stand still for anyone to make a convenient analysis.
(above) Richard DeSalvo '04 poses next to a stoical soldier in the Forbidden City.
It is surely an ironic testament to the St. Andrew’s spirit that I found myself, three years after graduation and half-way across the world, having the most outlandish adventure of my life in the company of another St. Andrean.

The most awe-inspiring aspect of life in China for a foreigner is that even the simplest things, like crossing the street, become adventures of life-and-death. From ordering beef intestine when I wanted noodles to climbing the Great Wall at two in the morning on no sleep to see the sun rise, China for me felt like an epic journey on the scale of Ulysses or Lord of the Rings. Like these great stories, my time in China was filled with moments of intense frustration and despair; yet for me at least, settling into my now very plush-seeming coach seat on the 14-hour flight back stateside, I felt at peace.

After a whole summer of struggling through seemingly insurmountable amounts of Chinese homework while simultaneously trying to experience Beijing, I was ready for a moment of summer vacation. Stephanie Pfeiffer ‘04 and I had already decided that we were going south to Sichuan province, home to the world’s spiciest food, most tropical climate, and a strand of Buddhist holy mountains we planned to hike. After a summer spent in a city so smoggy you hardly ever see the sun let alone breathe clean air, a good, hearty outdoor adventure seemed like the perfect fix.

We left Beijing in the half-light of the very cold early morning, and arrived in Chengdu, capital of Sichuan province, in the sticky heat of midday. Chengdu is a beautiful, lush city where the streets are still packed with bikes and where the thick southern drawl makes most everyone unintelligible to foreigners. We had lots of adventures in Chengdu and in the mountains, like eating hot pot so spicy we became deliriously euphoric, and having our clothes stolen by monkeys in a Buddhist monastery. But for me, the moment which most epitomizes China to me now was one of those very ordinary things that turn into crazy adventures in China. We took the train.

In China, buying train tickets can be a quirky process. First off, there are four classes of tickets. In descending order: soft bed, hard bed, soft seat, and hard seat. Moreover, you cannot buy roundtrip tickets, as you must physically be in the city you are leaving to purchase tickets leaving from there. Also, tickets only go on sale three days before departure. Steph and I went to the train station in Chengdu on the allotted third day before our departure back to Beijing to buy tickets on the fast train—a mere 26 hours—as opposed to the slow train, which takes more like two days. Imagine how unpleasantly surprised we were, while being jostled by the crowds of people who were getting progressively angrier, to be told that in Chengdu bidding for tickets opens 10 days before departure, and that the only tickets remaining were hard seats. Twenty-six hours in a tiny, rock hard seat. Squished against hundreds of other people, so many in fact that they exploded into the aisles, filling literally every space conceivable on the day-long journey back.

It began well enough: we tried and failed at ascending to a hard bed through bribery, then bureaucracy, and finally were resigned to endure the mental anguish and physical discomfort of our plight. We left at 10 in the morning, squished into an awkward booth with a Chinese family that stared quite plainly and didn’t say much. The flask came out and things became slightly more pleasant as we wound our way through valleys of lakes reflecting the most majestically tall, lush mountains I had ever seen. I suddenly was struck by the idea that the train ride might actually be more than bearable. Steph and I read and talked about our past months in China together and her upcoming semester in Taiwan. And then we were interrupted when the three TVs above us came to life and that kitschy, endearingly PC and mildly socialist brand of broadcasting that is CCTV began entertaining us first with the “watch foreigners do stupid things” portion of the evening. First realization as I lose feeling in my right leg while watching Germans fall out of sawed-in-half canoes: there is a reason why no foreigners take hard seats on Chinese trains. Then, as I begin to feel mildly claustrophobic while watching the same commercial for the tenth time: free-market China has learned too well how to sell to a captive audience. Finally, as I begin to feel mildly unbalanced and I can no longer stand up because of the pain in my legs while simultaneously being bombarded with the most blatant anti-Japanese propaganda delivered in irksome slapstick: This is the real China.

As I slept that night in the dirty, tiny aisle on top of a newspaper squished like sardines against 10 other people, I didn’t think about how I looked like a homeless person or was smelly, and tired, but rather I thought about how crazy and absurd this situation was. Watching propaganda with a train full of Chinese people who, despite their great differences, all laughed in unison, I felt treated to a perhaps less-PC but still very true aspect of China: the unity of its people. Moreover, I was experiencing what normal people in China do: endure the pain and dirt and claustrophobia of the hard seat compartment; eat instant noodles and play cards and talk. Sleeping on the floor—I was suddenly aware that I was finally living Chinese culture. Let us say that I was humbled.

China in one word is crazy. Every situation, like buying hard seats on a 26-hour train ride, becomes a place where the absurdity and culture of China is alive. As they say in China, 乱 Zhong you xiè: in chaos there is order: As I sat in my seemingly huge and squishy coach seat two days after my epic train ride back to Beijing, I was content in my realization that I had made it through an often difficult but always exciting journey, and had come out knowing that this phrase, more than anything else, was true.
(above) While visiting in China, Richard DeSalvo ’04 visited the Forbidden City, snapping this photograph.
Journeys in China

Kyu Bin Lee
Class of 2004

Last summer, I received a language grant from the Huntsman Program in International Studies and Business at the University of Pennsylvania to study Chinese in Beijing. I enrolled in the Columbia in Beijing Program and spent nine weeks in Beijing University. I lived with a Chinese family for four weeks and in the dormitory for four weeks. During the travel break, I traveled to Shanghai, Nanjing, Hangzhou and Suzhou.

What led me to China? From my previous coursework at Penn, I was very curious about the social and economic history of China. Furthermore, I wanted to witness the major driving force behind the growth trend in Asia’s economy and see the possibility of finding a career in Greater China region after graduation. In any case, I was absolutely ready to absorb all I could about China.

In the first few weeks, my friends and I visited the famous places described in the tour guide: famous Beijing duck restaurants, silk market where fake Gucci and Prada purses are sold, Great Wall, Tiananmen Square and the Summer Palace. When we ran out of tourist sites, we turned to our Chinese friends for advice. We asked our Chinese families and language teachers for the secret spots, places where the “real” Chinese people go to shop and eat. We ventured out to the market hidden behind the Tiananmen Square and took spontaneous turns ending up in unfamiliar streets and stores. Everyday was a different place, a different turn and a different experience.

But what made my experience so special was the interaction with the Chinese people along the way. In the Program, I was assigned 20 graduate students from Beijing Language University as conversation partners. In the beginning, we only had elementary discussions about school life and hobbies. Then we discussed politics and boyfriends, hometown and family. When the half hour was over, the head teacher had to literally drag me away from my conversation partner and I sneaked back to the classroom to find another conversation partner whose student didn’t show up. I had become somewhat famous among the teachers.

My name, Kyu Bin, translated to Gui Bin in Chinese, which sounds like the Chinese word “VIP.” Every time I entered the classroom, the teachers giggled and called me, “VIP! VIP!” I surprised them by visiting their dorms unannounced. We loved to go sing KTV and eat together. At the end, it wasn’t really about learning Chinese at all— the language was really just a tool to communicate ideas, share experiences and become friends.

When I look back to the time I spent in China, I can really remember the passion and the warmth in the individuals I’ve met. I remember fighting with a vendor over the price of a T-shirt. I would say, “I am only a student. I don’t have that much money. I can buy this in Korea for cheaper!” She replies, “If you don’t have money, then how did you fly to China?” I would say, “Oh come on, it doesn’t take that much cloth to make a T-shirt. How about two kuai?” She says, “You crazy! Crazy price!” All of a sudden, I find it funny that I am talking to her in Chinese and she’s talking to me in English. I pleadingly look at her and whine a little bit, then reluctantly turn around and walk away slowly. She yells at me, “Fine, fine, come back! We talk!” Even though she has an angry look on her face and keeps murmuring, “Crazy, crazy…,” there is both playfulness and friendliness in the way that the discounting process works.

My Chinese family consisted of three women slightly older than me. We loved to make dumplings from scratch and often talked until three or four in the morning. One sister, Abby, showed me some of the guys who were interested in her and we chatted about them for many hours. For my birthday, they prepared me a feast of fried chicken, ice cream cake and a bottle of Great Wall wine. Then, four of us danced to some Chinese music.

And then there are the cab drivers, the most passionate people in the world. Everyday I went on a cab, I made the effort to start a conversation with the drivers and they had the most interesting stories. One told me, “Three times! Three times, I single-handedly caught street muggers. The police told me that I should join their team, but I declined. I was even interviewed by a reporter! I am really famous around here.” Another cab driver tried to teach me Chinese. He told me, “The shape of the mouth is really important in Chinese.” Throughout the 40-minute ride to downtown, he made me look at the shape of his lips while he enunciated Chinese words. Then he made me repeat after him, emphasizing pronunciation and the four tones. Yet another cab driver made me teach him how to count numbers in English. Then I became really
good friends with the young waitress at a restaurant near my house. Then I befriended the supermarket cashier, a fruit vendor and the foot-massaging lady. I would meet someone new and introduce myself, “I am Gui Bin, I am from Korea but I live in Sudan and go to university in America.” And I would have some of the best conversations with the people I’ve just met.

Every morning around sunrise, I went jogging around the Wei Ming Pond in Beijing University. There, I see a man practicing taiqi and making strange noises. Then I would go get a baozi and some warm milk for breakfast, maybe some soymilk, my favorite drink. In the streets, I see two old men drinking huge bottles of Yanjing beer in bright daylight and telling jokes. Then I see a young couple sharing a bike. The guy slowly starts biking; the girl would jog next to the bike and lightly hop and land on the back seat. Then the girl would hold up the umbrella so that they don’t get tanned in the sunlight. I’ve always thought it was romantic. Then comes the night, when old couples come out to the plaza and take dance lessons. The scenes that have seemed somewhat odd and unfamiliar have become a familiar scene by the end of the summer. I really felt that I know and understand China.

This year, I am taking a course called “Social Issues in Contemporary China.” I am also developing a social venture business plan to set up a dental hygiene franchise in China. Next fall, I will be returning to China to study for a semester in Fudan University in Shanghai. For the past few years, I’ve called America, Korea and Sudan all my home. Now China has become a place of comfort and of family—with my 17 new sisters and three new brothers. I can sing a dozen Chinese pop songs and cook a few meals. And in funny ways, this takes me back to my junior year at St. Andrew’s, specifically Ms. Matouk’s AP English class and Ms. Byrd’s U.S. History class. I was horrified of the two classes because I dreaded discussions. I would write down things I should say during class but either miss the timing or never have the courage to participate. But the teachers pushed me to think, to speak and to contribute. The point is to prevent me from being a visitor in the class. Now I see the value in that education. Because by engaging myself, in a conversation, in the people, and in the environment, I was able to learn so much more. By engaging with the people I ran into, I became their friend and not a visitor. It’s no longer just about the buzz in the Chinese economy or finding an internship opportunity with my Chinese language skills. My experience in China really added a new dimension to the knowledge I had of China. During my time in China, I had some choices. I could have paid an extra 10 cents and saved 20 minutes of argument with the vendor. If I hadn’t spoken to the taxi driver, I would have earned a few more minutes of sleep. But I didn’t, and that made all the difference.
For my first summer in college, I thought I would try something new. After four years at St. Andrew’s and a year at Princeton, I was more than ready to travel, to get a job, and to do anything that would challenge me in a new way.

When I applied for the Princeton in Asia Summer of Service (SOS) program I both doubted that I would be accepted (after all, I was only a freshman) and I expected it to be a fun summer project that I would love but probably never experience ever again. However, after being accepted to SOS and spending the summer in a rural part of the Hunan province in China, I realized that I loved the program so much and felt so passionately about it that I was inspired to make Princeton in Asia and SOS a lasting part of my college experience. The program, led by Princeton student Rory Truex ’07 and Princeton in Asia project manager Leslie Medema, took 11 Princeton students to Jishou, China, to teach English at the Jishou Teachers’ College. SOS included about 120 Chinese students ranging in ages from 13-25 and 18 of the students were there on full scholarships provided by Summer of Service funds. The area of Hunan where we lived and taught is known for its ethnic diversity. Therefore, we were able to assemble a diverse group of students including those from the Miao and Tuja ethnic minorities. To document our trip we kept a journal, wrote on an online blog, took photographs and recorded videos. We taught for six weeks and I was in charge of the lowest level of students. Although my proficiency in the Chinese language was not excellent (I had only been studying the language for a year), I learned to adapt in the classroom and I learned first-hand that teaching is one of the most difficult jobs imaginable.

Some things just became habit this summer. Whether it was Leslie and Rory asking, “When’s the last time you wrote on the blog?” eating the weekly dinners with our students (prepared by a woman we affectionately called “Mama Tao”), writing grammar points and new vocabulary on the blackboard, Ashley politely telling the boys to clean up their mess in the girls’ apartment, group ‘feelings talks’, MSG-filled lunches at hole-in-the-wall restaurants, sleeping side-by-side with Lisa in our double bed, or re-wearing the same three outfits to class every week, there are some memories from the summer that seem both incredibly distant and inescapably permanent. Jishou now seems to linger in the realm of my mind between dream and reality, I know that it happened but even the memories, the pictures, and souvenirs I brought home aren’t adequate representations of the past summer.

Since my return to the States, the things that I continue to look to for some sense of what we have accomplished are the letters and e-mails that my students gave me. There are a few from the beginning of the summer (my favorite is a detailed description that my student, Baby, wrote on how to play badminton... complete with illustrations), but I think the most eye-opening and thoughtful letters are the ones our students gave to us on the last day of class.

Daniel, a 16-year-old high school student, wrote, “You taught me a lot. When I joined this program, I was much happier than before. We had fun in class and out of class. We laughed together. You’re very funny. I love people who are very funny! So I love you! When I was in trouble, you always helped me at the first time. For example, when I lost the game, you said to me, ‘Daniel, come on!’ When I was too tired to listen to the classes, you asked us to do exercises so I would wake up and listen to the classes carefully! When I was not confident, you said to me, ‘you can do it!’”

Another student, Sherry, adorned all of her homework with a distinct, little smiley face. She wrote, “Do you remember, one day I asked you, ‘Why do you come to Jishou?’ And you said you wanted to teach. I want to tell you, you are a great teacher. Sometimes, I feel you are really like my teacher who working in my school. Because you have the prestige. Are you surprised? My point is, sometimes, when I speak Chinese (Sorry! I know that it is my fault. I feel so ashamed that I can’t keep my word. Please believe me, I will study English very hard in the future. Then I will speak English all the time), you will get serious and say to me: ‘Don’t speak Chinese!’ I will remember it forever!”

One of the most unforgettable, smiling faces I have ever seen belongs to a student named Jim. (Say it in a high-pitched voice and add an exclamation point at the end... Jim!) His English was not phenomenal but he improved a lot. In his letter, he wrote, “Betty, when I can like you speak English this time, you can leave me, oh man, I’m very hope you can all together and I. Because I already feel you and I like my sister. Certainly, when you back American, Don’t forget in China you have a
brother in Jishou wish you. Don’t forget letter for me. I can’t forget you. I love you!”

One of the sweetest and brightest students in the Dragon class was Baby, who wrote, “Do you remember our dragon team play basketball. You always encourage me to play it. Finally, our team got a success. I also got a medal. I’ll keep the medal forever because I got it with your help. The next day, I was burned on my hand. You always greet me, ‘It’s ok...’ You ever ask me to you apartment to apply medicine. I’m so moved. Although we are from different country but you like my sister.”

A quiet middle schooler named Cecily wrote, “Betty, do you know? I were formerly think a teacher just a teacher, I never thought they are our friends. You should know they are very strict. But when I join ‘Princeton in Jishou’ Program, I was very happy to know you and Rory. I think you are my best friend, even though you are my teacher. In classes, you often made a relax ambience, so I can listen many laughter. I can studied happy.”

All of the letters my students wrote are filled with these sweet sentiments and recollections of fond memories, often tiny moments that had almost escaped my mind. It seems almost self-gratifying to read and reread these letters but they remind me of my favorite part of Jishou, the students. They remind me of the 120 faces we left as we drove off in the bus to the train station and they remind me of the wonderful people on the other side of the world who have touched me, touched the other teachers, and, I hope, have touched everyone who has seen the photographs from our trip, read the journal and read our online blog.

What will I remember most? Maybe it will be the first day of teaching, when I looked out at my classroom to see 25 blank, Chinese faces and Leslie and Rory sitting in the back row, watching my every move. (Needless to say, I felt defeated after those first two hours of lecture.) Maybe I will remember our daily rituals—the MSG lunches, feelings talks and Mama Tao dinners. But maybe I will forget all those things. The things that I will truly never forget are the people. The 10 other teachers who became my roommates, teammates, and friends, Leslie (Le-Le), who supported us through everything, the administrators of the Jishou Teachers’ College, and, of course, the 28 students who wrote me those incredible letters.

I feel honored to have been a part of this Summer of Service program. It was an experience unlike any other and it is one that I’m sure will remain with me for the rest of my life. My hope is that this program, and others like it, will continue to flourish for many years to come, especially as international service initiatives begin to have a stronger presence on the Princeton campus. While it has truly touched me, the important thing is that it touched our many students. It is a ripple effect, one that began with an ambitious dream of taking 12 Princeton students to a remote University in Jishou. And this is just the beginning. Princeton in Asia has tentative plans use the format of the Jishou SOS program to model other summer teaching initiatives in Asia. As for me, I have been working closely with Princeton in Asia this semester and I hope to return to China again next summer.
As I boarded one of United Airlines’ Boeing 747s out of San Francisco en route to Beijing, China, I was filled with many emotions about my upcoming trip.

I was excited, yet nervous; ready, yet unprepared for the journey that lay ahead.

I wasn’t sure what to expect, as this was first time I was traveling outside of the country without students my age. Yet, nothing seemed to faze me as I had yearned to travel to China for more than four years. At that time, I didn’t realize the journey that lay ahead was going to be a journey of a lifetime.

The journey, as well as the country, took me aboard a roller coaster ride filled with tests that further defined my abilities to learn, lead, teach, and above all remain patient. Overall, I spent five weeks in China. The first week was spent traveling in Beijing seeing some of the most famous sights in the world, such as the Forbidden City, Tiananmen Square, Wangfujing Shopping District, the Temple of Heaven, the Summer Palace and the Great Wall. Nothing was more exciting, however, than independently exploring the country by myself.

I was brave and wanted to get everything I could out of this new adventure. Each night upon returning to the hotel, I would lead a group of three to five people downtown to a sight I read about that day in the travel book. Traveling in China is nothing like traveling in any other country. To get downtown, a short distance of three miles could easily take 45 minutes by taxi. No matter what time of day, traffic was jammed; maneuvering around one of the most massive cities in the world was at times overbearing.

I was the youngest in my group and the only one who spoke Chinese. I knew before the trip that speaking Chinese was not a prerequisite. In fact, I looked upon this trip as an opportunity to explore on my own, while simultaneously being contained within a safety net of comfort. What ended up happening, however, was completely the opposite. Often times, I was relied upon to negotiate and lead the whole group amidst chaos, hagglers, and the overbearing heat and pollution that inevitably defined my trip to China. It was amazing to see how a group accompanied by the CEO, as well as five other deans for the individual Chinese schools we would later be divided into, were being led by the youngest student in the group. This defined my trip and the immersion process as a whole. It transformed China into a palpable experience.

Shortly after the first week, I was moved to a boarding school on the northwest side of Beijing with 15 other people. The remaining 60 of our group were transported around China to different cities and villages to teach English as well. The school I was stationed at was called SiJiQing Primary School of the HaiDian District.

Before traveling to China, our whole group perceived that our work abroad would be charitable work; we would be teaching underprivileged children English. Yet, during the opening ceremonies and admissions welcoming at SiJiQing, I quickly realized I was responsible for teaching kids whose parents were running the country.

I was in charge of teaching 25 students from 10 to 12 years of age. Their English abilities varied depending on the amount they learned in school, as well as independently at home. On the first day, I had to test their abilities. I asked them simple questions, such as what their English names were, where I was from, and how many siblings they had. At first, students were reluctant to speak. On the other hand, some didn’t have English names and others didn’t have the ability to speak. On the other hand, there were a few who could answer all my questions and furthermore, answer in detail using adjectives like “conscientious” and “gregarious.”

In total, our school had more than 250 students all-boarding for the three-week summer camp. Over the course of the camp, I taught them all. What was most striking to me, however, was the way they all got along and lived together. In a typical dorm room, it was not uncommon to see up to 12 people sleeping in one room. In the dining hall, it was commonplace to see kids using their hands and drinking out of bowls. Yet, these kids are going to be the future leaders of that nation, as they are currently the wealthier individuals of society. In my opinion, the camaraderie formed between individuals of China is what defines the relations and business transacted. Their society relies upon “guanxi,” literally meaning connections. From what I observed, these connections started in the classroom.

Over the course of my 49-hour journey home, I contemplated how I could make a difference in that country after what I saw and experienced. I came to realize it all starts out with applying what St. Andrew’s taught me. When you want or need to accomplish anything, you truly have to take your knowledge and evidence of problems at hand, and think outside the box to develop solutions. In all, I learned St. Andrew’s develops the future leaders of America by educating the whole individual, while simultaneously preparing them for the unexpected journeys of life where they are prepared to make the most of any situation and able to make a difference in the world. 🇨🇳
(above) This picture was taken during the closing ceremonies at Sijiqing with more than half of Mark's students. It was taken in his classroom, which the students and Mark decorated on the first day of school.

(right) Mark wrote, "This picture was taken during a short 15-minute recess, of which we had four during the average six-hour day of school in the classroom. The students are all from my class and all from Beijing. They are roughly 11 years of age and in fifth grade."
“Don’t it Always Seem to Go...”

After visiting St. Andrew’s last spring, Tim wrote the following essay, which appeared in his blog. Tim is the Litchfield Hills Greenprint Program Director with the Trust for Public Land and Housatonic Valley Association. He spent almost four years in southern Africa, as a WorldTeach volunteer teacher and community-based conservation practitioner in Namibia in 1991 and 1992 and again on a Fulbright between fall of 1996 and spring of 1998. Tim has a passion for American history and a particular and long-standing interest in the American Civil War. As it happens, he is also a great essayist.

I got the jump on my drive to Delaware last weekend by leaving several hours before the dawn. I had the Taconic, the Sawmill and the Palisades Parkways virtually to myself, driving beneath stars I usually associate with summer evenings but rarely am awake to see in the wee hours of spring. The sun came up in dusty rose over the phragmites saltmarsh of east Jersey. Multiflora thickets in vernal green made a living abatis along the turnpike embankments. Over the years I have become accustomed to this part of New Jersey looking as it does. The only dramatic change in this heavily industrialized landscape is the skyline of lower Manhattan, the absence of its two towers still jarring in ways that the massive destruction of the former Meadowlands ecosystem, sadly, is not anymore.

To drive south in early spring is to view the season in time-lapse. Red maples bud and swell, pushing forth flowers as the miles tick by. Daffodils rise and bloom beneath cascades of magnolia petals, weeping cherry boughs, brazen azaleas. South of Wilmington, Delaware, I rolled down my window and tried to catch the smell of newly furrowed earth on the wind.

Instead, my senses were assaulted by row after row of subdivisions. The transformation of the northern Delaware landscape has happened at a ferocious scale and explosive pace. It took little more than a decade for Middletown, Delaware, to double in size from a town of less than 5,000 to a population well on its way to becoming a small city by 2010. The huge, new highway lying athwart old Route 13 swerves around Odessa and disgorges traffic at the gateway to Middletown: a park ‘n ride lot next to behemoth subdivisions. I immediately stalled into a 15-minute traffic jam, the only such slow down on my entire, early morning drive through the Mid-Atlantic megalopolis, and saw just one structure built before 1985 as I crept forward. It was an early 20th century farmhouse, wedged between a shopping center and a new high school—the source of the gridlock—where it seems there were 30 cars for every bus and the school now rents overflow parking from an adjacent Catholic church to accommodate excess student vehicles.

I bet that to some folks in Middletown, this looks like progress. The sharecropper shacks and sagging barns that used to lie out in the flats east of town back in my day betrayed an agricultural economy on a downward slide. Some of the finest farmland soils in the country lie beneath the new development, but for many years these produced just three row crops with little diversification. The loss of farmland in turn led to loss of market edge. Middletown has only one remaining grain elevator full of two-year-old seed that hasn’t found a buyer. The handful of farmers left now must drive their corn and soy deep into Maryland.

If you were to design a model that would guarantee massive in-migration of suburbanites, unchecked development, and rapid transformation of community character, Middletown has all the key
indicators. The construction of one, fast highway down the spine of the state made Philadelphia a more rapid commute from upper Delaware than from the wealthy suburbs of the Main Line less than 10 miles from Center City. The land was already level and cleared, with a deep aquifer and few zoning impediments. The farm economy was on the wane and aging farmers had few successors in the next generation. Developers like Toll Brothers, whose luxury community subdivisions are ubiquitous and sprout archetypal McMansions across much of the nation, could acquire huge amounts of ground in Delaware to reconfigure to their consumer demographic. The value of land increased so exponentially that agricultural easements, funded at just 50 percent of farm value, still routinely command $35,000/acre. Yet an urban buyer looking for a 1/2 acre of space and a luxury home can find one tailor-made in Delaware for a fraction of the cost in the old, moneyed communities of the inner suburbs. Meanwhile, there is no local land trust, those few conservation organizations working in Delaware have limited resources, and state and federal money for conservation has dropped precipitously in the Bush years.

The results seem obvious, now. Delaware's suburbanization and rapidly vanishing open space alarm some residents, but so many newcomers embrace the new infrastructure and do not know what they have lost, and so many of the businesses owned by local and countywide power brokers profit from the surge of building and the attendant services development requires, that little has been done to stem the tide. Middletown's 2005 Comprehensive Plan, drafted by outside consultants, has all the warning signs, but does not appear to have prompted a course correction. The aquifer will not supply enough water to meet the demands of anticipated growth by 2020. The town should approach 35,000 residents in the next decade. An entire suburb of Middletown called West Town, with its own high school and demand for municipal services, is slated for development "west of town." Twenty-five percent of open land identified as green space is owned by my former secondary school and has no permanent protection.

I circled the perimeter of St. Andrew's School before turning into the drive. It had been many years since I last visited back in the winter of 1992, and I was early for my appointment with the headmaster. In some ways, the school seemed a tranquil oasis. It owns all but one tiny in-holding surrounding Noxontown Pond, more than two miles long with banks fringed with beech and oak and farmland beyond. As I rounded Rodney Point, where there is limited public access, I tried to guess how much of the existing farmland was either owned by the school, subject to a conservation easement, or enrolled in a 10-year agricultural abatement program. Later, consulting a land use map at the school, I saw I had hit the nail on the head every time. Anything with a field and a farm was subsidized or in St. Andrew's ownership.

The school has been in these Delaware farm fields since its founding in 1929. During the last decade it has embraced a more progressive, counter-cultural approach to education while retaining
an extraordinary commitment to academic, athletic and artistic excellence. Its Gothic architecture is reminiscent of Princeton’s or Bryn Mawr’s, yet to contemporary students with different cultural references it has been compared to the Hogwarts of Harry Potter. I can attest to nocturnal activities while a student here that would have benefited from an invisibility cloak and Marauder’s Map, and made a point of learning every nook, cranny and alcove of the enormous Founders Hall with its original N. C. Wyeths and collection of antique firearms on the walls. This weekend I was gratified to see these museum pieces sharing space with student art.

St. Andrew’s is blessed with an endowment that would be the envy of many small liberal arts colleges, and used some of its resources to buy adjacent lands as they came available on the leading edge of the development boom. The ability to buy land in order to save it has been a hallmark of the conservation movement since the early 20th century and has its roots in the visionary work of patrician conservationists like Maine’s Governor Baxter and Theodore Roosevelt. It is a strategy that served the more than 1,200 land trusts across the country remarkably well for most of their existence. Ownership conveys a high degree of control over what can occur on a piece of land, but it does not guarantee that the land is managed for conservation outcomes, nor that it is of sufficient size and quality to withstand outside threats and pressures. For all its gorgeous setting, St. Andrew’s is a fragment of green in a patchwork of development. It cannot pull up a drawbridge, withdraw behind the mists, or retreat to an island like Axel Heyst, a character in Joseph Conrad’s Victory, which I read while at St. Andrew’s, and expect to stay removed from the larger, threatening world.

Neither the school nor the surrounding community is static. Someday Rodney Point might look like a good candidate for open space acquisition via eminent domain. The divisions of Town and Gown need not remain an absolute barrier to working more closely together on smart growth and open space planning. My conversations with faculty and students at St. Andrew’s last weekend explored numerous ways the School could engage with local decision makers and influence the land use choices made beyond its borders. Without some thoughtful investment in meaningful amounts of protected open space, newly suburban Middletown will become less and less desirable to higher end residents with time. The front of sprawl will pass on to the south and what remains will be a built environment with enormous taxes and declining property values.

St. Andrew’s is making a significant investment in sustainability, making it a cornerstone of its educational mission and institutional culture. I got out on the lake in a crew launch equipped with a four-stroke outboard and watched immature bald eagles perched above the water. The School has an organic garden and students may elect to grow produce for the community instead of taking a spring sport. The one piece of this picture where they can invest more thoroughly is in the overall conservation plan for the lands they hold and the way in which they use the tremendous assets they have to leverage smarter growth and conservation in the surrounding landscape.

Something still remains of rural Delaware, if you know where to look for it. I got down to Bombay Hook National Wildlife Refuge late in the day and watched the shorebirds flying over that vast saltwater wetland. Tree frogs sang in exultant chorus and the tide vied with the wind in mid-channel. I ate crab cakes at Sambo’s, a storied local institution down in Leipsic, Kent County, where there are a handful of watermen still lingering on. All that buffers these communities from what happened upstate is a 15-minute longer commute, and developers are already busy.

On the way home I stayed with a dear college friend who has been an urban pioneer for going on 15 years in the Northern Liberties section of Philadelphia. In the early 1990s this was one of the bleakest, blighted landscapes in the city. She and her neighbors bought and created a community park on reclaimed brownfields that has transformed their neighborhood. Because of Liberty Lands, land values have soared. Children play beneath flowering trees and parents kneel in community gardens. Something magic, and wild, and hard to define, has happened in these few blocks with newfound green. There has been gentrification, too, of a funky, urban variety, but still for now the Northern Liberties are a mixed, vibrant neighborhood with an active community association and engaged neighbors. The growth that is coming will not come unheralded, or unchallenged where it exceeds the thresholds of livability. If there is hope for conservation in the brick walk-ups of Philadelphia, there must be hope for Delaware.

Alumni Corporation Board changes name to Alumni Association

St. Andrew’s Alumni Corporation Board, the entity that organizes alumni for service to the School, regional and career networking, and fundraising, has changed its name. Since 1971, the group has been known as the Alumni Corporation Board. At the fall meeting of the ACB, members voted to change the name to the easier-to-understand and appropriate “St. Andrew’s School Alumni Association.”

The Alumni Association will continue with the same mission, charter and membership as the former ACB, but the group believes the new name will make more sense to parents, students, faculty and younger alumni.

Networking on the ’Net:
Alumni Association launches career networking Web site at alumni.standrews-de.org

The St. Andrew’s School Alumni Association has launched an enriched career networking section of the alumni Web site at alumni.standrews-de.org. The new pages are organized by career area and provide a forum for alumni and parents in specific career areas to find each other, post messages, hold discussions and contact career network volunteers for more information.

Pages are currently available for the career areas of medicine, law, finance, mental health, real estate and communications. This spring, the group expects to launch pages for seven more areas, including NGOs, government, science, industry, information technology, arts and entertainment, and education.

“We know that young alumni have always benefited from the strength of the St. Andrew’s network,” remarked Chesa Profaci ’80, director of alumni relations. “But taking the network online will allow alumni to explore, meet and talk to each other without having to contact anyone in Trapnell House. This will provide quicker and more direct access to the alumni who can help them with their career change, job search or discussion.”

Alumni and parents can access the career networking pages by going to the alumni Web site and clicking on “Classes & Groups” on the left-hand menu bar. On the subsequent page, users can click on “Resource Network.” At the Resource Network page, a variety of career focus pages are available to explore. Each page includes a directory of Resource Network volunteers who are willing to be contacted by alumni or parents interested in their field.

Regional networking also continues at a brisk pace this year. Regional group pages include contact information for the regional point people, who are eager for St. Andreans to contact them when they are moving to an area, considering moving to an area, or need to network with other St. Andreans in the area where they live—whether it is to discover a new home, a reliable babysitter, or a good restaurant. Regional group pages are available by clicking on the “Regional Groups” button on the left-hand menu bar at alumni.standrews-de.org.

Do you know about a job or internship opportunity?

- If you can hire a St. Andrew’s 2003 graduate, who is soon to be a college graduate...
- If the organization you work for is hiring...
- If you know of a temporary or summer position or internship that might give a new graduate or student a place to start...

Call, e-mail, fax, call or write the St. Andrew’s Advancement Office. We will post the position on the new Resource Network Career Center Web page at http://alumni.standrews-de.org/careers/
Prentice Talmage, Jr. ’44

Bill Brownlee and Bill Davis report the following from the Princeton Alumni Magazine:

Prentice Talmage died July 4, 2006, at his home in Far Hills, N.J.

Classmate Bill Brownlee submitted the following:

Prent entered St. Andrew’s in the Fifth Form, already a veteran of several boarding schools. He left St. Andrew’s in the middle of our Sixth Form year. He joined the Coast Guard and participated in several campaigns in the Pacific, and after the war he went to Trinity for a year and then transferred to Princeton, where he graduated in 1950.

Although his departure from St. Andrew’s was less than auspicious, he always had warm feelings for the School and for Walden Pell in particular. Dr. Pell helped him to get into Princeton and also, perhaps more importantly, officiated at his wedding to Sylvia.

Prentice worked on Wall Street as a broker for fifty years and was a familiar sight on the floor of the exchange. I asked him one time, when he was well into his seventies, whether he was going to retire and his reply was that everyone expected to see him on the floor in his brightly colored jacket. His custom was to take the ferry from New Jersey to Manhattan and walk up to Wall Street. On September 11, 2001, he was walking from the ferry when the first plane struck. He was able to take cover so that he was not hit by flying debris. However, as his daughter said, he had learned in the war not to enter a burning building, so he decided the wise course was to turn and go home. He was on the ferry when the second plane struck.

He continued to work until illness forced him to retire. Although ill, he celebrated his eightieth birthday and he and Sylvia celebrated their fifty-fifth wedding anniversary. He is survived by his wife Sylvia, two daughters, Sylvia Kissel and Marion Boyer and four grandchildren.

Jon Jennings Spicer ’74

Jon Jennings Spicer, 51, of West Chester and formerly of Seaford, Del., died on Saturday, Nov. 4, 2006.

Born in Seaford, Del., he was the son of Jennings and Ann Dreyer Spicer of Seaford. He was an Eagle Scout. He saved three lives from drowning in Seaford, Del., and was recognized by the Red Cross and President Nixon.

In addition to his parents, Jon is survived by his partner of nearly 20 years, John Benedict Greenwood of West Chester; a sister, Anne Elizabeth Spicer, and her lifetime partner, Marie Sugrue of Groton, Conn.
Making a gift to St. Andrew’s is now a piece of cake!

Effective immediately, you may now withdraw money from an IRA—tax-free—and use those funds to make your charitable gifts! Whether you’re considering an Annual Fund gift or a larger capital or endowment gift, the new tax law offers some great gifting opportunities.

Specifically:

- The donor must be 70 ½ or older at the time the gift is made.
- Tax-free gifts must be made from a traditional IRA or Roth IRA, not from pension plans, stock options, etc.
- IRA withdrawals must go directly to the charitable organization from the IRA plan administrator.
- The IRA distribution gifted to charity is not included in your income, but you will not receive the additional benefit of a tax deduction for the gift.
- Rollover gifts to charity will count toward the IRAs annual Minimum Required Distribution requirements.
- Rollover gifts must be outright gifts to charity. You may not use them to create a gift annuity, charitable remainder trust or other deferred gift.
- There is a limit of $100,000 total per year, per person and distributions can be made from more than one IRA. So a couple with separate IRAs can give a total of $200,000 per year.
- Tax free IRA rollover gifts can only be made in 2006 and 2007.

It’s easy! Talk to your advisors about these new gifts and consider making an IRA rollover gift. Just ask your IRA plan administrator to withdraw the amount of your gift and distribute it directly to St. Andrew’s or other charities.

Plan administrators may contact Chesa Profaci directly at 302.285.4260 for instructions.

It’s that simple: Piece of cake!

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.