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.
St. Andrew’s Magazine

Spring/Summer 2008
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Back cover: A large scale reforestation project took place in April in which over 47,000 trees were planted on St. Andrew’s farmland, shifting the land from production usage to preservation.
In today’s Gospel, John describes Jesus appearing before his anxious disciples and essentially liberating them from fear and paralysis: “Jesus came and stood among them and said, ‘Peace be with you.’” After he said this, he showed them his hands and his side. Then the disciples rejoiced when they saw the Lord. Jesus said to them again, ‘Peace be with you.’ As the Father has sent me, so I send you.’ When he had said this, he breathed on them and said to them, ‘Receive the Holy Spirit.’

Jesus’ message here seems clear and inspiring. As he invites his disciples to receive the Holy Spirit, he asks them, sends them to go out into a world they fear and work for justice, peace and reconciliation. This call to service, he implies, will not be easy, but the Holy Spirit will strengthen them, protect them, enlighten them.

In his brilliant book, The Scandalous Gospel of Jesus, Peter Gomes suggests that the Holy Spirit calls us all to the embrace of the full implications—not of what Jesus would do, but rather what Jesus would have us do. This is a critical distinction for Gomes. He writes:

He came to ask human beings to live up to their full humanity; he wants us to live in the full implications of our human gifts.

Jesus makes a new and transforming definition of neighbor. Proximity and kinship no longer sufficiently define who the neighbor is, and thus they no longer define those to whom obligations are due. The neighbor is the one who has opportunity to do good to one in need... Jesus takes a definition of a neighbor that is understood to be exclusive and turning it on its head, makes the notion of the neighbor inclusive, even elastic, so that the definition of neighbor knows no limit. Our neighbor is anyone in need who can take the benefit of our compassion.

Our full humanity, Gomes suggests, calls us to be inclusive, patient, kind and generous not only to those who live with us or near us, think like us, look like us, believe like us, but instead to extend this commitment, this hospitality, this care and attention to all, and to particularly those who seem different than us, hostile to us, contemptuous of us. This is a radical conception, one that places unusual demands upon us. It seems hard enough to love our literal neighbors as ourselves. It seems unnatural, it is unnatural to love our enemies, to seek reconciliation and connection with those who do us harm or with those who do not share our values. But this is what the work of the Spirit calls us to embrace. Jesus is clear and decisive about this call.
This, of course, is the most important and inspiring mission in an Episcopal church school, to teach an inclusivity, a humanity, a humility that inspires students to see their lives as intimately and vitally connected to those of others in the world community and to move beyond the arrogance, presumption and ignorance of a provincial view of the world. We have come to realize that ultimately we are, in Dostoevsky’s words, “responsible for everything, including the very notion of the sustainability of the planet,” and as we learned in this spring’s production of Lorca’s Blood Wedding, responsible for bringing an end to the cycle of violence and bloodshed that marks the story of humanity. At a time when some Americans peer suspiciously at one another from the perspective of race, religion, culture, ethnicity, politics and sexual orientation; at a time when we respond quite quickly to the need and compulsion to threaten to “obliterate” those who oppose us; at a time when literal gates and divisions lock us into blind, suspicious and segregated neighborhoods, the Episcopal Church and School assert that the vision of Jesus and very future of our world depends on the embrace and exploration of difference within our common humanity, and the welcoming of all into the global neighborhood.

It is hard to embrace the peace the Holy Spirit brings, for we can expect to meet resistance to a vision of understanding and reconciliation in our world, and as Bishop Wright pointed out to us last Wednesday, it is much more natural to be exclusive, mean spirited and petty than it is for us to be generous and kind. It is easier to take on the role of a passive spectator, intent on our own narrow circle of interests and friends, than to expand our vision to include a neighborhood of humanity.

Seeing ourselves as single beings among hundreds, thousands or millions, we cease to believe in the power of our own action, our own responsibility to assert care for the welfare of others. We feel invisible, overwhelmed and blameless for the patterns of history and culture that seem so ingrained and powerful (and beneficial to us) and we fade into attitudes of complacency and passivity. Or, we feel overwhelmed by the sheer diversity of humanity, the sheer magnitude of suffering that surrounds us. We fear exposure to those who seem so different, so unknown, so alien in relation to our intimate neighborhoods of homogeneity and comfort. We ultimately fail to act because we do not believe in the essential humanity of the people who share this planet with us. We can assume that others have been assigned to protect and secure those in need or distress. We assume that others will step in, intervene and provide help. Or, we stagnate in consideration of the risks associated with direct involvement in the lives of others. Time saps our passionate resolve; we choose to hide, and to feign a kind of blindness.
In so doing, we leave the world defenseless against those who actively attack the very foundation of our civic and spiritual society. We apparently will not act courageously for the welfare of others until we see what we can gain or what we risk by the transaction.

The Day of Pentecost calls us to focus on changing—in Martin Luther King’s words—“things as they are.” The acceptance of the Holy Spirit frees us to take risks, ask new fundamental questions and develop definitions of community and neighborhoods that are elastic and expansive, commitments that are ambitious and transforming. If the forces of paralysis, indifference and fear are powerful in our lives, and they are, how transforming and inspiring is our embrace of an ethic, an ethos that is courageous, liberating and representative of humanity at its best? Gomes writes beautifully about our ability to triumph over fear:

*The opposite of fear is not courage but compassion. We fear what we do not know, and the mother of fear is ignorance, but we cannot fear that which we love, for as Jesus tells us, perfect love casts our fear. Compassion leaves no room for fear: we are too busy doing what we can, what we must, and what God wishes us to do, to take time to fear the consequences.*

Last weekend, *60 Minutes* profiled the work of Paul Farmer, who founded Partners in Health, an organization that has done remarkable work with medical reform in Haiti. Farmer visited St. Andrew’s two years ago and electrified the faculty, staff and student body with his radical, brilliant and engaged response to a simple question: Shouldn’t every child in the world have access to high quality health care? This simple question can have only one answer, unless we actually believe that children merit care only if their parents can afford to pay. This spirit of humanity, generosity and compassion has helped Farmer set an exemplary standard for the promise of education in this country. With the gift of education comes the obligation and the opportunity of service; with education comes the opportunity and obligation to reject the passivity of our age and engage in work that will redeem our world. Farmer rejects the assumptions of the enclosed culture and lives passionately, courageously for others. At the close of the interview, Farmer broke down and cried as a woman thanked him for saving her life. His tears reflect not only his generosity, brilliance and humanity, but more importantly his sadness that saving the life of another human being would appear miraculous in 21st century life.

A society, a global neighborhood, a school’s greatest responsibility is to cultivate in our children a reverence for life and a love of the human spirit.

We are not weak and discouraged and helpless and besieged people—we are agents of change, blessed by the spirit to do good in the world.

We are too busy doing what we can, what we must, and what God wished us to do to fear the consequences.
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Wilmington, Del.

J. Kent Sweeney ’70 • President
Dallas, Texas

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Rt. Rev. Wayne P. Wright • Bishop of the Episcopal Diocese of Delaware
Wilmington, Del.
St. Andrew’s Magazine: How did CoStar get started?

Andy: While at college [Princeton], I was writing financial analysis software for some developers down in D.C. to make money on the side. These folks didn’t have any good information about the going rates, or what else was being built; there was no central database for these kinds of facts. So I thought I would try to build databases on what was happening in D.C. commercial real estate, and sell the information.

It was naïve. No one had done it before. I had no idea how much work would have to go into it. It took about five years to get it going in D.C., and then we took it to New York, to Chicago, to Boston. Now we operate in 300 U.S. cities, and we track detailed information on about 2.5 million commercial real estate properties. We have 1,500 employees doing research on these properties and developing software, and 90,000 subscribers. We’ve probably put in well more than 15,000 man-years of research in these databases. We have 5.2 million pictures of buildings.

What we are engaged in now is the time-consuming process of beginning to roll that out globally. Since 2003, we’ve been trying to build a content network throughout Europe, and that will take five years or so.
Andrew Florance, president and chief executive officer of CoStar Group, Inc., presides over the opening bell to celebrate the company’s 20 year business anniversary. ©2008, NASDAQ Stock Market, Inc.

SAM: What implications does globalization carry for your industry?

Andy: We feel tremendous pressure from our customers to provide information on more and more cities globally. It’s difficult to keep up with the rate at which they want us to develop. It makes for a lot of traveling. I have taken 45 flights this year!

In the mid-1990s, most companies operated within about seven miles of their headquarters. Now, companies operate on average within 50 miles of their headquarters, and many are much farther than that. That’s a huge demographic change. And whereas researchers used to sit around together in the same room, now they can be conveniently scattered around the globe. For that kind of work, all you need is a bright person at a computer; geography doesn’t matter. For example, we have been doing a fair amount of research work in India. We now have a call center there employing about 150 people.

That is ultimately positive, but creates some interesting challenges. The truth is, there are significant cultural obstacles as you move around the world.

It is stunning how—even as they say the world is getting so much smaller—two people can think they are talking about the same thing, but not understand the real gist of what is being said.

Many things still cannot be successfully outsourced globally. I can’t tell you how many companies I’ve encountered who have thought outsourcing sounded like a wonderful way to operate cost efficiently, only to find out that it is a complete disaster. So there are as many pitfalls as there are opportunities.

On the positive side, the global economy is improving the standard of living for many people. The rate of transformation is stunning. But that creates new challenges: America uses more than 15 times the fossil fuel per person than India. That’s the American standard of living. And as this standard of living gets pushed out globally, there is no way we have the natural resources to sustain that. The vast majority of developers don’t even consider the impact of what they are doing.

SAM: What are your thoughts on the rate of development going on in Middletown?

Andy: What’s happening in Middletown is a local version of what is happening globally. When I went to St. Andrew’s in 1982, Middletown was not exactly a cultural hotbed. There was a Dairy Queen and a truck stop, and maybe a supermarket. Now there are stores in Middletown that you also find in Hong Kong and India.

The companies that are building the housing in Middletown are, for the most part, not even based in Delaware. Ryland Homes, for example, is a California company. That’s part of this whole phenomenon: The companies and the people pulling the strings are not local. So, you see single family homes in San Antonio and Houston and Middletown that look exactly the same. Culturally, it’s a drag that you end up with such a homogenous global environment. The more I travel, the more I see this homogeneity. It’s frustrating to see a J.Crew in Bangkok.

I was visiting with the president of Subway at their headquarters recently, and when I walked in the lobby I saw a sign that said 72. It turned out this was the number of Subway stores that had opened up that week. That means Subway is opening 10 stores a day. There are 20,000 already in the U.S., and the president wanted me to help him figure out how to build more stores. These retailers have an insatiable appetite to open more and more stores.

It’s all about revenue. There is absolutely no consideration of the loss of local culture.

SAM: What motivates you to stay on the Advancement Committee?

Andy: St. Andrew’s ability to provide an exceptional education regardless of financial means is truly unique and invaluable in our society. I enjoy having the opportunity to give back to an institution I believe in.

A member of the Board of Trustees, Andy is chair of the Advancement Committee. Andy lives in Chevy Chase, Md., with his wife, Heather, and their two children. He is grateful to have benefited from an invaluable educational experience at St. Andrew’s, and he is honored to have the opportunity to give back to the School community through service on the Board.
From the Archives

The Andrean
Then and Now

Those interested in the history of creative work at St. Andrew’s will find a valuable resource on the library Web site, where issues of The Andrean, St. Andrew’s literary magazine, are archived. Readers can peruse this publication from the 1930s to the present day, tracing the development of student discourse over the decades.

A small group of IV Formers conceived of The Andrean, and the inaugural issue appeared in 1937, featuring short fiction, editorials and reviews, and illustrated with woodcuttings. A student editor opened the issue with a hope that the publication would stand the test of time: “The purpose of this magazine is to arouse interest in the literary efforts of the unsung heroes of preparatory school English... We intend to keep this literary ship on her course and hope that, through your interest and cooperation, she will return to her port, having discharged her duty honorably.”

By the second issue in 1938, the team was proud of their progress. They had acquired a business board (comprised of one student) and advertisements from local establishments. But they were anxious for further improvement, and the editor reached out again to classmates: “If this extended experiment in creative writing is worth doing, it is worth doing well; and it cannot be done well unless the School, in its every department, is honestly behind it.”

From its first issue, The Andrean is marked by charmingly mischievous humor. A 1960 issue opens with “A Dissertation on Mystery Meat.” An earlier volume features “Trees: A Slightly Barbed Satire On A Subject So Overworked By Certain Poets That Their ‘Trees’ Are As Barren As The One On Our Cover.” Three student poems follow, each a parody of some classic verse celebrating nature. One student begins his response to an Edwin Arnold poem, “Flower of a poet’s mind / Is your piteous author blind?” Another complains of Joyce Kilmer: “What does he think we owe to him / To make us hear such awful stuff, / Or can’t he tell we’ve had enough?”
In addition to satirical pieces, The Andrean always featured more serious expositions reflective of determination and talent. In 1938 a student managed to get an interview with the renowned British actor Leslie Howard. “In conclusion,” the writer reports, “I should say that, in spite of his international renown, he is unspoiled, for he spoke to me, a school boy, in as friendly a fashion as to anyone else.”

Throughout its publication, The Andrean has focused on student fiction and poetry, taking care to intersperse written work with quality specimens of student artwork. After seven decades, The Andrean still showcases the literary and artistic creations of students, including color reproductions of student paintings and photographs.
This is, quite simply, a tribute to the strong women in my life. That is not to say, of course, that I do not have strong men in my life, that I don’t have men whom I admire, respect, whom I try to emulate—after all, I am married to one. But in recent years, I have watched some incredibly strong women deal with adversity in remarkable ways, and I have been trying to understand what they all fundamentally have in common, what has pulled them through these tragedies with such grace.

One thing that is certain in life is that we will all face adversity: stressful work, bad days, a sports injury, sickness, death of loved ones.... These women, however—in my family and in this community—have had to face the ultimate adversity: their own life threatening diseases and/or the loss or tragic sickness of a child. Many of you know these women: Nan Mein, Carol Simendinger, my mother, my sister, Jennifer (the mother of Griffin), Mrs. Duprey. I marvel at these women and how they have survived and endured and how, somehow, they have also been the strength for everyone else around them.
At St. Andrew’s, we talk about how important it is that we teach all of you to be resilient, to be strong in the face of adversity. We believe this because we know how easy it is to become soft, entitled and unable to discern the difference between day to day stress and essential moments of tragedy and adversity. We believe this because, in the end, an education must help us prepare for the ultimate tests of our humanity, our strength, our intelligence, our compassion. But exactly how do we become resilient? How did these women develop seemingly superhuman resiliency? Do we learn to be resilient incrementally—first learning to deal with small disappointments (a bad test grade, a girlfriend/boyfriend break-up, a college rejection) to prepare ourselves for the real life and death tests? Or do some people just possess a core, inner something?

As I have thought about these questions, I have had to dismiss the last possibility—that some people are essentially born with an extra coping mechanism, an intangible strength. Otherwise, it would entitle the rest of us to just sit back and say, “Oh well, I wasn’t born with that gene, so I have an excuse to be not as strong, not as resilient, not as tough.” I have decided, instead, that yes, probably these women did learn along the way, that they grew stronger and more capable of dealing with adversity over time. If you ask these women about their strength and resiliency, they will mention their faith; they will mention inspiration and support from family and friends; they will say that they are doing the best they can.... I think all of these things are true. But what I have ultimately realized is that these women share a certain approach to life that we can all learn from and emulate. This approach has something to do with being selfless, but it involves something else as well: the ability to not always see oneself as the center of the universe. Instead, these women have an awareness of others and the world around them, and this awareness of others, actually allows them to know themselves very intimately. And in their understanding of others and in their knowing themselves, these women have built strength and resiliency, the ability to overcome and endure.

In his 2005 commencement address at Kenyon College, David Foster Wallace, a brilliant writer, began with this funny little parable: “There are these two young fish swimming along and they happen to meet an older fish swimming the other way, who nods at them and says ‘Morning, boys. How’s the water?’ And the two young fish swim on for a bit, and then eventually one of them looks over at the other and goes ‘What the hell is water?’” In his speech, Wallace argues that as educated adults we have the choice of how we think and what we think about everyday of our lives. We can, Wallace writes, frame everything in terms of ourselves:

Think about it: there is no experience you have had that you are not the absolute center of. The world as you experience it is there in front of YOU or behind YOU, to the left or right of YOU, on YOUR TV or YOUR monitor. And so on. Other people’s thoughts and feelings have to be communicated to you somehow, but your own are so immediate, urgent, real.

Or, we can be more conscious, more aware of the world and the people around us:

The real value of a real education has almost nothing to do with knowledge, and everything to do with simple awareness; awareness of what is so real and essential, so hidden in plain sight all around us, all the time, that we have to keep reminding ourselves over and over: This is water. This is water.
We often do miss the water around us, the inescapable fact that binds all of us together as human beings: that life is fragile, that everyone is dealing and coping with his or her own fears, own challenges, own issues (big and small) in life. None of us can possibly know what another person is actually feeling or what difficulties another person is struggling with from one day to the next. But we can be aware that everyone shares in the daily act of getting through the day. As Foster Wallace says, “It is unimaginably hard to do this, to stay conscious and alive in the adult world day in and day out.”

This awareness, this consciousness of others is challenging for all of us, for we can always find excuses for tremendous self-absorption. V Formers know that when faced with great pain and disillusionment, Hamlet has a difficult time thinking of anyone but himself. During the course of the play, he evolves from a more self-absorbed frame of mind to a wider perspective only when he can see his mother’s own pain. Once he looks at her and empathizes with her, he moves outside of himself and begins to understand the world and himself much better; he also becomes tougher and more resilient as a result. Because the more you can live outside of yourself, the more you are aware of the world around you, the more you can see the possible challenges and difficulties and sadness of other people, the more you will know yourself and the more ready you will be to face your own moments of challenge.

Heather Casteel, in her incredibly powerful Chapel Talk a few weeks ago, said it beautifully: “We all need to be more sympathetic, to operate under the unusual assumption that everyone around us is already working hard and doing their best.”

What I am actually suggesting is a radical repositioning of our perspective: try taking yourself out of the role of the main character in the narrative of your life and making others’ lives and narratives the focus—move from a first person to a third person narration. Again, I am not talking about a loss of self and identity, but rather a building, a strengthening of self. If we try this, we might all be surprised at just how strong we are.

So what does this process of learning resilience have to do with women, in particular? Historically, women have had to be more sympathetic, have had to think about others before themselves. For the survival of the family, women have had to be strong and resilient in the face of overwhelming adversity, whereas men, historically, were encouraged to be strong in a different way: independent, successful, more solitary in their pursuit of identity. Of course, I am not saying that resilience is reserved for those of us with female chromosomes (and certainly there are many women who are not resilient). But we can learn from these strong women: we can learn to see the world differently; we can work to understand others, to be more aware.

We do have a choice every day about how we deal with obstacles and challenges. We can crumble; we can stop pushing ourselves, retreat and revert to self-pity or repression. But both self-pity and repression lead us to become frozen, unable to think through complex moments, unable to feel what we need to feel and experience, unable to look to others.
Perhaps the reason why women embrace this ethic of compassion, responsibility and empathy so naturally is their experience of pregnancy and childhood and motherhood. Suddenly, one is responsible for another’s life, well-being and health; suddenly our desires affect another human being in a direct and tangible way. Consider how these amazing women dealt with adversity when they did not have a choice. My sister had a completely normal pregnancy for the first five and a half months; suddenly there were complications, overwhelming complications—there were tests, examinations, consultations, new doctors, even new teams of doctors working on her unusual case, many questions, many unknowns, many decisions without easy answers. And yet at this time of incredible anxiety, she found the strength to deal with every twist and turn with unusual calm, insight and clarity: she focused on her baby, on another’s well-being. And even as Griffin continues to battle adversity, Jennifer remains unwavering in her resilience, optimism and love for others.

We all witnessed Mrs. Duprey as she has survived as she said “the worst year of her life,” and yet she too has never wavered—her strength came from God, her family and from friends across the world. But in her darkest moments of grief and sadness, she intuitively thought of others, acted for others—her injured daughter, her three other children, her extended family and friends, the children in need of organ donation. She taught us that love means an act of supreme self-sacrifice and acceptance of that which is unfathomable, that love means an embrace of the thoughts, fears and anxieties of others. I watched Stacey in the hospital a year ago and marveled at how she took care of all visitors to the intensive care unit from morning to night. She fielded phone calls, made important decisions and held her family together in her loss. Last Friday she stood before the School to thank us for our love and support—it was, for me, one of the most beautiful and powerful announcements I have ever heard at St. Andrew’s.

All of these women, these mothers, continue to keep their families together, continue to push through and do what they need to do, what they have to do, all the while giving to others and maintaining their own sense of self. In light of their strength, we really have no excuse not to be resilient ourselves. 🔥
For their AP Environmental Science project, VI Formers Ruby Cramer and Elizabeth Scarinci set out to investigate how the surrounding banks affect the chemical levels in Noxontown Pond. They designed an experiment in which they would analyze water and sediment samples at three different locations on the pond, and compare these to soil samples from corresponding land areas. They chose parts of the pond whose surroundings varied from thickly forested to thinly forested to residential. Their conjecture was as follows:

“We hypothesize that there will be significantly fewer sediments found in the water near the thickly forested area than in the water found in the other two areas. We predict this because we believe the forest around the water acts as a buffer to help prevent erosion. We are interested in this issue because if our hypothesis is supported by our data, we can then encourage the School to invest in planting more trees around the pond.”

Accompanied by environmentalist and biology teacher Dr. McLean, Dr. Alyssa Collins of the University of Delaware’s Department of Agriculture and Natural Resources and a few graduate student helpers, Liz and Ruby carted maps, buckets and a sediment sampler on board St. Andrew’s “Bio Barge” and pushed off from the T-dock. It was a murky day, and the black, leafless trees stretched in wavering reflections across the pond. The crew shivered in their life jackets. Liz directed Dr. McLean, who manned the motor, to strategic points on the pond where the research duo hoped to gather essential data.

The sediment grabber—a complex metal contraption—worked beautifully the first few times, yielding gobs of silt whose shade of brown varied according to depth. But after a half-hour or so, when hands were becoming numb with cold and chafed from lowering the rope, the grabber began to come up empty. It took a team effort to mend the instrument and gather samples from the remaining sites. After all the data had been collected, the crew docked at the gully, some looking rather weather-beaten.
Equipped with precious sediment and soil, the two girls visited the University of Delaware’s Department of Agriculture and Natural Resources to analyze their samples. They divided the sediment samples from each site into three sections and kept them at temperatures corresponding to different seasons.

“Our first prediction was that there would be a significant difference in the levels of phosphorous between the winter and summer samples. We expected that the summer samples would show a higher level of phosphorous, since heat causes phosphorous to release.

“Our second prediction was that the lowest level of phosphorous would be found in the samples taken near the thickly forested site, reasoning that the surrounding trees would act as a buffer, reducing run-off into the pond. We predicted that the sample taken near the residential site would have the highest levels of phosphorous and other nutrients, there being little plant life there to act as a buffer.”

Analysis of the sediment samples has borne out these hypotheses. Happily, it seems St. Andrew’s is already responding to the implications of their experiment:

As part of its Landowner Incentive Program, DNREC (Delaware’s Department of Natural Resources and Environmental Control) has granted the School funding for a large-scale reforestation project. In early April, 47,000 trees were planted over 107 acres of St. Andrew’s land holdings. The research duo can look forward to a fortified buffer in future years.

Liz and Ruby give special thanks to Dr. McLean, Dr. Collins and Dr. Sims for all their assistance. In the coming months, they will be analyzing their soil samples.

**Image Hunting**

During the winter, camera-slinging V Former Laura McCready stalked the woods that fringe campus and ambled in small North Carolina towns hunting for atmospheric images that compelled her with their ghostliness:

“In this series, I experimented with images of the past. I wandered through old towns and abandoned shacks in search of scenes that felt like relics of a world that’s been...”
paved over and developed beyond recognition. Each of these pictures contains a human presence (the house, the deserted car, the bridge), but no people appear in any image. The places I captured seem to have been left behind. The effects of the Holga camera compliment this eerie series.”

Fellow photography student Timmy Merlino sought to express psychological states through images. He chose eight-year-old Annie Roach as his subject.

“In this work, I am interested in portraying the somewhat dream-like state of a young girl. These photographs feature various scenes and objects, all distorted by the Holga, a small, plastic camera that shoots square photographs. I chose these shots for the February exhibit due to the surreal quality created by their shadow and blurriness. The first image I chose fits perfectly with the dreamy atmosphere my work portrays. The simple shadow of the hand has no purpose standing alone and leaves the task of interpretation open to the viewer. The second photograph, the last in a series of five prints, returns the viewer to reality. The presence of a pondering human being sums up the sequence, implying that the previous images have been the imaginings of the reflective figure.”

Laura and Timmy both aspire to be photography majors as seniors. During the winter season, they have spent roughly an hour a day, five days a week, processing, critiquing and developing their photographs. Their prints were featured in the February exhibition of student work in the Warner Gallery. ◊

Photos by Laura McCready ’09

Photos by Timmy Merlino ’09
On the evening of February 12, students and faculty gathered in Engelhard Hall to listen to one of St. Andrew's School's great musicians, Michael Whalen, Class of 1984.

In a professional career spanning three decades, Whalen has contributed music to nearly 500 television shows, film works and corporate video productions, as well as thousands of commercial advertisements. His work has been used on popular shows like “Good Morning America” and “The Oprah Winfrey Show,” and Whalen's music is a regular fixture on shows produced by PBS, National Geographic and The Discovery Channel. Michael is also a noted producer and arranger, having worked with such prolific artists as Broadway legend Stephen Sondheim, rock legend Brian Wilson, Oscar-winner Howard Shore and pop icon Roberta Flack.
This spring, St. Andrew’s Magazine asked Whalen about his career and his perspective on the music industry.

St. Andrew’s Magazine: How would you describe your growth as an artist from your days at St. Andrew’s to this point in your life?

Michael Whalen: When I was at school, music was a dream for me—an escape from the awkwardness of being a teenager. I knew I loved it, but locking myself in a practice room gave me a safe space when I needed it. Since St. Andrew’s, I have loved music because it is a pathway to my self-expression. I can do things and express things in music that I cannot in everyday language. I have grown as an artist because I have never stopped learning or challenging myself. You will never learn everything in a lifetime. The trick is to use what you have to further what you are committed to as a person, an artist and a human being. Therefore, my growth as an artist is in seeing that my life is not about myself—but rather what I can give to the world by being of service and creating beauty for others. If my art was only about pleasing myself, I would have quit decades ago.

SAM: When you are writing a passage of music for the various video productions that seek you out, what defines your approach to the subject matter?

MW: If it is a feature film or a dramatic or comedic television film, I have discussions with the director about what “role” the music plays in fleshing out the characters on screen. This can vary widely based on the time period, character type and style of film—my job is to make the music feel transparent to the film itself. This means that the music can never get in the way of the story telling—they are always linked. For documentaries that I do for the Discovery Channel, National Geographic or PBS, the conversation turns more to the subject than the character. In the subject, I look for an emotional center and I write from that place. I love combining musical styles and fusing sounds together to create a new musical world in my scores. That is very satisfying and fun!

SAM: What is your perspective on the technological advancements in the recording industry over the last 10 years? Where do you think things will go?

MW: Well... (laughs) technology is a double-edged sword. Things have changed so completely over the last 10 or 15 years—it’s hard to remember what we did when we recorded music the “old way” or didn’t use a computer through every phase of a project. On the one hand, technology has made it possible for people who literally cannot sing to have successful careers in music. On the other, technology is now so inexpensive that anyone can create, record and distribute a song anywhere in the world—pretty incredible. I think it’s essential to have balance between technology and the lessons needed to make music. There is no replacement for experience, knowledge or inspiration. Computers can help us perfect something—but they can’t give us the emotional impulse to choose one note over another. When that happens, I’ll retire!

SAM: What advice would you offer any budding musicians at St. Andrew’s now?

MW: I think that students at St. Andrew’s have some of the most comprehensive facilities in the world available to them in the O’Brien Arts Center. The first piece of advice I would give is: use the facility! They might find that the arts departments in the colleges they are going to are not as well provided for as St. Andrew’s. Secondly, I would advise students to listen—it’s an art that is disappearing in an iPod world. Listen to the great composers, performers and recordings. Be grounded in what “great” sounds like and be ready to take on being great yourself. Finally, music is a language that can move and inspire people. I would love to see students from St. Andrew’s step into their lives as artists not as something “showy,” but rather, as true self-expression. The responsibility of an artist is to offer themselves and their true “voice” to the world. I was so very happy that I started my journey at St. Andrew’s and I have been on that journey ever since.
Once Upon A Mattress
The winter musical production of Mary Rodgers’ and Marshall Barer’s “Once Upon a Mattress” dazzled weekend audiences of trustees, parents, faculty and students in the Forbes Theater.

Matt Wiltshire ’08 provoked endless laughs as Dauntless, the bachelor prince smothered by the domineering Queen Aggravain, portrayed by Emily Ross ’08. Laura Hain ’09 and Edmund Carlton ’08 played Lady Larken and Sir Harry, beleaguered lovers who, like all couples in the kingdom, were forbidden to marry until Dauntless should wed. When the unceremonious arrival of Princess Winnifred, played by Paige Newquist ’10, and Queen Aggravain’s nefarious plans wreak havoc in the palace, it takes the efforts of the Minstrel, Jester and mute King Sextimus—Katie Craddock ’09, Brian Seo ’08 and Will Macintosh ’10—to set things right.

Henry Holbrook ’09 as the devious Wizard, a delightfully howling performance by Rachel Shields ’10 as the Nightingale and the support of an excellent cast helped bring the production to life.

Ann Matthers Taylor ’86 directed the production, while Peter Hoopes ’89 coordinated the music and Matt Van Meter designed the sets.
In late January, St. Andrew’s participated in a national environmental program called “Focus the Nation,” designed to promote a sophisticated discussion of global warming. Students and faculty spent the day engaged in a series of lectures, workshops and forums, and although there were no classes, the level of discourse and the exigency and complexity of the topic made Thursday as rigorous as any academic day.

The discussion began in Engelhard Hall with a talk by Chad Tollman, a former physical chemist at DuPont, the National Science Foundation and the National Research Council. In his elegant and comprehensive lecture, Mr. Tollman focused on explaining the causes of the climate crisis, addressing its consequences and exploring the moral and ethical obligations of Americans in the face of the problem. Incorporated into his discussion were helpful visual aids, outlining the science of global warming and charting temperature and atmospheric CO₂ concentrations over time.

A pie graph provided a sharp reminder of America’s position as the leading per capita emitter of CO₂ on the planet, and Mr. Tollman stressed that efforts to counteract damage to the global community was a moral imperative for America. He applauded St. Andrew’s for its engagement with environmental issues, saying, “I am very glad to see that your school is taking sustainability seriously,” and he encouraged the community to rally even more fully behind such a vital cause. He advised St. Andreans to become involved in the state’s energy policies, and to join him in the fight to get the first wind farm built off the Delaware coast.

After Mr. Tollman’s lecture, students participated in seminars offered by members of the St. Andrew’s faculty. Longer than standard classes, the workshops furthered the open-forum spirit of the day, allowing students to explore and articulate their own responses to the climate crisis.
After attending seminars and enjoying a “sustainable lunch” in the Dining Hall, St. Andreans reconvened in Engelhard for a forum on Delaware’s environmental initiatives. Congressman Mike Castle and Lieutenant Governor John Carney joined six students—seniors Elizabeth Scarinci, Theo DuBose and Matt Wiltshire and juniors Brittanie Liebold, Laura McCreary and Louise Dufresne—on the stage to answer their questions on environmental education, energy policies and farming practices in Delaware.

All told, it was a day of both disturbing and inspiring learning. The gravity of the situation alarmed, but the potential for change made minds come alive with hope. Ideally, students left the event mindful of Chad Tollman’s appeal to conscientious and passionate action: “We are the leaders we have been waiting for.”

**Large Scale Reforestation Underway**

This spring, DNREC’s Landowner Incentive Program funded a 107-acre reforestation project on St. Andrew’s campus. The land was taken out of agricultural production for this project, which will provide habitats for plant and animal species of conservation concern. The School’s land holdings are home to roughly 20 such species, including the bald eagle, the Cooper’s hawk and the globally rare cypress knee sedge, a plant species of which there are less than 200 populations worldwide.

The reforestation will boost sustainability on campus in more ways than one. In addition to providing a wildlife habitat, the newly forested area will serve as a “CO₂ sink,” absorbing an enormous amount of the community’s carbon emissions.

“Increasing the buffer areas will also help slow erosion and run-off, reducing sediment loads and nutrients entering Noxontown Pond—and that means healthier water and more stable land, which is better not only for wildlife, but also for all of us,” said Robert Baldwin, director of DNREC’s Division of Soil and Water Conservation.

The Landowner Incentive Program was designed “to encourage Delaware farmers to put their land into habitat,” says St. Andrew’s land use specialist Brianna Barkus, who conceived and helped orchestrate this exciting venture. “Farmland is not a good habitat for animals; the harvest happens when species are trying to breed,” Ms. Barkus explains. In funding the reforestation of farmland, DNREC creates an incentive to use land for preservation instead of production.

On Saturday, April 5, the planting crew arrived and the reforestation plan went into action. In less than 10 hours, 17 men hand-planted 47,100 trees, working Saturday afternoon and Sunday morning. Biology teacher Peter McLean, fascinated by the speed and agility of the planters, timed one of them and found that he planted each tree in under 10 seconds. The baby trees were of five different species, all native to the area: northern red oak, chestnut oak, black oak, black gum and yellow poplar.

Grazing deer, drought and competition from other plants all threaten the growth of a young tree. In order to prevent such setbacks, DNREC will provide annual funding to ensure the maintenance of at least a 50 percent survival rate among the new tree population.

St. Andrew’s has been working with DNREC divisions on conservation initiatives for half-a-century, and the partnership is going strong. “We are proud of these projects that protect our campus and natural world,” said Headmaster Tad Roach in a speech to DNREC representatives in early April. “They are, we promise, just the beginning,” he added.
Wrestling
by Coach Donald H. Duffy

This year’s young wrestling squad won five dual meets and lost eight for the season. Seniors Justin Weidner, Lee Muller and Tommy Hu were the team captains, and all three showed great leadership. Justin Weidner had the misfortune of breaking his hand during football season, and as a result, he spent slightly more than half of the season waiting for his hand to heal. When he finally made it back into the lineup in February, he did a great job of drilling and working hard, and his hard work paid off. He placed third in the DISC tournament, winning an exciting consolations match and pinning his opponent. He then took a hard earned fifth place at the state qualifying tournament two weeks later. Justin’s efforts earned him the Chester Baum Award for leadership.

Lee Muller also distinguished himself as a tough competitor and successful member in the lineup this year, as he too took a third at the DISC tournament, winning the consolations finals match by a pin. Two weeks later he also took fifth place by coming from behind and winning with a five-point throw during the final seven seconds of the match, putting the finishing touches to a great season. Lee also was honored with the Chester Baum Award for Leadership. Tommy Hu provided great leadership for his teammates as well. Even after his season-ending injury, Tommy stayed committed to the team and helped out with scoring the matches and attending the away matches.

Sam Patton was awarded the most improved player award for his hard work on the mat, and the third place that he earned at the DISC tournament this year. Phoebe Matthews received the Coaches Award for her tremendous work ethic, and her passion and courage.

This was a rebuilding year for the team. Thirteen members of the team are returning next year, which gives us a core group of hardworking athletes who will begin to make their mark in the coming season. At season’s end, the team elected Sam Patton, Peter Brownlee and Dan Primiani to be their 2008-09 captains. With these three great leaders, the team looks forward to a successful season next year.

Girls’ Squash
by Coach Will Speers

With their final victory of the season over a strong Hill School team before a standing-room only crowd at the squash courts, the Girls’ Varsity team finished the season with a 12-6 record, the best record and most wins in the history of the girls’ program. After losing to Hill early in the season, the Saints came back to beat them twice, 8-1 and 6-3. The team came in third at the Mid-Atlantic tournament, twice beating Mercersburg and Lancaster Country Day, as well as defeating Shipley, Potomac (schools the team had not beaten in quite a few years), St. Tim’s, Madeira and Garrison Forest. Twice the team lost to Roland Park and Bryn Mawr (Md.), the two best schools in the area, although in all four of those matches St. Andrew’s won decisively at #1 and #2. The team’s only loss was a very close match to EHS, 5-4, with St. Andrew’s winning the top four positions on the ladder, while Hill won the bottom five, including the last match of the day in overtime, 3-2.

For the season, Bailey Marshall ’10 ended up with a 17-1 record, truly outstanding for a #1 player in this area. She beat the best players in Baltimore and Washington and all the schools we played, losing only once to the #10 nationally ranked player in the 19 and under division. In her 17 wins, she only gave up four games, winning 15 of her matches 3-0. Mia Fry ’09, at #2, was 18-0, capping one of the truly amazing athletic seasons in the history of St. Andrew’s. In her 18 matches, she lost only four games, while winning 72; 15 of her match scores were 3-0. Mia becomes the first girl player to have an undefeated season, and to win 18 matches in a season, both School records. Bailey and Mia were an awesome #1-#2 force throughout the season. They both received the MVP award.

Alexa Lichtenstein ’09, at #3, was an impressive 11-1, losing only two games in her 11 victories; Liza Bayless ’11, at #8, was a stellar 11-4 and earned the MIP award for her grit and determination. Seven of the nine players ended the season with personal winning records (the two losing records were 9-10 and 7-9, very close to winning margins).

Each girl improved significantly throughout the season, and they were all extremely appreciative of the large crowd on hand for their final match. Congratulations especially to co-captains Nina Punukollu ’08 and Katie Cornish ’08 for their leadership and focus all season long.

Boys’ Squash
by Coach Cal Hurtt

Boys’ squash finished the season with a record of 4-4. Members of the team raised their level of play significantly over the course of the season. A group of able seniors led the team: captain Max Dynerman, Ryan Karerat, Evan Armstrong and Michael Kang.

The future looks bright for the 2008-2009 campaign, with the top four players returning, Jimmy Gerrity ’09 and newcomer Alex Lynch ’11 shared duty at #1 and #2, challenging
some of the top players in the country. Mark Wieland ’09 continued to improve as he eventually reached #3 on the team, winning a number of big matches in the process. Taylor White ’09 represents one of the strongest #4 players we’ve had returning in some time. Rounding out the returning varsity roster are Douglas Stuart ’09, Jordy Gowen ’10 and Ted Rooney ’10.

**Boys’ and Girls’ Swimming**

*by Coach Bill Wallace*

A swim season is a journey. We started with a plan; in fact, a plan that was constructed last March at the completion of the 2006-07 season. I do this while the previous season is fresh in my mind, noting all of the positive points and the areas for improvement.

In looking to 2007-08, I wanted the team to continue to build on our freestyle sprint tradition—and we did. I also saw the need for us to be a better individual medley team. To do this, we would need to improve stroke technique and turn technique across the board in fly, back and breast. On top of that, we would need to incorporate four-stroke training as an integral part of our major swim sets on Mondays and Thursdays—and we did. The kids found all of this extremely challenging—harder than 2006-07. I told them that if we repeated our training efforts of 2006-07, it would only take us as far as we went in 2006-07.

The path we followed in 2007-08 made us a better team. We were a faster, deeper, better balanced team. The physical and mental toughness we acquired through our training allowed us to meet and overcome the inevitable challenges we faced during the season.

As you may be aware, we had 54 scholar-athletes on the 2007-08 swim team. This offered us some awesome advantages and unique challenges. The advantages were that the total number of athletes gave us depth and gave the coaches the opportunity to develop the talents of so many willing participants. The challenges for us were to be sure each swimmer’s efforts in practice and meets were noticed, and that captains and coaches were able to harness the talents and energy of all—the sum is always greater than its parts.

The swim season is a crucible in which swimmers, coaches and a training program are brought together over the fire of competition and a team is formed. Every season and every team I have coached for the past 30 years has been unique because of this.

Every season has defining moments within it. For the girls, there were two. These defining moments do not always come in the form of team victories—but always represent paradigm shifts in the direction of the season or self-belief of the athletes.

The girls raced St. Mark’s in the second meet of the year. A perennial State champ, St. Mark’s generally wins all of the events in our dual meets. This year, however, our girls had spectacularly good freestyle relay teams, and the girls believed they had a chance to win the 200 and 400 free relays. They won the 200 free relay by 4/10ths of a second and the 400 free relay by 2/10ths of a second. St. Mark’s was shocked.

The second big moment was the big meet against Padua Academy. At that point in the season, Padua was undefeated—but we were swimming very fast. We thought we could match up well with them. We lost the meet but held within a couple of points until the last two events. As in the St. Mark’s meet, the girls gained confidence and pride.

For the boys, there were two critical points in their season. After opening with an awesome win over Tower Hill, the team was hit with a wave of illness and absences for a variety of reasons which resulted in consecutive losses to St. Mark’s, Salesianum and Seaford. The Seaford meet in Sussex County was crucial. We brought 12 boys to the meet but were missing 13. Although we lost this meet, too, the boys strengthened their resolve—they knew good things would happen if they believed and worked hard. They proceeded to win the next six meets in a row.

The key meet in this string was against a very tough Archmere Academy, which was ranked fifth in the state. The boys 88-82 upset victory was one of the biggest in Delaware this season.

The performances by our 17 State meet competitors put an exclamation mark on the completion of the season. Noelle Bloomfield ’08, Emily Calkins ’10, Kasey Christiansen ’09, Caitlin Forsthoefer ’10, Sara Khan ’09, Mackenzie Lilly ’09, Margaux Lopez ’11, Rachel Pedersen ’10, Lyndsay Wallace ’10, Greg Beard ’08, Chris Chung ’09, Wills Cooper ’09, Tyler Gehrs ’09, Ian Harding ’09, Peter Mihalcik ’11, Schafer Newman ’08 and Lee Whitney ’09 affirmed all that this season was about. They stepped up to the ultimate challenge, supported one another and faced triumphs and setbacks with grace and
sportsmanship. At least half of the girls were battling cold symptoms and yet finished 11th this year, versus 14th in 2006-07—with three fewer girls at the meet. The boys overcame a disqualification in the opening event, the 200 medley relay, en route to a brilliant Finals session that included a win in the 200 free relay—our fourth win in a row! Tyler Gehrs ’09 also won the 50 free for the second year. The boys finished eighth out of 23 teams this year.

Through these tests and others, the swim team learned a lot about team spirit and how much further they could go as a team than they initially believed. The efforts in practice influenced the results of the meets and vice versa. This is essentially what high school sports are all about: facing challenges, working together and finding what you thought was impossible to be possible.

The following were named All-Conference for 2007-08: Girls 2nd team—Kasey Christiansen; 1st team—Mackenzie Lilly. Boys 2nd team—Peter Mihalcik, Ian Harding; 1st team—Tyler Gehrs, Wills Cooper, Greg Beard and Lee Whitney. All State honors went to Mackenzie Lilly (Honorable Mention, Girls) and Tyler Gehrs (1st Team, Boys). Receiving individual team awards this year were Margaux Lopez and Pete Mihalcik (Rookie of the Year); Nicole Guerrero and Ian Harding (Most Improved); and Mackenzie Lilly and Wills Cooper (Most Valuable Swimmer).

**Girl’s Basketball**
*by Coach Christina Kennedy*

Going into the 2008 season, we knew that our team’s resilience was going to be tested, yet were confident that our girls would not shy away from such challenges. We predicted that a disappointing loss would never go unanswered, and our team met this expectation. Our answer to losing to Sanford by 57 was losing by only 39 the second time. Our answer to losing to Tower Hill by 33 was losing by only 19 the second time. Our answer to losing to Tatnall by 19 was winning by 1 the second time. And, finally, our answer to beating Wilmington Christian by 11 the second time was winning by 1 the second time.

Over the course of the season, we nailed both the diamond and one and the triangle and two. We mastered the screen and role. At one point, we ran our set play, “Señor,” so beautifully that we had the play’s creator, Señor Miller, jumping up and down with enthusiasm. Most important, we learned to use our bodies to execute post moves against even our biggest defenders.

Our final record of 5 and 13 may not look impressive at first glance, but we are truly proud of those five wins and, in many ways, even more proud of several of those losses. We thank co-captains Pem Heath ’08 and Kaity Moore ’08 along with the rest of the squad—Laura Kemer ’08, Beth Martin ’09, Grace Gaagan ’10, Molly Miller ’10, Lucinda Caldwell ’10, Leah Weston ’10, Amanda Gaagan ’11 and Claudia Heath ’11—for never giving up and for playing harder and harder as the season progressed.

At the end-of-the-season sports assembly, three players received special recognition. Grace Gaagan was recognized for earning Second Team All Conference. Lucinda Caldwell received the Most Improved Player Award. Pem Heath received the Most Valuable Player Award and was also recognized for earning Honorable Mention All Conference.

**Boys’ Basketball**
*by Coach Andrew DeSalvo*

The 2007-2008 boys’ basketball team enjoyed a season that, while only moderately successful in terms of wins, was marked by outstanding sportsmanship and spirit, setting the tone for the future of St. Andrew’s basketball. Led by six seniors, the Saints finished in third place in the Independent Conference at 10-11 overall. They set several team and individual school records, notably Brandon Ogbolu’s record for blocks in a game with 15 and a season with 174, and LJ Dimanche’s 59 three-pointers made in a season, 58 steals in a season and free throw percentage of 86 percent on 85/99 shooting. The team also grabbed a total of 665 rebounds on the year, vastly outstripping the marks of all previous seasons.

It is this last record that tells the true story of this year’s team, a team that was able to make up for their lack of height through rigorous efforts, mostly on the defensive glass. Such effort kept the team in many ballgames that, based on height alone, looked to be over before they started. Particularly impressive was the way the defense was able to handle all the switching this year, as the team constantly changed zones, sometimes even on three or four consecutive possessions. Injuries also forced the personnel to be a mix and match of players, yet nobody ever complained about playing time or the roles they were asked to perform for the team. Olu Sosan, Akeem Bailey and Travis Bastian were given the task of shutting down the opposition’s best players in every game, and it was the rare player who exceeded his season average when taking on
St. Andrew’s. Having the long arms and amazing anticipation of Brandon Ogbolu behind them certainly helped, and the collaborative efforts of the defenders were fun to watch all season.

Offensively, LJ Dimanche was the leader, and the player every team looked to take away in each game. Despite this, LJ still averaged 21.5 points per game and played just about every minute of every close game all year, never needing to take a breather due to fatigue. The main ball-handling duties were shared by Alex Flynn and Travis Bastian, and the three guards did well to get the team good shots and looks at the basket. Bert Lee and Nick Bonney provided outside shooting, and James Simons, Sean Crowley and Brandon Ogbolu were the chief inside players. Akeem Bailey played all over the court offensively, slashing to the basket as a guard and also playing at the bottom of the zone offense. While Joe Garvey, Connor Gerstley and Bucky Pierce did not play huge minutes, their contributions in practice and in games were considerable. Final congratulations to our All Conference players: LJ Dimanche on 1st Team, Brandon Ogbolu on 2nd Team, and Olu Sosan on Honorable Mention.

Boys’ Lacrosse

by Coach Jay Hutchinson

The boys’ varsity lacrosse team finished an outstanding season that saw them recover from a rough 2-5 start to finish the spring 9-7. In the Delaware state tournament, the Saints were seeded eighth and won their first round game against Caesar Rodney, a team the Saints had lost to earlier in the spring. Following this victory, the competition got tougher, namely a 15-0 Salesianum team who had crushed St. Andrew’s earlier in the season, 16-2. Despite a valiant effort by seniors Luke Walter, Max Dynerman, Dan Dittmar and Tyler Wilise and the entire Saints defense, their season ended with a much closer loss to Sallies, the eventual runner-up in the tournament.

For the second year in a row, the Saints were the co-champions of the Independent Conference, sharing the title with Tower Hill. This team made history by beating Tatnall in both of their meetings this spring, a first for a boys’ lacrosse team at the School. Against both Friends and Tower Hill, the Saints overcame poor outings in their away meetings to beat both the Quakers and the Hillers at home while still managing to defeat a much-improved Sanford team twice. The Saints ended up 6-2 in the conference, which is remarkable considering the fact that four of five independent schools qualified for the tournament and the other three were all seeded higher than the Saints.

Seniors Max Dynerman, Phil Valliant and Luke Walter were honored by being selected to represent the Saints in the senior All-Star game held annually at University of Delaware. Running on the first midfield, Walter scored twice and Valliant once. Walter went on to make First Team All-Conference and Honorable Mention All-State, while Valliant was First Team All-Conference and Third Team All-State. In recognition of his four years of dedication and service to the program, Luke was named the Most Valuable Player at the sports awards assembly.

Russell Train anchored the long stick corps and for his efforts this season he was named to the Second Team All-State and First Team All Conference, as well as winning the Coaches’ Award at the sports assembly. In addition, the Most Improved Player awards this year were given to Alex Flynn and Connor Gerstley. Flynn also was named All-State Honorable Mention for his face-off prowess. Both Taylor White and Bucky Pierce received the honor of being chosen to the Second Team All-Conference. Finally, for his outstanding defensive play, Ben McDonald was an All-Conference Honorable Mention.

This team was very grateful to all of the loyal support that it received from parents and fans. Our manager, Nicole Guerrero, kept accurate statistics and ran a very organized table. All of our coaches did a great job motivating the players and helping them to achieve their goals for the season. All in all, this was a memorable spring campaign for St. Andrew’s lacrosse.

Girls’ Lacrosse

by Coach Heidi Pearce

The St. Andrew’s girls’ lacrosse team ended their season with an impressive 13-4 record. They made it all the way to the state championship and lost to the defending state champs, the Hillers of Tower Hill. Led by senior captains Kaity Moore and Pem Heath, the Saints won several important battles against Queen Anne’s High School, Cape Henlopen and Worcester Prep. The Saints will graduate three starters, including Kaity, Pem and Abby Westcott—but will look to return several impact players next year. Several members of the team earned All-Conference honors including, First Teamers Pem Heath ’08, Corinne Armstrong ’09, Kaity Moore ’08, Mackenzie Lilly ’09 and Lucinda Caldwell ’10; Second Teamers Susie Gurzenda ’09, Grace Gahagan ’10 and Amanda Johnston ’10; and Honorable Mentioners Pacifico ’09, Sarah Wood ’10, Kristin Hamilton ’10 and Megan Faller ’09.

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Mentions Beth Martin ’09 and Caitlin Forsthoefel ’10. Corinne Armistead and Kaity Moore also made First Team All-State, and Pem Heath and Lucinda Caldwell made Second Team All-State. The Saints look forward to a bright season next year!

**Boys’ Crew**

*by Coach Lindsay Brown*

The boys’ crew had a good season marked by steady improvement over the racing season. Several teams that beat St. Andrew’s boats early in the spring finished behind our crews at the Stotesbury Regatta, and St. Andrew’s extended its winning margin over other crews. No team was more dramatic in this improvement than the boys’ Freshman 8, who won a bronze medal at Stotesbury in their event—the first boys’ Freshman 8 ever to win a medal. Coach Morgan Scoville ’00 guided the team to this impressive result, and the future looks bright for the boys’ team with this core group of enthusiastic rowers returning next year.

The Varsity 8 put themselves in the top ranks of all crews with their time-trial result at Stotesbury, winning a semi-final berth, but they did not have quite enough speed to earn a place in the finals. With four returning rowers, combined with the group of freshmen, next season should be very competitive.

Coach Greg Doyle ’87 arranged the purchase of sculling riggers to set up an “octuple” for fun rowing at the end of the spring and for next fall, and he improved the skills of a young Junior 8. Again, it will be a competitive season next year. Finally, Tyler Montgomery ’05 took a year off from University of Pennsylvania and ended up working at St. Andrew’s, including helping with crew coaching during the spring. A junior national rower and champion collegiate rower himself, Tyler’s help with all the boys’ boats was an important element in the team’s success.

**Girls’ Crew**

*by Coach Cal Hurtt*

The 2008 season was one of steady improvement all season long with an eye toward the culminating Stotesbury Regatta. The Varsity 8 started the season needing to replace the previous year’s stern 4, and the entire program stepped up to fill the breach. The crew benefited from strong senior leadership, especially in the first boat where eight different seniors spent time over the course of the season. Highlights of the season included: beating Kent and Thomas Jefferson in the Varsity 8 when they visited Noxontown Pond; a Third 8 win at the New Jersey Championships as well as a well-earned bronze for the Second 8; and the Senior 8 and Junior 8 had their best races of the season at Stotesbury, where they earned third and fourth in their semi-final races. Captain Julia van der Vink ’08 led the charge coming off a summer season where she won U.S. Club National Championships in both the 4 and 8 for her club crew. The program wishes luck to Julia and the other VI Form girls who will be vying for spots on the crews at Boston University, Colby, Harvard, Williams and Yale this coming fall.

**Boys’ Tennis**

*by Assistant Coach Chris Childers*

In 2008 St. Andrew’s boys’ tennis followed up its 2007 state championship season with another successful year. This season they finished third in Delaware with 16 team points, behind Salesianum with 17 and Wilmington Friends with 21. Their only individual state championship was captured by the much-improved first doubles squad of Greg Beard ’08 and Ryan Heaney ’09 with a confident 6-4, 6-4 final victory over a strong Salesianum team—making this the second year in a row in which St. Andrew’s has defeated Sallies in a state final at the first doubles position. The match itself was a tense affair, as St. Andrew’s went up an early break in each set, only to surrender it again immediately and not earn another break until the deciding game. The key moment came at 3-3 in the second set with Greg serving down 0-30. St. Andrew’s was on a three game losing streak, after having gone up 3-0 with a dominating performance to start the set. Greg, however, was able to reach back and find four monster serves to halt the Sallies advance; from there on, the two teams went toe-to-toe, trading holds of serve until St. Andrew’s, up five games to four, was able to win the championship on their fourth break of the match. Ryan and Greg had come a long way from last season, when Greg played exhibition and Ryan lost in the second doubles final to the same Salesianum team he defeated this year, and even from the middle of this one, when they were demolished 6-0, 6-2 by a solid but uninspired Caesar Rodney squad whom they beat in the quarterfinals on their way to the title. Together, Beard and Heaney helped solidify St. Andrew’s status as a major doubles power in Delaware, helping us over the past two years to a combined record at first doubles of 34-1.

At the other positions St. Andrew’s enjoyed a solid and successful year as well. The second doubles team of Will Plautz ’11 and Carter Lovejoy ’11 had an unlucky end to
their undefeated season when Carter was forced to withdraw after the second round of the state tournament due to illness; nevertheless, as freshmen both Will and Carter have three good years and many victories for St. Andrew’s tennis still ahead. In his second year at first singles, Mark Wieland ’09 emerged as one of the top players in the state, losing only to two-time state champion Kevin Papen of Caesar Rodney and this year’s state champion, Troy Beneck of Friends. In the regular season he defeated this year’s finalist, Matt Blake of Salesianum, with a convincing 6-3, 6-3 victory to lead St. Andrew’s to a 3-2 win over the state runner-up. Finally, our two senior captains and last year’s first doubles state champions, Drew Burnett-Herkes ’08 and Ryan Karerat ’08, rose to the challenge of playing singles while providing strong leadership in practice and competition.

At the #2 spot, Drew made the quarters of the state tournament, losing a tough three set match to Sallies, while at #3 Ryan lost in the semifinals in a much closer rematch of his earlier loss to the Sallies #3. Along with Greg Beard, both players improved dramatically over the course of the season in maturity and patience; we wish all three the best as they continue to hone their games in college and beyond.

Girls’ Tennis
by Coach Elizabeth Roach

The girls’ varsity tennis team completed a successful season with a 9-6 record. Led by senior captains Nina Punukollu, Grace Reynolds and Katie Cornish, this was a deeply committed, supportive and hardworking team. Each player contributed in significant ways to the overall success of the team. After losing to Tatnall early in the season, the team defeated the same Tatnall squad, exemplifying how much we improved during the season.

Nina Punukollu completed a remarkable four-year varsity career with her effortless and graceful signature style at 1st singles. Grace Reynolds showed determination, composure and mental toughness in every match at second singles, winning several close matches during the season and two particularly challenging matches in the state tournament. Eliza Hamilton, at third singles, had a remarkably strong season and was a semi-finalist in the state tournament. Nancy Holmes and Paige Newquist were dynamic, exciting and viciously competitive at first doubles, while Katie Cornish and Margot Waldron were unrelenting at second doubles. Finally, Divya Nateson, Emily Calkins, Elizabeth Dalrymple and Kristina Kassis rounded out the team as key substitutes for some matches and as competitive practice partners. With this young and talented group, the future is very bright.

Baseball
by Coach Bob Colburn

St. Andrew’s started the season with two wins over Wilmington Christian and Westtown but quickly ran into trouble in the following weeks. Injuries and sickness were as much an opponent as teams we played, as seven players were forced to miss one or more games. But the players battled adversity well and in a remarkable game upset Archmere which was vying for a spot in the state tournament. St. Andrew’s defeated the Auks 12-10 in eight innings with III Former John Cochran getting his first Cardinal victory in relief. The following week, St. Andrew’s defeated Wilmington Christian for a second time 15-0, scoring all 15 runs in one inning while sending 20 hitters to the plate. Both are new team records.

St. Andrew’s finished the season 6-14, but I believe success can be measured in ways other than wins and losses. These players never quit and remained positive and enthusiastic throughout the year. Zach Schmidt played with an injured arm, preventing him from pitching and forcing him to move to second base. Chris Burton played a solid first base and had several big hits with runners in scoring position. Brendan Crosby was unable to play because of an injury but helped direct drills for the team all season. The junior class had six players who contributed to this team. Josh Speers moved from the infield to the outfield where he mastered a new position rapidly. Sam Patton played six different positions, helping the team wherever he was needed. Sam Jeffries played a solid outfield and Andrew Pfeiffer proved to be an excellent defensive catcher while driving in a number of runs with two outs. Nick Bonney led the team in hitting with a .416 batting average and won four games as a pitcher. Dan Primiani shouldered the burden of pitching and his best game was against Tatnall, losing 3-2.

Charlie Hughes worked his way into the lineup, playing very well at second base, shortstop and third base. He finished the season against Sanford hitting a home run in his next to last at bat. John Cochran contributed as a pitcher, winning two games, and played a very solid center field. Josh Speers and Charlie Hughes received the Most Improved Player awards, and Don Dimick was given the Coaches’ Award for the many ways he contributed to the team despite limited playing time. Zach Schmidt was awarded a St. Andrew’s plate for his four years on the varsity team and for being the 2008 captain. ☺
St. Andrew’s Magazine: When did you start playing football and what position do you play?
Taylor Brown: I started playing in eighth grade. I was originally a lineman, because as an eighth grader I was too big to be a running back. I’ve been varsity slot back, running back, linebacker, defensive end, kicker and punter, along with a little quarterbacking the week before the Cannon Game.

SAM: How was that game for you?
Taylor: The Cannon Game is always a great experience, always a good game. I’ve won two and lost two during my years here. It’s just such a huge adrenaline rush having so many people there. It’s what we work towards all season.

SAM: What’s the hardest thing about playing football?
Taylor: Trying to tackle a running back who is so much quicker than you. And then there’s the pressure that comes with kicking and punting. It’s just such an individual thing that if you mess it up, it’s all on you—no excuses. Playing under Mr. Hyde for three years, I’d say the hardest thing with him was just getting everything right. You don’t make a mistake when Hyde is watching you, and if you do, there’s going to be trouble! I’ve had a ball punt at me before. That’s the game of football, though; it’s not supposed to be easy. That’s what I like about it so much; it is such a challenge; nothing comes automatically.

I’ve enjoyed the feeling of always getting better, and knowing that I was helping the other kids on my team get better. I loved coaching kids on how to make their individual game better. I love the feeling of being on a team.

SAM: How are things going on the college front?
Taylor: I’m thrilled that Brown has recruited me for crew. When I visited Brown for the second time, I found that the people there are so similar to the people here. It was like hanging out with my friends at St. Andrew’s. I saw so much in them that reminded me of my best friends here. That’s reason enough to pursue a college—for the quality of the people who go there.

SAM: In what ways do you think St. Andrew’s has prepared you for college?
Taylor: One area I feel prepared in is dorm life. I understand that the dynamic on dorm is going to be completely different in college, but I am going in with an understanding of how to live with other people on a dorm. The other way I feel that St. Andrew’s has prepared me for college is through teaching. I have learned to ask questions at every opportunity to further my understanding of the material—deliberate and intentional questions designed to help me in the best possible way. My St. Andrew’s teachers have taught me that the questions themselves are just as valuable as the answers. I think this is going to be a valuable skill in the college learning experience.

SAM: Besides sports, what are some of your other hobbies and interests?
Taylor: I really enjoy getting off campus and going to see things. I also really enjoy what my roommate and I call “excellent adventures,” where we just go into the woods or out in a canoe to explore the pond. I really like being outdoors. That relates to my interest in science. I’m in AP environmental science now, and I just love it.

SAM: What will you miss most about St. Andrew’s?
Taylor: You’re gonna make me start crying. I’m afraid this is something everyone would say, but I’ll say it anyway. I’m going to miss the friendships I’ve made here so much. I’ve gotten to know my friends so well through living with them; we’ve become like family. We go to each other with problems; we help each other. I don’t think that’s something I could have gotten at a day school, where you don’t really see your friends past a certain time of day. St. Andrew’s has such a strong sense of community, and I just know I’m going to miss that at college, where it’s sort of every man for himself. That’s going to be a rough transition, from such a tight-knit community to a more independent atmosphere. At St. Andrew’s, my teachers are really trying to do the best for me and help me. I don’t know if I’m going to find that at college. I certainly hope I will.
Joo Yeon Koo ’08

St. Andrew’s Magazine: What aspect of the transition to college are you most excited or nervous about?

Joo Yeon Koo: As much as I’m going to miss the intimate community feeling at St. Andrew’s, I’m so excited to meet lots of new people in college. I think being in a big student population will give me opportunities to seriously pursue what I want to do. I really want to focus on playing the trombone in college, and I’m looking forward to meeting other people who share my interests.

SAM: What will you miss most about St. Andrew’s?

Joo Yeon: I’m going to miss the relationships I have with the faculty members here. In college, you need to wait in line and knock on doors to speak to professors. Just the other day, I really needed help in chemistry, so I stayed after class to ask Mr. Kemer a question. He and I ended up staying in the classroom discussing chemistry for an hour or so. He just kept explaining it to me until I finally got it. As I was walking out I thought, “Where else? Where else would a teacher be willing to be so generous with their time?”

SAM: How do you think you’ve changed over the course of your time at St. Andrew’s?

Joo Yeon: Since I came here, I think I’ve become really open-minded about people and about trying new things. When I came here, I tried so many things that I’d never done before, like sports and singing in the musical and all that. I’ve been given so many opportunities here, whereas at my old school—a public school—if you wanted to be a part of any kind of production or team, you had to be exceptional. There were try-outs for everything and tons of people got cut. There were things I wanted to do, but I just didn’t make the cut. Probably about a quarter of the student body didn’t do extracurricular activities. And students who did had to choose one thing. Football players played off-season football during the winter and spring instead of playing three sports.

SAM: You recently attended the SDLC conference in Boston. Can you describe a particular aspect of that experience that was enlightening or moving for you?

Joo Yeon: At one point, the conference split up into affinity groups based on gender and race. Mine was the Asian-American Women affinity group. That was such an amazing experience because I got to talk to 20-year-olds, 30-year-olds, 60-year-olds and people my own age, all of whom were going through the same experiences I was as an Asian woman. It was nice to hear their reflections on how being Asian affects you at different stages of your life, in school and in the workplace. I also got a lot of contacts through that group. I met people who invited me to contact them if I needed help or had questions about anything, and that was really comforting. This was actually the first time that I had a serious conversation about being Asian with Asian-American adults. My parents are first generation Koreans, so we don’t discuss what it means to belong to two distinct cultures.

SAM: How did you become involved in St. Andrew’s adaptive aquatics program?

Joo Yeon: I’ve been doing adaptive since junior year. I decided to get involved in it because working with people with disabilities has always been my passion. During freshman and sophomore years, at my old school, I was really involved in a club at school called “Wolfpack.”” Wolfpack’s mission was to connect the students of the special education program with the mainstream student body. When I came to St. Andrew’s, I knew I wanted to still be involved in a community service program that involved people with disabilities.

SAM: What’s the most rewarding aspect?

Joo Yeon: The most rewarding aspect of adaptive aquatics is Jeffrey. Jeffrey is a six year-old boy that Rachel (my partner for adaptive) and I teach together. He is the cutest, sweetest boy! When we first started working with him in the beginning of the year, he cried and wouldn’t let go of his teacher, who was helping us at the time. Yesterday, he could hold on to the barbell all by himself! It is so amazing to watch his improvement.
When Hilary Hammell ’00 called St. Andrew’s Assistant Director of Admissions Morgan Scoville ’00 to ask about admitting her Honduran student, Kervin Zamora, two months had been enough to convince her that Kervin and St. Andrew’s were positively made for each other. “I loved St. Andrew’s because I loved being challenged to think in new ways,” Hilary explained in a letter of recommendation for Kervin’s application. “I loved the fact that I, a smart-mouthed, skinny, attention-starved teenager, could walk into a room and sit at a round table and be taken seriously. In fact, I think St. Andrew’s eventually formed me into a person who really did deserve to be taken seriously. Kervin Zamora, having just turned 15, already deserves to be taken seriously.”

Hilary’s moment of realization had occurred during a class discussion on current events. Asked how President Mel Zelaya might help the poor, one student offered, “Give them money.” Kervin replied immediately and urgently, jumping up from his chair: “No! No! Not money! Give them... opportunity!” Skeptical that perhaps this vociferous student was simply parroting a soundbite, Hilary pressed him farther, and discovered that he knew exactly what he meant. “It is not enough to give money,” he explained, “you have to give education, and you have to have jobs, and you have to build roads so that people can get to the jobs, and you have to have rehabilitation for people who are addicted to the drugs and alcohol....” Hilary recalls the flash of realization that followed this moment: “It was so clear to me that he had an innate grasp of complex causality that would be criminal to waste in a poor education system; that a 15-year-old who already saw how interconnected the world was deserved nothing less than a rigorous liberal arts education, and I was not going to let him graduate from ninth grade at San Jeronimo without my having done everything in my power to get him set up for the best high school education possible. Which, in my mind, meant St. Andrew’s.”

The story of how Kervin came to be a St. Andrew’s student is interwoven with the story of several alumni and their participation in a grassroots organization called BECA (Bilingual Education for Central America). Created in 2001, BECA aimed to offer opportunity to the children and families of the small Honduran town of Cofradia. By 2004, BECA found an appropriate venue in the San Jeronimo Bilingual School, where today over 185 students, Pre-K through ninth grade, receive bilingual education from a multicultural teaching staff.

In keeping with the organization’s grassroots origins, the BECA community has been shaped in large part by personal connections between caring and interested individuals. Both Sallie Graves ’00 and Anna Hickman ’02 found out about BECA from former St. Andrew’s faculty member and BECA board member Mel Bride. “She was my Spanish teacher and field hockey and lacrosse coach while I was at St. Andrew’s,” Anna recalls. “When I graduated from Davidson in 2006, Mel told
me about the work BECA was doing in Honduras and I was immediately interested... teaching at San Jeronimo Bilingual School in Honduras seemed like a perfect fit.”

Laurence Birdsey ’00 also heard about BECA via the St. Andrew’s grapevine: “My initiation into the BECA volunteer corps came at the urging of fellow St. Andrean Hilary Hammell,” Laurence writes. “She knew I felt burnt out after nearly three years of working for a hedge fund in Manhattan, so when a position at San Jeronimo opened up, she doggedly suggested I quit my job and devote some of my time and savings to non-profit work. No matter that I had neither a teaching background nor experience with little kids. Never mind that my Spanish was rusty and my understanding of third-world living non-existent. But Hilary’s persistence paid off and a few weeks later I was thrown into two classes of unruly 4- and 5-year-olds with a mandate to not only contain them, but to simultaneously foist the English language upon them.”

While living and teaching in Cofradia meant something different to each of these alumni, all were powerfully affected, and even changed, by the experience. “It was an incredible learning experience for me,” says Anna, “and I continue to do a lot of work with BECA and with the school.”

For Laurence, “The five months of time I shared with those children represents some of the most daunting work I have undertaken, yet I relished the challenge.” Sallie described her BECA experience in the Fall 2006 issue of St. Andrew’s Magazine, and her piece tracks her own learning in and out of the classroom as she relied on intuition and improvisation to negotiate new and foreign challenges.

As these St. Andrew’s alums discovered, the beauty of BECA is its creation of a mutually beneficial experiential exchange. Honduran children, whose educational options are rendered dismally narrow by a dysfunctional school system, receive quality education from an international group of volunteer teachers who, in turn, receive a rich and fulfilling immersion experience, in addition to the wisdom that the trials and errors of teaching invariably affords. Teachers teach students; students teach teachers; visitors teach locals and local culture teaches visitors. Everybody learns—about other people and about themselves.

So when Hilary presented a plan to help realize the hopes of one of her students, fellow BECA-St. Andrew’s alums were quick to rally behind her. Teaching San Jeronimo students had helped them find themselves, and now they had the chance to give one of these students an even more life-changing experience. Kervin had shared his community with them; now they would share their own, the St. Andrew’s community that had contributed so meaningfully to their own development. Laurence and Hilary headed the mission, while the others offered support and assistance, involving their friends and families in the undertaking.

For Sallie, one anecdote stood out as paradigmatic of Kervin’s personality and spirit. The scene was an afternoon soccer game between Hondurans and “gringo” teachers in a dusty lot behind San Jeronimo School:

“Despite an enthusiastic gringo effort, the Hondurans showed far superior talent and athleticism that Friday afternoon. When the whistle sounded at the end of the match, most of the eighth grade students (and some Honduran staff members) cheered at their victory and jeered at the gringo teachers. What happened next was one of the most powerful moments of that semester for me. It is a sort of snapshot—a moment that, for me, is somehow frozen in time, and that absolutely exemplifies the strength of Kervin’s character. Just seconds after the victory whoops begun, Kervin left his teammates and approached his opponents, offering a ‘good game,’ a smile and a handshake to each of us. Though this would not have occurred to his classmates, they all followed suit within minutes—a testimony to their perception of and respect for Kervin.”

Although she never had the pleasure of teaching him, Anna Hickman remembers first meeting Kervin: “During lunch one day, Kervin approached me and politely introduced himself to me, stating that he thought he should do so, since he did not yet know who I was. From that moment on, Kervin impressed me. Whether it was the stories about his intellectual discussions or the kind interactions I witnessed him have with other students, I could see his strong character...
and good heart. Kervin is one of those students you don’t easily forget.”

St. Andrew’s Director of Admissions Louisa Zendt was ready to put her faith in Kervin based on the commendations of this team of alumni alone, and his personality, expressed in his application, further clarified his outstanding merit. In a careful but confident hand along a narrowly lined sheet of paper, the applicant had penned his condensed life story: “I am from Santa Barbara, Honduras, but when I was nine years old, I moved to Cofradia. The reason I moved there with my family was that Hurricane Mitch destroyed everything we had, so we had to move. Here is where my story begins.” As a supplement to his “story,” Kervin sent a video of himself to St. Andrew’s. Watching this wise and eager-eyed boy, playing soccer with friends, engaging teachers in discussion, touring the viewer through the dusty streets and dilapidated houses of his village, Louisa saw a future St. Andrew’s student.

From the moment Hilary set the option of a St. Andrew’s scholarship on the table, Kervin attached his tenacious hopes to the idea, determined to translate it into a reality. “I knew immediately that I wanted to try for it,” he recalls. “As I heard her speak, I just thought, ‘Wow, that’s me.’ So I raised my hand.... Some other students said it would be too scary to go to another country and be away from their families. But I said, ‘Scary? That’s not a word for me.’”

The image of that raised hand—its reflexive and bold reach—perfectly captures the spirit of its owner. And it creates some questions too: How could a young man—a child, really—make a life-changing decision so fast, with none of the pro-and-con-weighing, family-and-friend-consulting and other methods of prolonged vacillation that most of us require in such cases? Why doesn’t the word “scary” factor into Kervin’s decision-making apparatus?

He has clear answers to these questions—he has encountered them before—which he now articulates in English much improved since his arrival on campus: “If I want to be somebody in this life, I have to work for it. And no matter where it is, or how it is, I have to do it. I don’t have a choice; I have to do it, and I love to do it too.” It is this willful conflation of “I have to” with “I love to” that has allowed Kervin to stay focused even when the going has gotten rough. “After I decided to try for the scholarship, I was working from six in the morning until six in the evening every day;” he reports with a smile. “I had three more hours of work than the other students, because I had to improve my English. It was tiring, but I knew that I had to do it. So I just kept trying hard, and now I’m here!”

A moment from this spring—already a legend in campus lore—helps to encapsulate Kervin’s approach to “scary” things. In a dining hall packed with classmates, teachers and senior relatives (St. Andrew’s was celebrating Grandparents’ Day), Kervin, clutching a bunch of flowers, stood up and walked to the center of the room. Once there, he broke the curious silence, inviting a III Form girl to join him. She approached; Kervin knelt before her and asked her to go to the prom with him; and the whole room exploded into cheering applause. Such chivalry is hardly the norm on campus, especially among underformers. It was not that Kervin wasn’t scared, but being scared seemed irrelevant to the task at hand. “I was shaking in that moment,” he confesses, “but I didn’t really care. I thought, ‘She deserves it,’ so that’s what I did.” On prom night, Kervin brought his date to Mr. Miller’s apartment and cooked Honduran food for her.

In 2005 Kervin’s mother, Olga, went to live with her family in San Pedro Sula, while Kervin and his sister, Greysi, remained in Cofradia to continue attending San Jeronimo, moving between the houses of friends and paid host families. Even in this unsettled environment, Kervin managed to remain determinedly optimistic and focused, juggling schoolwork with the daily tasks of feeding himself, washing his uniform and tending his sister. “It is difficult to live alone without family and it makes me sad,” he wrote in his personal statement, “but this experience of living alone has helped me to be strong and capable with my own problems and responsibilities.... I am hopeful that at St. Andrew’s I could be surrounded with new friends and it could be like my new
family.” At the end of his III Form year, Kervin’s hope has been realized, and he now feels fully immersed and engaged in the community he worked so hard to join: “One of the reasons I hate going on break is that I have to go away from here. I feel this is home and I don’t want to leave.”

Perhaps Kervin’s most striking feature is the clarity and frankness with which he refers to his future, even when the present is difficult and uncertain. His ambition is indelibly carved into his conception of himself. His personal statement to St. Andrew’s was signed, “Sincerely, Kervin (a boy with dreams!).” In an interview, he described himself as someone who likes to “dream big.” Where many in his age group shy away from professions of hope that might make them vulnerable to disappointment, Kervin owns his ambition openly and fearlessly.

This characteristic derives in part from circumstance; long-term thinking has been an imperative for Kervin. Largely self-reliant since childhood, he has had to create a map for himself, and doing so has afforded him a perspective—on himself and on his place in the world—that is extremely rare among his contemporaries. “I think of myself as a light for my family,” he says, “because we don’t have that much opportunity in my country. Education is not that great. The government doesn’t really care about improving the way people live. And even if they want to, there’s no way to do it. I want to be a different kind. I want to try to do something different to help people.”

Kervin hasn’t always been in the habit of “dreaming big.” It was his enrollment in San Jeronimo Bilingual School, and his interface with BECA, that changed life as he knew it irrevocably. “When I was in second grade, I thought that I would probably be a policeman or something—everybody thinks that. But when I went to [San Jeronimo], I could see I was born to achieve goals in this life.” In a nurturing environment, with teachers who believed in his potential, Kervin began to define and articulate these goals. “I want to help my mom. I want to help my country, my family and myself.” This year, in Mr. Speers’ English class, Kervin read Fitzgerald’s great novel and immediately identified with its protagonist. “I always believed that I could do more [for my country] than what other people have done, but before, when that thought came to my mind, I was like Gatsby. He was described as nobody from nowhere. I was like him. I didn’t have the chances or opportunities to think in that way, but going to bilingual school opened my mind.”

Kervin’s III Form year has further opened his mind and broadened his already expansive horizons. “Being here at St. Andrew’s makes me think I could do something bigger than what I was planning to do,” he says, a characteristic smile in his eyes. “I want to graduate from college here and try somehow to get to the UN and to work there to help not just Honduras, but other countries too. After a couple years of working there, I would go back to my country to do what I have been planning to do there. Maybe I could run for president in Honduras—you never know—and work against the corruption in the government. I can help the people there, not just by being president, but just by being a good person.”

Just as BECA offered an intercultural exchange that enriched all participants, Kervin’s presence at St. Andrew’s has touched many lives and broadened many horizons. With his characteristically shining countenance—there is a brightly inquisitive and faintly challenging smile in his eyes that arrests interlocutors—his willingness to work and his gung-ho energy, Kervin has brought his special brand of vitality, humor and wisdom to the St. Andrew’s community.

“I have achieved what I wanted to achieve for my freshman year,” he says, “which was to convince [the School] to expand my scholarship from one year to all four years. Now that my English has improved, I want to raise my grades. But my main goal… I just want to become better: To become a better person and to learn how to treat people.”

As for more specific goals, Kervin hopes to create a club next year. He has already settled on a name: “It would be called, ‘The Honduran Appreciation Society,’ and it would teach people about where I am from.” Kervin’s desire to teach his classmates about Honduran culture stems in part from an urge to be more fully known himself: “I don’t want people to just think of me as ‘that Honduran kid’; I want them to have words to describe me.” The teaching he has in mind doesn’t involve a blackboard. Rather, he envisions group activities in which he can share his pastimes from one home with his new neighbors in another. “One of my ideas is to cook Honduran food for them, and to teach them how to do it themselves. I want to talk to them about the politics of my country, and play them our most popular music.”

Although he hasn’t had time to pursue his drum-playing at St. Andrew’s, music is very important to Kervin. “In Honduras, we all have to learn how to play a musical instrument in order to participate in Independence Day [September 15], when every single high school, college, school and kindergarten—everybody in Honduras—goes to the street to play music the entire day. All the streets are so crowded you can’t even walk, and there are fireworks. It’s a Honduran party, a family party for the entire country. It’s pretty amazing.”

Would his Honduran Appreciation Society campaign for an Independence Day party at St. Andrew’s? He doubts the administration would jump at the prospect of a 12-hour music festival on a school day. “Maybe an announcement at School meeting,” he suggests, with characteristic diplomacy. When it comes to dreaming big, this kid knows how to pick his battles.

Learn more about BECA at www.becaschools.org. ✔

“As I heard [Hilary] speak, I just thought, ‘Wow, that’s me.’ So I raised my hand.... Some other students said it would be too scary to go to another country and be away from their families. But I said, ‘Scary? That’s not a word for me.’”
Challenges Beget Rewards

Tony Alleyne ’01 returns to St. Andrew’s to finish what he began.

What have you learned from your first year of teaching at St. Andrew’s?
This past year at St. Andrew’s I’ve learned just how much I love teaching and working with young adults. During college I never imagined that I’d be in the education field for longer than two years, but now I can’t imagine myself doing anything else. In particular, coming back here, I realized how much I love this School and how thankful I am for the opportunities it provided for me, for the many others that came before and for those who will come after me. It is quite a unique atmosphere that I feel can’t be replicated elsewhere.

What has your first year of fatherhood taught you?
Fatherhood is amazing. Being a father has taught me the value of being patient, and it enhances my ability to focus on the little things. It has also taught me what true selfless love is. I’ll do anything for my daughter and my family. Even though she cannot speak yet, I feel as if I hold full conversations with her just by looking into her eyes and with her smiles and laughs. St. Andrew’s is a great community to raise a family in as well, with all the supportive faculty families, staff and students, it is as if Laila-Toren has hundreds of big brothers and sisters to look after her.

What has been most challenging about your year? What has been most rewarding?
The most challenging part of my year—paradoxically—has also been the most rewarding. Being a faculty member within the St. Andrew’s community involves wearing many different hats, and initially, switching between these roles was a challenge. From teaching history, to coaching football and basketball, to being a corridor parent, to weekend duty, to working in Admissions, to being an advisor, to helping with diversity initiatives… that’s a lot of different caps. And that was all in addition to spending time with my family. If one isn’t organized, it can get quite overwhelming! It took about a month for me to get into the groove of things and to really start flowing between all my different roles.

Occupying different roles has also been the most rewarding thing, because as a member of this community I’m seen in so many different lights. It’s incredible that the students get to know me on so many different levels. I go from teaching students history to coaching them on the field or court, and they see two totally different sides of my personality. And from there I can sit and have conversations with students in the dining room, affording a totally new perspective… it’s incredible. Also, being in Admissions and meeting prospective students and families is a great feeling. And being a part of our diversity initiative is amazing, because that was one of the things I cared most about as a student here from 1997 to 2001, and during my college career [at Wesleyan College].

What were you doing before you came to work at St. Andrew’s?
Before coming back to St. Andrew’s, I was a member of a program called Teach for America and I taught in an urban middle school in Charlotte, N.C. Teach for America is a program that centers on the urgency to build a movement toward eliminating educational inequity throughout the United States in urban
and rural public schools. In our country, income determines where you live, and where you live determines what kind of school you go to, so many of our youths are at an educational disadvantage simply because of their socioeconomic status. The problem is way too big to attempt to simplify within a couple of sentences, but I was extremely drawn to the purpose of this program. I grew up in the inner city, Flatbush and Crown Heights in Brooklyn, and attended public school until I was blessed with the opportunity to be a member of Prep 9 and eventually a high school student here at St. Andrew’s. The sad reality was that I was lucky to be taken out of that educational environment. A lot of people around me who stayed in the area did not complete high school or go to college, and got involved in unproductive activities. And this is not a cycle limited to my old neighborhood; it’s a national epidemic that’s affecting our youth—and sadly it tends to be youth that look like me—of Afro-Caribbean-Hispanic descent.

During my senior year in college, I was initially set on going to law school, but after taking a thesis seminar for sociology and African American history (my majors), I knew that somehow plugging myself into this issue was necessary before committing to the world of law school. Without a doubt, doing Teach for America and teaching down south was the best professional decision I’ve made in my young life.

How does teaching at St. Andrew’s compare to your previous teaching experience?

In Charlotte, I was at one of the city’s toughest middle schools in an underprivileged neighborhood. I taught math and science and my average class size was well above 30 students. The vast majority of the school and my students were African American and Hispanic and belonged to the lower economic class. Classroom management in that teaching situation was critical, and keeping the students’ focus was always the top priority. Delinquency, fights and other behavioral issues were always present, and at times it felt that you were alone as a teacher fighting an uphill battle. I managed to do fairly well in that environment, and despite the obstacles I kept high expectations for all my students—academically and in terms of character—and I developed many good relationships with my students and their families. After months of pushing, my kids overall did well in comparison to their peers in the same situation, and reached many of the goals I established for them.

St. Andrew’s is a utopia of teaching. Class sizes are super small and the students are all engaged and ready to learn. I can pose one question at the start of my history class and my students are able to take it and run with it, navigating themselves through all the main points that I want them to understand. Also, in a boarding environment, the outside pressures that my students had to deal
with in Charlotte are not present at all. Both my teaching experiences offer unique benefits and hardships and I love and learn from them both.

**What made you decide to come back to work at your high school?**

Initially, I was planning on going to law school. I took the LSAT, started working on my essays, had a list of schools I wanted to look at and everything. Then as I thought about it more and more, I realized that in my heart I really loved the field of education. Despite my love for teaching in Charlotte, the environment was kind of depressing. I worked so hard with my sixth graders, and I saw great results, but as they went on to seventh grade it was as if all my hard work was for nothing. The same students that I pushed were now acting up, getting in trouble and slacking off in school again. At that age, I feel that they need a lot of support to really push them to achieve, and without it they just regressed back into their comfort zone of minimal achievement. If I had them, they’d continue to achieve and reach my expectations, but the reality was that in that environment I would only be able to reach them for one year; and after that it was upon their shoulders to do the rest. I couldn’t do that to myself year in and year out (watching my kids do well with me and then mess up in seventh grade); I needed a change. I always wanted to come back to St. Andrew’s to continue where I left off at the point of my graduation in 2001, and I felt that now was the time.

**Describe your experience as a student at St. Andrew’s.**

My experience at St. Andrew’s started off quite rough. I came from Prep 9 in New York City, and was aware of how different boarding school was going to be. Before St. Andrew’s, in my entire academic career I had only one white student ever in my middle school… among 800 kids! Prep talked to us about culture shock, but I still wasn’t ready to be hit with it as hard as I was when I got to St. Andrew’s. My freshman year I kind of floated through, trying to get a sense of the School. But by my sophomore year I completely hated it here. The culture shock was just so overwhelming and it made me angry, reclusive and unhappy. I actually ended up applying to two other boarding schools, and got accepted to one. So during the summer after my sophomore year I had a tough decision to make… stay at St. Andrew’s or go to another boarding school.

I spoke with some of my teachers and coaches here, and they asked me why I didn’t like it. I quickly spit out a whole bunch of reasons: it stinks, it’s too small, no one understands me, etc. Then I was asked, “What can you do to fix it? How can you bring about a solution to the problems?” At that point I realized that by just voicing all of my frustrations I wasn’t doing anything to bring about a solution; I was just making a whole bunch of noise and doing nothing about it. I then decided that I needed to step up and become a part of the solution to all the issues I felt I had with the School, issues that many other students that came from similar situations as myself felt but did not necessarily voice. So from my junior year until graduation, I became more active in the community, opened myself up to new things and tried to help other students of color adjust to the world of St. Andrew’s. By the time I graduated, I completely loved this place for giving me the opportunity to grow and mature, and for the bonds I made because of it. I loved it so much I had my little sister come here after me (Shayna ’05).

My coming back here to work is kind of a continuation of where I left off because I know that coming to a place like St. Andrew’s can be hard for students, especially students of color. As a Black-Hispanic male, I feel that I can help younger students with their adjustments and use my personal experiences to really connect with them.

**Which team or class experience at St. Andrew’s was particularly important to you?**

As soon as I came here and stepped on the football field, I knew I had found a new love. Coach Mike Hyde was awesome and taught me a lot about the game. A highlight of my football career here was definitely becoming the first 1,000-yard rusher in School history. Another highlight was making the winning catch in a game versus Tatnall to bring back the cannon to St. Andrew’s. I will cherish the experiences I had on the football field and with my teammates forever!

In terms of classes, I fell in love with history and the way St. Andrew’s went about creating young historians. I went on to double major in African American history and sociology in college, largely due to the exposure I got here. I had some amazing teachers: Mrs. Mein and Mr. Stegeman in history, Mr. Speers and Mrs. Caldwell in English, Mr. DeSalvo and Mr. Higgins in math, Dr. McLean and Mr. Wallace in science, Ms. Ramirez and Mr. Duffy in Spanish, and many more.

“At that point I realized that by just voicing all of my frustrations I wasn’t doing anything to bring about a solution; I was just making a whole bunch of noise and doing nothing about it.”
On the evening of Saturday, March 7, 2008, 27 St. Andreans embarked on a week-long service trip to a city still convalescing from the costliest natural disaster in U.S. history. The group included 24 students chaperoned by Chaplains David DeSalvo and Joy Walton, as well as coach Heidi Rowe. Some of the travelers brought with them preconceptions about the city’s current state. “I had always heard there was great progress going on in New Orleans, and I guess that led me to believe that the work was almost done,” says Elizabeth Rajasingh ’10. “I thought life was on its way back to normal in New Orleans.” For Jeong-Hun Lee ’10, expectations created some ambivalence about the journey’s purpose: “I questioned myself while I was on the plane to New Orleans, ‘Why am I going on this trip? Katrina happened a long time ago; shouldn’t the place be looking pretty good by now?’ Well, the answer turned out to be, ‘No.’”

Upon arrival in New Orleans, the crew headed to St. Paul’s Home Coming Center in the Lakeview District. Views from the van shattered expectations of a return to normalcy: “As we drove through the city on our way to the community center, I saw many houses still boarded up, abandoned and destroyed,” Elizabeth recalls. “I hadn’t realized that so many people had left and never came back.”
After unpacking and receiving a brief orientation from their new friend Pam Legge, St. Paul’s house manager, the group set out to the French Quarter, New Orleans’s oldest district. Dinner was followed by beignets (French donuts) and café au lait at the Quarter’s famed Café Du Monde. This journey afforded new scenes of destruction. “On our way to the French Quarter we passed a ‘tent city’ where literally hundreds of pop-up tents clustered under a bridge,” says Grace Leathrum ’08. “It was unnerving to see the masses of people who, because of their financial status, were denied the help they deserved.”

Throughout the week, fun and fulfillment were juxtaposed with this palpable sense of pain, destitution and loss, unpacified by the passage of time. But amidst a city of suffering, students were struck by the hope and kindness of the people they encountered. Elizabeth recounts a memory of her first hour in New Orleans: “Catherine [Geewax ’10], Victoria [Conlin ’10] and I were scoping out our home for the next week, and decided we were hungry, so we asked around and heard that there was a good deli down the road. We started down the sidewalk, discussing all the excitement we felt about being down there and being able to help out. We arrived at the deli, quickly downed our burgers and fries and began talking about a restaurant called Willie May’s Scotch House, which Catherine had heard was the best fried chicken in the country. The chef working at the deli overheard our conversation and eagerly offered to look it up for us and find the phone number. We looked at each other in shock; this man had never seen us before and was treating us like friends. Not only did he go on to find the phone number, but he proceeded to call the restaurant, get their address and then was kind enough to forewarn us of the dangers of the part of the city it was in. This man gave us the best first impression of the city anyone could have given. We knew right away that southern hospitality was real.”

Lyndsay Wallace ’10 was equally moved by the warm reception of New Orleans’s residents: “I wasn’t expecting to be greeted with such generosity and graciousness as we were granted. The people were fun to talk to, and were glad to see people from so far away helping out.”

After a leisurely Sunday of watching jazz and blues street performances, the students assembled outside the Center early Monday morning to receive their first assignment. Armed with weed-eaters, massive clippers, rakes, shovels and industrial-sized garbage bags, they headed out to Gentilly, a neighborhood badly damaged by floodwaters that breached the London Avenue Canal levees in two places. Entering neighborhoods of abandoned houses, they witnessed a living city’s metamorphosis into a ghost town, haunted by phantom floods and overgrown with weeds. There were sewers to be cleared, bushes and trees to be hacked from house lots and bricks and brush to be stacked before the workday was over.

Over the course of the week, through rain and (sometimes relentless) shine, students invested time, energy and kindness in a variety of projects. They spent a rainy morning raking muck on Harrison Avenue. They worked along both sides of the 17th Street Canal levee, the site of one of the major flood-causing breaches of 2005, chopping brush around abandoned houses, clearing lots, piling debris, whacking weeds and clearing drains clogged with sewage-soaked leaves. These doses of dirty work (most notably the drain clearing, which required the stoic endurance of an unpleasant stench) were vivid reminders of the storm’s devastating impact on homes, streets and neighborhoods. The strenuousness of such labor, aggravated by a powerful

—Elizabeth Rajasingh ’10
sun, was draining, but the workers stayed strong and, more notably, cheerful throughout each venture.

Regardless of the project at hand, students’ enjoyment and incentive were fueled by their sense of accomplishment. For Lyndsay, one moment in particular exemplifies the gratification of the group’s work: “I remember one particular day, the last day of working, when we had to shovel partially decomposed leaves, dirt, mud and trash out of the gutter. Many aches, pains and shovels later; Catherine, Nancy [Holmes ’10] and I had accomplished a major feat: we made water flow to the storm drain! Although it seemed like just a drain being cleared, it was much greater than that. We were cheering the water on as it trickled down the storm drain for the first time in probably six months. It was such an experience!”

A different day and a different activity stand out in Lizzie’s mind: “On the second to last day, we went to a playground and sports field that hadn’t been used since the hurricane. The playground was washed out and gray, the baseball field desolate and destroyed. Everyone started filling wheelbarrows with clay and shuttling them to be dumped on the diamond. We slowly and patiently pulled every piece of grass from the field and spread tons of clay across it. Afterwards, the woman in charge asked for a group of people to begin painting the playground and about 10 of us readily volunteered. We chose, mixed and sloshed paint everywhere until we decided on who had what paint and where it was going. We began painting the slides, swings and monkey bars, and it was a long time before we took a step back and looked up in awe. The playground that earlier had been gray and abandoned now looked colorful and inviting! That day made me feel like I was making a contribution to the community that wouldn’t be forgotten. I knew people would go to the playground after school, and children and their fathers would play catch there on a Saturday afternoon. This wouldn’t be possible without the work we did.”

Perhaps nowhere is the need for community, for a network of support, more urgent than in this city, whose wreckage transformed a confident culture into one of the largest Diasporas in the nation’s history. While it will take years to restore these areas to any semblance of the vibrant, welcoming communities they once were, each modest restoration is a triumph, bolstering the hope, pride and connectivity that are essential building blocks of any community.

Like many of her fellow volunteers, Emma Van Wagenberg ’09 marveled at the atmosphere of
hope and fellowship that had grown up in the wake of catastrophe. “The people of New Orleans were positive people who wanted to rebuild the town that they were so committed to... Their spirit and devotion were remarkable and in many ways transferred over to our group.”

Emily Delaplane ’10 was struck by the words of the Rev. Will Hood, “We are people damaged, but not broken.” In a city founded on shifting marshland and weakened by nature’s whim, people have learned to rely on each other; and community has become the terra firma upon which new lives can be formed.

Students were equally inspired by the commitments of fellow volunteers. “I met a guy named Charlie,” recalls Jeong-Hun, “who was only able to use one hand. Despite this handicap, I saw him trying his best to rebuild the baseball field. As I worked alongside him, I got to know him better; heard his philanthropic worldview, and learned that this was his second service trip to New Orleans. Personally, I thought that it was beautiful to see how even a person with such a handicap could be committed to helping others in worse circumstances than his own.”

New Orleanians are trickling back, albeit slowly, to what is left of their interrupted lives. And thanks to the efforts of volunteers from all over the country, they have outfields, jungle gyms, Wednesday night street fairs and other markers of togetherness to come home to. For all the assistance they have provided, the visiting volunteers have in turn received valuable gifts: They have earned a memorable experience of hard work and fulfillment. And they have enjoyed the privilege of participation in the very community they helped to rebuild. St. Andreans attended the street fair in the lot they had weeded and cleaned. They shared prayers and Po’ Boys at St. Paul’s, heard the hurricane stories of homeless people in the Garden District.

Service! In New Orleans

In a city founded on shifting marshland and weakened by nature’s whim, people have learned to rely on each other, and community has become the terra firma upon which new lives can be formed.

And the rain came down, and the floods came, and the winds blew and beat on that house. And it did not fall, for it was founded on a rock.

—Matthew 7:25

It is a privilege to not have to understand the extent to which New Orleans suffers.

In giving up the conventional ‘senior spring break’ that can be enjoyed in tropical paradise with friends and family, I wanted the unconventional journey that would allow me to step out of my one-dimensional reality and experience the authentic reality of fellow Americans living in a city of despair. I wanted more than what CNN or Fox News could offer me. Along with 23 other students and faculty, I essentially gave up my privilege for a week and set out to confront ‘Katrina’ face to face. Unbeknownst to me, this bubbled reality that I had lived in was much further from the reality of New Orleanians than I could have imagined. Going to New Orleans was therefore a severe culture shock.

Traditionally known as a city of celebration and the birthplace of jazz, New Orleans serves as an intersection between culture, geography, music, food and language. The rich historical past has birthed a diverse and expressive culture nourished with citizens of French, Spanish, African, Italian and Hispanic descent. All aspects of the city’s life reflect this diversity. Before arriving there, I wondered to what extent Katrina had affected these vital and rare aspects.

I understood that Katrina would dampen this once lively city, but I did not realize that it was possible for such devastation to occur in America, giving rise to an entirely different culture. I had to constantly remind myself that I was in a major city in the world’s richest country and not in a
third-world country. Two-and-a-half years later, it was obvious that the storm’s toll on the community was still substantial.

One of the most devastating moments of the trip was when we traveled to Saint Bernard’s Parish, one of the worst hit districts in New Orleans. Located near one of the levees that breached, this area had been submerged in nearly ten to twelve feet of water during the storm. We set out from our daily work-site to this parish, not knowing what we’d find. Traveling further along the busy Harrison Avenue, the neighborhoods became more and more desolate. Silence and isolation consumed us: we were the only people, it seemed, to inhabit this section of the mostly-ruined parish. As I stared out the window at the passing streets, I was overcome by an indescribable feeling. It was as though we had entered a ghost town. The entire neighborhood had been wiped out, and homes and apartments in every direction were sheared in half. Most buildings and homes were surrounded by an eerie waterline from the floodwaters, a present testament to the horrors of Katrina. Weeds grew uncontrollably, homes were abandoned and empty, and the streets looked as though they had not been in traveling condition for years. I had changed my mind—instead of resembling a ghost town, the city was so badly damaged that it made more sense to liken it to Kabul, Afghanistan or Baghdad, Iraq, cities destroyed by war. It was like a “ground zero.”

The Harrison Housing Projects that once homed the neighborhood’s lower class looked as if bombs and missiles had ravaged through them. As if evacuated to avoid further violence, no people occupied these projects. Seeing this, one cannot help but wonder where all the displaced residents now reside. While I began thinking about them, I was reminded of innocent civilians attacked during war.

Imagine this: Here we are as a nation fighting in two wars and spending billions of dollars a day to rebuild those countries in which we are fighting. And yet a large part of a major cultural and economic center in our own country suffers as if recently attacked. It was apparent at the time that the hurricane came through the city with effects similar to war, yet almost three years later debris is still strewn through damaged neighborhoods. Are we blind to these domestic atrocities? After witnessing this devastation, I wondered where New Orleans’ strength to hope comes from when their city has been demolished and completely inundated with despair while our country is focused on war: Who restores that desire to rebuild and move on from the psychological trauma of Katrina? What is the motivation to even return when the dangers of a stronger hurricane threaten the low-lying, unsteady city?

Hearing the survival stories and accounts from the storm brings me back to the biblical saying, “Faith without works is dead.” For this city to progress and rebuild, the residents must have a strong and tangible faith. One man’s story in particular spoke to the magnitude of this faith. Roderick Dean, a young man from New Orleans, was arrested for suspected possession of prescription medicine. He was sent to the Orleans Parish Prison holding cell to await his trial just a few days before the storm hit. As Katrina came, the prison guards abandoned the cellmates in waters rising at fast speeds. Finally, after the waters had risen nearly eight feet, Roderick climbed to the top of his bunked bed gasping for what seemed to be his last breaths. Several hours later, after seeing his life flash before him, Roderick was rescued and sent to another prison in upstate Louisiana. Although he was truly innocent—he had the proper documents sent by his lawyer that indicated a doctor had actually prescribed the medications—Roderick spent nearly four months locked away in this prison where he experienced slave-like living conditions. After he was released, Roderick became involved in criminal justice and plans on running in the next election for mayor. For someone who has no reason at all to be anything but bitter towards the New Orleans government, he has showed tremendous faith by working to improve the city. This is the faith that many New Orleanians share.

In looking back through the week that our group stayed in New Orleans and worked to clear properties and build parks, I realize that yes, the city may still be in complete havoc. But I also realize that beneath all the debris and water-logged property, beneath the sadness and loss, there is hope. The motto of the organization we stayed with, St. Paul’s Episcopal Church, was “Rebuilding the community, one yard at a time.” And that is exactly what it will take to achieve the full restoration of New Orleans.

During our second to last night, our group traveled to the French Quarter for the last time. I remember walking down Decatur Street and seeing a sign in one tourist shop that read, “New Orleans: the city that celebrates, even in death.” While I initially thought that the sign was simply one meant for tourists fascinated with the city’s “obsession” with death and voodoo, I realized that there was real meaning in that statement. To celebrate and rejoice in the face of adversity proves the resiliency of New Orleans—that even after one of the most horrific manmade disasters (the failure of the levees) and one of the worst hurricanes in history, the city still stands. In my prefatory quote, Jesus says that in order for a “house” to be stable, it must be founded on a rock. Given that New Orleans is three feet below sea level and is founded on an unpredictable marshland, it is evident that the city endures only through its unwavering faith. My reality has surely changed.
and served up meals to the men at The Ozanam Inn shelter. As Headmaster Roach wrote in a thank you note to the students, “The Katrina tragedy revealed our nation’s collective abandonment of those who are poor, disenfranchised and invisible in our country, and it is easy to forget both the tragedy that ensued and the devastation left behind, long after the television cameras disappeared.” These students’ encounters with realities that would otherwise have remained remote news clips served as a powerful antidote to such complacency. They have seen, listened to and considered the invisible, the voiceless and the forgotten.

Such interfaces with an alternate world have impacted each student uniquely. Once more immersed in the daily routine of academic life, Lyndsay reflects on the value of her spring break experience: “I feel that our going to New Orleans was a way to make us realize what we can do. Although we can’t build houses yet, or repair roads and bridges, we can take the time to listen to what the people of New Orleans have to say. We can use weed-whackers, clippers, lawnmowers, rakes, shovels and our hands. What we needed in order to help out and beautify the suburban homes of New Orleans was right within us. I wanted to make a change, even if that change seemed small. This was an incredible learning experience for me and definitely gave me a different outlook on life.”

In an early April chapel service, Headmaster Roach thanked the volunteers for their hard work and for embodying so beautifully the School’s commitment to and belief in service work. In his note to them, he expressed his hope that their experience would permeate and inspire the community. “May your trip awaken you, awaken me, awaken St. Andrew’s to the life of desperation, poverty and despair that needs our acts of attention, intention and service.”
If your child is an 8th or 9th grader and interested in considering St. Andrew’s for high school...

...here’s a chance to get the Insider’s View!

Guests will attend Friday evening dinner with students, stay overnight in the dorms and go to Saturday morning classes.

For candidates who are already certain of their interest in St. Andrew’s, admission interviews will be scheduled during the day on Friday.

**Alumni Children**  
(Fall Alumni Day: September 27)  
**Friday, September 26, 2008**

Come at 4 p.m. for an admission interview or arrive at 6 p.m. for the overnight look at the School!

**Current Siblings**  
(Parents’ Weekend)  
**Friday, October 23, 2008**

To register, please contact the Admission Office, (302) 285-4231, or email lzendt@standrews-de.org.
IN ACTION

CAMPUS PLAN FOR ATHLETICS UNFOLDS
As I travel to meet with alumni, trustees, parents, past parents and friends of the School, I always ask these men and women to define for me the habits of character, heart and mind they believe most important for the youth of today as they develop into leaders and citizens of the world. The responses I receive are brilliant, coherent and remarkably consistent. St. Andrew’s students will need to be skilled as members of imaginative, diverse and ambitious teams; they will need to be flexible, patient and resilient; they will need to value and pursue hard work and express determination, stamina and courage; they must be prepared to flourish in the face of adversity, complexity and competition; they must be determined to compete fairly and ethically in a professional world steeped in corruption and dishonesty.

I believe that every program at St. Andrew’s teaches these virtues and habits of mind, but as an athlete, coach and Headmaster, I know that athletics provides a unique foundation for the cultivation and assessment of these particular skills. Throughout our history, St. Andrew’s athletics has explored the power of sports to teach the value of teamwork, diversity, collaboration, resilience, hard work and ethics. We know that the athlete-coach relationship at the School is just as powerful and inspirational as the student-teacher mentorship, and we have embraced and protected the tradition of a faculty that works in both the classroom and the athletic program.

St. Andrew’s athletics provides opportunities for spectacular and memorable successes: victories at Stotesbury and Henley, state and conference championships...
in all sports. And our program provides interscholastic competition and strong coaching for students who are novices in a sport. We believe in and celebrate the tradition of the two- or three-sport athlete, even as the culture moves towards an embrace of specialization, and we continue to reject the boarding school model that uses post-graduates to boost athletic success while reducing opportunity for students who have played a sport for several years. At St. Andrew’s, students move from third level or junior varsity teams to varsity squads as they make their way through the School.

As we developed a campus plan over the past two years, we sought to study how our present athletic facilities meet the needs of our 21st century athletic program. We gave our fall and spring seasons strong evaluations. Over 80 percent of our students participate in sports during these two seasons, and with the exception of a sufficient number of tennis courts for four teams, our campus provides the resources and space necessary for all teams at all levels to practice intensively each day during fall and spring afternoons. However, the strength of our resources in the fall and spring dramatically exposed our weaknesses in the winter season. Our percentage of students participating in interscholastic sports drops below 60 percent in the winter, and even those participating find practice time and space challenging. Our winter sports facilities were designed for an all male student body of 162 in the 1960s. Now, five basketball teams share two basketball courts; four squash teams share our five international squash courts. An active student body and faculty looking for weight and fitness training squeeze into congested spaces in the old gym. Our athletic trainer’s office is crowded throughout the winter months, compromising his ability to meet the various needs of athletes under his care and supervision. Locker rooms in the basement of the gym are dark, musty and uninviting to St. Andrew’s and visiting teams.

Our facility challenges also disrupt the schedule of our coaches and athletes. Squash and basketball teams practice during the evening study hall period (8-10 p.m.) to gain appropriate court time, and this approach forces students to study immediately after a rigorous day of classes, at precisely the time they look forward to exercise. Faculty and seniors must leave study hall supervision duties to attend practices during the winter, and athletes find it difficult to settle in for sleep after a practice ending at 10 p.m.

The obvious weakness of our winter athletic facilities, therefore, affects academic and student life in a significant way. The most important times for exercise and engagement in athletics are the dark months of December, January and February, but our insufficient space makes sustained participation difficult during this portion of the school year. Clearly, the time has come for a plan to renovate and expand St. Andrew’s indoor athletic facilities.

After intensive meetings with teachers, students and professional consultants last year, St. Andrew’s Board of Trustees unanimously supported the development of plans to renovate existing gym facilities and to create a new field house. Much like our O’Brien Arts Center project four years ago, the athletic project seeks to develop facilities that will enable our coaches and students to meet the mission of our athletic program: we want to provide space for
all teams to practice each afternoon; we seek to enable junior, varsity and third level teams to have space and time to allow athletes to develop skills; we want to provide students, teachers and staff members with an appropriate place for exercise, fitness and weight training; we want to provide locker room facilities that make us feel proud and our visitors welcome.

The brilliance of the Arts Center project emanated from architect Dick Meyers' ability to design a building that not only met program needs but also creatively solved campus planning challenges. The creation of the strand linking Founders Hall, Amos Hall and the O'Brien Arts Building effectively united the campus and opened up new vistas and passageways for the community. We are confident that athletic project architect Daniela Voith will effectively blend our new facilities with the spirit of our residential campus.

As I outline these exciting plans, I want to emphasize that at this point we have significant challenges ahead for capital fundraising to support the renovation of the gym and the construction of a new field house. In the coming months, we will be working hard to make these plans become a reality through the generous support of the full St. Andrew's constituency.

Our proposed project begins with summer 2008 work to create a new tennis facility near the School's Facilities Building. We plan to build 11 all-weather courts in this area, in addition to retaining the three courts closest to Founders Hall. These 14 courts will enable us to provide space for the full complement of four tennis teams in the spring. As the accompanying drawings indicate, we are working to create a beautiful landscape plan for this section of the campus with the guidance of professionals, faculty, students and staff.

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**St. Andrew’s Athletics: Then and Now**

<table>
<thead>
<tr>
<th>Year</th>
<th>1930</th>
<th>1963</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td># of teams</td>
<td>2</td>
<td>7</td>
<td>36</td>
</tr>
<tr>
<td>Boys</td>
<td>2</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>Girls</td>
<td>0</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td># of students</td>
<td>35</td>
<td>162</td>
<td>288</td>
</tr>
<tr>
<td>Boys</td>
<td>35</td>
<td>162</td>
<td>149</td>
</tr>
<tr>
<td>Girls</td>
<td>0</td>
<td>0</td>
<td>139</td>
</tr>
</tbody>
</table>

As shown in the above chart, St. Andrew's athletic program expanded considerably between the School's founding and the construction of the 'new gym' in 1963. Since then, with the admission of female students, the introduction of new sports into our program and the creation of JV and thirds teams to accommodate younger, less experienced players, the number of teams has become five times as large.
Of course, the essence of this project involves the renovation of the gym and the creation of a new field house. The field house will provide room for three new basketball courts, a running track above the courts, new weight, fitness and training rooms and new team and visiting team locker room facilities. In our existing gym facilities, we will renovate and brighten the appearance of our varsity competition gym: we will convert the current small junior varsity gym to five new additional squash courts, and we will convert the historic old gym to a new home for the School’s Advancement and Alumni Offices, thereby returning Trapnell House to a beautiful faculty home on the edge of Noxontown Pond. Finally, we will include an indoor rowing tank, connected to the north side of the competition gym.

These improvements will have a great and positive impact on the health, vitality and spirit of this School, but perhaps the most exciting feature of these new facilities is the impact they will not have, both in terms of the look and feel of our campus and its net energy usage. The new field house will be a LEED-certified building, designed in keeping with nationally acknowledged standards of green architecture, employing alternate construction practices as well as water and lighting systems designed to conserve energy. We are proud and excited about this important demonstration of the School’s commitment to the principles of sustainability on our campus.

This project is essential to the further development of this great School, and I look forward to sharing all the elements of the plan as we move closer to our goal of breaking ground.
Remarks by Daniel T. Roach, Jr.

It is an honor for me to welcome you to St. Andrew’s Commencement ceremony, our annual celebration not only of St. Andrew’s graduating class but also of the vision that inspired the creation of this School over 80 years ago.

I want to begin today by thanking our parents, guardians and grandparents for their many sacrifices and contributions to the spirit of St. Andrew’s. Your willingness to trust St. Andrew’s to educate, nurture, challenge and inspire your child, your belief in the values and principles of this countercultural community, your support of the individual voyage your son or daughter pursued made this day possible. Thank you for being here on this quintessential family occasion.

Graduation is a ritual that marks the beginning of young men and women’s assumption of the responsibilities and privileges of adulthood, and therefore the day honors not a mechanical collection of credits but rather an engagement, a commitment and responsibility to this nation and the world. We assume that graduates of American high schools and colleges exhibit qualities of maturity, intelligence and stewardship. We expect that the graduates of schools and colleges have the skills and habits of mind and heart to live in an interdependent world.

The ritual of graduation has meaning only when teachers and students have committed to the hard and bracing work each day of creating communities of exploration and goodness on their campuses. It is too late to begin to talk about intelligence, discernment and engagement on graduation day; it is too late to talk about the transforming effects of education on graduation day; it is too late to talk of education leading to goodness and social and global transformation on graduation day. Quite simply, a good school or college must express these commitments in everything they do—how and what they teach; how they live in community; how they connect to the world outside their gates—not only on graduation day but on every morning, afternoon and evening of a year.

If we care about equality rather than elitism, if we reject exclusiveness and embrace inclusivity, if we work not for ourselves but for the good of others, if we combine reason, intelligence and brilliance with humanity, humility and compassion, perhaps we, as schools and colleges, will be known not for how exclusive we are but how transformational and inspirational we are.

Our faculty set the tone for the energy, momentum and goodness of the School, and today we thank these dedicated teachers for embracing the full joy and responsibility of boarding school education. In the daily classes, conversations and interactions of a School year, St. Andrew’s teachers have the opportunity to guide and coach students towards an embrace of the values and potential of a liberal arts education. They teach students to see their lives in the context of our immediate, local, national and world community. They encourage our students to be patient, discerning, accepting, analytical, creative, civil and passionate. They see education as a means of transforming and improving the world, as we as a global village face environmental challenges, threats to world peace and continued misunderstanding, mistrust and conflict. As they open their hearts, minds and homes to their students, as they express their commitment to the health, vitality and intelligence of our students, they themselves feel transformed and inspired. Please join me in thanking this faculty for its work this year.

Our staff makes the miracle of education possible each year on our campus. Whether working in admissions, development, college counseling, the business office, Health Services, Headmaster’s office, the physical plant offices or in student services, our staff members connect beautifully with the students each year and help us to work towards the goals of St. Andrew’s. We thank our staff and our colleagues from Dining Services for sharing their Memorial Day weekend with us.

Today, we honor 25 years of service rendered by Dottie Taylor. For all these years, Dottie has lived on our campus in the small white house on the edge of the School farm. During this time, Dottie has worked with great dedication, generosity and skill for the community of St. Andrew’s. She has raised a family, devoted herself to her career and shared her wonderful sense of humor and love of people and life with us all. She retired from work at St. Andrew’s this year, but she will remain always a member of the St. Andrew’s family. We honor her today for her work, for her spirit and resilience as a woman dedicated to her family and this community. Dottie, would you please come forward to receive this 25 Year Anniversary Medal.

As we celebrate this 75th graduation day, I thank our St. Andrew’s Board of Trustees for their work on behalf of us all. The Board works tirelessly and generously to make the spirit and energy of St. Andrew’s come alive each year.
They help me refine and focus my vision for this School; they work to support the life and work of our faculty; they support the development of exemplary programs and facilities in the academic program, arts and athletics; they work to support the School's unique, historical commitment to financial aid. Finally, they provide a link to our original trustees who literally built this School, set its mission and priorities.

I particularly thank the many trustees who have joined us on this graduation day. Thanks to Board Chair Kitten Gahagan, Board President Kent Sweezy and Finance Committee Chair and VI Form parent Scott Sipprelle for their inspired and generous work on behalf of us all.

Finally, on this Memorial Day weekend we give thanks for the young men and women who sacrifice for us each day in Iraq, Afghanistan or other parts of the world. Their authentic demonstration of bravery, courage and resilience makes the work we do in academia seem privileged and cloistered. May we continue to support their efforts, reward their sacrifices made on our behalf each year, and work for peace and reconciliation in the world.

I am particularly proud that two members of the Class of 2008 have accepted Commissions at the U.S. Naval Academy: Marina McGrail and Schafer Newman. Congratulations!

For the past five years, Heidi Pearce has served as St. Andrew’s Director of Women’s Athletics and head coach of varsity field hockey and lacrosse. Heidi is the best athlete in the School’s history, having earned All State honors in field hockey and lacrosse, the Henry Prize for excellence in athletics and then moving on to Johns Hopkins where she was an All American lacrosse player and a nominee for the National Division I Athlete of the Year Award. As a coach at St. Andrew’s, Heidi has led St. Andrew’s lacrosse to State titles and remarkable victories in Conference and State competitions. Just this week, she again led our lacrosse team through a competitive State tournament all the way to the State finals, including a magnificently coached game versus Cape Henlopen. Despite her staggering accomplishments as an athlete and coach, she has always maintained a maturity, a humility, a grace and integrity as an athlete and coach. Her playing career and coaching career were never about her and her accomplishments. She was and is a consummate team player and a coach who cares deeply about her team and her players. For these five years, I knew I had brought an amazing, talented and inspiring teacher to work with our students in the dorm and in our athletic program.

As she heads into a new phase of her life, one combining her new career in nursing with her new role as a mother, she goes with our love, our admiration and our thanks for embodying the best in St. Andrew’s in her career. Heidi, please come forward and receive this Headmaster’s Medal.

**Introduction of Pemberton Heath and Justin Weidner**

Pemberton Heath and Justin Weidner have served with distinction as School co-presidents this year, and we all look forward to their remarks this morning. Each in his/her own way has expressed a deep love and understanding of St. Andrew’s culture, spirit and potential as a School community.

When I asked his friend Tyler Willse to describe Justin, he wrote, “Well, to say the least, Justin is exceptionally verbose—always late and always eager to make a movie,
video or trailer. Most importantly, he greatly enjoys entertaining the School. St. Andrew’s is always on the top of his mind…. Justin is always thinking about St. Andrew’s.”

Friend Ruby Cramer captures the spirit, vitality and energy of Pemberton when she writes, “Pemberton is an outstanding School president—she is dedicated not only to her classmates and teachers, but also to the values and beliefs and ethos of St. Andrew’s. Never has a student believed so fully and so passionately in the preservation of the teachings of this School—in integrity, in hope, in openness and curiosity, and engagement and learning.”

We thank Justin and Pemberton for their distinguished service to St. Andrew’s. We have loved working with you both.

Remarks by Pemberton Heath
A couple of weeks ago, in the late hours of the night, the Moss/Pell seniors gathered, relieved from their work by Mr. Roach’s announcement that the School would be taking Monday off. Able to shrug off pending papers and assessments for the next 24 hours, we were free to enjoy our time together, in one of the aspects of St. Andrew’s that is unique to its boarding school nature. Some of my favorite memories of St. Andrew’s come from late nights spent with friends—or comrades in work, I sometimes feel—as we laugh and toil well into the wee hours of the morning.

This Sunday night, however, was different—we gathered to be with one another, not with Moby Dick and Virginia Woolf. Excited at the prospect of this evening, we dabbled in different games, only to end up playing our all-time favorite common room pastime—“buckets.” In this game, teams of two have 30 seconds to score points by having one partner describe the person on the slip of paper that they draw from the bucket—hence the name—to the other partner, while that partner guesses who is being described. Points are awarded for the number of correctly guessed people per round. This game is always exciting, yet there was a special intensity to this evening.

As I watched my friends engage in this game we had been playing for years, I noted an aspect of the game that, to me, highlighted a central aspect of my time here, and a central characteristic of the fabulous class of 2008. Despite the broad range of names written on the slips—from Batman to John Austin (a recurring name…) to Emily Bronte—this group of girls seldom found the need to describe a person beyond explaining their relation to another member of the group or our class. For example, Meryl Streep was not “lead actress in Out of Africa” but rather, “Grace Reynolds’ favorite actress.” Mr. Speers was never “English teacher, has a son in the junior class,” but rather “Ruby is obsessed with him” (though that left some room for ambiguity). I realized, in these moments, that I had come to be so close with these people, and we had come to be so close to one another—all of our experiences were intricately wound together—that to explain any one of these names, I could almost always draw from our shared experiences, our shared understanding of one another. We had become a sort of family. I do not frequently think about how well I know my classmates, my teammates, my dorm mates. But as I reflected that evening, I understood that after two, three, even four years of living together, we, quite simply, had come to know each other in a profound way. There was a depth to our relationship that surpasses most; we knew each other like sisters, like brothers. We were a family.

Yet now, this family is seemingly being split apart. We who have lived and learned and loved together for the past four years are now asked to go our separate ways, pursue our separate dreams, live our own lives. Our time here together is limited. As this service continues, with each word that I speak, our time remaining as St. Andrew’s students is slipping through our fingers.
As Lily Bart so eloquently articulates in Edith Wharton’s *The House of Mirth*, “...time, when it is left to itself and no definite demands are made on it, cannot be trusted to move at any recognized pace. Usually, it loiters; but just when one has come to count upon its slowness, it may suddenly break into a wild, irrational gallop.”

There have been weeks that I thought would go on for all eternity—weeks, as I am sure my classmates will attest to, that papers, lab reports, athletic competitions and music rehearsals brought to a crawl. Yet now, when we least wish it to, time has taken on a life of its own, and has begun to speed by at a rate more rapid than imaginable. Though those weeks felt so long, I feel as if my time here at St. Andrew’s has been unjustly stolen. How has this happened so fast? Time is fleeing; we are down to minutes. It seems as if we are about to leave this home and this family behind.

But as time slips away, and we seem unable, though we desperately long for it, to draw out our St. Andrew’s career for just one more day, this experience is not lost on us. St. Andrew’s will, in myriad ways, stay with us forever. There are things that St. Andrew’s has given us that can never be taken away: best friends that will endure for a lifetime, a profound love of learning, authentic and genuine relationships with peers and mentors, a desire to better this world for those that follow. In moments when life surprises us with unforeseen challenges, in moments when we are asked to make seemingly impossible choices, in moments when we are forced to endure unfathomable suffering, we will have this—this foundation of self-awareness, of friendship, of scholarship. We are blessed.

Though we leave this sacred place behind, we are concurrently taking so much with us. In our departure, we receive a gift of enduring community, of family. Yes, we seem to be losing a sense of home that this School has provided us with for four years. We are entering a time in our lives when that notion of home is ambiguous and complicated. And yes, we may lose our close contact with these stone corridors, this front lawn, this pond. Yes, we will not go to sleep tonight at 350 Noxontown Road. But despite this, we will never lose the home that St. Andrew’s has placed inside of us, an inner compass, a core foundation, a way of being.

Edith Wharton beautifully writes in the end of her novel, “In whatever form a slowly-accumulated past lives in the blood—whether in the concrete image of the old house stored with visual memories, or in the conception of the house not built with hands, but made up of inherited passions and loyalties—it has the same power of broadening and deepening the individual existence, of attaching it by mysterious links of kinship to all the mighty sum of human striving.” Wharton’s passage speaks brilliantly to this moment for the senior class.

Though we leave this campus that has become our home, we will always have the home this place has given us—the home made up not of concrete walls, but of inherited passions and loyalties. We will have our memories, our friendships, stories that have become dear to us. And as Edith Wharton so powerfully explains, this home will enrich our lives, will join us, by some mysterious kinship, together to ‘all the mighty sum of human striving.’ We will forever be sustained by the enduring memory of our years at St. Andrew’s.

My friends, my classmates, this is a hopeful message: we are blessed. We have this home, this family, this core foundation of which we will never be rid. Be proud; be thankful. And never, ever forget that this class, these men and women among whom you sit today, are, and forever will be, your family.

**Remarks by Justin Weidner**

For my class, one thing is certain: it is a tough day to be a senior. At one end of the emotional spectrum are the kind of VI Formers who envision themselves bursting triumphantly through the front doors of Founders Hall in slow motion to the
angst-ridden glory of "I Want to Break Free," by Queen; on the other, the VI Formers who aspired to acquire infinite late marks in an effort to assuage their escalating separation anxiety. Moreover, everything suddenly feels really foreign again—almost as if we’re leaving before we ever came—a timeless and impossible sensation.

Although "Justin-time" finally seems to have caught up with Eastern Daylight, I’m still not particularly punctual; rather, it feels like graduation has come to my class early. It’s pretty hard to believe almost three Forms have gone by since day one. Even with the Class of 2008 before me, the view of 2005 is pretty spectacular from up here. In some respects, nothing has changed: Commencement is still the only day of the school year when my entire class is on the Front Lawn with everybody else.

A while back, someone mentioned that student government would be a good way to get my feet wet in diplomacy. At the time, I didn’t think that meant a cascade of sweat beads dribbling incessantly down the length of my legs at Commencement... but here we are. And since we are here, I’d like to steal a few minutes for a conversation about the dichotomy of tradition, and the value of keeping it real.

Without a doubt, this will be the most one-sided conversation you have ever taken part in, but I hope to add some dimension with time. As Britney Spears would say, “it’s my prerogative.” In any event, I am not standing up here to talk to myself, though I will not deny the fact that I have done so before, with a copy of Hamlet, trying to perfect my Orlando Bloom impression: “This above all—to thine ownself be true;/ And it must follow, as the night the day,/ Thou canst not then be false to any man.” But more on that later. This address is for you: the leaders of today, tomorrow, next year and beyond.

Tradition is complicated. On the one hand, it can afford a unified sense of identity; on the other, it can isolate a single component from the whole. Tradition both offers a sense of security and leaves room for pitfalls. I don’t mean to suggest that all tradition is inherently dubious—not much harm to be done by inhaling 400,000 Frosties—other than to our arteries... and maybe to the emotional stability of the Wendy’s counter attendants.

Nevertheless, I contend that tradition doesn’t justify itself unless it maintains or elevates the culture of the school. It is therefore paramount that we pursue tradition that caters to everyone’s best interests, as opposed to settling for a crutch mindset that hampers improvement and promotes selfishness and exclusivity. As Jiddu Krishnamurti suggests, “Tradition becomes our security, and when the mind is secure, it is in decay.” With all of the opportunity provided by senior year, it is also the most susceptible to a tradition of entitlement.

Seniority is a very important aspect of a class’s final year at St. Andrew’s, but it is important that a class pursues the right kind of seniority. Of course there are the obvious perks—the end of breakfast sign in, or sitting at the lunch table, basking in a total lack of contribution to the waiting duties of frantic, younger peers. Those aspects are great—but they’re not the things that should define a senior year and the class that comprises it.

What truly defines being a senior is having the opportunity to serve as a role model for those who look up to that degree of experience and maturity. In turn, seniors must come to understand that senior year is not
their year, but one in which it is their responsibility to make everyone else feel as though it belongs equally to all. Seniority is not something to be taken for granted, but earned with sincerity.

If it is understood that the efforts put forth by upperclassmen have everyone’s best interests in mind, students will begin to take ownership over daily proceedings earlier on. The adaptation and improvement of St. Andrew’s culture will become increasingly active, collaborative and inclusive among Forms if we remember that investment in the culture of the School is not a competition. Indeed, the greatest value of being such a small school is the opportunity to interact on such an intimate level with so many. While bigger schools may have larger populations, St. Andrew’s allows one to get to know more people better. Every member of the community has unique contributions to offer. Without the people, St. Andrew’s would simply be a campus, albeit a beautiful one.

For some time before coming St. Andrew’s, I was picked on. The axis of ridicule was my head. It was as though my skull served as the sun in a mini solar system of orbiting taunts and asteroid jeers. I was told to stop blocking the blackboard by classmates who were sitting in front of me... that’s actually pretty hilarious. At St. Andrew’s, I can be the head boy with a big head without the quality of my character being evaluated by that association.

So it is critical to take advantage of this welcoming, intimate community dynamic to understand the character of your class, as well as those of the others, and trust in them. It is trivial to worry about what may have been done in the past if it does not fit the character of the community moving forward. Forget about who is expected to be active in the future—everyone is responsible for the culture of St. Andrew’s, whether you have an official position or none at all. It is not what the position makes of you, but what you make of the position that really matters. And being a senior—being a St. Andrean—is a position in itself.

It is natural for seniors to wonder what they are leaving behind—what defines their legacy. We have spent a lot of time trying to make this year special, trying to imbue part of ourselves into everything we’ve done. Ultimately, though, this year will have passed, along with all that comprised it. Shortly, the Class of 2008 will go, and the School will move forward under your continued leadership. It’s in your hands, and it starts here. You are our legacy; you are the founders’ legacy; you are St. Andrew’s, and St. Andrew’s means everything to me. Thank you all.

**Introduction of Darra Goldstein by Headmaster Tad Roach**

Our Commencement speaker this morning is Darra Goldstein, Francis Christopher Oakley Third Century Professor of Russian at Williams College. Professor Goldstein earned her A.B. degree from Vassar College in 1973, and her Ph.D. in Slavic Languages and Literatures from Stanford University in 1983. She is the editor in chief of *Gastronomica: The Journal of Food and Culture*, and the food editor of *Russian Life Magazine*. She has received research grants from the National Endowment for the Humanities, the International Research and Exchange Board, the American Council of Learned Societies, the Kennan Institute for Advanced Russian Studies and the Mellon Foundation.
She began her career at Williams in 1983 and has established herself as one of the most exciting, dynamic, distinguished and dedicated professors on the faculty. Jean-Bernard Bucky, professor of arts and theatre, describes his colleague in these words:

“Darra is an extraordinarily warm woman and sympathetic teacher, colleague and friend.... she is energetic and restless, travels widely and engages in the world around her with deep commitment and curiosity.... She is a deeply decent person, highly principled, compassionate and acutely sensitive to the lives and rhythms of those around her.”

English Professor Ilona Bell adds, “Darra is a phenomenon. She travels the world seeking ways to use food to bridge cultural divisions between countries—she’s the most generous and empathetic friend I can imagine. A gifted teacher, a dynamic speaker and a world class educator for the influence of food on reader’s lives.”

Finally, Leyla Rouhil, chair of romance languages at Williams writes, “In everything that I have seen her do, Darra brings together compassion and reason in ways I admire deeply. She has that rare quality of being able to let logic and feeling live together side by side, both of them doing their work and enriching one another.”

With these eloquent words from her colleagues in mind, you all can see why I wanted Darra to speak to the Class of 2008 this morning. She is a woman of brilliant intellect, vitality, curiosity and passion. She is deeply engaged in the lives of her friends and students and the work of the world. She is, in short, a role model, a woman who teaches us all how to live in this dynamic, complex 21st century world.

From the moment Darra and Dean walked into my office three-and-a-half years ago with Leila, they intuitively understood and celebrated St. Andrew’s culture and spirit. I thank Dean and Darra for their friendship, inspiration, mentoring, many book recommendations, and professional advice and support. Please welcome Professor Goldstein.

Commencement Address by Darra Goldstein

Don’t Be Too Sure

Madame Chair, Mr. President, and the Board of Trustees; Headmaster Roach and Members of the Faculty and Staff; Parents, Family, and Friends; St. Andrew’s students; and, above all, Graduates of the St. Andrew’s Class of 2008:

I am so honored to be here today, not just up here at the podium, but as part of the wonderful community that is St. Andrew’s. I remember the first time I heard of the School. It was 25 years ago, in my first class at Williams. I asked the students to tell me a little bit about themselves. There was this one brawny guy who said he played football and had gone to St. Andrew’s. In my mind, I confess, I pigeonholed him as a prep-school jock—not someone who could ever tackle the Russian language or begin to understand my dear, soulful Dostoevsky, even if he could tackle a running back! Well, that student was Jeff Lilley [‘82], who went on to become not only a star football and baseball player at Williams, but also one of my favorite students of all time, a brilliant Russian and history major who is now an advisor on democratic processes in Kyrgyzstan.

I bring Jeff up for two reasons. First, because he was my initial, if tenuous, connection to St. Andrew’s. But the second reason is more important. Jeff was the first of many students to teach me not to be so sure about things, not to make my mind up so quickly, as I was all too often likely to do (and, as my daughter can tell you, I am still prone to do). Another student comes to mind for the same reason. This was back in the dark days of the Soviet empire, when I had just initiated an exchange program between Williams and Tbilisi State University, in the Republic
of Georgia. Because conditions were difficult, both politically and physically, I interviewed prospective students to make sure they were up to the challenge. One student didn’t make the cut. Not only was he vociferously, irrepressibly anti-Soviet, but he had never been outside of the United States. Worst of all, he had a phobia about flying. Not someone I wanted to spend three weeks with in a foreign culture, not to mention the four long Aeroflot flights during which I’d probably have to hold his hand!

A day later this student appeared at my office door, distraught that I hadn’t accepted him. I explained why he didn’t seem a perfect candidate for the trip. He didn’t disagree with my assessment. He just kept saying that he really wanted to go, that he was tremendously curious about Georgia, a place that seemed so different from anything he had ever experienced. Steve came back to see me two more times before I finally relented. And I’m so glad I did—he’s still a good friend today. Like Jeff, Steve has gone on to a brilliant career. He left Harvard Law School to immerse himself in Russian and post-Soviet studies and is now chief of the political-economic section at the U.S. Embassy in Kazakhstan.

Right about now you parents in the audience are probably thinking, Kyrgyzstan, Kazakhstan?! Keep this professor away from my child! Meanwhile, you students, the St. Andrew’s Class of 2008, are probably wondering how these stories could possibly relate to you. The answer is that they show the value of uncertainty, of suspending judgment. Jeff and Steve, and many other students since, have taught me how important it is not to be too sure.

This is a hard lesson to learn, and I’m still learning it. Western culture doesn’t make it easy. As soon as we can talk, we’re supposed to start making up our minds. Just do a quick search on Amazon to see how many preschool books ask “What do you want to be when you grow up?”—not to mention all the annoying adults who pester you with questions about “Where do you want to go to school? What do you want to do with your life? Are you going to be a high-powered lawyer like your dad, or a brain surgeon like your mom?”

We are taught to be confident, to be strong, to know exactly what we want and then to go for it. The take-charge kind of people, the go-getters, are the ones who succeed, we are told. Decisiveness is where it’s at, especially in this election year, when the pollsters and pundits tell us that the American public wants candidates who know their positions, who don’t backtrack or change their minds, who aren’t contemptible, unelectable flip-floppers. To succeed, they—we—must always appear self-assured. And of course confidence is a good thing, to a degree. But what I want to suggest today is more of an inward model, one that doesn’t preclude having confidence or knowing what you want, but one that admits to ambivalence, and in fact celebrates it. Because only when we allow ourselves to admit exceptions and doubts and cracks in our ideas and opinions do we open ourselves to new thoughts and experiences, new possibilities. Keats referred to this as “negative capability” and believed that the secret of Shakespeare’s talent lay in this condition of being unsure. He called Shakespeare “a man capable of being in uncertainties, mysteries, doubt.” This state of being is, to me, where learning begins.

Yet American culture perceives ambivalence as a weakness. We’re taught that if we’re ambivalent about something, then it follows that we’re wishy-washy, that we don’t care very deeply. Ambivalence is often taken to mean indecisiveness, passivity, even indifference, rather than being recognized for its potential for revelation. Coined on the model of the word “equivalence,” from the Latin for “equal in strength,” “ambivalence” actually refers to the ability to hold conflicting feelings at the same time, the prefix “ambi-” meaning “both.” Although the word’s literal meaning refers to the strength of opposing ideas, figuratively we can interpret it as the power that is to be found in the act of maintaining contesting points of view. Listening to our doubts and uncertainties gives us an opportunity
One day Leila noticed some snakes darting back into the wall as she approached, and from then on she was intent on catching them. She did the logical thing: she got her daddy to lift the stones, one after another, to determine whether a snake might be hiding underneath. Now these were big stones, many weighing more than a hundred pounds, and Dean was a good sport for a little while. Then he announced that he wouldn't dismantle the whole wall just to check for snakes. So Leila got down on her knees—not to beg, but to look in the cracks. And sure enough, she started spotting the telltale flickers of snake tails, at which point she had the evidence to command her father, "That one, Daddy; pick up that one!" Dean would lift the rock, Leila would grab the snake, and then, though she'll deny it forever, she'd give the snake a hug and sometimes even an exuberant kiss. This happened over and over again, until Dean finally tired of lifting huge stones, the wall was half dismantled, and a snake peed on Leila. But she had discovered two important truths. First, that cracks, not surfaces, revealed the objects of her desire. And second, that she didn't really want to be a snake handler. An epiphany of sorts.

In his essay "The Crack-Up," F. Scott Fitzgerald famously said that "the test of a first-rate intelligence is the ability to hold two opposed ideas in mind at the same time, and still retain the ability to function." St. Andrew's has given you that ability, and the diplomas you're about to receive attest to how well you've functioned! I hope you'll continue to use your first-rate intelligence. I also hope you'll see this summer as a kind of crack in the edifice of your instruction—a juncture during which you can explore who you are and what is important to you. Don't worry if you can't quite figure it out—that in itself can be a gift.

As you sit here today in these idyllic surroundings, about to graduate, some of you are probably thinking, "I don't want to leave this place—ever!" Isn't "graduation" just another word for being cast out of Eden? Maybe so, at least in the case of St. Andrew's. You've spent some of the best years of your lives here at this beautiful school, with great teachers, a caring staff and loving friends—an ideal community. But now you're also looking forward to new, and exciting, ventures. Glorious memories; promising futures. Already you're required to hold two opposed ideas in mind at the same time! But I know you'll manage. Remain strong in your ambivalence, embracing your future, yet loving what you've left behind. To paraphrase what Ernest Hemingway wrote about his cherished years in Paris in the 1920s: "If you are lucky enough to have lived at St. Andrew's as a young person, then wherever you go for the rest of your life, it will stay with you, for St. Andrew's is a movable feast."
Awards

The Cresson Prize  For the greatest improvement in athletics.
Christopher Donald Burton
Charles Frederick Kade IV
Zachary Randolph Schmidt
Amanda Jean Nakonechny
Nina Punukollu

The Art Prize  Awarded to the student who has contributed the most to the Art Program in effort, originality and technique in various art forms.
Sarah Grace Leathrum
Rebecca Baca Smith
Laura Marie Kemer

The Ceramics & Sculpture Prize  Awarded to the student who has demonstrated a mastery of skills and a strong imaginative quality with his or her work, and proven to be a creative model among his or her classmates.
Daniel Ramsey Dittmar

The Larry L. Walker Prize for Instrumental Music  Awarded to the student who has made outstanding contributions to one or more of the music ensembles.
Joo Yeon Koo
Conrad Michael Lee
Karin Marie Weston

The Choir Prize  Awarded to the VI Former who has contributed the most to the success and development of the choral program.
Schafer Lee Newman
Emily Louise Ross
Laura Marie Kemer

The Drama Prize  Awarded in memory of John Fletcher Hinnant, Jr. ’53, to the student who has made the most significant contribution to the Theatre Program in effort, creativity and technique and has shown exceptional artistic growth as an actor.
Esi Kokua Hutchful
Matthew Yordân Wiltshire

The Hoover C. Sutton Drama Prize  Awarded in honor of Hoover C. Sutton, drama teacher at St. Andrew’s School from 1980–1993, for the greatest contribution to the Theatre Program in technical work.
Parrish Elizabeth Newton Tigh

The Keri J. Advocat Photography Prize  Given by the Class of 1991 in memory of Keri J. Advocat, whose love and passion for the arts will always be remembered by her classmates. Awarded to the student of photography who has shown a strong mastery of technical skills and presented a portfolio of creative images.
Elizabeth Sellers Grantham

Purchase Prize  Awarded to the student who has created an outstanding piece of artwork in either a minor or major plastic arts course. This work is chosen by the School to enter its permanent collection.
Katherine Gillespie Cornish
Daniel Ramsey Dittmar
Julia Margaret van der Vink

The Chester E. Baum Prize for English  Given by the members of the English Department in honor of Chester Earl Baum, for 29 years an outstanding teacher of English at St. Andrew’s School, to the VI Former who has excelled in English scholarship.
Ruby Winifred White Cramer
Martha Pemberton Heath
Esi Kokua Hutchful
Maggie Yixiu Liu

The Charles H. Welling, Jr. Prize for Writing  Given by members of his class in honor of Charles Welling ’45, writer and raconteur, to the student who has produced exemplary non-fiction writing in all disciplines throughout his or her career at St. Andrew’s.
Katherine Gillespie Cornish
Ryan Adam Karerat
Elizabeth Paige Scarinci

The Amanda C. Leyon Prize for Creative Writing  Given in memory of Amanda C. Leyon ’95 by her classmates, to the student who has excelled in creative writing.
Maxim Truss Dynerman

The Louis C. Mandes, Jr. Library Prize  Given in memory of Louis C. Mandes, Jr., School librarian, to the student who demonstrated a love of books and a deep appreciation for the Library.
Conrad Michael Lee

The Sherman Webb Prize for History  For outstanding work in history.
William Thatcher Barton
Esi Kokua Hutchful
Martha Pemberton Heath

The W. Lewis Fleming Prize for French  Given by the alumni in memory of W. Lewis Fleming to the student of French who is most deserving in interest, effort and achievement.
Esi Kokua Hutchful

The Joseph L. Hargrove Prize for Spanish  Given since 1972 by Joe Hargrove ’67 in memory of his father, who was a “great admirer of SAS.” Awarded to the student doing outstanding work in Spanish.
Sydney Lauren Tooze
David Alexandre Vieux

The Chinese Prize  Awarded to the student doing outstanding work in Chinese.
Brian Llgyo Seo
Brendan William Crosby

The G. Coerte Voorhees Prize for Classical Languages  Given by his children in memory of their father, G. Coorte Voorhees, Latin teacher at St. Andrew’s School from 1935 to 1962. Awarded to the student who has done outstanding work in Latin and/or Greek.
Martha Pemberton Heath
Zachary Randolph Schmidt

The Walter L. Harrison Prize for Mathematics  Given in memory of his mother by Walter L. Harrison ’66, to a student of high achievement, whose work in mathematics is distinguished for its depth of interest, imagination and creative thinking.
Theodore Bratton DuBose

The William Day Scott Prize for Science  Awarded to the student who has taken at least two science courses and, through performance in these courses, has demonstrated real promise in the field of science.
Theodore Bratton DuBose
The William H. Amos Prize for the Life Sciences  Given by William H. Amos, member of the faculty from 1947 to 1985, to the student who has demonstrated exceptional interest and ability in the life sciences.

  Theodore Bratron DuBoise
  Michael Sena Quist

The Virginia Layton Orr Prize  In recognition of Virginia Layton Orr’s efforts to preserve Cape Henlopen State Park and other natural areas, this award is given to a student who has made significant contributions to the environment.

  William Thatcher Barton
  Adam Robert Kuerbitz
  Laura Kathryn McCready

The Walden Pell Prize for Religious Studies  Given to a student of the VI Form whose work in Religious Studies is distinguished for its understanding of the relationship between faith and learning.

  Grace Ingram Reynolds
  Michael Lucius Walter

The Francis L. Spalding Award  Awarded to the IV Form student who has achieved a commendable academic record by distinctive effort.

  Connor Hogan Gerszley
  Rachel Elizabeth Shields

The Harry C. Parker Prize  Given by Harry M. Parker ’64 in memory of his father, Harry C. Parker, to the VI Form boy or girl who has achieved the greatest academic improvement in his/her St. Andrew’s career.

  William McRoberts Heus
  Adam Robert Kuerbitz
  Leila Adams Crawford
  Elizabeth Sellers Grantham
  Ella Perry Yates

The DyAnn Miller Community Service Award  Named in honor of DyAnn Miller, exuberant teacher and counselor at St. Andrew’s from 1984 to 2005, who helped build and develop the community service program, and then by her example dedicated her energies and spirit to the service of others.

  Ruby Winifred White Cramer
  Danielle Lynn Eskridge
  Tommy Yingjie Hu
  Elizabeth Paige Scarinci

The Calder Prize  Given in honor of Dr. Joseph R. Calder and Virginia Calder and awarded to a III Form student who combines the qualities of good scholarship and a commitment to the service of others.

  Forrest Gordon Brown
  Margaux K. Lopez

The J. Thompson Brown Award  Given to the student below the VI Form who has made the greatest contributions to School government.

  Catherine Laura Geewax

The Malcolm Ford Award  In memory of Malcolm Ford, given to the boy and girl below the VI Form who best combines the qualities of leadership, good sportsmanship and a cheerful spirit.

  Michael Sena Quist
  Mark Darlington Wieland
  Susan Brooks Gurzenda

The Robert H. Stegeman, Jr. Award  Given in honor of Bob Stegeman, inspirational history teacher, academic dean, assistant headmaster and dean of faculty at St. Andrew’s from 1978 to 1999, awarded to the junior boy and girl in the top academic ranks of their class who have demonstrated intellectual leadership and who have made exceptional contributions to the life of the School and community.

  Julius Johannes Gunnemann
  Douglas Stuart
  Elizabeth Anne Martin

The Robert T. Jordan Award  Given by his classmates and former teachers at St. Andrew’s in memory of Robert T. Jordan ’86, who died September 11, 2001 in the World Trade Center attack, to the IV Form boy and girl who display the qualities that made Robert so memorable and distinctive: a love of humanity, an appreciation of friendship, a willful perseverance and resolve amidst adversity and opportunity, a unique and refreshing perspective on life and all its possibilities.

  Charles Naddoff Hughes
  Omosalewa Akintilo

The Christopher Wilson Award and Scholarship  Given by his parents in memory of Christopher Edward Wilson ’99. The award recognizes that senior who best embodies Chris’ virtues and personal qualities: a love of St. Andrew’s, a quiet and authentic appreciation of life, friendship and community, a devotion to service and to children and a kind and generous spirit.

  Sarah Grace Leathrum

The Fine Arts Award  Awarded to the student who has made the greatest contribution in the fine arts and demonstrated a depth and quality of talent that demands our recognition.

  Karin Marie Weston

The Henry Prize  Awarded to the VI Form boy and girl who have been of the greatest service to athletics. It recognizes not only personal athletic skill, but also service to the teams of which the students were members.

  Taylor Richard Brown
  Olumide Ade Sosan
  Martha Pemberton Heath
  Kaitlyn Kimball Moore

The King Prize  For the leading scholar during the VI Form year.

  William Thatcher Barton

The Founder’s Medal  Awarded to the scholar in the graduating class who, during his or her career at St. Andrew’s, has achieved the best academic record in the Form.

  Zachary Randolph Schmidt

The William H. Cameron Award  Given to the VI Former who has performed outstanding service to the School.

  Martha Pemberton Heath
  Justin Burton Wiedner

The St. Andrew’s Cross  Given in honor of the late Bishop Cook of Delaware, who was associated with the founding of the School. It recognizes the student whose contribution to the School has been distinguished for Christian qualities of concern for others, humility and high principle.

  Taylor Richard Brown
  Esi Kokua Hutchful
Reunion Weekend 2008

St. Andrew’s welcomed scores of alumni back to campus for the 2008 Reunion, a weekend of reminiscing with old friends and reconnecting to a beloved campus, community and School.

The welcoming began on Thursday afternoon with a reception for “Old Guard” pre-1960 graduates. These elders of the alumni body joined Headmaster Tad Roach and faculty members for a dinner in the Warner Gallery, where student artwork adorned the walls.

On Friday morning, alumni with a passion for the putting green met at the Wild Quail Golf and Country Club for St. Andrew’s 17th Annual Scholarship Golf Tournament, where teams of four played scramble format, competing for a range of prizes. Since its inception, this tournament has raised over $200,000 for financial aid at St. Andrew’s.

Back on campus, reunion classes continued to arrive. Some alumni, dazed and delighted, entered Founders Hall for the first time in decades, while others had only been gone for a few years. Recalling their arrival days as teenagers, graduates once again found themselves hauling their weekend luggage into dormitories and nesting into dorm rooms. Fathers and mothers led their sons and daughters on tours of dorms, halls and pathways, pointing out old haunts and reminiscing about their experiences as students. While a few things have changed since the early days—the arts program now occupies its own building, rather than a stuffy multi-purpose room; the health center is no longer on the topmost floor of Founders—core St. Andrean landmarks have remained the same—the front lawn, Founders Hall, the chapel, the dining hall, the pond and the gully all evoked #dëjë vu for returning alums.

A day of checking in and catching up culminated in a crab feast on the front lawn, where old friends clinked glasses and broke shells together as the sun began to set. Younger alums continued to celebrate way past their former bedtimes, refueled by sub sandwiches in the dining hall at midnight.

Saturday morning offered an opportunity to reconnect with the pond and the woods with a barge trip or a cross-country course run. Alums then gathered in Engelhard Hall for a special lecture by Dr. Bülent Atalay ’58. Headmaster Roach introduced this renowned scientist and artist as “a true renaissance man.” Educated at Georgetown, UC-Berkeley, Princeton and Oxford, Dr. Atalay retains a special place in his heart for St. Andrew’s, a place that “helped shape me into who I am

photos by Beth Crook and Jean Garnett
today.” In his lecture, Dr. Atalay shared some of his fascinating research on the intersection between art and science, as well as entertaining anecdotes about his life and time at St. Andrew’s. After soliciting signings from former classmates in his weathered St. Andrew’s yearbook, he autographed copies of his celebrated book, *Math and the Mona Lisa*, which has appeared in 10 languages since its 2004 publication.

Some spent the sweltering afternoon relaxing, while others revisited the old days with a crew practice on Noxontown Pond.

At 4:00 p.m., alumni reconvened in Engelhard to hear the headmaster’s State of the School address. Roach’s words served as a powerful reminder of the pressing need to rally all St. Andreans to give back to the endowment that makes the running of the School possible. “Financial aid is the cornerstone of St. Andrew’s;” he said. “No private school endowment in the country is doing as much work as the St. Andrew’s endowment to subsidize the education of its students.” While the endowments of comparable schools are looked on as insurance, St. Andrew’s endowment is the lifeblood of the School, used each year to provide scholarships and aid to deserving students.

“Our admissions office has never had to turn away a student because his or her family income did not meet a certain standard,” Roach reminded the audience. “The question is really quite simple: Are we willing to provide this exceptional opportunity to future students? Are we going to give back so that others can receive the incredible experience and education that this place has to offer?” Considering the quality of the learning, thinking and growing that goes on at St. Andrew’s, “In giving back to this School, we are in fact investing in the very future of a democracy. We are investing in the future of a rational, discerning, compassionate, voluntary citizenry of the United States.” He ended with a request that committed alumni help convince their classmates to share in the responsibility of sustaining the vital work of the School. “Our job, collectively, is to spread the word.” Mr. Roach presented awards to Reunion classes who had achieved the greatest level of participation in giving or the highest amount in gifts to the School.

Community members then joined alumni in celebrating the dedication of M Dorm to Nan and Simon Mein.

After class pictures and a sit-down dinner, guests were treated to an alumni concert featuring a variety of musical styles. Sarah Stivers ’83, who cut her singing teeth in the bistros of Paris, delivered traditional and contemporary standards. Bob Amos ’75 led his band in a repertoire of beautifully crafted folk songs in bluegrass style. His daughter, Sarah, sang beautiful harmony, and his wife, Anne ’78, celebrating her 30th St. Andrew’s Reunion, joined them on stage for a song. The New York-based indie rock group Food Will Win the War, led by Rob Ward ’99, closed amidst cheers from Rob’s schoolmates. The concert may have ended, but noise continued well into the night, as fireworks on the front lawn were followed by karaoke in the gym courtyard.

The weekend finished fittingly with a Sunday morning memorial service commemorating deceased members of the Reunion classes. Former Chaplain Simon Mein gave the homily, while alumni stepped in to help perform the service.
Alumni Perspectives

Confessions of a Former Student
Bob Evans ’49 chronicles his underform antics and recounts the experience that transformed his view of St. Andrew’s forever.

What was life like for a III Former at St. Andrew’s in 1945, compared to that of today? “Unrecognizable,” quipped Bob Evans ’49 in his Founders’ Day chapel address last November, in which he regaled the community with a tale, as he put it, “of mischief, forgiveness and redemption.” In his talk, Bob brought listeners back in time to St. Andrew’s a half century ago, recounting the exploits and errors that filled his Lower Form days and the unforgettable awakening that changed the course of his high school career. Bob’s recollections inspired laughter and hope in the younger generations of St. Andreans who filled the pews.

We came to St. Andrew’s by trains, planes and automobiles, and in my case, by Trailways bus. We were met in Middletown by the St. Andrew’s school bus, a sleek-looking aluminum affair trimmed in cardinal red and proclaiming the name of the institution in bold letters. It was much more elegant than the Trailways bus.

Old boys greeted each other like long-lost friends. We wondered what life at boarding school would be like, and whether we would make any good friends. Apprehension haunted us as we approached the School, and suddenly, from behind a grove of sycamores, there loomed a vast and elegant stone structure, suggesting wealth and privilege. Would we fit in here?

A moment later, we were being greeted by upperclassmen who, much to our relief, were disarmingly friendly, wholly concealing—for the moment—their tyrannical tactics as our soon-to-be supervisors. We were escorted to our quarters, a place then known as the “South Dorm” (now part of Hillier corridor), a cavernous open room of gym-like proportions. A 20-foot vaulted ceiling arched over a rabbit-warren of cubicles below. There were 30 or more—one for each boy. Each consisted of a bed, an open hanging closet, some drawers, a place for shoes and a shelf for toiletries. School literature euphemistically described them as “alcoves,” as if these spaces provided some privacy. They didn’t.

My life in South Dorm that year could be summed up in five words, all beginning with the letter “C”: camaraderie, cold, commotion, chiroptera (bats) and cherry bombs. Friendships, many lasting to this day, were formed quickly and naturally. Being thrown together in dormitory fashion meant making lots of friends, if for no other reason than self-protection (loners were picked on mercilessly). Then again, we had a common enemy: our VI Form supervisors, who lived in an adjacent room. We did our best to make life miserable for them, and vice versa.

With the arrival of spring came the local edition of the genus chiroptera, informally known as the Noxontown Bat. There were swarms of them, and they were all intent on entering the eternally open windows of South Dorm. We decided to take action: With squash rackets in hand, we mounted the cubicles and flailed away... but to no avail. The bats were too quick; they seemed to sense the coming swats. Soon, though, it was discovered that a well-placed backhand could make contact every time. Before long, bats were flying like so many shuttlecocks from one end of South Dorm to the other, having met their demise by the cunning backstroke that came to be known as a “coup d’bat.” No doubt this sounds repulsive today, but to a group of 14-year-olds in 1945, it was great sport.

The end of the School year arrived, and so did the fireworks. We smuggled them in. We waged “gun battles” on the pond, delivering cherry bomb broadsides from rowboat to rowboat. Even Bill Cameron, chief confiscator of fireworks and dispenser of discipline, could not locate the perpetrators of this clandestine warfare. Finally, we went too far. On the morning of graduation day, a cherry bomb, fuze sizzling, found its way into a sink full of water in the South Dorm bathroom. Exploding with a loud “thump,” it sent glorious plumes of water to the ceiling, even as shards of porcelain hit the floor.

Our class history notes that “We ended the year in a blaze of glory and gunpowder.” We headed home unscathed, but not, as we had supposed, undetected.

I returned to School in the fall in high spirits, only to be met with two rude awakenings. First, it was announced at the opening assembly that IV Former Evans and an
unknown co-conspirator would be expected to pay for a
demolished sink on South Dorm. This fine effectively wiped
out my School bank account and left me impoverished for
the entire fall term. Second, and much worse, I discovered
that our IV Form had been split up, as the ranks of the Form
had been swelled by newcomers. Some of us moved to the
West Dorm (now part of Hillier), others to the gym and still
others, including myself, to a hastily contrived “temporary”
dorm in the practice wrestling room of the gym. This was
dubbed the “Cameron Dorm,” and occupied mostly by new
V Formers.

I was beside myself, as were many others in our Form.
The class history, written three years later, tersely recounts,
“The IV Form year was the year of the Great Schism.” It was
not a happy time. Even so, we had to get along. I struck up a
friendship with a new V Former whom I will call “H”. H was
a dedicated hell-raiser, and therefore to be much admired
and emulated. He did not want to be at St. Andrew’s, and
he halfway convinced me that I didn’t want to be there
either.

And so, in deep mid-winter, H and I forged a plan to
run away from School; “commandeer” a sailboat and sail to
(where else?) the South Pacific, following the grand tradition
of Ahab, Bligh and Cook. We imagined we might even
have to take refuge on the remote Pitcairn Island, like the
Bounty’s mutinous Fletcher Christian. How exciting! But we
never made it beyond the School entrance.

Dante opens his Inferno with the following line: “Midway
on our life’s journey, I found myself in a dark wood, the
right road lost.” Well, midway through my IV Form year at
St. Andrew’s, I was in a similar situation. Then it happened:
Somehow I got it into my head that it would be a good idea
to make gunpowder (yes, that again). I stole my materials—
potassium nitrate, sulfur and charcoal—from the chemistry
lab, and ground them together with a mortar and pestle. My
dangerous and deviant behavior blew up in my face, quite
literally.

Reluctantly, in great physical and mental pain, I went to
the infirmary and presented myself to our School nurse,
Meg Miller, who immediately summoned a Middletown
doctor. In time, he said, I would heal, but it had been a close
call.

Lying in the infirmary afterwards, hands
and forehead in bandages, I was pondering my
fate when Headmaster Walden Pell appeared.

“This is it,” I thought, knowing him as a stern
authority figure. I soon realized, though, that Mr. Pell
had come not to chastise me but to console me. Oh,
the agony! My guilt, compounded with my sense of
gratitude for this man’s kindness, was more than I could
bear. I burst into tears, as did Nurse Miller, who had
been commiserating with me earlier. The Headmaster
maintained his composure and, after a few more words of
comfort, took his leave.

I fully expected to be expelled. Yet, after due deliberation
by the Honor Committee, the Disciplinary Committee
and the powers that be, I was sentenced to two weeks at
home. The leniency of my punishment pained me more
than the burns. I returned a chastened young man, but, far
more importantly, the beneficiary of love, understanding
and compassionate treatment from the entire St. Andrew’s
community.

I will always remember and cherish Walden Pell’s
forgiveness, and his likely advocacy for my continued
education at St. Andrew’s. My transgression may have been
extremely unusual, but the School’s response to it was not
an anomaly. Over the years, I have seen other St. Andreans
compromised by their own ill-advised actions, and I have
seen this wonderful community grant forgiveness and
compassion when some lost student needed them most.

If Walden Pell set this standard of compassion and
forgiveness, those who have followed have honored
him by furthering his philosophy. Headmaster Tad Roach
recently developed and sent out to the alumni a list of
10 reasons why a prospective parent or student should
consider choosing St. Andrew’s. All the reasons he gives are
compelling, but I find one especially so: “You will understand
the power of faith, goodness, compassion and generosity. You
will feel the power of hope and optimism in your life and in
the life of the world.”

St. Andrew’s helped me to find the “right road,” and I
know it will do so for many others to come.
On the last free afternoon before winter sports practices began, the V Form gathered in Engelhard Hall to hear what 24 alumni had to say about professional possibilities and pathways.

The program was designed to be mindful of juniors’ main concern: finding the right college for their talents and interests. Alums came from a variety of college experiences—public universities, small liberal arts colleges, ivy league schools, direct grad school paths and delayed grad school, gap years—to demonstrate for the students that they can be successful coming out of any of these college experiences.

Representing a variety of career paths, the panel was able to field a range of questions. What is a good college background for getting into and performing well in one’s chosen career? Can you get into law school if you were a biology major? What will you have to do to get into med school if you were a liberal arts major? Can you get into a top engineering school coming from a small liberal arts college? Should you consider going to a school with a lower tuition if you know that you are going to incur additional debt from graduate or professional school?

The purpose of the Career Fair was to give students a better understanding of the wide variety of options available to them in the future—and to remind them to think about these kinds of things when looking at colleges—especially on college tours over spring break.
Fall Alumni Day

Mark your calendar now for:

September 27, 2008
Benjamin F. (Ben) Houston ‘40

The following obituary is from Town Topics, a community newspaper of Princeton, N.J.

Benjamin Franklin Houston, 84, of Princeton, died at home surrounded by his family on March 9.

Born in Wilmington, Del., he was the son of Benjamin Houston Sr. and Jennie Hines Houston of Chestertown, Md. In his early youth his family moved to Jackson Heights, Long Island, where he spent his boyhood. He graduated from St. Andrew’s School in Middletown, Del., in 1940.

During World War II he enlisted in the United States Marine Corps early in 1942. He received special training in electronics and radar at numerous locations including Grove City College in Grove City, Pa., and the Naval Research Laboratory in Washington, D.C. Upon completion he joined the First Marine Division in the South Pacific, serving in Cape Glouster and New Britain with the Twelfth Antiaircraft Battalion, which assisted the First Marine Division in the invasion of Peleliu in the Palau Islands. At the time he was in command of a radar observation post at the northern-most tip of the island.

After the Island was secured in 1945 he was chosen to receive training as a commissioned officer in the Marine Corps and was accepted into the V-12 program at Princeton University where he was able to complete his first two years of study. After an honorable discharge from the Marines in 1946, he returned to Princeton as a civilian graduating with the class of 1948 with a degree in English and American Civilization. He was a member of the Ivy Club, the American Whig-Cliosophic Society and managing editor of the HALL-MARK newspaper, the official publication of Whig-Clio.

Other than a short period of time in the editorial offices of the New York Times, his entire professional career was associated with University Press publishing. He joined the staff of the Princeton University Press in 1949, starting in advertising and promotion and was advertising manager for a number of years. Following that time he became an editor, editing books on scholarly subjects, mostly in the literary field.

In 1949 he married Mary (Molly) Goodrich whom he had known since his youth as their families had summer homes in Rehoboth Beach, Del., and were friends.

He remained at Princeton University Press until 1959 at which time he was selected to be managing editor at Yale University Press. While at Yale he also was involved with the preparation of the Yale edition of the Private Papers of James Boswell.

In 1969 he returned to Princeton University Press, where he remained until his retirement. At that time the Press became associated with the prestigious Bollingen series. He also had additional responsibility for selecting the titles of the Press’s paperback program.

A member of Trinity Church in Princeton, he served on the worship committee. He was also a participant and contributor to the Wednesday evening Service of Eucharist and Healing held at the church. He had a lifelong love of literature and classical music. His hobbies and special interests included the study of astronomy, chess, coin collecting, most sports; along with his wife, he became an enthusiastic “birder,” visiting many wild life refuges and adding numerous species to his life list.

In all, he was a resident of Princeton for almost 48 years and resided in Henlopen Acres, Del., during the summer months.

He is survived by his wife of 57 years, Mary (Molly) Goodrich Houston, three children, a daughter Linda Houston and her husband David Feinberg of Bledgett, Oregon; Wendy Brown and her husband, Keith Brown of Rowayton, Conn.; a son, Scott Houston of Morristown, and three grandchildren, Jonathan, Elizabeth, and Alexander Brown.

Heinz Sander ‘40

The St. Andrew’s Alumni Office received an email from Christoph Sander, son of Heinz, informing us that Heinz died in an accident in October 2007.

Heinz was a German exchange student at St. Andrew’s in 1938. Christoph said that Heinz loved his short time at St. Andrew’s where he met so many wonderful people. He had to return to Germany before World War II and wrote letters to Walden Pell, the Headmaster at that time, which are on the school Web site.

William Cary Sibert ‘40

William Cary Sibert passed away peacefully at the home of his daughter, Jane Colby McManus, in Raleigh, N.C., on December 13, 2007. Bill, 86, was surrounded by his wife of 58 years, Jessie, and his family. Bill was born at Ft. Myer, Va., and grew up in the Panama Canal Zone and Ft. Sill, Okla. He entered St. Andrew’s School in the fall of 1936 and lettered in football, wrestling and crew. He was a member of the undefeated Boilermakers of 1939, and a winner of the King’s Cup (four) in crew.

After a year at Sullivan’s Prep in Washington, Bill entered the United States Military Academy. Upon graduating from West Point in 1945, Bill was posted to Hokkaido, Japan, during the post-war occupation. While there he oversaw the first ever-democratic election of the local mayor. Bill then transferred to the 82nd Airborne Division at Ft. Bragg, N.C., where he met his wife, Jessie, and was married. Within a year, Bill was shipped to the frontlines of Korea where he served with distinction, received a combat promotion to company commander and received the Bronze Star. After tours at the Command and General Staff College (Ft. Leavenworth, Kan.) and 3rd Army Headquarters (Ft. Monroe, Va.), Bill chose Army Aviation, an emerging branch of the military, for his next assignment. After receiving his wings in fixed wing and rotary aircraft at Ft. Rucker, Ala., Bill was posted to MacDill Air Force Base to the unit that eventually became United States Central Command. As the Vietnam War expanded, Bill was promoted to Lt. Colonel and selected to command the army’s first aviation combat unit, the 52nd Aviation Battalion based in Pleiku in 1963. During the next 12 months, Bill flew over 100 combat missions and was awarded nine Air Medals and the Distinguished Fly Cross. While...
In Memory

Lee A. Wills ’44

The following obituary was published in The Palm Beach Post on September 22, 2007.

Arthur L. “Lee” Wills, age 82, of Palm Beach peacefully entered into eternity on Friday, September 21, 2007.

An Army veteran of World War II and retired from the hotel and club management profession, his career span was over 40 years in the hospitality industry including many ground floor up operations and exotic locales. A graduate of Trinity College in Hartford, Conn., and recently celebrating his 50th reunion, Lee has a legacy of colleagues from his early on talents as a tennis professional and later in his vast knowledge which is marked by his distinguished management ethics and style. He will be sorely missed.

He was predeceased by Mollie H. Wills. Lovingly survived by his wife, Sari Romaner Wills; his children and their families: Lee Wills and Style. He will be sorely missed.

Thomas Morris Jervey ’45

Thomas Morris Jervey, 81, of Columbus, passed away in his sleep on April 1, 2008. He was a builder and registered architect for more than 50 years and partner of Whetstone Construction Company in Columbus.

A member of Overbrook Presbyterian Church, Thom had a strong faith that kept him strong through his entire life. After retiring, he became an avid student of archaeology who traveled to numerous digs around the world. He was the Junior Warden at St. John’s Episcopal Church and an Elder at Bethel Presbyterian Church. Thom was born June 11, 1926, at the Aberdeen Proving Grounds in Maryland. He graduated from St. Andrew’s School in Middletown, Del., and received a B.S. in architecture from The Ohio State University in 1950. He was a World War II Army Air Corps veteran. Thom was a member of Delta Tau Delta, Builder’s Exchange, past president of the Association of Building Contractors, and a volunteer with the Service Corps of Retired Executives.

He was preceded in death by his parents Col. Thomas M. and Margaret (Maynard) Jervey. He is survived by his wife of 56 years, Mary Ellen; daughter, Suzan; son, Thomas O’Dell (Susan); daughter, Sarah (Tracy) Fellure; granddaughter, Helen Jervey; grandsons, Nicholas Jervey, Andrew Fellure and Thomas Fellure; and, sisters, Col. Arden Jervey and Margaret J. Pierson, both of California.

Robert L. Taylor ’47

Robert Taylor died on Friday, March 21, 2008. He was born in Manhattan, N.Y., on May 20, 1926. He graduated from St. Andrew’s School in Middletown, Del., in June 1947 and Lehigh University in Bethlehem, Pa., in June 1952 with honors. He served in the U.S. Army Reserves from 1952 to June 1954, reaching the rank of first lieutenant. Robert Taylor served as a clandestine operations officer with the U.S. Central Intelligence Agency from June 1956 to September 1978. He served his tours of duty in Indonesia, the Dominican Republic, Chile, Vietnam, Bolivia and Mexico. Robert was a freelance writer of international news features with the U.S. Central Intelligence from September 1981 until March 21, 2008, in Exeter, England. Robert is survived by his wife, Hillary, and their daughter, Melissa Taylor; his son, Robert Taylor and daughter, Carol Gray, from his previous marriage and granddaughters, Eliza Gray and Ally Taylor.

Prentice ‘Toby’ Strong, Jr. ’49


He was born in Tuxedo Park, N.Y., on June 4, 1931, the only son of Prentice and Ruth Curtis (Hill) Strong. He was educated at the
Pomfret School, the University of Bridgeport in Connecticut and the University of Maine, earning degrees in accounting/economics and a master's in student personnel administration. His eclectic career spanned many fields. He spent four years in the military with the Army Security Agency. He was also an electrical engineer, real estate broker, garbage man, entrepreneur, assistant director of housing at the University of New Hampshire and dean of students at Tarkio College in Tarkio, Mo. He worked in land development with the Dead River Co., was a blueberry factory manager, newspaper editor and publisher, and worked in the small boat business. He was also an innkeeper along with his wife, Gretchen, at Penury Hall in Southwest Harbor, and he co-founded the Central Maine Egg Festival with Don Brough in Pittsfield in 1973, and the Quiet Side Festival with Marty Lyons in Southwest Harbor in 1985. In 1961 he married Gretchen Koehring and fathered two sons, Prentice “Skip” Strong III of Southwest Harbor, and Alden K. Strong of Salisbury Cove.

His avocations over the years included sailing, skiing, skydiving, ham radio, music and antique cars. Of primary importance to Toby was his and Gretchen’s second home on Great Guana Cay in Abaco, Bahamas. They began visiting there in 1982 and built their home there in 1989. Since then they spent many winters there participating fully in the community of the Cay.

He is survived by his wife Gretchen, son Skip and his wife Annie Dundon and their children, Emma and Maggie; son Alden and his partner Wendy Beeler; and a half sister, Silvia Bennet. His remains will be scattered on Great Guana Cay and in Western Way off Southwest Harbor.

**Roger D. Redden ’50**

The following obituary was printed on January 31, 2008, in *The Baltimore Sun*, reading “The longtime lawyer helped revise statutes in the Maryland Code of Laws to make them easy to understand.”

Roger D. Redden, who spent most of his legal career as a partner at Piper and Marbury and maintained a lifelong interest in architecture and travel, died Tuesday from a cerebral hemorrhage at Union Memorial Hospital. He was 75.

“He has death has really hit me hard. He was a dear friend and one of the finest attorneys I’ve ever known. I’d rank him No. 1 in the way he practiced law and treated people,” Sen. Benjamin L. Cardin, a Maryland Democrat, said yesterday.

Mr. Cardin said that when he was speaker of the Maryland House of Delegates, he frequently consulted Mr. Redden for advice.

“He always told you what was best for the state,” Senator Cardin said. “His death is both a personal loss as well as a tremendous loss for the community.”

Alan M. Wilner, a former judge on the state Court of Special Appeals, was a friend of many years.

“Roger was an incredibly unique and cosmopolitan individual. He had a stunning command of the breadth of the law and legal process and was one of the few lawyers that I’ve ever known that did,” Mr. Wilner said.

“He had such a marvelous knowledge of the law and could articulate it in a very easy, understandable way. He was never pedantic in any sense of the word. He was a huge credit to the profession,” Mr. Wilner said.

Mr. Redden was born in Washington and raised in Denton, where his father, Layman J. Redden, a former Maryland state senator, practiced law for more than 40 years.

He was a graduate of St. Andrew’s School in Middletown, Del., and earned a bachelor’s degree from Yale University in 1954. He earned a law degree in 1957 from the University of Maryland School of Law, where he was editor in chief of the *Maryland Law Review*.

After graduating from law school, he clerked for Morris A. Soper, a distinguished federal appeals court judge, and then joined a small law firm. In 1969, Mr. Redden joined what was then Piper and Marbury, now DLA Piper, where he worked until retiring in 1997. Mr. Redden’s legal specialty was government bond financing and public utility law.

“But his knowledge of the law was so broad that he often was asked to handle many other complex matters,” said Shale D. Stiller, a partner in DLA Piper, and president of the Harry and Jeanette Weinberg Foundation.

“At one time or another, he represented virtually every county in Maryland, and in connection with his practice before the Public Service Commission, represented many of the power companies and was instrumental in having the Calvert Cliffs development come to fruition,” Mr. Stiller said, referring to Maryland’s only nuclear power plant.

One of Mr. Redden’s lifelong interests was the simplification of the law, and in 1966, he was appointed by Gov. J. Millard Tawes to the Henderson Commission, which examined and made recommendations on revising inheritance tax and probate laws.

“It produced what has often been described as a set of rules marking Maryland as the most forward-thinking and efficient state in the country for the administration of estates,” Mr. Stiller said.

After Mr. Redden and another lawyer wrote an article for the *Maryland Law Review* in 1969 calling for revision of the entire body of Maryland’s statutory law, which consisted of approximately 10,000 pages, the General Assembly followed the authors’ suggestion and established a Code Revision Commission.

For the next 25 years, Mr. Redden “labored to revise, reorganize and put in simple English almost every statute in the Maryland Code of Laws,” Mr. Stiller said.

He added: “This task is about 95 percent complete today, and some have suggested that, because of his vision and Herculean efforts, the code be dedicated to his memory.”

Francis B. Burch Jr., co-chief executive of DLA Piper, who was hired by the firm in 1972, recalled Mr. Redden’s mentoring skills.

“He was always about getting it right and that you had to do your best effort every day. And believe me, it rubbed off on all of us,” Mr. Burch said.

“Roger was a man of great personal warmth and had true empathy for others. He had the ability to see problems through the eyes of others and would then find effective solutions,” Mr. Burch said. “He would never yell, scream or demeanor, and knew how to get people to do their best.”

Mr. Redden was a man of wide-ranging interests and had no trouble indulging them, whether it was the study of architecture, art, botany, wine, ornithology or finding the interesting, small, nontourist-infested hotel in the French countryside.
In Memory

△ Roger Redden ’50 and his convertible.

Also, in recent years, he enjoyed leading and narrating walking tours of Mount Vernon Place.

“Roger proved that there was more to life than writing legal briefs or preparing for legal arguments. He was an incredibly sophisticated guy,” Mr. Burch said.

In 1954, while a Yale undergraduate, Mr. Redden wrote an architectural appraisal of his hometown, a part of which was published in The Sun in 1961. In it, he concluded, “Denton is full of ugly houses ... but the nicest people live in them.”

“He had a lifelong interest in architecture and couldn’t resist going in any building that caught his eye,” said Walter G. Schamu, a Baltimore architect and longtime friend.

“He was a modernist at heart, which was probably a bit too much for fuddy-duddy Baltimore. We once spent two weeks in Holland together seeking out examples of Dutch modernism,” he said.

Roger knew how to live well, enjoy his friends and make the perfectly stirred Bombay Sapphire martini,” Mr. Schamu said.

“He was brilliant and always fun to be around. You never knew where a conversation with Roger would take you,” Mr. Cardin said.

Surviving is his wife of 45 years, the former Gretchen Sause.

A recollection of Roger D. Redden from Jack Keller ’50:

“I was deeply saddened on learning about the death of Roger Redden. In these recollections, I will call him ‘Big R,’ ‘Rog’ and Roger, because that’s what I did 60 years ago.

“Eagle Scout Redden and I first met at Boy Scout camp during the summer before we entered the IV Form in the fall of 1947. We quickly became friends since he was a fellow ‘Eastern Shoreman’ who shared my love for all things about Del-Mar-Va country. However, he was much too sophisticated to be voted ‘most rustic.’ I was the proud winner of that prestigious distinction. I marveled at how he could tie his bow ties so precisely and quickly. After being in the South Dorm together, we, along with Brewster Price, were roommates in the V Form.

“Big R’ was special. He was very popular and influential. He was an outstanding student, class officer and Praefect. Rog was a person with many interests. I suspect many had their origin in his scouting days. Roger possessed a great sense of humor, and he had an unmistakable, vigorous laugh. He could ‘light up’ a room with his smile, wit and engaging manner. ‘Big R’ was fun to be around.

“He graduated with honors and was awarded The Frazier Prize for Outstanding Service. Roger was voted by his classmate’s co-recipient of ‘Most Likely to Succeed.’ And succeed he did, graduating from Yale and the University of Maryland School of Law where he was chief editor of the Law Review. Then followed an outstanding career as a lawyer during which he made major contributions to the updating of Maryland’s legal code.

Christopher Kehor, a colleague of Roger and Easton, Md., town attorney said of Redden, ‘He was probably one of the most prominent, influential people in terms of impact and benefit for the people of Maryland in the latter half of the 20th century.’

‘Gretchen Redden, Roger’s widow, will surely agree that with his many successes, ‘Big R’ never lost his love for the Shore and for St. Andrew’s School. He was a proud ‘Eastern Shoreman’ until the end of his very exciting and productive life. ‘Big R’ will be greatly missed by all who were privileged to know him.”

William DeF. Bathurst ’50 wrote, “Roger Redden was a classmate and a good friend. Because Gretchen and Roger were godparents to a daughter of friends in this area, they visited annually. So, as time passed we became very good friends. We shared an abiding love for St. Andrew’s School. Roger was, for example, the initiator of the Class of 1950 Scholarship Fund. But what drew us together was our shared interests in various aspects of natural history. Roger has been well recognized for his knowledge and accomplishments in the field of law. Roger had a vast array of interests beyond the law; he had what some would call ‘a life’. Included was his keen natural history knowledge—particularly of botany and ornithology. We discussed various destinations and the delights of each. He was always such a pleasure that I would telephone him just to engage in some knowledgeable repartee. He did not have a computer—and was delighted to be classified as a Luddite in that regard. So from time to time, I would ask Roger if he had received my email containing vital information. After he enlightened me about the joys of being a Luddite, we continued. His devoted wife, Gretchen, always encouraged and accompanied Roger on trips. I had encouraged them to visit Botswana—one of my favorite countries. On one trip I collected two pamphlets that I knew would feed his interest and productive life. ‘Big R’ will be greatly missed by all who were privileged to know him.”

John Fiedler ’51 wrote, ‘I was greatly saddened to hear of Roger Redden’s passing. He was the second guy I met on my first day at St. Andrew’s. (The first was Willie Johnson.) Roger and I were not close, but were friends throughout our years together at the School. We sort of chased each other for 1st Group status each marking period. I saw him occasionally at Yale, but we moved in different circles. I was delighted to see Roger again at his 55th Reunion at SAS,

△ David O.V. Barroll ’51
The following obituary was printed in the January 4, 2008 issue of The Baltimore Sun:

David Oakley Vanderpoel Barroll, a retired former owner of an Eastern Shore real estate firm, died Tuesday in his sleep at Chestertown Manor, a Chestertown assisted-living facility. He was 75.

The native and lifelong resident of Chestertown was a 1951 graduate of St. Andrew’s School in Middletown, Del. He attended Washington College and was a private in the Army from 1953 to 1955. David sold automobiles and farm equipment before becoming a real estate salesman in the late 1960s. In 1972, he established Cooper-Barroll Realty in Chestertown, of which he later became president. He expanded the business to include offices in Centreville, Galena and Kennedyville.

Before selling the business and retiring in 1991, Mr. Barroll was an active member of the Kent County Board of Realtors. He had also served on the board of the Chestertown Bank of Maryland and had been a member of the Kent County Chamber of Commerce and the Chestertown Elks. He was a member of the Chestertown Yacht and Country Club and the Frank M. Jarman American Legion Post in Chestertown. In Baltimore, he was a member of the Maryland Club, the Bachelors Cotillion and the Society of the War of 1812. David’s hobbies included sailing, hunting, golf and bridge.

David’s wife of 41 years, the former Ann Athey, died in 2003. Surviving are a daughter, Margaret B. Cutter of Fairfield, Conn.; and a brother, Richard S.W. Barroll of Lutherville. David was a communicant and former vestryman at Emmanuel Episcopal Church in Chestertown.

Recollections of David Oakley Vanderpoel Barroll from Dan Trimper ’51:

“It was a springtime Sunday morning. The large, black Packard sedan was waiting for us. The ride to Chestertown was smooth and exhilarating for two students with cabin fever. All week long I had looked forward to the freedom and gustatory fulfillment that the Sunday break was to offer.

As we took our seats in the dining room of chez Barroll, Mr. B was honing his carving knife with a skill he had developed from hundreds of filets of beef. The meal was served with a formality unspoiled by two starving St. Andreans on parole. Mrs. Barroll was cheerful and forgave us our many breaches of manners during the meal.

‘After a memorable luncheon, the rest of the day was spent on the dock of the Chester River Yacht Club. It was an active day during regatta week, and members and guests presented themselves to us with a surprising spirit of friendliness. I could have spent the rest of the term in this lovely state of AWOL. Sadly, we always made it back to study hall on time.

‘David invited me on several Sundays to join him for similar outings. We became roommates at St. Andrew’s School and his parents treated me as if I were a family member. I felt comfortable with his family and I looked forward more than I can say to the fellowship of those spring days away from school.’

The following obituary was printed in The Royal Gazette on Thursday, March 24, 2005:

Herbert Lyndon Clay, IV was known to us by his chosen nickname, Leo. Because of his suave style, his courteous manner and his excellent eye for feminine pulchritude, somebody in the Class of ’52 began calling him ‘Leo, the Social Lion.’ It stuck.

‘I think it likely that Leo began kicking a soccer ball within hours of his birth. His skill was unmatched at St. Andrew’s School, and he generously gave lessons and suggestions to any who asked. He played right wing and would play keep-away down the sideline before arcing a perfect pass over the heads of the opposition, usually right on the goal-mouth. Unfortunately, the center forward had been chosen for his altitude rather than his athletic ability, so a lot of great passes that should have been goals weren’t. (I can say that because I played center forward.)

Leo’s sense of adventure was ever-present, even during somewhat dry academic pursuits, such as chemistry. He and I were tablemates in Mr. Hagerty’s chemistry lab on the day when the class was to use sodium to divide water into sodium hydroxide and free hydrogen gas, which was to be collected in a bottle and then ignited, re-forming water. ‘3 cm of sodium ribbon,’ read the directions. Whoops, no ribbon available, just a big chunk of soft sodium metal, submersed in oil. One of us sliced off a piece about the size of a small walnut, reasoning that some dimension of it was probably three centimeters.

In Mr. Hagerty’s chemistry lab on the day when the class was to use sodium to divide water into sodium hydroxide and free hydrogen gas, which was to be collected in a bottle and then ignited, re-forming water. ‘3 cm of sodium ribbon,’ read the directions. Whoops, no ribbon available, just a big chunk of soft sodium metal, submersed in oil. One of us sliced off a piece about the size of a small walnut, reasoning that some dimension of it was probably three centimeters.

I went back to our small steel water tank and held a bottle over it while Leo brought the chunk of sodium with tongs and dropped it in. I remember several huge and rapid bubbles, most of which never made it to the bottle, then a spontaneous explosion. Leo went down to one side and I to the other. Mr. Hagerty came running, calling out, ‘Oh, my boys! Oh, my boys! Are you hurt?’ Leo and I looked at each other and responded in unison, ‘No, sir.’ Mr. Hagerty nodded, then said, ‘Well, you proved your experiment.’ To our great relief, nothing
further was ever said about the incident, even though we had blown a
hole in the bottom of the steel tank.

“In addition to serving as Color Sergeant in Her Majesty’s
Bermuda Regiment, Leo was also executive secretary (I think he said)
of the Bermuda Hotel Association, responsible for spending several
million dollars a year to promote tourism. In the latter role, his
loyalty to Bermuda was transcendental, ignoring even the demands
of insect taxonomy. A case in point: we were dining one evening
on the veranda of a lovely restaurant. Leo was sitting with his back
to the restaurant wall, upon which appeared the grandfather of all
cockroaches (or so I took it to be). I watched it descend ever closer
to Leo’s left shoulder, then asked, ‘Who’s your friend?’ Leo looked back.
Then, in one smooth motion, his left hand reached down, took his
right highly polished loafer by the toe, and swung into a backhand of
Wimbledonian force and accuracy, thus dispatching the insect into
the next life. As he replaced his shoe, Leo smiled and said, ‘Palmetto
water bug. They show up once in a while. Pay no attention.’ ‘What did
you call that?’ I asked. Enunciating each syllable, he replied, ‘Pal-met-
to-wa-ter-bug. There are no roaches in Bermuda!’

Henry Roth ’52 called Herndon (Hap) Werth ’52 to say he and
Jeanne would, periodically visit Bermuda; and each time would visit
with Leo and his wife, Gayle. When Henry called Leo and Gayle
in early December (2007) to say he and Jeanne were planning a
Christmas trip, he learned from Gayle that Leo had died from a brain
tumor in 2005. Henry asked Hap why there had been no notice in the
Sugarloaf Mountain section of St. Andrew’s Magazine, to which Hap responded the Alumni Office
was told he and Jeanne were planning a Christmas trip, they learned from Gayle that Leo had died from a brain
tumor in 2005. Henry asked Hap why there had been no notice in the
St. Andrew’s Magazine, to which Hap responded the Alumni Office
had received no notice of Leo’s death. Belatedly 1952 class
members send their condolences to Gayle and our thanks to Henry
for obtaining and providing us with the funeral notice from The Royal
Gazette. Leo will be remembered as one of our most popular, always
smiling and cheerful classmates.

Jane Lee Murray

Jane Murray was born in Wilmington and raised in Townsend, she was the
dughter of the late Eunice and Albert Lee. She graduated from
Middletown High School in 1958. Mrs. Murray was a loving wife,
mother, grandmother, homemaker and seamstress. She was a lifelong
member of Immanuel Methodist Church in Townsend
where she served as a trustee and on many committees over her years of service.
She was a charter member of the Townsend Women’s Club, where
she also chaired many committees over the years, helping to establish
the educational scholarship fund. She was one of the founding
members of the Immanuel Church Relay for Life team. Through the
sale of beaded bracelets made by the team, Jane helped to raise more
than $200,000 for cancer research.

Jane enjoyed the company of many St. Andrew’s School students and employees, working as a driver for the past 10 years. Jane also
worked at the Board of Elections for 47 years. She spent many happy
hours in the company of her friends, playing bridge, quilting and
‘red hating.’ She loved life and gave freely and joyfully of her time
and skill to everything that caught her interest. Her husband and
grandchildren were the joys of her life.

Jane is survived by her beloved husband of 49 years, Bruce B.
Murray; three children, Debbie Murray Sheppard and her husband,
Rick, of Wilmington, Del., Scott Murray and his wife, Kim
Oxenrider Murray, of Boulder City, Nev., and Timothy Murray
and his wife, Amy Friday Murray, of Middletown; seven grandchildren, Brie,
Brooke and Bryce Sheppard, Ryan and Shaun Murray, Patrick
O’Haire, and Tyler Murray; a sister, Nancy Whitlock; and a twin
brother, James Lee and his wife, Carole.

Bruce B. Murray

Bruce B. Murray, 69, of Middletown, Del., passed away peacefully on
Tuesday, July 15, 2008, surrounded by his family.

Born at home at Summit Bridge, he was the son of the late Robert S.
and Florence Hepburn Murray. He graduated from Middletown
High School in 1957. He retired from the International Union of
Operating Engineers, Local 542 after 38 years working as a crane
operator.

Since retirement he spent many happy hours in the company of
St. Andrew’s School students and staff providing transportation and
enjoyed being an important part of the Daniels & Hutchison Funeral
Home LLC family for more than 13 years. He was a Past Master of
Union Lodge No. 5, AF & AM Masonic Lodge of Middletown,
a member of the Volunteer Hose Company of Middletown, Townsend
Volunteer Fire Company and the Townsend Cemetery Board of
Directors. Bruce always had a smile on his face and a joke or story
to share. He enjoyed spending time with his wife and grandchildren,
fishing and traveling to lighthouses across the country. He was often
found with a camera on his shoulder documenting life’s important
events. He was always there when he was needed and never turned
his back on a friend in need.

He was preceded by his beloved wife of almost 50 years,
Jane Lee Murray, in March of this year and by his sister, Christiana
Murray and brothers, R. Charles and Joseph W. Murray. He is
survived by three children, Debbie Murray Sheppard and her husband,
Rick, of Wilmington, Del., Scott Murray and his wife, Kim
Oxenrider Murray, of Boulder City, Nev., and Timothy Murray
and his wife, Amy Friday Murray, of Middletown, Del.; his seven
precious grandchildren, Brie, Brooke and Bryce Sheppard, Ryan
and Shaun Murray, Patrick O’Haire, and Tyler Murray. He is also
survived by his sisters, Carolyn Shaffner, Elizabeth A. Henderson,
Patricia Barcus, and Sabina M. Moffitt, as well as many nieces,
nephews and friends.

△ Jane and Bruce Murray were drivers for the School for over 10 years.
Emma van Wagenberg ‘09 spent spring break in New Orleans on a service trip with the School. “I took this picture in front of Tipitina’s, a downtown club in New Orleans over spring break. In addition to the community service that we did on the school trip, we were able to explore the culture of this unique city, and this picture seems to perfectly capture what the citizens of New Orleans valued most about their city. Everyone was so happy and relaxed and street musicians like these were scattered all throughout the French Quarter. Their presence encouraged us to immerse ourselves in the city’s venues, so much that some students played instruments on stage at Tipitina’s with local musicians. Being involved in activities like these, as well as helping the city to improve, made the trip a success.”

Guidelines for Submission of Class Notes

Class Notes serve to strengthen the connections of alumni to one another, to their class and to the School. We know they are the first pages that alumni turn to, and so we want them to be terrific! Please help us by following these guidelines:

Submission
1. Via e-mail to classnotes@standrews-de.org
2. Via fax to 302-378-0429
3. Via mail: Class Notes, 350 Noxontown Rd., Middletown, DE 19709
4. Via your Annual Fund Gift Envelope

2007-2008 Deadlines
September 1, 2008—Fall Issue
December 1, 2008—Winter Issue
March 1, 2009—Spring Issue
June 1, 2009—Summer Issue

We regret the long lead time, but it allows us to check, write, design, proof and print the entire Magazine, as well as the Class Notes.

Guidelines
We do our best to print class notes as submitted, but many times we need to edit for various reasons, including space limitations, appropriate language, repetition of content.

It is our policy not to include announcements of engagements or pregnancies in the class notes. However, we love to print news about marriages and births.

We also like to include alumni photo submissions. Sometimes, however, the photos we receive are not useable because the resolution is too low for printing. Please send digital photos as JPEGs. They should be high resolution: at least 300 dpi. If you are unable to check the resolution, we will check it for you and communicate with you about whether it is acceptable.

Label the photo with the name(s) of at least the key person or people pictured in it. Captions are fine, but not necessary.

Send photos only as attachments, not in the body of the Word document containing the text for the class notes.

On-Line Class Notes
The notes posted to individual Class Pages on the alumni Web site are protected to ensure privacy. Only alumni who are registered users of alumni.standrews-de.org have access to the site. These notes only appear on-line and will not appear in print unless submitted to classnotes@standrews-de.org by the individual alumnus or class agent.
Just as importantly, he planned for its future by creating the endowment.

Alumni, parents and friends must ensure the School’s future with planned gifts of their own.

Become a Member of

The Cornerstone Society
St. Andrew’s Planned Giving Society

For information, details and calculations, please visit www.standrews-de.org/plannedgiving or contact Gordon Brownlee, director of advancement, at gbrownlee@standrews-de.org or 302-285-4376.

Mr. duPont planned St. Andrew’s School.