St. Andrew’s MAGAZINE

- The Gift of St. Andrew’s
- Exploring Diversity
- Pipes & Drums
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.
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Front cover: The 2009 baseball team celebrated 400 wins for Coach Bob Colburn on May 9, 2009.
Back cover: On April 18, 2009, Natalie Reese ’97 and Morgan Foster ’97 witnessed the christening of the brand new girls’ racing shell, “Natalie Morgan.” The name honors the rowing accomplishments of Natalie and Morgan, and the generous support of their families for the St. Andrew’s crew program.
I am pleased that the St. Andrew’s Magazine offers in this edition a couple of articles that focus on the issue of diversity both within our School and in the larger culture of America. I think you will enjoy Jean Garnett’s interview with Treava Milton ’83, the co-director of diversity at St. Andrew’s. Together with Stacey Duprey ’85, Treava brings a great perspective to this crucial spiritual, moral and practical problem in American culture, and she and Stacey have worked effectively with me as we develop our vision for St. Andrew’s as a 21st century school celebrating diversity. You will also find Jean Garnett’s article on Traces of the Trade to be a fascinating and an important review of a special program held at St. Andrew’s this winter on the legacy of the slave trade.

Throughout my career at St. Andrew’s, I have believed that the ultimate vision of our School could not be realized until we embraced the full potential of diversity. The very notion of a 21st century boarding school must maintain as its essential foundation the idea that young men and women need to live in diversity in order to work and create effectively within our global world. If boarding schools are not communities open to all races, cultures, religions and socioeconomic groups, if boarding school students do not have the opportunity to live with and learn from others with different values, viewpoints and assumptions, we forfeit the most important opportunity we have as intellectual and human communities. We know it is more comfortable to go to school with those who look like us, live in our neighborhood, and share the same cultural and familial values. That is why American neighborhoods and communities look the
of Diversity

way they do. But boarding school is not intended
to be an experience of comfort, conformity and
exclusion; boarding school is intended to open
our eyes, ears and minds to difference, to new
perspectives and ideas.

We have a lot of challenges confronting us as
Americans these days: an unstable economy, a
deepening recession and growing unemployment;
a new world order threatened by terrorism,
nuclear proliferation and environmental concerns;
growing inequalities in our educational system
leaving many young Americans in failing schools.
Therefore, it might be easy to ignore race and
diversity as spiritual and moral issues that need our
study, attention and debate.

We as a nation, of course, have made
remarkable strides since the savage days of slavery
and Jim Crow. But as then-candidate Barack
Obama pointed out in his speech in Philadelphia
during the spring of 2008, the issue of race still
holds Americans back from our full potential as
a nation. For men and women of color, the scars
of slavery and segregation have not only created
lacerations, distrust and bitterness; they have
contributed still to impoverished
and dysfunctional families,
neighborhoods and schools where
the American dream is extinguished.

For some whites, the issue of racism no longer
seems relevant. Our country has changed and
developed a more enlightened view of racism, they
may argue, and it is time now to move collectively
as a nation on to more immediate and pressing
concerns.

Obama recognized this racial stalemate in his
Philadelphia speech, and it is important to review
how eloquently and gracefully he proposed lifting
the conversation to a new level, to an approach
that unified rather than divided Americans on the
question. Here is what he said:

For the African American community, that
path [towards a more perfect union] means
embracing the burdens of the past without
becoming victims of the past. It means
continuing to insist on a full measure of justice
in every aspect of American life. But it also
means binding our particular grievances to
Remarks from the Headmaster

the larger aspirations of all Americans... And it means taking responsibility for our own lives—by demanding more from our fathers, and spending more time with our children and reading to them and teaching them that while they may face challenges and discrimination in their own lives, they must never succumb to despair or cynicism; they must always believe they can write their own destiny.

Obama’s advice is sharp and incisive, calling men and women of color to see that the aspirations they feel and the goals they have set are naturally connected to the dreams of all Americans. He emphasizes the role of activism and responsibility as methods for working to achieve American goals of justice and equality, and he explicitly rejects the poisonous implications of passivity and victimization. It is time, he implies, for men and women of color to accept full responsibility for the health, welfare and spirit of their nation. This is a call that asserts the power of family, the power of education and the power of civic engagement.

For white Americans, Obama made the following recommendations:

In the white community, the path to a more perfect union means acknowledging that what ails the African-American community does not just exist in the minds of black people; that the legacy of discrimination—and current incidents of discrimination, while less overt than in the past—are real and must be addressed, not just with words, but with deeds... it requires all Americans to realize that your dreams do not have to come at the expense of my dreams; that investing in the health, welfare and education of black, brown and white children will ultimately help all of America prosper.

Obama suggests that a spirit of empathy, understanding and openness will empower white Americans to see, to recognize the obstacles still facing men and women of color in our nation. He calls white Americans to move from passivity to action, by taking on roles as allies, supporters of a vision of America that is just, equitable and open. He reminds us that asserting and protecting American values will help all of us flourish in new and important ways.

Can people of color and white Americans move toward the more perfect union Obama describes? We can, if we teach and learn in integrated schools; we can, if we live in neighborhoods that are open, diverse and accessible; we can, if we are willing to talk about ways to heal the wounds of our racist past; we can, if we believe in God’s redemptive love and spirit of reconciliation and communion.

We can and we must do this work well.
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Wilmington, Del.
TRUSTEE NOTES

The topic of the global recession is hard to miss. The media, mainstream and alternative, discusses incessantly the collapse of stalwart financial firms and once-mighty manufacturers and the struggles of the American housing market. The drumbeat of 24-hour analysis spews forth, obscured by the slant of politics and market psychology.

Yet, as St. Andreans wrestle with the current economic realities in their own lives, not a day goes by when they are not genuinely interested in the welfare of the School amidst these challenges. The endowment, launched by A. Felix duPont in conjunction with the founding of St. Andrew’s, has always been integral to the mission of the School. It has been, and continues to be, the financial lifeblood of this institution. His gift of $1 million in 1929 has been nurtured and prudently managed for 80 years, helping to advance and shape St. Andrew’s School during that time.

The global economic downturn, and its related deleterious impact on the global savings pool, has appropriately forced all institutions to review their capital stewardship. At St. Andrew’s, where the endowment critically supports nearly 50 percent of all expenditures annually, the linkage between strength of capital and preservation of mission has meant that endowment management has never been far from center stage.

The St. Andrew’s endowment is managed internally by the Finance and Audit Committee of the Board of Trustees, a group comprised of senior and experienced professionals from finance and industry. The current Committee is chaired by Scott M. Sipprelle ’81 P’08, and the members are Spencer C. Fleischer P’06,07,09,12, Andrew C. Florance ’82, Monie T. Hardwick P’02,04,07, Paul H. Harrell, Jr. P’90, Alexander P. Lynch P’11, Arthur M. Miller ’70 and Richard B. Vaughan ’88. This group, like those before, is guided by an investment policy that strives to achieve a relatively predictable return objective of 6 percent per year, a level sufficient to fund spending needs of 4-5 percent of endowment.
annually and provide for some longer-term growth in assets.

In order to achieve their objectives, the members of the Finance Committee must perform three essential tasks: asset allocation, manager selection and manager monitoring. The first task involves the investment of endowment assets across a broad spectrum of diversifying asset classes, such as equities, fixed income and commodities. Within those categories, further sub-allocations might be made into investments distinguished by their level of risk or global exposure.

The most critical task of endowment management involves manager selection. For a manager to be added to the School’s portfolio, the Finance Committee needs to be convinced of three things: first, that the firm has a clear and consistent investment process; second, that the principals have a track-record of integrity and professional excellence; and third, that the firm’s performance history demonstrates a balance of above-average returns and a loss control discipline.

The final key element of endowment management involves performing ongoing diligence to confirm that initial allocation decisions remain intact. The Finance Committee does this through ongoing analysis of performance attribution and investment positioning as well as an annual visit to the portfolio managers.

The recent volatility and stress in the financial markets has had very modest direct impact on the portfolio construction process at St. Andrew’s. Because the School’s investment positioning is predicated on investing over the long-term with astute managers, the Finance Committee essentially delegates much of the day-to-day worrying to a group of professionals who are wrestling with the critical investment issues real-time. Nevertheless, the Committee is in frequent consultation with one another over the course of a year, assisted by an endowment consulting firm who provides a steady stream of market intelligence and opinion. As the weight of new facts and data present themselves, and as new opportunities emerge, the Committee will convene to discuss and vote on changes to investment posture. This process of patient, yet strategic decision-making, with a keen focus on proper manager selection, has served the School well in the past. The Finance Committee believes that it will continue to do so in the challenges ahead.

### ANNUAL RETURNS FOR PERIOD ENDING MARCH 2009

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Overhauling
Exteriors

With the first stage of the historic gym renovation project completed, St. Andrew's indoor athletic facilities have been greatly improved this year. The new squash courts came on line this winter, and the old lower-level wrestling practice room has been transformed into a multi-purpose activity room, accommodating tae-bo, fencing, yoga, personalized fitness training and other events. New windows bring in natural lighting, and new wall finishes and a carpeted floor complete the space. The exterior of the original gym has also been beautified by the addition of these windows. Thanks to an aggressive schedule under the watchful eye of Bill Soukup, Jen Galloway and Mike Schuller, students and faculty alike have been enjoying these enhanced areas and the stylish façade for most of the year.

The most recent work however has been less glamorous, but far greater in importance. Over the winter and spring months, the focus has been on the boiler, HVAC system and the electrical system. Fire suppression systems are being installed in the Cameron room, all squash courts, the area for the new entrance, the future elevator lobbies and the multi-purpose activity room. Lighting and HVAC upgrades will be installed in the two squash courts that were not part of the refurbishment project to the School’s three original courts.

The HVAC design in these renovations had to meet all LEED standards that will be applied to the new field house design because the hot and chilled water supplies will be fed from the existing gym building. As if the efficiency and future planning requirements were not enough, the engineering for the systems also had to be designed to fit in the narrow alley between the squash courts and the JV gym, which proved to be a challenge in its own right.

As work has progressed in these aged structures, there has been a significant amount of asbestos abatement work needed, most of which was accomplished over spring break, thanks to the planning and coordination of the Nowland Associates team. Most of this pertained to the original boilers and related piping, but also included some ceiling and floor tile.

County building codes required the School to address accessibility issues, so an elevator connecting five of the gym’s nine elevations has been designed, and handicapped bathrooms will replace the existing bathrooms in the old lobby. The design of the elevator was particularly unique. The architect originally had two elevators to cover the five elevations, but through tremendous creativity solved the dilemma with one elevator, saving significant cost and time.

Combining accessibility and aesthetics, a new entrance will be built at grade, near the location of the multi-purpose activity room. The new entrance will be landscaped to connect to the pedestrian strand between Amos Hall and the O’Brien Arts Center. This will more effectively link the athletic facilities to the center of campus and the academic and residential life of the School, and will reduce foot traffic on the campus roads, especially during busy game departure or arrival times.

As economic realities weighed heavily on all plans in recent months, Soukup, Schuller and Galloway had to modify and/or reduce scope as they proposed work, to make sure the budget would support a project from start to finish. They worked diligently as a team to ensure the School would get the benefit of the original approved design, without losing any utility to budgetary concerns. By skillfully scheduling the projects, and dovetailing some project scopes into others, they helped balance the financial burden over the life of the larger renovation project, avoiding excessive depletion of available funds in this present era of declining or flat investment returns.
On a winter day 13 years ago, I visited St. Andrew’s to interview for a position in the Modern Languages department. One of the requirements was to teach a class, a requisite that many of the other schools where I interviewed did not require. I remember waking up early that morning talking to my host, Mel Bride, about her students. She spoke of them as if they were her children; she knew them very well and shared wonderful stories about their development in the language. I was astonished at how much she knew and cared about them. That was simply not my experience in high school. Time for class came by all too quickly, and I was very nervous. After all, I was still a senior in college, and although I had taught there as a teacher assistant (TA), I had never been in an American high school classroom before. To my surprise, within the first 10 minutes, I was absolutely enchanted by the class. These were bright, curious and exciting young men and women. They welcomed me, a complete stranger, with open arms, followed my lesson and participated in the activities with enthusiasm. After the lesson, they wanted to know more about me: who I was? where I was from? about my Spanish and why was I interest-
ed in teaching here? I quickly fell in love with the class for their spontaneity, honesty and interest in learning, and as my day progressed, meeting with Mr. Roach, Mrs. Roach, Chaplain Kunz and other members of the faculty and administration, I fell in love with St. Andrew’s.

There were many uncanny resemblances between St. Andrew’s and my alma mater, Kenyon College: small community, similar architecture, both rival locations for the Dead Poet’s Society movie, vibrant intellectual energy and a sense of unity and comfort among students and faculty. It simply felt like the perfect place for me. After a long-awaited phone call from Mr. Roach with a job offer, I finally arrived at St. Andrew’s in the summer of 1997, with my one suitcase, my boxes of books and my first opportunity to realize my dream—to teach!

Growing up, my favorite game was to play “teacher.” To the day, I vividly remember when my father bought me an enormous blackboard for my room. It was my best Christmas present that year! I remember begging my father to hang it up right away, and shortly afterwards, convincing my very energetic brother to sit down for my first lesson. Well, as you may imagine, that did not last too long! But determined to use my new “toy” and teach, I sat all my stuffed animals in front of me and continued my dictations, monologues and explorations of my imagination from the books I read. They were truly magical moments. At that age I could not articulate what it was that I was living, a meaningful life—a life of doing what I truly enjoyed—learning, as teaching my stuffed animals or simply imaginary students became my way of studying and understanding my world. It was obvious I was an auditory learner. But soon, this passion and dream of mine also became a tool of survival.

From ages 11 to 15, I lived in Panama City with my family, due to my father’s work. In 1988, war broke out in the country, as Colonel Manuel Antonio Noriega became a brutal military dictator. Once a CIA member and a student at the School of the Americas, and then an anti-American accused of selling U.S. intelligence to other countries as well as drugs and arms, Noriega instituted a kleptocracy—a term applied to a government that extends the personal wealth and political power of government officials and the ruling class at the expense of the population, sometimes without even the pretense of honest service.

Life changed dramatically in just a few months. Money and food were scarce; bank accounts were frozen. I remember feeling very lucky when my father’s clients could pay him with chicken or other food items. There was a curfew starting at 6 p.m., and no one could go out in groups of more than three. Fear, instability and danger were the constant patterns of life. At my school, which was an American school, we were constantly evacuated for bomb threats. I lived very close to a bank that the military guarded heavily, and from my room I could often hear gun shots, and I could see people being arrested and brutally hit for simply walking on the street. I tried to erase my terror through teaching. I would come from school, eat quickly and bury myself in schoolwork. I would read, read out loud and start teaching the book, jotting my notes and ideas on the board. At the moment I immersed myself in this work, I felt no fear; instead I felt uplifted, inspired and more importantly, optimistic. I was intellectually stimulated and that seemed to be more powerful than guns or hunger. By December that year, we moved back to Costa Rica, and despite the many casualties, the U.S. military was able to capture Noriega and extradite him to prison in the U.S.

Upon return from that tragic experience, it was very clear in my mind, that my communion with scholarly work and teaching was something so powerful in my young life that I, like my grandmother, wanted to become a teacher for life. As you may know, Costa Rica has no military, which freed up government money for education. Thus, teaching became a very common profession. Although I had many good teachers who knew their subjects well, I do not recall any one of them in particular who knew me at all or who really cared
about my thoughts and opinions. In fact, critical thinking was not part of the mission or curricular program at my school. I only got a hint, a small taste, of how important it was to work together, listening, sharing ideas and learning from one another when I would discuss books, current events and political opinions with friends. I began to think that perhaps teaching could be more meaningful, not only because I was intellectually stimulated, but because I could learn from other points of view. I was thirsty for this kind of experience and that was one of the reasons why I wanted to study abroad. While at Kenyon, it was a very difficult academic transition for me: thinking for myself, formulating arguments and defending them in a second language took enormous amounts of time and dedication. Just imagine writing your very first analytical paper which was on Shakespeare, in a second language. Although nearly impossible with my imperfect English and many headaches, I thrived on these challenges because my professors really cared about what I thought and how I developed them. For the first time, I was given the opportunity to find my voice.

So when I received that phone call on a spring day from Mr. Roach to come and teach Spanish at St. Andrew’s, I was thrilled and honored to be able to teach the language that represents my culture to young men and women who were interested and curious to learn about it. What a privilege! I could emulate my very recent experience at college.

To my surprise, my experience at St. Andrew’s proved to be much bigger than I could have anticipated. As a new teacher, I was prepared to teach Spanish grammar, culture and literature. I organized my lessons carefully, spent hours crafting activities. After all, that is what I loved to do and it never felt like work. And yet, there were other fears I had: as a new and only Latina teacher at the School, I was terribly nervous about how I was going to be perceived and accepted. I knew the welcoming feeling I sensed from the students I taught during my interview was genuine. But now, I was going to live here,
and would the community be accepting of my culture, my ideas, my height, my funny accent and my mistakes in and outside the classroom? I knew Spanish far too well, my literature as well, but I knew that would not make me a good teacher. I could impart my passion for language and literature, but only if I could be myself could I be effective. Would I be harshly criticized and would I feel invisible, like I often felt in college? For you see, college was a great intellectual experience and I had close relationships with my professors, but I often felt invisible in the greater community.

Well, just like that first class, it took little time to get an answer. From that first year until today, every day at St. Andrew’s has given me more than a chance to teach. It has in fact redefined teaching for me: teaching is a journey of learning about oneself and others through different disciplines. It is not only an intellectual exercise, but also a human exercise. Teaching and learning is about the opportunity and challenge to question, understand, accept, belong, grow, respect, graciously disagree and forgive in inspiring ways so that the outcome reaches far more than one individual can achieve. We are and must be the product of the very best in ourselves and that of others. This is St. Andrew’s gift to me—the SAS family.

It is this family, this sense of humanness that you create, develop and nurture at this magical place, that inspires me and gives me hope that our world will not be like the world of my teenage years, but a world of transformation. It is with this hope that I ultimately decided to become a mother, and I was not wrong. You have been a family to my son with your love, compassion, acceptance and respect. You are great teachers to him, like you have been to me.

Of course, as you know too well, family dynamics are never easy. We will face challenges, disagreements and make mistakes. But, if we continue to be true to our common values and beliefs of teaching and learning, we can overcome the obstacles, so that in our capacities as teachers and students, we can recognize the best in each other.

I will close my remarks with my favorite prayer, for it so clearly describes what we must do to continue to live the life of a family, a teacher, a student:

Lord, make us instruments of your peace.
Where there is hatred, let us sow love;
Where there is injury, pardon;
Where there is discord, union;
Where there is doubt, faith;
Where there is despair, hope;
Where there is darkness, light;
Where there is sadness, joy.
Grant that we may not so much seek to be consoled as to console;
To be understood as to understand;
To be loved as to love.
For it is in giving that we receive;
It is in pardoning that we are pardoned;
And it is in dying that we are born to eternal life.
Amen.
Creative. Collaborative. Exciting. These may not be the first words used to describe an activity that revolves around math. But those are precisely the words that come to mind when members of the St. Andrew’s Math Club describe one of their shared passions.

“Before I came here, I had only heard about the Math Club but never seriously thought about joining in,” says IV Former Robert Lee. “But Mr. Finch recommended that I try out for it and it has become one of the activities I’m really good at.” Third Former Ricky Lee asserts that “we can teach and learn from each other, and it makes the club activity much more exciting.”

Club advisor Eric Finch claims that it’s the thrill of competition that draws students to the Amos lecture hall on Tuesday evenings. “Our members enjoy matching their wit and skill against students from around the state and country.” Nina Reed, a III Former, agrees: “The best part about my Math Club experience is the feeling I get when I figure out the key to a difficult problem. It’s similar to scoring a goal in a sport or something; you just feel good.” But even
more than competitiveness, students drawn to Math Club possess a true appreciation for the power of numbers. Finch greatly appreciates the preponderance of St. Andrew’s students “who react to the intricacies of mathematics with awe rather than frustration.”

The Math Team spends its weekly practice time preparing for four interscholastic meets in which St. Andrew’s competes against schools such as Glasgow, Red Lion, Middletown, Newark and Caravel. At the competitions, students must wrestle with six individual questions and two team questions with limited time and calculator use. Meets are divided into two brackets: ninth grade teams and 10th through 12th grade teams. This year, St. Andrew’s teams in both brackets finished first in their region, thus earning an invitation to the state finals. The ninth graders placed second in the state competition while the senior team placed fourth. Individually, Robert Lee ’11 was one of only eight students to earn a perfect score.

Another highlight of each season is the annual trip to New Jersey for the Princeton University invitational, a competition that draws students from multiple states and two countries. Facing some of the best mathletes in the nation is a daunting but rewarding challenge, and St. Andrew’s has placed a student in the individual finals each of the last two years: Ian Harding ’09 in 2007 and Nina Reed ’12 in 2008.

Students claim that the team’s sense of spirit derives directly from their lively advisor and engaged student leaders. Indeed, participation in the Math Club has nearly tripled in size over the last two years under the dynamic student leadership of Mike Quist ’09 and fellow VI Form teammates Beth Martin and Divya Natesan. Quist refers to an “overwhelming love of math” that draws the team together. “We all enjoy doing math and are eager to learn more and that is where our team’s true strength comes from.”

Their advisor’s passion for math extends well beyond the Math Club or his own Geometry and Calculus classes. Having taught math and economics at various secondary schools and universities for more than 15 years, Mr. Finch is dedicated to imparting his love of math to as many students as possible. “But students have a hard time loving a subject they don’t fully understand,” says Finch. As the incumbent chair of the Math Department, Mr. Finch is dedicated to making sure that St. Andrew’s students master the techniques and concepts necessary to move on to the more advanced math classes. “Too often,” says Finch, “students move forward knowing only 85 percent of the material they’re expected to know at the next level. Then they get to the next level and are at a disadvantage with regards to the 15 percent they don’t know, which often leads them to absorb even less of that year’s class, and the deficit just continues to build. That’s where much of the frustration associated with math comes into play.”

The students in the Math Club generally take the challenge of mastery to heart, thus enabling them to apply their technical skills to more creative and complex problems. Next year the students will further hone their skills by studying Richard Rusczyk’s *Art of Problem Solving* text. Creating students who can only mimic the capabilities of the TI-84 calculator is no longer a sufficient goal. Through the Math Club and the department’s regular curriculum, St. Andrew’s strives to develop students who can actually apply their technical skills to help solve the myriad of issues facing the global community. ☞
St. Andrew's Magazine: When did you first discover your passion for writing? How did your experience at St. Andrew’s relate to this discovery?

Kathleen DeMarco Van Cleve: I always wrote. One of my first memories is imagining how the words to the book Up the Road Slowly would appear on a white page, typed by yours truly. What happened for me at St. Andrew’s was that a teacher I trusted, Tad Roach, thought I was a good writer and told me so. His confidence in my ability broke apart my immense and intimidating fear that my “voice” was something to keep secret. Soon I was writing so much—and so crazily—that I can’t believe he kept encouraging me instead of calling my parents in alarm.

Now, in retrospect, I’m sure Tad told that to everyone. But I didn’t know that, and his encouragement is something I always remember; even now, as I sit before an empty page (or screen) and worry about writing something compelling. What a special, special group the St. Andrew’s faculty is now, and has been. Truly, Tad (and Will Speers and Elizabeth Roach too) started me on my way and I will always, always be grateful.

SAM: Your partner in Rebel Films, John Leguizamo, is famous for his off-beat performances. What has it been like to write and work with him?

KDVC: John’s the best. He’s decent, hard-working, so funny, so smart and so quick. I really think he can do anything; he’s a kind of artistic superhero. I’ve known him for a long time now and am still struck by how inspiring he is, all the time, no matter what. That saying that “all writing is rewriting”? John takes that to another level. Everything can always get better; even if you’ve written 623 drafts and are sure it’s the best screenplay since Shawshank Redemption (my personal favorite script). We both are married with two kids apiece, yet somehow he doesn’t let the prosaic distractions of his (delightful) home life get in the way of his creative work… something I’m still trying to figure out. As usual, he provides the template and I try to make it my own. Somehow.

SAM: You have been a screenwriter and a producer in addition to writing two novels. How has your work in film informed your fiction?

KDVC: Well, the second book is about film, so I guess I kind of cheated. I feel that my “professional growing-up” occurred while I was working in development in the film business, I suppose all my writing is informed by the visual sensibility of scripts. At the same time, dramatic writing—what I teach now, and the backbone, I think, of all compelling stories—is what I aim to follow in anything I write: a novel, an essay, a screenplay or even this list of questions.
St. Andrew’s Magazine interviews writer Kathleen DeMarco Van Cleve ’84

SAM: Your upcoming book, Drizzle, signals a departure into a new genre—young adult fiction. Can you share a bit about your experience writing for a younger audience?

KDVC: Firstly, what a privilege it is to write for this audience! The grand part about writing for young people is reading what has worked already. The bar is so, so high. I’ve become a children’s book junkie, and have been knocked out—literally awed—by the stories out there to read: Michael Almond, Jerry Spinelli, Deborah Lee Wiles, Genniffer Cholodenko, and the great, great, great Sherman Alexie, who wrote the best first line in children’s literature—“I was born with water on the brain” (besting even E.B. White’s “Where’s Papa going with that axe?”). I also love the classics: Lewis Carroll, C.S. Lewis, Evelyn Nesbit, J.M. Barrie, Dodie Smith, (obviously) J.K. Rowling, and the utterly fabulous Roald Dahl...

The writing of this book has been long and complicated, perhaps because this is the first book I’ve written since I’ve gotten married, had children, moved out of New York City, took a day job (teaching at Penn) and lost one of my parents. (Basically the major difference between my first two books and this one is that I grew up, kicking and screaming the whole way.)

It turns out I don’t write that differently for children than I did for adults. I also have a fantastic editor at Penguin who has helped tremendously. Writing is exhilarating and terrible, I think, no matter what you write. Or at least, no matter what I write.

SAM: Drizzle tells the story of Polly Peabody, a girl who inherits the ability to make it rain. Where did this idea come from? What do you hope young people will learn from or respond to in Polly’s story?

KDVC: The rain idea came from the fact there was one part of my life where every single outdoor event I planned—a party, a reading, my wedding -- it rained. And I was mad. So like a little kid, I thought about being able to make it stop raining (or start again, as the case may be).

I’d be incredibly honored if even one child read Drizzle and lapped it up as I remember doing with stories when I was a child. It isn’t a “message” book – at least, I hope not -- but Polly does have to undergo a real change in how she sees herself before she can use her crooked finger (again autobiographical: I have a crooked finger) to make it rain.

SAM: Who are some of your heroes in literature and film, and why?

KDVC: I can read any Jane Austen book while walking down the street and laugh out loud. How great is that? Someone wrote something 200 years ago and in 2009 I’m laughing! Edith Wharton is just so wonderful; she writes with such ease that she makes you feel that you can do the same thing… until you try, and you fail miserably. I was on such an Evelyn Waugh kick for a long while; he’s so funny and kind of sick and supercilious too. John Cheever is just a master. The Waugh! Chronicles is crazy, real, grotesque and honest. Alice Munro is pretty much a perfect writer. Somerset Maugham is one of those writers that makes you wish you could go and have dinner with him, over and over again.

Certain characters remain with me: In literature, George Babbitt, Oliver Twist, and of course Elizabeth Bennet. In film, Thelma and Louise, Benjamin Braddock (The Graduate), Margot Channing (All About Eve), Jeff Spicoli (Fast Times at Ridgemont High), Maude (Harold and Maude). I could go on…

If I had to pick three favorite filmmakers today, they would be Billy Wilder, William Goldman and the brilliant Pixar guys. But this list is really endless—I could (and do) have about 30 favorites, if not more.

My screenwriting heroes are Billy Wilder, Joe Mankiewicz, Frank Darabont, Alexander Payne and Jim Taylor; Tom McCarthy, Susannah Grant and the great William Goldman. As for directors, Spielberg, Hal Ashby, Amy Heckerling and the brilliant Pixar guys are some of my idols.

SAM: What advice do you have for aspiring young writers at St. Andrew’s?

KDVC: Read and write, read and write. Organize your time and space so that you have your “room” to write (whether it’s a coffee shop, your desk or some other place) and a time when you’re going to start and stop. Write before you have children. (I mean this sincerely. It’s impossible to write when your child is sick with a fever… or even laughing in delight in a room below your office.) And perhaps most importantly (after reading and writing), learn to sit in your chair; for a long, long time, over and over again. There’s no shortcut to that. Your book, script or essay won’t write itself. No matter how many times I counted on Tinkerbell to show up overnight and polish up my novel, she never showed.

Take yourself and your writing seriously.

Oh, and a final thing. It’s pretty easy to trash the creative work of others. I used to have a field day telling friends that a certain novel was horrible, or a certain movie stunk. But overall, writing is hard, and it’s even harder to write something good. Very few people set out to write a bad book or make a bad movie. Try to figure out what a writer was trying to accomplish and start from there. And remember to be nice.

Drizzle
Talk of the T-Dock
This year’s winter musical brought the jazz age to the Forbes Theater. Sandy Wilson’s “The Boy Friend” is a spoof that embraces the clichés of musical comedy, with plenty of fun song and dance numbers and tongue-in-cheek humor. The production delighted audiences of trustees, parents, students and faculty.

Set in the carefree world of the French Riviera in the 1920s, the show centers around a group of boy-crazy British girls at Madame Dubonnet’s Finishing School. Maisie, Dulcie, Nancy and Fay (Mary Craig ’09, Katie Craddock ’09, Paige Newquist ’10, and Rachel Shields ’10) are all busy scheming, dreaming and screaming about “that certain thing called a boyfriend.” Laura Hain ’09 played Polly Browne, our young heroine who, despite her father’s millions, is the only one in her set without the all-important boyfriend, and hence no date for the fancy dress ball.

Polly’s prayers are answered when she meets Tony (Doug Stuart ’09), the errand boy who delivers her costume for the ball. Tony and Polly fall head over heels at first sight and, after cementing their love with beautiful duets, decide to meet at the ball. Warned by her father of fortune seekers, Polly tells Tony she is a secretary, while Tony, despite his errand boy get-up, is actually the son of an English Lord. When Tony’s parents, Lord and Lady Brockhurst, arrive on the scene, Tony flees in a panic, leading Polly to assume he is a thief.

Polly and Tony share the spotlight with other pairs of lovers. When Polly’s father, Percival Browne (Henry Holbrook ’09), arrives in Nice, he instantly recognizes his daughter’s headmistress, Madame Dubonnet (Emily Gowen ’09), as none other than Kiki, an old flame from his post-war days in Paris. Emily Gowen delivered her relentlessly flirty lines and songs in a perfect French accent and Henry Holbrook’s priggishness got big laughs.

Mary Craig ’09 was perfectly cast as the coquetish Maisie, who expresses her philosophy of love in a song to her many admirers, “There’s Safety in Numbers.” Her most persistent suitor, Bobby (played by Adam Shepherd ’10), doesn’t want her doing the Charleston with any other man, and asks her to marry him.

While Lady Brockwurst (Sarah Kemer ’11) frets over her missing son, Lord Brockwurst (Matt Scapardine ’11) is having way too much fun ogling young women at the beach. He finally captures the attention of Dulcie, who is always up for a flirtation, and the two of them sing “It’s Never Too Late to Fall in Love,” the slicest and funniest song in the play. Matt Scapardine was hilarious and captured Lord Brockwurst’s sleaziness to a tee.

All conflicts are resolved at the ball, naturally. Tony and Polly reunite; Maisie accepts Bobby; Dulcie, Fay and Nancy all get engaged to French boys; and Percy announces his engagement to Madame Dubonnet.

Ann M. Taylor ’86 and Matt Van Meter directed, Peter Hoopes ’89 was musical director and Sophia Maguire ’11 choreographed the great dance numbers. Students and faculty teamed up to make the orchestra.
A new tennis complex of 11 all-weather courts, completed over the winter months, has transformed the St. Andrew’s tennis program. Located next to the facilities building, the complex allows all four tennis teams to practice and compete on a rigorous schedule. Coaches and students are thrilled about this new, state of the art resource.

“The new facility has made a huge impact on our tennis program,” said boys’ varsity tennis coach Chris Childers. “First, the courts feel great; the bounce, the speed and the feel on the legs are all optimal. Second, they have improved practices by providing us with room to do what we need to do without worrying about space constraints.” In recent years the smaller arrangement of tennis courts near the gymnasium forced coaches to work out larger groups of athletes on a single court. That option still remains, but is no longer a required element of an efficient practice. The number of courts enable season matches to flow more smoothly, even when both girls’ and boys’ teams are at home. “We have no issue accommodating two full-fledged varsity matches,” explained Childers, “and the arrangement of the courts also allow a coach to keep tabs on all five matches at once, without having to dash from one set of courts to another.” The state tournament held the first two rounds of boys’ second and third singles at the new courts, which was to the benefit of the St. Andrew’s players, who were able to compete before friendly faces. “I can only see this facility becoming a central location for tennis in Delaware in the years to come,” said Childers with pride.

New and improved facilities have freed athletes and coaches from the limitations of inadequate space, allowing them to focus on honing their skills and getting their games in gear. Similarly, the construction of the new tennis complex has allowed the School to focus on another resource. The conversion of one of the old courts near the gymnasium into a much-needed parking area for community members and visitors has enabled the front of Founders Hall to be restored to its former charm as a pedestrian area.
**Boys' Squash**
*by Coach Cal Hurtt '90*

The boys' squash team had a strong outing this season, starting in exciting fashion by getting a win over Episcopal High School (6-3) at home to start the season. Other highlights of the season were: a nail-biter win over Woodberry Forest School in the teams’ first ever meeting; going 4 and 1 for a fifth place finish at the Mid-Atlantics with the sole loss coming to the eventual champions; finally, the big highlight was going 4 and 0 to win Division 4 at the U.S. High School Nationals.

The team eventually rolled up an 8 and 5 dual match record with a total record of 16 and 8 in all the team matches at tournaments. This team’s success is largely attributable to the great depth they enjoyed. The team consistently picked up wins near the bottom of the ladder and those made all the difference. There is a strong core returning next year with Alex Lynch ’11, Peter Desrosier ’10, Ted Rooney ’10, Jordy Gowen ’10, Nick Watson ’11, Joe Lee ’10 and BG Court ’10 back plus a solid group on the Junior Varsity.

The seniors were a huge part of this year’s team. Ryan Heaney ’09 who moved into the varsity to the #7 position this season had a great year. Ryan’s hustle and intensity on the court have been an example to all. Mark Wieland ’09 came to St. Andrew’s a tennis player, to this season a good squash player and he leaves this season a great squash and tennis player. Mark as one of the co-captains was invaluable to his teammates, always observing and giving good feedback and tactical coaching during matches.

The other co-captain, Jimmy Gerrity, has had a stellar career at St. Andrew’s. He came in and got dropped in the deep end, as #3, his freshman year and never looked back. Jim is a fine athlete and great competitor that the team will miss next year.

BG Court was awarded Most Improved. For their fine contributions to St. Andrew's squash throughout their careers, the Coaches Award was given to co-captains Jimmy Gerrity and Mark Wieland.

**Girls' Squash**
*by Coach Will Speers P’07,’09*

The girls’ Varsity squash team finished the season 16-5, a school record for most wins, beating last year’s tally of 12 victories.

Their season included tremendous play in the Mid-Atlantic and national arena: second place in the Flanagan tournament at Mercersburg; third place at the Mid-Atlantics; and third place at the Nationals Division 2, making them one of the top 20 high school teams in the country. This team was clearly the strongest girls team in the history of the School. On the road for many matches and tournaments, they molded into a great group of people who supported each other on and off the court. They also...
benefit from the renovated squash courts in Cameron Gym, which are now among the best in the Mid-Atlantic region.

This was a team that worked very hard, learned how to self-assess their play under many different conditions, learned how to play effectively on the road, never gave up, never was upset by new scoring rules or different court conditions. They became resilient and determined through victory and defeat: for example, Roland Park, a team we beat twice in close matches, upset us in first round of the Mid-Atlantics. We didn’t play our best, but for a week we practiced hard, and when we met Roland Park at the Nationals in the semi-finals, we beat them 7-0, with five players avenging losses with decisive and awesome victories. And then beating Hotchkiss School for third place, led by Mia Fry’s gutsy victory, capped the season. All 11 players contributed to this effort and honor.

Individually, Bailey Marshall ’10 led the team at #1 throughout the season, finishing the year with an astounding record of 16-1. She beat everyone she played in Baltimore and Philadelphia, losing only in the last match at the Nationals to the #1 player at Hotchkiss, 3-1. Mia Fry ’09, captain, at #2 finished the year at 12-8. She capped her magnificent career at the Nationals, winning the deciding match for our third place finish. During her career, Mia played #1 and #2, winning 36 matches, including her 18-0 junior year record. Her 36 career victories is also a School record.

Alexa Lichtenstein ’09, captain, finished with a dominating 16-5 record, playing superbly at #4 and then at #3. During her three-year career on varsity, Alexa won 34 matches. Cesca Fleischer ’12 played most of the year at #3 and then #4 in February after an injury. Her 15-5 record underscores how strong a player she was. Nina Fleischer ’09, captain, finishes her three-year career on the Varsity with a stellar 15-6 record. Liza Bayless ’11 was 15-6 at #6, playing some of the most determined squash on the team. Katherine Belk ’09, another senior captain, missed the first month with a broken arm from soccer, yet stormed back to finish the season 10-4. Margot Waldran ’10 (5-5) and Tilden Davis ’10 (6-5) rounded out the ladder; Henrietta Goelet ’11 and Charlotte Mara ’11 also played in numerous matches.

Boys’ Basketball
by Coach Mike Hyde

While the boys’ basketball team did not win many games this winter (1-17), they did have a productive and enjoyable season. Led by captain Alex Flynn ’09, and seniors Sam Jeffries and Joe Garvey; the varsity team developed into a cohesive unit and made strides as a team. The team was comprised of an interesting array of players. Seniors Flynn, Jeffries and Garvey combined with junior James Simons, sophomores Sean Crowley and Dee Simons, and freshmen Jawhar Kimbrough, Khary Dennis, Jake Myers and Ike Amakiri.

The boys’ Varsity basketball team won their first game of the season in dramatic fashion. Trailng Wilmington Christian 45-42 with under 10 seconds remaining in regulation, freshman Khary Dennis knocked down a three-pointer in the waning seconds to force overtime and breathe new life into the Saints and the home crowd. Both teams traded baskets in the overtime, before Wilmington Christian pulled ahead 55-53 with precious seconds remaining on the game clock. As an encore, Khary Dennis raced the length of the court with just under seven seconds remaining in the session, laid the ball in the basket and was fouled. He calmly knocked down the winning
free throw to put the Saints up 56-55 with 2.1 seconds remaining. Wilmington Christian\'s desperation shot fell short and the Saints pulled off the upset. Dennis led all scorers with 19 points, shooting 10-11 from the charity stripe. Senior Joe Garvey chipped in 13 points while Sam Jeffries added 10 points for the victorious Saints.

**Girls\' Basketball**
*by Coach Christina Kennedy*

One of the best parts of St. Andrew\'s athletics is the bond that can develop among teammates and coaches as we practice together, travel together, play together and live together. Our family was made up of two parents (coaches Ben \'97 and Christina Kennedy), an auntie (coach Elizabeth Ross \'01), two brothers (managers Matt Gamber \'10 and Ned Robinson \'10) and 12 sisters. These players definitely liked to keep the fans at the edge of their seats. You need only look at a number of our final scores to appreciate just how nerve-racking games could be: we defeated Westtown 30–28 in double overtime and then 35–33 in regulation time. We defeated Elkton 25–24. We kept things exciting when we lost too, falling to St. Thomas More 33–34, Tatnall 29–31, Wilmington Christian 22–26, Appoquinimink 34–38 and Tower Hill 21–29.

The girls\' team loved and supported each other, competed with each other, got frustrated with each other and felt proud of each other. Beth Martin \'09 (co-captain), Corrine Armistead \'09 and Susie Gurzenda \'09 brought us up when we were down, pushed us on when exhaustion kicked in, and kept us levelheaded when the pressure mounted. Lucinda Caldwell \'10, Molly Miller \'10, Emily Delaplane \'10, Grace Gahagan \'10 (co-captain) and Leah Weston \'10 embodied consistency, tenacity, hustle and competitiveness. They were the nucleus that we relied on in every game for rebounds, buckets, fast breaks and assists.

Amanda Gahagan \'11, Claudia Heath \'11 and Elizabeth Dalrymple \'11 came through for us at different times when we needed inspiration: Amanda against Tower Hill; Elizabeth against Appoquinimink; and Claudia against Tatnall. Nina Labovich \'12 wowed us with her nothing but net jumper.

The team concluded its season 5-15 and will be remembered for its defining, all-inclusive cheer \"red, black, white, griffins, cardinals, Saints\'09.\" At the winter sports assembly, four players received special recognition. Senior Elizabeth Dutton received the JV award. Senior co-captain Beth Martin received the Coaches Award. And, finally, Lucinda Caldwell and Grace Gahagan were recognized for their All-Conference honors: Lucinda earned All Conference Honorable Mention and Grace was named to the All Conference Second Team for the second year in a row.

**Wrestling**
*by Coach Donald Duffy P\'01,\'04,\'09*

This year, the St. Andrew\'s wrestling team overcame a number of setbacks and in spite of season-ending injuries, was still able to pull off seven dual meet wins to our six losses. A number of individuals saw their hand raised at the end of the majority of their matches and dominated in their competitions. Co-captain Dan Primiani \'09 at 171 pounds was 10–5 on the dual meet season, placed third at the Bo-Manor Tournament, was a D.I.S.C. champion and took a fifth place at the State qualifying
tourney to cap off a successful four years in the Varsity lineup. Grant Nikols ’09 dominated in dual meets this year with a 12–4 record. In the D.I.S.C. tournament, he pinned the number one and number two seeds on his way to becoming champion at 119 pounds. Austin Glessner ’11 came into the room this year as a new IV Former and took Delaware by storm, pinning down a 17–3 record, taking a second place at the Bo-Manor Tournament, winning the D.I.S.C championship, placing third at the state qualifying tournament and came within a hair of placing at the state tournament. Look for Austin to place very high at States next year.

A.J. Aja ’09 was a major force for the team at 189 pounds winning several matches via pin until his season-ending injury just before the D.I.S.C. tournament. Ford Van Fossan ’09, Bruno Barett ’11 and Sam Patton ’09 took second place and Collin Cousar ’10 placed third at the D.I.S.C., making this the best result for the St. Andrew’s team at the D.I.S.C. in six years.

**Swimming**

*by Coach Bill Wallace P’10,*’12

This summary is dedicated to our seniors: four-year seniors Ian Harding, Tyler Gehrs, Wills Cooper, Lee Whitney, Kasey Christiansen, Mackenzie Lilly, Sara Khan and Vivian Smith; three-year senior Nicole Guerrero; and first-year senior Michel’Le Bennett. They have made training hard on a consistent basis a cool thing. While they have not always agreed with me about everything, what has made them great leaders is the fact that they believe to be successful, one person—the coach—has to call the shots, and that to be successful as a team, one cannot always be looking out for one’s best interests. That is their legacy—they truly personify the expression that “the sum is greater than its parts.”

The girls’ record was 7-3-1 overall. They finished ninth in Delaware and second in the Independent Conference. Molly Willingham ’11 was MVP and named 1st Team All-State. Selena Wallace ’12 was awarded Rookie of The Year. Michel’Le Bennett was awarded Most Improved, while the Genereaux Award Winner went to Mackenzie Lilly.

The boys’ record was 7-4 overall. They finished fifth in Delaware and first in the Independent Conference. Tyler Gehrs was NISCA All-American in the 50 Free Relay. Tyler Gehrs, Jeff Rogers ’12, Wills Cooper and Lee Whitney were NISCA All-American in the 200 Free Relay. Wills Cooper and Lee Whitney were named the Most Valuable Players, and Rookie of the Year went to Jeff Rogers. Marco Peghini ’11 and Tony Harding ’11 were Most Improved, and the Genereaux Award Winner was Tyler Gehrs.

Tyler was also State Champ and 1st Team All-State in the 50 Free Relay. Wills Cooper was 2nd Team All-State, while Lee Whitney was Honorable Mention All-State.

Girls’ 1st Team All Conference were Molly Willingham. Second Team All Conference were Caitlin Forsthoelel ’10, Margaux Lopez ’11 and Lyndsay Wallace ’10. Boys’ 1st Team were Wills Cooper, Tyler Gehrs, Ian Harding and Lee Whitney.

Second Team were Jack Hain ’11, Peter Mihalick ’11 and Jeffrey Rogers. Finally, Ian Harding earned the distinction of being named to the NISCA Academic All American Team for Swimming due to his academic achievements here at St. Andrew’s School.
Will Plautz ’11

St. Andrew’s Magazine: What has been the most enjoyable class during your time so far at St. Andrew’s?

Will Plautz: In all my years of taking science I have never experienced a class of the same caliber that Mr. O’Connell’s Intro to Biology presented. When I heard the word “biology” before taking Mr. O’Connell’s class, I would always think of massive amounts of memorization. Though, not once in the class did we ever have to memorize the different muscles or bones of the human body, which would be forgotten within the next year. Instead we learned of the “building blocks” of life, and about topics that would give us a fuller perspective of what allows life to exist. In addition when we're doing a lab Mr. O’Connell would never give away the answer to what was needed to be done, rather we would puzzle through what we needed to do for weeks, sometimes months, at a time.

SAM: Since you’re still in the early stages of your career here, what led you to consider St. Andrew’s for secondary school?

Will: Ever since I was in sixth grade I had always had a sense that I wanted to go to boarding school. I’m not entirely sure why; because my sister had stayed all the way through my old public high school and ended up going to Cornell University, which I believe many would consider to be a great college. However, I think I needed more independence, or a different atmosphere, or possibly something completely indescribable. This led me to look at St. Andrew’s because my mom was friends with the Daniels’ family (a former student). When I visited I saw how natural the place was and how free it felt; that is what really got me hooked.

SAM: How has the music program at St. Andrew’s enriched or enhanced your love of music?

Will: My freshman year I was taking piano lessons while playing double bass in orchestra. I had always been more of a fan of the bass than the piano because I felt a lot freer while playing bass. Now, in my sophomore year I’ve decided to take bass lessons because I had the option to, which I never really had before. This has led me to playing in the All-State Orchestra, which I had never thought I’d be doing. It has also increased my appreciation for the instrument and music in general.

SAM: How have the St. Andrew’s extracurricular activities challenged you, and what do you hope to attempt in the years ahead?

Will: At the beginning of this year I decided to try out cross-country. Two years ago I would tell anyone, “Jeez, three miles of running, not only would I not want to do that, but I doubt I could without passing out afterwards. I’m not meant for long distance.” Oh boy, was I wrong, I trained essentially the whole summer before the season and found the sport to actually be enjoyable in many aspects. Now, from what I saw I could do, I’ve decided to keep pushing myself and look towards a marathon, hopefully in this coming summer.
Sierra Dennis ’10

St. Andrew’s Magazine: What has been especially challenging and/or exciting about coming to St. Andrew’s as a new junior?

Sierra: What I found challenging about entering this community was my inability to relate to my classmates the first few weeks as they reminisced about ninth and tenth grade memories. Often feeling uncomfortable at not being able to add my thoughts to the conversation, I comforted myself with the realization that if my classmates had these great memories and made these great friendships in only two years, the next two years at St. Andrew’s would be just as great for me.

Another challenge for me, the first couple of weeks of school, was getting accustomed to the busy schedule and life here. Unlike living at home, this structured schedule creates organization in the community and limits procrastination. I also had to adapt to the idea of Saturday morning classes, but now I think the balance between half-day Tuesdays and Saturday classes is really convenient and produces a less overwhelming week for students.

SAM: Most of your classmates have only St. Andrew’s as a reference for what high school is like, while you bring experience with another high school. How does your life here differ from your life at your previous school?

Sierra: I find it easier to communicate and interact with teachers here, because they are inviting and make themselves available to students. I was surprised by the close and respectful relationships between teachers and students; I’ve never been in a school environment where these types of relationships have been exhibited. This small, close-knit community allows students to engage in classroom activities and discussions, whereas the classroom environments I’ve previously been in were often just lectures where we rarely engaged in “in-depth” discussions.

Also living on campus really allows students to interact with their peers on a more intimate level in different activities such as sports practices, clubs, study groups, etc. At my old school, I wasn’t able to walk next door to ask my teacher a homework question or work late nights with a partner on a project, and being at St. Andrew’s creates these new opportunities for me.

SAM: Describe a defining moment that stands out in your year at St. Andrew’s and explain what made it meaningful to you.

Sierra: There has not been a particular sporting event that stands out for me, but overall I have loved immersing myself into the sports community, joining JV volleyball and JV basketball. At sports practices, the distinction between different forms sort of breaks down and you bond as a team. Getting involved in sports has given me an opportunity to get to know a lot of people in my own grade and in other grades.

SAM: Do you have any special goals for your senior year at St. Andrew’s?

Sierra: During my senior year, I would like to involve myself in leadership roles in the community and join more clubs. Over the year, I’ve been introduced to groups such as Cultural Exchange, Sista Space and the Environmental Stewards. With a new understanding of what these clubs embody, I’m looking forward to joining them next year.

SAM: St. Andrew’s students have busy schedules. What do you do when you grab a free moment?

Sierra: When I do have a free moment on the weekend, I just enjoy relaxing and having time for myself. I plunge into a couple games of Sudoku, read a book or watch a movie with friends. Some weekends a bunch of us just get together with food and have “movie marathon afternoons” to unwind from our busy weeks. I also make sure that I spend some time with my younger brother [Khary ’12], because we rarely have time to talk and catch up during the week.

“I was surprised by the close and respectful relationships between teachers and students; I’ve never been in a school environment where these types of relationships have been exhibited.”
St. Andrew’s Magazine: Diversity can be a difficult word to define. What does it mean to you?

Treva Milton: For me, diversity is incredibly simple, yet profoundly complex; if that makes any sense. Diversity speaks to the issue of variety or variation on any given theme, or away from a group that might be accepted as “the norm.” As we evolve, we hopefully prefer the words inclusion and multiculturalism just because they draw our attention away from the difference and open up the door for all kinds of cultural varieties.

SAM: How would you define the work of diversity?

TM: I like to think of this work as the work of healing and team-building. The focus is on skillfully acknowledging, embracing and celebrating all the tensions that arise from difference, and using that tension as a springboard for healthy communication between groups, as well as for the development of healthy relationships. In any team, group, organization or community, human capital is the most precious capital. The overarching message of this work is that the dignity of each individual must be intentionally preserved so that he or she may be guaranteed the opportunity to make a meaningful contribution to the fullest extent of his or her capability.

SAM: What is the significance of this work in a place like St. Andrew’s?

TM: This work is significant on a practical level and on a more spiritual level. At St. Andrew’s, we face the demanding task of preparing our students for college, and subsequently, their careers. I don’t believe that our work as educators is done if we have not also prepared them in terms of their values and their relationships. Life is made of face-to-face relationships with peers, colleagues, co-workers and so on. Early exposure to principles of multiculturalism and early engagement in the work of diversity empowers our students with a core competency that is currently being sought after in colleges, universities and the marketplace. One of our mission statement pieces refers to “Education for Citizenship and Education for Life.” The ability to acknowledge another person’s unique presence and contribution is essential to responsible citizenship and strong leadership. We are in a global society and a global economy, and more than ever it is crucial for young people to learn how to relate and interact with people from a variety of cultures and backgrounds. So on the practical level, diversity work is now a leadership imperative, and the fact that we are training future leaders demands that we do this work at this time.

That said, we are not simply teaching a skill; instead, we are trying to impart a genuine desire to connect with others. Leadership and success are meaningless if we don’t put our hearts into what we are doing. St. Andrew’s is a community that seeks to foster understanding and empathy for fellow beings, and I believe that embracing the work of diversity and multiculturalism helps develop these core values. Anything other than “myself” is a doorway to diversity. On a philosophical level, I see it as our effort as human beings to overcome selfishness.

SAM: What are some of the ways we can practice this work on a day-to-day basis in this community?

TM: In my experience and from the research that I have done, we practice this work by taking the first step: engaging in conversation around difference—in race, class, gender or any area. And we do this work by understanding and accepting our own deep-seated biases, tracing them to their source, and learning to vitally transform our thinking. This process can be frightening at first, but if we lean into the discomfort, as we are taught to do by the SDLC planners, the rewards are new relationships and new opportunities for success that we never would have had.

SAM: What is “courageous conversation” and what is the philosophy behind it?

TM: I sort of pirated this phrase from a book entitled Courageous Conversations About Race by Glenn Singleton and Curtis Linton. In this book, the authors address the achievement gap between the races that sometimes exists in schools. My take-away from the book was that there must be conversation around difficult issues of difference, and that this conversation has to be reflective, informative, honest and safe. As a rule, we avoid discussions of difference; we don’t want to say the wrong thing, offend someone or seem ignorant. But as long as the subject is shrouded in fear and silence, we cannot heal or secure longevity for our various groups. In order to learn about and embrace experiences that are different from our own, we need to be able to ask questions openly.
Conversations
OF DIVERSITY TREAVA MILTON ’83

For example, one of the things we encourage our students to do is identify a ‘safe haven’ friend of another race or class, and develop a close enough relationship so that, without fear of retribution, they can ask questions and make statements that are honest. This way, they educate each other, and sometimes share real pain, confusion and triumph associated with these themes. I am reminded of a sermon about true relationships. The very wise Bishop T. D. Jakes said, “One thing about pain—it is not prejudiced. It will fall in the ghetto and it will fall in the suburbs.” So my thought is, wherever we are from, let’s tell our stories. Let’s take our helmets off and show what’s been going on inside our heads. I can tell you that crossing that line of discomfort and developing these kinds of friendships has been one of the most rewarding experiences of my life.

SAM: Your work experience is diverse in itself, ranging from the corporate world to the community church. How does your work in these areas inform what you do now?

TM: Whether in corporate or nonprofit work, teams are everywhere, screaming to function in a fluid and healthy manner. I’ve had the privilege of working with boards of directors on troubleshooting teams, high-level administrative planning teams and many others. The health of any team depends on the ability of all its members to carry on authentic conversation. Experience has taught me that this doesn’t happen nearly enough. People are poised to give their best when they believe their voices have been heard, their contributions considered and that they are being given opportunity equal to that of their fellow team members. I think of my work at St. Andrew’s as a kind of team-building—I want to help make sure that every member of this community feels a sense of empowerment and belonging that allows them to flourish in their own unique way. I sometimes tell students that diversity work is about environmental sustainability—we are working to create an environment in which each individual can thrive, just like a plant needs a certain kind of environment in order to live.

SAM: How did your experience as a student at St. Andrew’s influence your path in life?

TM: I can say that St. Andrew’s influenced my desire to dream; and not only to dream for myself, but to dream for others. I came to St. Andrew’s and found myself in a community of people who were actually making sacrifices for others, and doing it gracefully. Teachers were giving their time, wisdom and love, and alumni were giving back to the School to support students they had never met, as they are doing today. St. Andrew’s really transformed the way that I think and see, in that it awakened my faith in people.

SAM: How has diversity at St. Andrew’s evolved since your days as a student here?

TM: The umbrella of diversity has opened up to include identifiers other than race, such as ability, age, class, ethnicity, gender, perspective, religion and sexual orientation. When we talk about diversity and inclusion, we now do it with the understanding that along the continuum of existence any characteristic can differentiate people.

Since my days as a student, St. Andrew’s has certainly warmed up to the idea that diversity and multicultural work has to be operationalized; it has to become an integral part of what we learn and what we practice each and every day—in the classroom, at the lunch table, on the fields and among the faculty. Awareness of difference is now part of the fabric of life here: The curriculum has been expanded and deepened to allow for a variety of perspectives. In our community service program, students are exposed to other kinds of experiences in their work with physically challenged children and adults, with persons displaced because of tough life circumstances, with the elderly and in several other areas. We are also in the process of making our campus wheelchair accessible.

SAM: How do you hope to advance diversity at SAS?

What do you envision as the future of diversity at this School?

TM: I am currently sitting on a team of eight colleagues whose goal is to plan and implement a several year multicultural program at St. Andrew’s. It is part of my task, along with those colleagues and my Co-Director, Stacey Duprey, to dream about what St. Andrew’s could become and then move toward making that dream a reality. We need to involve the full constituency in conversations and programming that will further enlighten us all about how to relate to one another through the lens of difference. I believe that at St. Andrew’s, the word ‘diversity’ will soon take a back seat to multiculturalism and that our programs, student groups, staff and faculty training will all include a component that acknowledges that we intentionally pursue dignity and equity for all people. It may seem a little utopian, but for me, in the best case scenario, I work myself out of a job— or at least, Stacey and I won’t need our diversity hats any longer.

SAM: You co-direct St. Andrew’s diversity program with friend and former classmate Stacey Duprey. A dynamic duo if ever there was one! How do the two of you work as a team?

TM: Stacey is my colleague, my friend, and my sister. She and I are so awesomely paired; it makes us laugh hysterically sometimes! Stacey is like the glow, and I am more like the filament. She is the meet-and-greeter and I am the planner-writer. When one of us drafts an e-mail (usually me), the other touches it up and then it goes out. When one embraces an opportunity to socialize (usually Stacey), the other follows suit and brings up the rear. Actually, our collaboration illustrates the core principle of our work: We respect each other deeply and we capitalize on our differences.

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For the Love of Music

On an April morning just after 10:30 a.m., Gary Harney plays a baby grand piano in the choral rehearsal room in the O’Brien Arts Center. Fresh from their mid-morning break period, students begin to arrive, welcomed by the piano’s soothing notes, effortlessly flowing from his fingertips. As they head toward their seats on the rehearsal dais, Harney directs them to sit in groups by vocal specialty, lifting one hand from the piano to gesture toward their destination and somehow continuing to play his piece without missing a beat. The room quickly fills with the entire class of 20 students who comprise the Choral Scholars.

Harney completes his overture, and immediately draws the group into a jazzy medley of “Swing Low, Sweet Chariot” and “The Saints Go Marching In.” The room is bouncing with energy as he tickles the piano keys and conducts the vocal divisions. When the song ends, there are faces flushed and smiles across the room. Not a bad way to start a class period.

The students catch their breath and open their portfolios as Harney directs them to begin exploration of a new song. As they peruse the sheets, Harney urges them to recognize the time signature and the polyphonic texture. “We’ll clap it first,” he announces. As he plays the base melody on the piano, the students attempt to clap along and find the rhythm. The task is not easy, but Harney nudges and nurtures them through. He stops and restarts them until each passage flows smoothly into the next. What starts as dissonant claps is refined into powerfully confident percussion, blending with the notes of the piano.

In short time, they reach the end of the piece and return immediately to the beginning, adding a layer of vocal chanting to the clapping. Harney works the class through the rough patches, sometimes stopping to focus on smaller groups or even individuals. It’s like watching a bee venture from flower to flower as it pollinates the entire bush. Without questions, the students blossom under this attention. With every passing minute, the song evolves, as harmonies are constructed and executed with increasing precision. It’s nothing less than the ultimate cooperative learning environment. Each student brings their talents, but the class moves forward together.

As the students leave the claps behind, the students retain the interpretation they provided and begin to sing the words of the song. Harney demystifies each phrase and helps them decode the overlaid strands of music. It is non-stop work, forging ahead as each piece is completed. While the claps and chants were inspiring, they are overwhelmed by the majesty of the lyrics the students delicately release into the air. A mere 15 minutes has elapsed since the start of the class, but Harney and his students have woven an audio tapestry from raw materials. The transformation is breathtaking.

Harney is a man with a mission, and he deftly executes that mission class after class. Of course, he does not deny the resources are an important part of the equation. “Students who become Choral Scholars already love to sing, so that gives me a head start,” he freely admits. “I often say that we’re working to create “complete choral singers,” he explains, “so I’m concerned not only that the singers learn proper vocal technique and care of the voice, but also that they develop a solid foundation in music theory, that they improve their aural skills, that they begin to understand how to sensitively interpret a text, and most of all, that they become excellent sight-readers.” Harney hopes the acquisition of these skills ultimately provides the students with the ability to sing virtually anything put in front of them. The struggles of any one particular music piece aside, that grand skill set remains the core focus of his classroom.

Harney’s path to the cavernous rehearsal room has been an interesting one. At age 45, he left a secure and well-paying position with the U.S. Department of Defense, and became a boarding school teacher. His
inspiration to do so was the product of two distinct factors. First, Harney felt that he didn’t see himself remaining in defense technology for the next 20 years. “I was sure that if I kept doing what I was doing until I retired, I’d look back and wonder what I’d done with my career,” he says. Second, and perhaps the more relevant factor to the present, Harney was fond of the boarding school model of teaching. His daughter, Susan, had thrived at Loomis Chaffee, and St. Andrew’s was instrumental in the development of his sons, Michael ’98 and Benjamin ’01. “It felt very much like I would be repaying the debt I owed to those who helped my own kids,” reflects Harney. He and his wife, Jo, initially ended up in central New Jersey, where Harney taught at the Purnell School for three years. “It was a great learning experience for me,” says Harney, “but when the opportunity to come to St. Andrew’s presented itself, there was no way I could resist it.”

But music wasn’t a late career switch for Harney. It had always been a formative element in his life. He pursued an undergraduate degree at the University of Kentucky and a masters at the University of Illinois, both in organ performance. While studying, he worked as the assistant organist and choirmaster at Christ Church in Lexington, and then continued to work with churches from 1975 until 1998. Harney also spent five years as an adjunct instructor in organ at Skidmore College.

While his love for music was never in doubt, Harney explains he “needed to put food on the table.” So, after pursuing a masters degree in computer science from Union College, Harney spent several years working in technology for the Raytheon Corporation, Teledyne Brown Engineering and the United States Army Aviation and Missile Command. During this time, he was responsible for managing large-scale software development projects for defense systems.

Fortunately for St. Andrew’s, Harney’s time in the defense contract world was temporary, and he found his way to Noxontown by 2001. In the classroom, in the rehearsal room, and on dorm, Harney has found his true calling, and his students eagerly testify to that fact. “Mr. Harney teaches creatively, diplomatically and engagingly,” says Katherine Craddock ’09. “He speaks to us with respect for our intelligence and maturity, but he is always happy to slow down or explain anything difficult at greater length.” That’s not a surprising quality of Harney’s teaching style. He attributes it to the influence of his first organ teacher, Bob Burton, the organist and choirmaster at Christ Church in Lexington. “He was the first choir director I encountered who demanded excellence from his singers,” reflects Harney, “and treated them as professionals, and expected them to rise to the challenge.” Harney hadn’t experienced this sort of treatment until his sophomore year in college, but found it eye-opening. “To this day,” he admits, “I find myself saying things to my Choral Scholars, then realizing that I’d heard Bob say the same thing to his singers years ago.” Burton taught Harney what music could be, and how well people could make music if courtesy, respect, and excellence were mutually exchanged.

That very concept played out on a larger stage at St. Andrew’s when the music disciplines were moved firmly into the daily academic schedule. “It would be hard to overstate the sea change that happened when Choral Scholars was put in the academic curriculum,” claims Harney. “For one thing, it signaled to serious singers looking at St. Andrew’s that we placed a great deal of importance in the program.” The change also gave the program a sense of “predictability” according to Harney. “When you’re not a sport and you’re not a class,” says Harney, “you’re subject to frequent disruptions of your rehearsal schedule.” As Harney and other faculty knew, it was difficult to have a performing group or team do their best when they might have several rehearsals in a row without having everyone present. Harney is thankful to all who labored to make the changes, but offers particular praise for Director of Studies Nathan Costa, who not only understood the curricular implications of the change, but, being a superb musician in his own right, possessed a unique understanding of the importance for the singers.

As Harney marches the program forward, he finds delight in the highlights of the progress so far: He is particularly fond of taking Choral Scholars to New Castle, one of their favorite venues. He quickly recalls the near-perfect performance of Stephen Paulus’s anthem “Pilgrim’s Hymn” in 2008, and the especially sensitive singing of Bobby
McFerrin’s “23rd Psalm” in 2007. This year, it was a riveting performance by Laura Hain ’09 as the doomed daughter in Carissimi’s oratorio Jephte, followed immediately by an impassioned performance of the powerful final chorus. “It was magical,” says Harney, “there were tears in the audience.”

Harney also enjoys the opportunity to take the group on more extended tours, including to locations far beyond St. Andrew’s. He joyfully reminisces about the 2008 tour of Venice and Croatia. “I was proud to be travelling with such an extraordinary group of young people,” says Harney, “who distinguished themselves everywhere they went.” He also won’t forget their two-night stay at a convent, where they received upon departure a nun’s tearful Italian blessing, deftly translated by Maddie Garner ’10.

The students describe the trip with similar passion. Forrest Brown ’11 fondly remembers a night in the town of Split, Croatia. “It was a really old town, with a lot of old architecture,” says Forrest. “There was a dome in the middle of the town and one night a lot of us just randomly started singing there—the acoustics were amazing, and Mr. Harney heard from his hotel room.” Harney rushed over and started directing them, and the group sang for hours. “You could hear us all over the town—a lot of people just stood there and listened to us,” explains Forrest. “It was one of the best nights I’ve ever had.”

While such moments might feel like the pinnacle of achievement, Harney continues to look at the challenges that yet lay ahead. “My current long-term goal for the program,” says Harney, “is to get to the point where all Choral Scholars upon graduation can sing at sight just about anything put in front of them.” He also hopes to build versatility in the program. For guidance, he contemplates the answer to two questions. Harney hopes the answer to the first, “How many Choral Scholars are required to sing an eight-part motet?” will be a self-evident “eight.” Most programs could do that, he admits. The challenge is in his answer to the second question, “Which eight?” Harney wants to resolutely answer, “It doesn’t matter.” It’s a worthy goal, one he hopes will develop the kind of confidence and vocal independence that allows all of his students to sing well. In most groups, Harney finds there are a few independent leaders, with the rest of the singers following them at a fraction of a second. “We need to be an ensemble in which every singer is a vocal leader in his/her own right,” says Harney. “We’re not there yet,” he admits, “but we’re closer than we were a few years ago, so I suspect that in a few years I’ll need to find yet another long-term goal to pursue!”

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WHEN ST. ANDREW’S DIVERSITY CO-DIRECTORS

Stacey Duprey and Treava Milton invited Dain and Constance Perry to campus for a series of workshops, they knew they wanted to start a discussion about race within the community, but they couldn’t predict what directions that discussion would take. Expert facilitators of “courageous conversations” about race, Dain and Constance came ready to grapple with unsettling questions about the legacy of slavery and racism in this country. How would students react to their radically candid approach to such a tough and taboo subject? 

“Door of No Return” Photo credit: Bradley Ennis (www.BradleyEnnisPhotography.com)
Race Relations

The Perrys began the special program with a screening of the acclaimed and controversial documentary *Traces of the Trade: A Story from the Deep North*. *Traces* is about one family—Dain Perry’s family—and their struggle to face the horrific offense underlying an esteemed and prosperous heritage. On a broader scale, though, it is a film about America, about what Barack Obama has called “this nation’s original sin” and its disturbing echoes in the present. Posing difficult questions about race, racism, reparations and responsibility, the film is indeed an ideal catalyst for conversation. In order for such conversation to be productive, students would have to be courageous and receptive—brave enough to risk honesty and open to hearing some potentially disturbing truths.

When Dain’s distant cousin, filmmaker Katrina Browne, learned that her New England ancestors, the DeWolfs, were the largest slave-trading family in U.S. history, she felt totally lost as to “how to connect the dots between the past and the present.” In the late 1990s, in an effort to confront and make sense of this shameful heritage, she and nine relations (including Dain) retraced the Triangle Trade, the Rhode Island-West Africa-Cuba route by which their ancestors trafficked in human beings.

From 1768 to 1820, three generations of DeWolf men ran a bloody but hugely profitable business: They sailed from Bristol, Rhode Island to Ghana and traded rum for African men, women and children. These captives were taken to Cuba, either to be sold at auction or put to work on DeWolf family-owned sugar plantations. Sugar and molasses were transported to family-owned rum distilleries in Bristol, and the cycle renewed itself like so. In all, the DeWolf family transported more than 10,000 enslaved Africans across the Middle Passage, and they amassed an enormous fortune. By the end of his life, James DeWolf had been a U.S. Senator and was reportedly the second richest man in the United States.

Tracing this history is emotionally and physically uncomfortable, both for DeWolf’s
descendants and for those watching the film. Leaving behind the clean colonial stone of Bristol, where the DeWolf name is proudly inscribed in plaques, statues and churches, the 10 travelers suddenly find themselves in a packed clay dungeon on the African coast, a tunnel of small, dark rooms and an iron door (“the door of no return”) leading to the ocean. This is where enslaved Africans were sardined by the hundreds as they awaited an equally cramped journey across the Middle Passage. The descendants, complete with fanny packs and sunscreen, wander uneasily through the dark, touching the damp walls, gazing through the patterned bars of the door at the eerily blanched light outside. This is the moment that brings the atrocity home to them. They can no longer withhold judgment on the grounds that “those were such different times.” Now they are here, where their forefather traded rum for human beings, and they must accept the fact that this man did evil things with his eyes open.

Dovetailing with some of the unsettling discoveries St. Andrew’s students make in their history and English classes, the film forces its audience to revisit and revise the distorted narrative of this country—the story of who it belongs to, what it was built on and where the blame lies for the atrocities that occurred here. The history of the DeWolf family, and other prosperous northern families (including the Browns of Rhode Island) destroys the deep-rooted misconception that slavery was a Southern problem, and shatters the post-Civil War myth of the North as an abolitionist haven, always and uncompromisingly fighting for freedom. Accepted in the North for over 200 years, slavery was a cornerstone of northern commerce, and while the DeWolfs were one of only a few slave-trading dynasties, many northern citizens were indirectly tied to the trade, owning shares in slave ships to make a profit, purchasing goods produced by slave labor, and so on.

Throughout their trip, Katrina and her relatives struggle with a sense of impotence. What are they hoping to achieve by taking this journey? Despite their attempts to confront their history, to come face to face with its meaning, they cannot escape the confines of the Western tourist experience. They traverse the Middle Passage by jet. In Ghana, camera crew in tow, they join a candlelight vigil honoring millions of kidnapped Africans. As the only white faces in the procession, they feel like intruders, and so they are. In Cuba, sunburned and mosquito-bitten, they are treated to generous portions of “slave fare” and given the chance to sample some “slave labor”—feeding sugar cane through an old wooden juicer.

The absurdity of these reenactments is not lost on them; rather than affording any sense...
of the slave’s experience, they highlight its utter inaccessibility. Their mission in taking this trip, though vague, is honorable; they are looking to confront a very troublesome truth. But, as they come to realize over the course of the journey, their ability to perceive this truth is limited, and all the Ivy League degrees between them cannot change this fact. They can never see through the eyes of the stolen people whose bodies and sweat brought their ancestors a fortune. Their privilege is, ironically, an impediment here, a kind of shackle...

For the DeWolf descendents and for white Americans watching the film, the most unsettling questions are waiting at the end of the journey: What is our relationship to this history? To what extent are we implicated in the crimes of our ancestors? And if we are, how can such a wrong be repaired or reconciled? Katrina and her relatives must now decide whether they use their newfound education in order to assuage personal guilt, or as a springboard for action. Has their journey just ended, or is it only now beginning?

When the film ended, the lights came up and Dain and Constance Perry took the stage. Constance asked everyone to take a moment to reflect, and then to choose and say aloud one word expressing what they were feeling in response to the film. The brief silence that followed felt tense. Would students risk voicing their reactions in front of all their classmates?

As it turned out, not only were they ready to express their reactions; they were actually eager to discuss and explore them. Single words began to break the silence, slowly and then in rapid succession. Students felt: Frustrated. Helpless. Relieved. Ashamed. Hopeful. Confused. Curious. Skeptical. Ignorant. Angry. Outraged. Incredulous. Betrayed. Misunderstood. Lucky. And when Dain and Constance asked them to elaborate on these words, they did so boldly and honestly.

This exercise turned out to be crucial in terms of setting the tone for the discussions to follow. By asking students to voice their initial reactions in single words, Dain and Constance brought the discourse to a gut level, while at the same time affirming everyone’s reactions as perfectly and equally valid. It was OK for a student of European descent to feel angry at being implicated in a history that wasn’t his own. It was OK for a South African student to feel alienated at being classed by the color of her skin rather than her culture. It was OK for a white student to wonder why people couldn’t just “get over” slavery and focus on the present. By creating an atmosphere of safety and openness, the Perrys cut through the fears (of judgment, of giving offense, of being
misunderstood) that often inhibit discussions of race.

English teacher Darcy Caldwell was particularly struck by the number of white students who spoke in response to the film. “Since I came to St. Andrew’s in 1991 we have had a lot of conversations about racial awareness,” she said, “but what set the Traces of the Trade weekend apart from the other workshops and conversations was the increase in the white voices that Friday night’s film triggered. The film moved us beyond awareness to willingness. The film spoke to the white kids in a very serious and powerful and unnerving way, and it prompted the vital engagement of white voices in the conversation.

“The film made white kids think about where they came from, and the discussion following the film prompted white kid after white kid to describe his or her family’s participation in slavery, discrimination and recognition of white privilege. It was the first time I had heard that many white voices participating in the conversation. One student said his great grandfather was the grand dragon of the Ku Klux Klan in Georgia. Another white student said his family had owned slaves. Another white student described the destructive behavior of his relatives and he explained that although he did not define himself by their behavior, he accepted it and he was ready to move past it. Another white student described his attempt to free his uncle from racial stereotypes and how helpless he felt. The courage in the room was awe-inspiring.”

This outpouring from white students is exciting and auspicious in that it breaks the mold. “[B]lack Americans are used to talking and thinking about race,” observed Katrina Browne in an interview for PBS, “it’s white Americans who are uncomfortable with talking about race, and who don’t have the vocabulary for it.” That night in Engelhard, and in the workshops that took place the following
morning, many white students proved that, given a safe, supportive environment and a prompt, they do have a vocabulary for talking about race. It is a vocabulary that springs from the heart as well as the intellect, one that honestly reflects inward complexes of guilt, indignation and the desire to shed a fraught history and start fresh.

Why is it important or necessary to have these conversations at a school like St. Andrew’s, an anti-racist community consciously working to promote diversity and inclusion? Treava Milton and Stacey Duprey would argue that such discussions are targeting an enemy that is subtler—and maybe more formidable—than blatant racism.

Most white Americans today say they believe in equal opportunity and find racism repugnant, and the discourse surrounding racism deals increasingly with hidden adversaries. Tim Wise, author of *White Like Me: Reflections on Race from a Privileged Son*, says that while the overt racism of individuals is loathsome and destructive, the more dangerous problem is America’s institutionalized racism, the “internalized cultural conditioning” that perpetuates reflexive racism in our minds and in our social systems. Wise argues that this species of prejudice, which does not require bigotry to operate, is all the more insidious in being unaware of itself. Without being racist by design, such systems of thought, education, governance and representation nonetheless lead to a racist impact. The term “white privilege” helps explain how whites can benefit from and perpetuate racist systems without being racist themselves, simply by enjoying certain advantages, opportunities and head starts that are denied or unavailable to others.

A whole language has been created to address this kind of unintentional inequity. Psychologists John Dovidio and Samuel Gaertner coined the
term “aversive racism” to describe the prejudice of “unprejudiced” people and institutions. Aversive racism carries conflicting implications. On the one hand, it hints at the tenacity of cultural biases; on the other, it reflects a conscious “aversion” to them and a desire to transcend them.

Dr. Beverly Daniel Tatum traces unconscious bias to our internalization of the “cultural smog” of media stereotypes, family influences, geographic insulation and other forces in our every day lives. With such roots, there is no question that these prejudices are deep and persistent. But they are certainly not unconquerable. In fact, it is the job of education to challenge and remove the biases students bring as baggage from childhood and absorb through osmosis from pop culture.

The St. Andrew’s curriculum is based on the principle that great education forces students to rethink, revise and look again at what seems known or familiar. By their very nature, seminar discussions affirm this model of perception and “knowing” as a process of trying on different points of view.

Diversity work requires the same suspension of solipsistic certainty that academic inquiry demands. And it requires the same kind of open exchange that transforms perception. The first steps in overcoming unconscious bias, says Christine Savini, founder and principal consultant of Diversity Directions, are awareness and open dialogue. Diversity work relies on dialogue, which allows us to move from simply seeing “difference” to celebrating, investigating and learning within diversity.

And dialogue seems to be the legacy Dain and Constance left at St. Andrew’s. “I don’t know if they achieved what they set out to achieve,” said John Lavanga ‘10, “but in terms of just getting us talking, they were extremely effective. A bunch of us came to the dining hall after the workshop was over and talked for literally five hours.” Mike Quist ’09, who helps oversee a freshman boys’ hall, said that the workshops spurred some exciting and unusual discussions on dorm. “We’ve been talking about things we wouldn’t normally talk about,” he said.

Sixth Former Michel’Le Bennett felt the workshops helped challenge some assumptions within the community. “Sometimes I think people have the idea that because this is St. Andrew’s, and because we talk about diversity, there can’t possibly be any discrimination in this community. In the workshops, some students of color had the chance to speak up and say that there were times they felt discriminated against, and it was good to get that out in the open.”

So, we are speaking openly, having the tough conversations. Can we now sit back? Is diversity at St. Andrew’s “working”? It depends on whom you ask. “Only one in five of the students here are students of color,” says Michel’Le, “so while we may be working towards a perfectly diverse community, we are not there yet.”

In addition to revealing new voices in the community, the Traces program confirmed something already apparent: Students of color don’t need a workshop to tell them that racism
and white privilege are real and operative, even at St. Andrew’s, nor do they need to have the benefits of talking about race explained to them. To a great degree, it is students of color who are driving diversity work at St. Andrew’s, joined by a few dedicated white allies. These are the students who show up at meetings and work to identify issues that trouble the student body and the community as a whole. The central challenge of groups like the Cultural Exchange is the question of how to involve a broader base of students in the School’s diversity work.

“These meetings are great and productive, but we are preaching to the choir here,” said Divya Natesan ’09 at a Cultural Exchange meeting this past winter. “We need to get the kids who aren’t convinced about this work. We can’t force the kids who don’t care to come, but they need to be here more than anyone, and we can’t make progress without them.”

Dain and Constance may have held a mirror up to the issue of race at St. Andrew’s, but the onus is on members of the community to respond. Some students felt that they were left “holding the bag” of complex concerns that demand attention. For Sam Patton ’09, another member of the Cultural Exchange group, the workshops identified some serious issues and then failed to provide proper guidance as to how to address them. “It seemed that neither the students nor Dain and Constance had answers for how to solve the issue of unseen prejudice against people of color in schools,” he said, “so while those questions and issues are at the top of our minds, we don’t know how to solve them.”

If Traces left students with unanswered questions, they were at least the right questions, vital enough to fuel further discussions. And hopefully the film and the workshops served as object lessons in the importance of persistent questioning.

After returning home, Katrina, Dain and their relatives entered a period of questioning: What was the meaning of their journey? What
responsibility do they have? Facing a centuries-old problem built into the narrative of this country, what can they possibly do to make a difference? Answers come through intensive discussion and reflection. It is only after the travelers return home that they begin to recognize the “traces of the trade” that are still with them. Without invalidating their own accomplishments, they begin to recognize the advantages they have enjoyed, the pathways that have been open to them, the protection from institutional bias that they enjoy as whites and as members of a moneyed family. Coming face to face with their role as beneficiaries of a murderous system, Katrina Browne and several of her relatives settle on an answer: They feel a responsibility to address the inequity that has grown out of the dehumanizing work of DeWolf and many of his contemporaries.

The case of the DeWolf descendents is somewhat unique in that they have a direct tie to a slave trader, but Katrina argues that her family story is a microcosm of a larger narrative: As a beneficiary, white America as a whole is complicit in this “original sin” and the eras of violence and Jim Crow that followed.

In his opening remarks at the screening of Katrina’s film, Headmaster Tad Roach echoed her sense of responsibility:

“Why study the slave trade or acknowledge that the proceeds, assumptions and spirit of the trade benefitted and continue to benefit whites in American society? We study history of our past sins, abuses and acts of depravity, indifference and violence to understand more completely the source of our blindness, weakness and selfishness. We remember that our own worldview, assumptions, morality and definition of God’s will and American goodness may in fact be remarkably flawed, dangerous and destructive. I argue that hundreds of years later, we who live with the benefits but not the disgrace of the system have to think about ways we can act and live to make a difference, to make it right, to make reparations to the human spirit, the human family, to the very principles of America itself. To run from our collective responsibility, guilt and privilege is to embrace the injustice and depravity all over again.”

Whether or not all the students believe in “collective responsibility” for the legacy of slavery, the Traces of the Trade program had a profound effect on them. In addition to inciting awareness of unconscious bias, the workshop offered a chance for the community as a whole to engage in “courageous conversation” that may very well have expanded the discourse on diversity at the School.

“In all the events and programs we do, we are trying to get the kids talking, openly and honestly,” said Treava Milton a few days after the workshops. “That is the skill we are trying to teach them in this work. We want them, when they go off to college, to university, to the professional world, to be able to sit down with someone completely different from them and have a genuine and mutually respectful exchange. That is the goal, and these workshops have definitely brought us closer to that goal.” Ê
Everybody loves St. Andrew’s Pipes and Drums band. Their kilts, their hats, their measured march and their shrill and thunderous music have become beloved staples at campus events. Last year, the band played at Commencement and at the Cannon Game against Tatnall, and this May they gave their third Arts Weekend performance.

Though today it is hard to imagine St. Andrew’s without this kilted ensemble, the band began fairly recently, in the fall of 2005, when this year’s graduates were only wee freshmen. “I had been thinking about starting a little pipe band at St. Andrew’s for a while,” says Director of Advancement Gordon Brownlee ’75, “but I didn’t have impetus until Trevor Forsyth ’09 came as a freshman in 2005. Trevor came in already a very accomplished piper—frankly, a much better piper than I could ever hope to be. So I thought, ‘Now I maybe have something to build on.’ I opened it up to freshmen and sophomores, because I didn’t know how long it would take students to learn.”
Corinne Armistead ’09 and Mary Craig ’09 joined Gordon’s piping lessons, and at the end of the year Nina Fleischer ’09 decided she wanted to learn as well. The band grew out of that core group. “In the spring of their freshman year, Trevor, Mary, Corinne and I played on the Engelhard stage in school meeting,” Gordon recalls. “The audience didn’t realize it, but Mary and Corinne actually weren’t playing. They were so new at it that they couldn’t get a sound out yet!”

Gordon soon invited drummers to join his small group of pipers, and St. Andrew’s Pipes and Drums was born. On Arts Weekend in the spring of 2007, they gave their very first public performance. Band members wore their own kilts or borrowed from friends until this year, when they were finally outfitted as a band in traditional garb.

This spring, the original core of St. Andrew’s Pipes and Drums will graduate. Douglas Stuart ’09, the fifth piper who joined more recently, will also move on to college. Gordon has high hopes for his piping protégées, whom he will miss immensely. “Trevor will end up in a top-notch piping band,” he says, “and my hope is that they will all leave here confident in their playing, and that they will continue to play.”

Despite the loss of his experienced pipers, Gordon is determined to keep the band going and confident that it will become strong again as today’s beginners progress in their lessons. “Every year I open it up to new students, and this year I’ve got an incredible group of freshmen and sophomores who come every Monday night to practice,” he says. “I have a band to build around, with several pipers showing great progress. It will be small, but the band will live on.”

This April, Pipes and Drums had a chance to play for the whole community at the first ever St. Andrew’s Highland Festival and Games.

In 2007, as part of their Celtic education, Gordon took members of the band to two Highland Festivals, one in Fairhill, Md., and one in Bethlehem, Pa. The students enjoyed both events immensely, and they started to get excited about the...
idea of doing a Highland Festival at St. Andrew’s. At the Celtic Classic Festival in Bethlehem they were especially taken with GiveWay, a band of four Scottish sisters who were masterful musicians and could rock out to boot. Gordon got in touch with GiveWay’s manager and invited them to play a show in Engelhard Hall. They accepted, and Gordon and Pipes and Drums planned the St. Andrew’s Highland Festival around the concert.

Following the tradition of Highland Festivals of old, the event included music, dancing, athletic competitions and of course, authentic haggis, a traditional Scottish dish. On Saturday, April 4, the day of the festival, the weather was gorgeous, and the community gathered outside the gym for an early evening cookout. St. Andrew’s Pipes and Drums, kilted as usual, marched onto the scene playing a few traditional tunes to kick off the highland fun. The haggis was brought out, and Giancarlo ‘Mac’ Duffy ’09 delighted everyone with a reading of Robert Burns’ “Address to a Haggis” in his masterful Scottish brogue. Many brave students stepped forward to sample the pungent delicacy.

Students then moved on to test their skills in some traditional highland games. Spectators cheered as their classmates threw a bundle of straw over a bar with a pitchfork (the sheaf toss) or tossed a heavy pine pole while running (the caber toss). Everyone enjoyed music from faculty member Wes Goldsberry, Lizzie Dutton ’09 and Chaplain Dave DeSalvo, and student band The Private Investigators (Michael Amos ’10, Sam Broer ’10, Andrew Rippel ’10 and Jack Moffit ’10) played some rock and roll on the steps of the gym, accompanied by Trevor Forsyth ’09 on bagpipe.

After sunset students gathered in Engelhard to enjoy some dance and music performances. First up on the bill was a group of adorable and talented tykes from the McAleer School of Irish Dance. The same week as performing at St. Andrew’s, they competed in the World Championships in Philadelphia. Next St. Andrew’s own JamChylde (Peter Brownlee ’09, Andrew Pfeiffer ’09 and Josh Speers ’09) took the stage with Trevor to spice up some traditional bagpiping with drums, guitar and base. GiveWay was the headlining act, and they were a huge hit with students. Hailing from Edinburgh, the sisters invited students to sing along and to “get up and jump about” during their rowdy fiddling tunes. Students took them up on their offer and stormed the stage for a few numbers.

The St. Andrew’s Pipes & Drums 2009.
Dear fellow St. Andrew's alumni:

For the last many months, it has been impossible to turn on the TV and not be met by a barrage of bad economic news and even worse outlooks. Times like these put in clear perspective what one is thankful for; good health for our families and friends, a roof over our heads, and an eternal optimism that this too, at some point, shall pass.

As many of you know, St. Andrew's is an expensive institution to operate, and as a result, it is an expensive choice for a family to send their child; parents make that choice because they know that it is an institution that will provide their child with an education and an experience, during some of their most impressionable years, that is without peer. It is a particularly hard choice now, given the almost unprecedented economic stress that we are currently suffering.

As some of you may know, the actual cost of educating a student at St. Andrew's is $61,000 per year; however, full tuition is less, $40,500 this year. The bulk of the difference is subsidized by the endowment that St. Andrew's is so fortunate to have and maintain. This subsidy applies to every student at the School.

What many of you may also know is that St. Andrew’s has a strong commitment to financial aid. However, what you may NOT know is that 47% of the student body at St. Andrew’s receives further financial assistance, with an average grant of almost $30,000. This year that adds up to more than $3.8 million, not including the tuition remission for the faculty children. By contrast, the Annual Fund last year raised approximately $1.7 million itself a record, and the goal for this year’s Annual Fund. The bulk of the Annual Fund proceeds are used to help run the School, and they help St. Andrew’s in its goal to provide “need-blind” admission to the most qualified candidates. This is one of the many qualities that sets St. Andrew’s apart from other top-ranked secondary schools; it is based strictly on need and it places a premium on the diversity of the community. It is not simply a magnificent four-year refuge for the children of the economic and social elite.

Making admissions decisions under those circumstances would be relatively easy; but as you certainly remember, St. Andrew’s is not about “easy.” Many of the most qualified candidates simply can’t afford to attend the School, and to succumb to that simple economic fact would tear at the very fiber that makes St. Andrew’s what it has been, and still is today. And it would be a tragedy to have to turn down a candidate who could otherwise be a culture carrier for the School simply because they couldn’t afford it.

It is very difficult indeed to make charitable contributions in the current environment, particularly with so many worthy causes available. I ask only that you reflect on your St. Andrew's experience, what it still means to you, and that you consider helping the School provide the precious lifelong experience to someone who couldn’t otherwise attend if it weren’t for the support that the Annual Fund helps to provide. While large gifts are important, your participation and involvement are critical. St. Andrew's can’t deliver in its mission, and won’t maintain its special culture, without the tenacious and loving support of its alumni body.

Now more than ever, St. Andrew’s needs your continued strong support. Please join me in making a gift to the Annual Fund by June 30.

Thank you,

Bill Mott '78
President, Alumni Association Board
In Memory

Frederic Jordan Schaettler ’38
Frederic Jordan Schaettler ’38 died on Sunday, February 15, 2009, in Danbury Hospital, Danbury, Conn. The Alumni Office received a card from his wife of 56 years, Lydia S. Schaettler. After graduating from St. Andrew’s, Fred attended Princeton and then Harvard Business School. He is survived by two children, John Frederic Schaettler and Lydia Schaettler Brandes.

Duncan McCulloch III ’44
Duncan McCulloch III, born June 8, 1926 in Baltimore, Md., and longtime resident of Glencoe, Md., died January 20, 2009 at his home in Hanover, Pa. He was the son of Sarah Humphreys McCulloch and Duncan McCulloch, Jr., Head of Oldfields School in Glencoe, Md. He attended St. Paul’s School in Baltimore and graduated from St. Andrew’s School, Middletown, Del., on June 2, 1944. He promptly enlisted in the U.S. Naval Reserve, serving with Com Div 103, 7th Amphibious Fleet in the Pacific Theatre with four battle stars. He was discharged on May 18, 1946. He was a member of Immanuel Episcopal Church in Glencoe where his grandfather was 2nd Rector Rev. Duncan McCulloch.

Duncan attended Princeton and Johns Hopkins Universities with a degree in biomedical engineering. He was employed at the University of Maryland School of Medicine where he was promoted to research associate with faculty rank and continued his graduate study as well as working in the fields of brain, cancer and infant development research. He retired in 1989 with 31 publications but was asked to continue on as research coordinator in the Center of Infant Study until 1996 by Dr. Taghi Modarressi, then director.

He married Elaine Pendleton Brown in 1967. She passed away in 1991 and in 1994 he married her best friend Beth (Fuller) Dawson. He is survived by two sisters, Mrs. Sarah McCulloch Miller of Livermore, Maine, and Mrs. Mary McCulloch Roberts of Scottsville, Va., as well as 13 nieces and nephews and their children. He was proud that he had stayed close to not only his family, but his first wife’s family and present wife’s family as well.

Thomas M. Stokes, Jr. ’50
Thomas M. Stokes, Jr. ’50, 76, a retired and much decorated U.S. Marine Corps colonel, died January 17, 2009 at Jefferson Memorial Hospital, in Charles Town, after a short illness.

Col. Stokes, who lived in Charles Town and Jefferson County since retiring from the Marine Corps, took part in several combat actions during his Marine Corps career.

In 1964, as a liaison to the Belgian Commandos during the Congolese Civil War in the Republic of the Congo, he was the sole American participating in the rescue of civilian European hostages in Stanleyville and Paulis.

In 1966, Col. Stokes was assigned as the operations officer for the 1st Battalion, 1st Marine Regiment, 1st Marine Division in the Republic of Vietnam, where he served for 13 months and participated in multiple combat operations against North Vietnamese and Viet Cong. Col. Stokes was cited for bravery and awarded our nation’s third highest medal for valor in combat, the Silver Star, as well as the Bronze Star with combat.

Col. Stokes served at Headquarters Marine Corps from 1967 to 1970 and was the executive officer of the Marine Barracks Guantanamo Bay, Cuba from 1970 to 1972. Between 1972 and 1977, Col. Stokes
commanded the 3rd Battalion, 9th Marine Regiment, 3rd Marine Division at Camp Schwab Okinawa and the 3rd Recruit Training Battalion and HQ and Service Battalion at Marine Corps Recruit Depot Parris Island, S.C.

Col. Stokes also served with the Joint United States Military Advisory Group, Thailand as the senior Marine advisor to the Royal Thai Marine Corps in 1977. In 1978, he assumed command of HQ Battalion Marine Corps Base Camp Lejeune, N.C. In 1981, he was assigned as the commanding officer of the 24th Marine Amphibious Unit. During this command, Col. Stokes led the U.S. contingent of the International Peacekeeping Force in Beirut, Lebanon from October 1982 to February 1983. His Marines provided security for the Lebanese government and helped train the Lebanese military. For his unit’s noteworthy contributions to improving the stability of the Lebanese government, he was awarded the Order of the Cedar by the chief of staff of the Lebanese Armed Forces. He retired from the Marine Corps in 1984.

Over his Marine Corps career, other decorations, badges and ribbons Col. Stokes received include the Legion of Merit, the Joint Service Commendation Medal, the Vietnam Cross of Gallantry with Silver Star, the Presidential Unit Citation, the Navy Unit Commendation, The Meritorious Unit Commendation and Navy Marine Parachutist Badge.

A native of Raleigh, N.C., Col. Stokes grew up in several locations throughout the country as the son of a U.S. Naval officer, Vice Adm. Thomas M. Stokes, Sr. He graduated high school from St. Andrew's School in IV Form around 1950. Mort, a Virginia boy along with our St. Andrew's School classmate Jack (“Country Boy”) Keller '50 and myself down to Chapel Hill to look the place over, and Tom and I were later accepted and matriculated in the fall of 1950. Mort, a Virginia boy all the way, went to UVA.

Tom and I along with our St. Andrew's School classmate Jack (“Country Boy”) Keller '50 lived together in a rooming house on the edge of town during that freshman year while we learned about college life, adult beverages and the like, and Tom went out for the wrestling team. In spring he played tennis but really showed his stuff on the wrestling team under coaches, Mr. (“Bull”) Cameron and Mr. Baum. The record can be checked but I am not sure he ever lost a match after his first year. So, a three-letter man of great ability and courage.

Around graduation time my father, a UNC graduate, drove Tom, Mort Clark '50 and myself down to Chapel Hill to look the place over, and Tom and I were later accepted and matriculated in the fall of 1950. Mort, a Virginia boy all the way, went to UVA.

Tom and I joined the same fraternity (DKE) and remained in my perpetual prayers. Well done, Tom.

From Henry V.P. Wilson III '50: Tom arrived at St. Andrew's School in IV Form after I had been there a year and as time went on we became good friends playing six man JV and varsity football together. In spring he played tennis but really showed his stuff on the wrestling team under coaches, Mr. (“Bull”) Cameron and Mr. Baum. The record can be checked but I am not sure he ever lost a match after his first year. So, a three-letter man of great ability and courage.

In Memory

Survivors include his wife, Julia Gray Glover Stokes, whom he married in 1954, of Charles Town; four children, Leslie Walker, of Sneads Ferry, N.C., Thomas M. Stokes III, of Frederick, Md., Chris Stokes, of Charles Town, and Miles Stokes, of Ellicott City, Md.; 12 grandchildren; and two great-grandchildren.

He was preceded in death by his parents, Vice Adm. Thomas M. Stokes, Sr. and Ruth Leslie Stokes; and his sister, Susanne Echols.

From William D. Bathurst '50: Tom Stokes was my roommate at St. Andrew’s. Morton Clark ’50, Tom Stokes and I lived in the splendid isolation of the Gym Tower. He was always ready to do more than his share—and to provide a wry observation to the events of the day. Tom was the perfect model of the student athlete. He lettered in football, wrestling and tennis.

Even then we all knew that Tom had “It.” So there was no surprise when after his graduation from the University of North Carolina, he entered the United States Marine Corps. He had a brilliant career in his lifetime of service to the nation. That service is chronicled elsewhere, but I must say that in the distinguished history of St. Andrew’s Warriors, Tommy Stokes stands tall.

I will miss his infectious smile and his can-do attitude. He shall remain in my perpetual prayers. Well done, Tom.

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Tom and I along with our St. Andrew's School classmate Jack (“Country Boy”) Keller '50 lived together in a rooming house on the edge of town during that freshman year while we learned about college life, adult beverages and the like, and Tom went out for the wrestling team. Tom and I joined the same fraternity (DKE) and basically had a wonderful four years. Again, I do not recall Tom losing any matches, certainly not in his last two years. I remember vividly one match against an all conference hotshot from Duke at Duke. The whole fraternity piled into cars and went to Durham to support our boy against the really cocky Dukie. When they “tied up” I thought we were watching a boxing match and I’d bet their ears rang for a long
time. Short story: a tough match but Tommy-Boy whipped that guy decisively. I can’t remember whether he pinned him or not. Tom also earned his letter in lacrosse. At that time I doubt if there was even a single lacrosse stick at St. Andrew’s School. It turns out that Tom’s dad was on the faculty at the Naval Academy (Admiral in charge of the engineering department) during the years preceding his St. Andrew’s School time and he learned to play lacrosse there in Annapolis. Anyway, a two letter man at UNC.

We did not keep up much after college. We had been NROTC students and I spent my two years of active duty on a destroyer escort but true to his toughness, Tom went into the Marines and had quite a career. I saw him once or twice a good many years after college and I said to him something like “you must have seen some scary stuff.” He replied something like “no big deal.” Well, his obit, along with many other medals, states that he won the silver star and the bronze star for bravery in combat during 13 months in Vietnam. I think this tells us what kind of man Tommy Stokes was.

From Jack Keller ’50: I was very saddened to learn that Tom had died. He and I entered St. Andrew’s School in the IV Form, and received our basic training in the South Dorm. Tom was an excellent student and a three-letter man. He was a superb wrestler going undefeated in his last year. He was also a supervisor in the gymnasium. Tom was the son of a United States Naval officer, Vice Adm. Thomas M. Stokes, Sr.

Tom, Henry Wilson ’50 and I attended the University of North Carolina and roomed together our freshman year. “Bull” Cameron and “Ches” Baum would have been delighted that one of their star wrestlers received an A.B. in English. Tom continued his outstanding wrestling ways at Carolina in addition to playing lacrosse. On graduation, he received a commission as a Second Lieutenant in the USMC through the NROTC Program.

It is obvious from his outstanding 30-year Marine career that Tom continued to demonstrate the qualities of leadership, toughness, intelligence and determination that he displayed at St. Andrew’s School. He was highly decorated with numerous awards including the Silver Star, Bronze Star, Legion of Merit and Vietnam Cross of Gallantry with Silver Star. He also wore the Navy Marine Parachutist Badge. During his 13-month tour in the Republic of Vietnam, Tom participated in multiple combat operations against the North Vietnamese and Viet Cong.

In 1981, Tom was assigned as the commanding officer of the 24th Marine Amphibious Unit, which provided security for the Lebanese government and helped train the Lebanese military during a very sensitive time. During that period, I recall seeing him on TV. He retired from the Marine Corps in 1984, and lived in Charles Town, W.Va. There he served various community organizations.

A former subordinate of Tom said that one of Tom’s sons had offered, “Dad died with a big smile on his face.” This marine continued by saying “that was the Col. Tom that we all knew and loved. He was a giant of a man, a Marine’s Marine, a leader who set the finest of examples, and an American who epitomized all of the traditions and ideals of our great country.”

I only saw Tom at several reunions, but on those occasions it was obvious he loved the Corps and was so proud of being a Marine. Once I asked how long he was planning to stay in the service and he replied, “as long as it continues to be fun.” From all of us who were privileged to know him, we offer our deepest appreciation for his distinguished service to our country. Very importantly, we thank his wife, Judy, and his family for all the support and love they gave him. Semper Fi and God be with you, Colonel Tom!

**Peter Stephen Stuyvesant Pell ’51**

Peter Stephen Stuyvesant Pell ’51, 76, passed away on January 1, 2009, at Del Sol Medical Center. He is survived by his daughters; Leslie, Pamela and Melissa, his son; Philip; and brother; Douglas M. Pell.

**William Hugh Bagby, Jr. ’53**

The 18th annual Howard M. Smith Diamond State Masters Regatta will be held Sunday, July 26th, 2009, on Noxontown Pond.

Over 1,000 masters rowers from 15 states will compete in 34 events totaling 94 races from 8:00 a.m. to 6:30 p.m.

Refreshments are available and parking is free. The regatta is sponsored by the Wilmington Rowing Center and the Herculean efforts of John Schoonover ’63.

For more information, please visit http://www.diamondstatemasters.com

Get back in the boat...

In honor of SAS rowing’s 80th anniversary we hope to lead all crews with the largest team at the event. It’s time to start making your plans!

Contact Greg Doyle, gdoyle@standrews-de.org, or Gordon Brownlee, gbrownlee@standrews-de.org if you would like to race with other St. Andreans on your home waters.
Lane “Griz” Montesano, father of Elizabeth Roach, resident school driver and campus grandfather, photographed the sunset through the trees. Griz insists, “Smile when you look at nature. It is when she smiles back you will know what it’s all about.”
Every alumnus, parent, trustee and friend of St. Andrew’s plays an integral role in this community, and as members of the extended St. Andrew’s family, we all share the responsibility of sustaining the unique character of this School.

Your support permeates every aspect of life and education at St. Andrew’s. In the classroom, on the sports field, at a chapel service or a sit-down meal, your gift works to spark and strengthen the relationships that make this community so exceptional. Your gift enables St. Andrew’s to maintain the excellent quality of teaching, living and learning that has come to define this School.

Gifts to the Annual Fund impact every student and every faculty member; every day, in every aspect of their work and lives here at St. Andrew’s.

**Annual Fund 2008-2009**

[http://www.standrews-de.org/donations](http://www.standrews-de.org/donations)

Will yours be the gift that allows us to meet our goal?