Above: Students prepare breakfast during their annual winter camping trip to Green Ridge State Park in Maryland.

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  *Emily Grohs ’12*

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**Winter Issue 2012 • 1**
I first met Simon Mein in 1996 in the basement of Amos Hall where the old woodshop was housed. A small crew of us had decided to spend our winter afternoons trying to learn the art of fine carpentry with Simon and Nan as our guides. We knew and loved Nan, but Simon had retired a few years earlier. Still, we were drawn to him immediately. He explained things in a way that we had never heard before and in his distinct British accent that everyone who’s ever met him can hear in their heads. “If the saw removes your finger from your hand, it will be very difficult to reattach.”

My goal that winter was to make a jewelry box with box joints. If you’ve heard this story before you can stop reading. I tell it all the time. Simon drove me to the old wood yard at the end of Main Street near the railroad tracks in town and encouraged me to consider using a fine piece of cherry wood, which of course I did. We then spent the better part of the next three weeks ripping that find piece of cherry to shreds.

We had a box joint jig to help, but we could never seem to get the joints to fit together. We mistakenly had two “males” more than once; each time leaving Simon more confused. We would regroup, try again, fail, try again and so on and so forth. It was the best time I’ve ever had failing at something. Others might have simply gotten angry, or worse, given up, but Simon never gave any indication that we would do anything other than make the beautiful box we both envisioned. Eventually, we did—four sides, neat and square.

We laughed often about that box in the years that followed and as recently as this past December after I had wedged myself between he and Nan on the couch at a Christmas party. He was animated about the solar panels they had installed on the roof of their home in Odessa and wanted students to come see them. We talked about his blog and strategies for increasing readership. I didn’t mention that there were probably very few 85-year-olds who wrote a blog because there really wasn’t very much he did to suggest his age. He was filled with life.

Like many in the St. Andrew’s family, I was deeply saddened to hear the news of his passing. All of our hearts ache for Nan who has stayed strong with her trademark resolve, but also the help of many. We have received a flood of emails and notes from alumni and former parents who shared their own Simon story. We hope you keep those coming. There will be a more extensive tribute to Simon in the spring magazine.

As Dave DeSalvo wrote in response to the news, “The right thing now is to hug your friends, your partner, your children. Tell them how much you love them. Tell them a story about your former chaplain and teacher, and wax brilliant about how much you respected him.”

Mission Statement of St. Andrew’s School

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 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.
WHERE ARE THEY NOW?

Members of the Facilities Team in the late 1970s (l. to r.): Michael Woods, Happy Vasquez, Dottie Taylor, Calvin Davis, Cleo Henry, Sam Simmons, Frank Guzman and Jose Fonseca.

I was so pleased to read your Editor’s Note concerning SAS staff members from years gone by. I have fond memories of Happy and his brother. Back in the mid-70s when I attended the school they worked in the kitchen. Sometimes I would sit and chat with them while they fished the pond near the T-dock in the evenings after they finished their kitchen duties. I’m glad to hear of their long tenures with St. Andrew’s.

I have wondered whatever became of Sam [Simmons], who used to manage things in the gymnasium. Working for him used to be a decent assignment for those of us blessed with “marks work off.”

Yours Truly,
Dr. James Schreppler ’79

Editor’s Reply: Sam Simmons was a much loved member of the community from 1960 until his retirement in 1998. He is an ordained minister currently residing in Smyrna, Del., just south of campus. He has many fond memories of his time at St. Andrew’s.

I have wondered whatever became of Sam [Simmons], who used to manage things in the gymnasium. Working for him used to be a decent assignment for those of us blessed with “marks work off.”

Yours Truly,
Dr. James Schreppler ’79

FROM OUR facebook WALL:

Andye Daley

Just wanted to give a special Thank You to all of the St. Andrew’s students that mentor for the Appo Schools! You guys rock and are my personal heroes! Thank you for all you do!

Unlike · Comment · February 4 at 9:05am

(Editor’s Note: Mrs. Daley serves as the volunteer coordinator for the Appoquinimink School District.)
I want to talk tonight about the sentiment of hope in our lives, and I want to do so through a reflection on the words of Václav Havel and Martin Luther King, Jr. I chose this theme to help you and me live with a steady and courageous sense of direction and affirmation in our lives and to honor both Havel and King, two revolutionary figures who made transformational contributions to their country and world. Havel, who died in December, led the remarkable Velvet Revolution that destroyed the austere, repressive force of a totalitarian state; King, whose birthday we celebrate Monday, awakened America from a long, stubborn, virulent history of violence, prejudice, discrimination and inhumanity to people of color. Both achieved greatness by an intentional understanding and development of a generous concept of hope in our lives.

I chose this topic too because writers like Havel and Bard College President Leon Botstein believe that we in the modern world have an incomplete, immature and dangerous understanding of the role of hope in our lives and in society. Botstein writes in his excellent book *Jefferson’s Children* that we as a culture often use the word hopefully “not as the adverb it is, but as a way of saying I hope,” as in “Hopefully things will turn out well.” The problem with such a sentence is that we give up any notion of responsibility or agency for the goals or aspirations we identify. We imply that only random and unknown forces may be at play to affect and influence our goals. We express a pathetic notion of responsibility or agency for such a sentence is that we give up any will turn out well.” The problem with saying I hope,” as in “Hopefully things turn out well.” The problem with saying I hope,” as in “Hopefully things turn out well.”

Our current use of language suggests we live in an age of greater helplessness than in the past, when the usage that is now persuasive was understood as simply wrong. No doubt we would like things to get better, but we place more distance in our speech from that idea and its realization. We depersonalize hope and act, in speech, as if we ourselves are not in charge...

No other generation of children in the history of this country has suffered so much under the burden of sustained adult hopelessness.

These are strong words by one of America’s most brilliant and incisive educators. Botstein reminds us that what George Orwell observed in his essay “Politics and the English Language” remains true—our use of language reveals more than a knowledge of grammar and proper usage: our language suggests and enacts a particular relationship to the world. If we cannot write or say the words, “I hope,” Botstein argues that we cannot create, cannot engage, cannot change or commit to our society and world. We cannot imagine a definite and coherent vision or hope for the future because we have embraced an empty, passive relationship to our world.

It should not be surprising that St. Andrew’s mission statement explicitly embraces the concept of hope. Our mission statement reads in part:

**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.**

This statement reflects the School’s firm belief that education is a passionate inquiry into the meaning of life and the development of a more just, equitable and sustainable world. We aspire to be a school that transforms study and reflection into the commitment of work and action. I teach Tolstoy or Shakespeare or Virginia Woolf or Toni Morrison not because the ideas and doctrines and narratives they explore are scholarly exercises. I teach these works and these writers because literature by its very nature enables us to see, to feel, to understand aspects of our lives that need new insight, clarification and questioning. Literature for me embodies a commitment to hope in the world, to action in the world, to empathy in the world. Ask your teachers how they individually see their teaching, their syllabus, their classroom as a foundation for goodness and engagement in the world.

Havel describes hope this way: hope is the “ability to work for something because it is good, not just because it stands a chance to succeed. The more unpropitious the situation is in which we demonstrate hope, the deeper the hope is. Hope is the certainty that something makes sense, regardless of how well it turns out.” We notice that for Havel hope is not timid, superficial, selfish or self-serving. It is the habit of imagining and then creating a new...
As a tired and pessimistic country, we celebrate Dr. King’s birthday this month. I was fortunate enough to live 11 years in America under Dr. King’s influence, eloquence and affirmation of our country’s ultimate potential. I sometimes worry that his life, his legacy and his story have been simplified by a country satisfied with media bytes and empty summaries of the Civil Rights Movement. Dr. King’s great speech delivered during the March on Washington on August 28, 1963, is a visionary and prophetic address. But it is also a call to action, a call to work, to sacrifice and to struggle for an elusive and complex goal in a racist society. Like Havel, King found inspiration, strength and eloquence from the courageous example and suffering of those who came before him, those willing to translate hope into concerted action against a white system of oppression. On that day, he said the following words:

“We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro’s basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating “For Whites Only.” We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

“Unearned suffering is redemptive... We can never be satisfied... Let us not wallow in the valley of despair.” King speaks of work and creative and redemptive suffering—he refuses to surrender to the vicious and brutal tactics of the opposition and, most significantly, he calls upon men and women of color to hew out of the mountain of despair “a stone of hope.” That small stone of hope was to become the signal of change, the precious sign of epiphany and resolution that brought down the racist façade of the nation as surely as Havel’s stone of hope extinguished a mighty, oppressive regime.

Thanks to Havel and King and Botstein, I have a better understanding of the power of hope in our school, in our country and in our world. It is easy, I suppose, for modern citizens to doubt our capacity to change our lives, our society and our world in such powerful ways. It is common, Botstein argues, for us to accept a life of passivity, resignation and weakness. But these inspiring examples remind us that we each have important roles and responsibilities far beyond our narrow bounds of self-interest. We must identify the goal, even if the achievement of that goal seems so audacious, distant, perilous and unlikely. And then we must roll up our sleeves and chip away at that mountain of despair. All we need is a stone to move us forward.
January 31, 2012, 7:15 a.m., 36° F. All smiles from the Polar Bear Club.

2 Students show their appreciation for Dining Services after a traditional Thanksgiving meal.

3 Seniors surprised Barb Samson of the College Counseling Office with flowers and cards to thank her for all her help during the college application season.

4 Jamie O’Leary ‘14 and Moriah Richardson ‘14 made a 24” big cookie unit circle complete with measured and frosting-labeled angles for their Algebra 2 classmates.

5 Captains of the fall athletic teams took turns sharing how athletics have impacted their lives during a special Chapel service to bless the new Sipprelle Field House. The occasion was made all the more special by the presence of former Headmaster Jon O’Brien and his wife Joan.

6 Members of the boys basketball team and girls squash team joined together to raise money for Adopt-A-Family during the holidays.

7 Dorm parent Jory Kahan (left) gathers his troops on Hillier Corridor. For what? We’re not sure either.
Dr. Hammond’s Ever-Expanding Classroom

Faculty member and Chair of the Science Department Dr. Mark Hammond understands that opportunities for his students to learn and apply principles of physics extend far beyond the walls of Amos Hall. If you walked through the dining hall in early December, you might have found Mark helping fellow teacher Dr. Harvey Johnson work through a problem Harvey had conjured and spent the week wrestling with. “There’s an extensive community of physics professors, students and very smart amateur physicists on campus and around the world,” says Mark. “They’re continuously working together, pushing their own understandings and making the study of physics accessible to everyone.”

This fall, Mark’s Advanced Physics students were busy studying the speed of sound in solids when he happened upon a series of videos online posted by Canadian physicist Derek Muller on his blog, Veritasium (http://www.veritasium.com). The videos showed Muller dropping a hanging slinky and discussing the unexpected motion of different parts of the slinky. “He was dropping a slinky and noticing how the bottom link of the slinky doesn’t move until the slinky is completely unstretched. It turns out that this motion is related to the speed of the compression wave in the slinky and this in turn is related to the speed of sound in a solid.”

Mark connected with Derek on the social networking platform Twitter and asked for the original high-speed video so his students could analyze it using stop motion pictures. “You can cull more information with a stop motion analysis than you would just watching with the naked eye,” explains Mark.

As this was happening, Rhett Allain, a professor of physics at Southeastern University in Louisiana and science blogger for Wired Magazine (http://www.wired.com/wiredscience), was creating a computer simulation of the slinky drop using a programming language called VPython and posting his results at Wired.com. “We use VPython to model physical systems in our Advanced Studies in Physics class, so Rhett beat us to the punch. Instead we decided to use video analysis of Derek’s original video to answer some of the questions that Rhett’s analysis left open.” Advanced Physics students Davis Hammond ’12 (Mark’s son) and Annie Imbrie-Moore ’12 posted their physical interpretations of the slinky’s movement in the comments section of Rhett’s original post. He was so impressed with their work that it prompted him to write a follow-up post using their analysis. “How fast the slinky contracts is a function of its elasticity, so there’s a compression wave that travels down as the slinky collapses on itself,” explains Mark.

If you know Mark, then you know that questions lead to questions. He then brought his Honors Physics students into the game by asking them to drop a 30-foot long slinky down the stairwell by Hillier Corridor. “There’s a whole drawer of these slinkies that have been sitting in the lab’s supply closet for years.” Does the length of the slinky matter? “Yes, we found that for a longer slinky the top loops of the slinky are stretched a far greater amount when you hang it vertically. So the longer the slinky, the faster the top moves and for a long enough slinky, the top loops pass the compression wave. The slinky then tumbles (“head-over-heels”) instead of falling straight down.”

This kind of hands on learning is a staple of Mark’s and all science classes where practical application and purpose pushes intellectual curiosity forward. It’s a reflection of Mark’s own experience having worked in a high technology startup and a variety of management and scientific positions in the private sector before being lured to St. Andrew’s. “We’re not here to prepare students for standardized tests, though our students inevitably do well, we’re here to help students develop a love and deep understanding of the subject and pursue their questions about the world beyond the walls of the classroom.”
Classics Teacher Chris Childers Signs Book Deal with Penguin Classics

Classics teacher Chris Childers is hard at work constructing a new anthology of Greek and Latin lyric poetry, *Greek and Latin Lyric from Archilochus to Martial: An Anthology of New Verse Translations*. Under contract with Penguin Classics UK, the anthology will contain translations from a wide variety of poets in both the Latin and Greek traditions, an unusual combination. According to Childers, the project offers a unique perspective into the importance of the lyric genre. Greek lyric poems were originally dictated by context (e.g., religious and theatrical), and the Romans continued the genre while altering it to fit their own themes and contexts. Including Greek and Latin pieces allows readers to trace the lyric poem’s evolution as it becomes more literary through time. Readers are also able to cross reference poets who influenced each other. For example, Horace, one of the most well-known Latin lyric poets, modeled his verse on that written by the Greek poet Alcaeus hundreds of years earlier, and readers can flip back and forth to compare the two.

For Childers, who will produce 600-plus pages of translations in the initial drafts, the project offers an opportunity to “exercise his skills at verse” and learn the poems in greater depth. He enjoys the challenge of translating an ancient verse form, such as the elegiac couplet, into a structure familiar to contemporary readers, such as the heroic couplet. Above all, Childers says, he strives to “translate the experience of the original more than just the prose meaning—the ‘poem-ness’ of it” must be preserved. In addition to the translations, Childers will also write explanatory notes to accompany the text: a biography of each poet; the provenance of the manuscripts; obscure references; issues of scholarly debate; and mythological or historical figures who figure prominently in the poems.

You may wonder when Childers finds time to tackle the translations, given his class schedule, life on Schmolze dorm, and the boys tennis and squash programs. Like his students, Childers uses free periods to accomplish much of his work, chipping away at it throughout the year. He also dedicates time in the summer to the project, and he spent two weeks in the graduate libraries at his alma mater, UNC-Chapel Hill, in 2011. Childers is working toward a delivery deadline somewhere in 2015 with Penguin, and we eagerly anticipate the anthology’s publication shortly thereafter.

New Dance Program Off to a Flying Start

When the final dance performance ended during this past Parents Weekend, an appreciative St. Andrew’s audience extended their applause until dance teacher Avi Gold emerged from off-stage. He was met with an immediate standing ovation from parents, students and admiring colleagues who recognized how far the dance program had come under his care in only a few short months. For Avi it was reassurance that he had
made the right decision to move east with his wife Carrie—also a dancer, currently studying stenography—from Minnesota where he was the principal male dancer in the Minnesota Ballet. It was also just the beginning.

The birth of the dance program actually occurred a few years earlier when Sophia Maguire ’11 decided to share her passion for dance by offering classes during free moments in the weekly schedule. Students of all abilities and experience came to learn ballet, improvisational dance and whatever else inspired them. Enough football players were interested in learning basic ballet that she was forced to expand. As Sophia’s graduation became imminent, it was clear that something needed to be done to continue her work. Enter Avi Gold.

Avi and Carrie came to campus in a whirlwind and haven’t slowed down since. In addition to teaching Introduction to Dance, Ballet, Modern Dance and an Introduction to the Arts section to III Formers, Avi started ballroom and salsa classes on the weekends, choreographs the Winter Musical, teaches dance as an afternoon athletic opportunity and collaborates with his colleagues and students on whatever artistic inspiration comes next. He is also thinking of ways to bring dance into the Boys & Girls Club and a local nursing home as an additional service project for students. He does all this while continuing his professional dancing career. He and Carrie most recently danced the Snow and Nutcracker pas de deux’s in Illinois and Baltimore during winter break.

He does it all with a quiet enthusiasm that fits perfectly into the St. Andrew’s community. “It’s been a great transition for Carrie and me,” he says. “The students are so eager and so earnest. They are attacking the program. We tend to cover months of material in a matter of weeks. It’s also been great to continue my own dancing through classes in Philadelphia and professional performances during school breaks.”

The response to Avi’s presence on campus has been universal praise and admiration. Co-Chair of the Arts Department Ann Taylor describes Avi as “an incredible colleague and a gifted teacher and dancer. I cannot think of anyone better to bring this dance program to life.” The students wholeheartedly agree. Zoe Scurletis ’14 has danced most of her life and came to St. Andrew’s this year as a new IV Former after spending her freshman year in Greece. She credits the dance program for helping her find St. Andrew’s this year as a new IV Former after spending her freshman year in Greece. She credits the dance program for helping her find St. Andrew’s. “I knew I wanted to dance in high school, so I looked seriously at only a few schools that had programs. Ultimately, St. Andrew’s was my choice.” As Sophia’s younger brother, Daniel Maguire ’14 has continued the Maguire tradition of dance at St. Andrew’s by taking Introduction to Dance. “Mr. Gold takes time to make
sure that every individual in the class feels confident in what they’re doing, and helps us to feel great about what we can do.” Mary Wilson graduates this May, but is thankful to have had the opportunity to learn from Avi. “Mr. Gold is an amazing teacher. He is patient and encouraging and really wants you to find your own style—in that way he’s the best of every teacher—he wants you to become your best self.”

The word is spreading and Avi is prepared for the push of new students eager to benefit from his classes. “I’m just excited that students are learning how rewarding and fun the challenges of dance can be. Every student starts somewhere and it brings me so much joy to see them progress and find their own way.”

“Finch Academy” Sees Immediate Results

It’s an unspoken irony that the Amos Lecture Hall is the staging ground for what could be considered the most revolutionary shift in math instruction to ever take place at St. Andrew’s. Eric Finch’s Integrated Problem Solving in Geometry and Algebra class has few lectures and fewer students sitting in those plastic, orange swivel chairs. The students are all on their feet huddled in groups of three or four around small whiteboards scattered around the room’s walls. They are working together to solve problems culled from real-life examples and the energy is palpable.

The class is a result of Eric essentially flipping the traditional math class. An economist at heart, he realized the inefficiencies that existed in giving lectures during class time and then sending students away to figure out relevant problems on their own. Instead, Eric has students spend homework time watching lecture videos that he created and then come to class ready to apply the learned concepts by solving problems. “Students were losing a lot of valuable time struggling in isolation,” says Eric. “They are still working hard, but they’re now also working smarter.”

Of course the equation falls apart if the students get to class and feel lost. That’s when the true value of Eric’s teaching shines. He is constantly on the move, checking in with groups as they work through problems, coaching, answering questions and pointing kids in the right direction. Some groups are faster than others, but eventually they all get there. And when they do, there are a lot of high-fives, smiles and even a dance or two. He has also recruited Eric Kemer and even some upper-level students to help.

The results speak for themselves: “We are much farther in terms of concepts covered now than we were at this time a year ago,” explains Eric. “Students are also more engaged since we’re asking them to apply mathematical concepts in the ways that an architect or banker would. I’m eager to see the impact this class will have on the student success in later courses and beyond.”

More about Eric: Eric Finch is the Math Department Chair, a dorm parent, coach of JV tennis and the State Champion Math Team, which will seek its third-straight title this spring. He also serves on an advisory board of M.O.T. Charter School where he brings over 40 St. Andrew’s students each week to mentor and tutor. He’s an avid golfer and wonderful father to his two sons, Alec and Will.

**TALK OF THE T-DOCK**

Are you a problem solver?

Tad the geologist is in the desert, 10 km from a long, straight road. Tad’s jeep does 50 kph on the road and 30 kph in the desert. Tad must return immediately to base camp, which is on the same side of the road, 10 km from the road, and X km from Tad. It so happens that the quickest possible trip will take the same amount of time, whether Tad uses the road or drives all the way in the desert. Find X.
Dr. David Blight Delivers 9th Annual Levinson Lecture

Yale University professor and historian David Blight visited campus on Friday, October 28, 2011 to deliver the 9th Annual Levinson Lecture.

Professor Blight began the afternoon visiting the interdisciplinary senior Humanities class, “History, Literature and the Contested Past.” There, he engaged with students in a discussion of Toni Morrison’s Beloved and the different roles of history and literature in wrestling with the past of American slavery. “It’s a particular, poignant, sensitive, explosive American memory, this memory of slavery,” Blight argued. He described having attended a reading Morrison gave of the novel where, after fielding numerous questions about the meaning of the novel, she responded by pointing out that we have a monument to everything in this country, but the slaves never got a monument; the novel could be their monument. In response, Rob Rasmussen ’12 used Professor Blight’s essay on 9/11 to suggest that maybe the best way to describe the novel was less of a monument and more of a ruin on the landscape of memory.

After his conversation with students, Professor Blight and the History department faculty met to discuss the challenges and opportunities of teaching history at both the collegiate and secondary levels. He shared the ways he and his colleagues have approached the teaching of historical thinking in a cross section of courses at Yale and shared his own philosophy on the importance of teaching and studying history. As he explained, “To me, at the end of the day, what has always been most interesting is trying to understand what the past means, what it means in our lives, how do we use it—what is our sense of history?”

Following a dinner with history students, faculty and the Levinson family, Professor Blight engaged the entire St. Andrew’s community from the Engelhard Hall stage. His talk, entitled “American Oracle: Why Does the Civil War Have Such a Hold on Our Historical Memory?” explored what he described as the “ongoing, enduring and vexing dilemma of Civil War memory in American society.”

“Why don’t Americans just get over the Civil War?” Professor Blight asked. “This was the central question at the time of the [Civil War] centennial and the sesquicentennial.” The war remains with us, Blight argued, in part because the Civil War is a place we as a society “go to ask questions and find wisdom about who we are.” It is in this sense that the writer Robert Penn Warren argued “The Civil War draws us as our oracle.” The many social, cultural and political arguments Professor Blight advanced to explain the war’s hold on the American imagination culminated in his claim that “If our problem with race has been our central ‘American dilemma,’ the Civil War is our first real reckoning with it.”

Professor Blight cited Robert Penn Warren as asking Americans at the centennial if we had in fact “been instructed by that catharsis and pity and terror” of the Civil War. Warren argued in 1961 that we have not—and Professor Blight left it for students to consider “Have we been instructed even now?”

Afterwards, Professor Blight took time to answer student questions and sign copies of his seminal book, Race and Reunion: The Civil War in American Memory and his just released, America Oracle: The Civil War and the Civil Right Era. Students lingered well after dorm check-in time to ask further questions and share their own thoughts sparked by the talk. Professor Blight graciously stayed until the very last student was satiated. “This was one of the best audiences I have ever had.”

Professor Blight’s visit was possible thanks to the generosity of David ’53, Marilyn and Micah ’05 Levinson who endowed the Levinson Lecture to provide an annual lecture in history, politics, economics or related social science fields.

Warner Gallery Comes Alive with “In Good Hands: Selected Works from the Buhl Collection”

In 1993, Henry M. Buhl purchased Alfred Stieglitz’s photograph of Georgia O’Keeffe’s hands, entitled “Hands and Thimble,” 1920. Since that time, Buhl has acquired a collection of over 1,000 photographs inspired by the theme of hands. Approximately 80 pieces from The Collection, including both photographs and sculptures, displayed in the O’Brien Arts Center’s Warner Gallery last fall.

The stunning collection featured iconic images of Martin Luther King, Jr., Malcolm X, Robert Kennedy as well as a portrait of Annie Leibovitz taken by Ansel Adams. Some of the world’s most celebrated 19th and 20th Century artists were represented, including Man Ray and Walker Evans.

Buhl brought The Collection to campus as part of his mission to make fine art available to educational
and cultural institutions around the world. The Collection has toured the Guggenheim Museum in New York City, the Guggenheim Museum in Bilbao, Spain, the Folkwang Museum in Germany and the Moscow Museum of Art in Russia. Several other selections are currently touring through Asia.

The entire community would like to offer a special thanks to Board of Trustees Chair Katherine and Bill Gahagan GP’10, ‘11 for making the exhibition possible.

**Award-Winning Photographer and Documentary Filmmaker Courtney Bent Screens “Shooting Beauty”**

In January, Courtney Bent came to campus for a screening of her acclaimed film “Shooting Beauty.” The documentary explores American culture’s relationship with men and women with intellectual and physical challenges.

In her introductory remarks to the community, Bent described the inspiration for the film: she had taken a series of photographs during a visit with adults with cerebral palsy, and she discovered to her great dismay that her work reflected not the vitality and humanity of these men and women but rather her own fear and anxiety.

Bent was determined to confront her irrational fears and so she returned and shared cameras and friendship with the men and women in the center. The documentary celebrates the remarkable transformations that ensued.

**Chair of Bowdoin College’s Classics Department Shares Day with Students**

Dr. Barbara Weiden Boyd, the Henry Winkley Professor of Latin and Greek and Chair of the Classics Department at Bowdoin College, enjoyed a day on campus in early January with students observing Latin and Greek classes.

Second-year Latin teacher and recent Bowdoin graduate Mary Kelly invited Dr. Boyd who served as Mary’s Latin professor as well as her academic and honors thesis advisor. “Prof. Boyd continues to be a role model for me, and I was humbled that she accepted our invitation to visit St. Andrew’s. She instilled a passion for Latin in me because she is so well versed and gifted at handling texts. I was happy she had the opportunity to share that with our students.”

Bobby Moffitt ’12 learned more about the different paths he could take beyond St. Andrew’s as a student of both Latin and Greek. “She asked us to consider the many ways that studying Western Civilization’s founding culture and language could help us in careers like law, architecture and medicine.”

Dr. Boyd has found a way to apply her knowledge to critically acclaimed television shows. She is currently writing an article discussing the similarities between Homer’s *The Odyssey* and AMC’s “Mad Men.” (Yes, Don Draper is Odysseus—think about it!) “Everything about St. Andrew’s, from the beauty of the place itself, to the enthusiasm and generosity of the many people I met, to the delightful lunch with students, stands out as exceptional in my experience,” said Boyd. “St. Andrew’s is an exhilarating place, and I feel privileged to have had the opportunity to get to know it.”

**TALK OF THE T-DOCK**
St. Andrew’s Community Supports AIDS Walk

Over 150 members of the St. Andrew’s community joined 15,000 others from across the region for this year’s Philadelphia AIDS Walk. The 8-mile Art Museum loop offered students the opportunity to learn more about HIV/AIDS while showing support for those affected. The community has attended the Wilmington AIDS Walk for the past several years, but a scheduling conflict forced supporters to join the Philadelphia walk. The larger venue and longer walk helped bring the issue to the forefront for many participants.

Philadelphia has one of the highest infection rates among large U.S. cities—five times the national average and twice that of New York City. According to the Department of Public Health, 1.3 percent of Philadelphia’s population is living with HIV/AIDS. That was news to students who were born in the mid-90s—precisely around the time that the rate of new HIV infections first started to decline.

“It’s hard to understand the magnitude of the problem and that it still very much exists unless you come,” said Jordan Rogers ’14 who came out for his second walk in as many years. “Coming here reminded me that there’s still a lot of work to be done to find a cure and support those affected by it.”

The community pulled together to raise not only awareness, but also $2,330 to help support HIV/AIDS education, prevention and services in the Delaware Valley Region.

Delaware Community Foundation Selects Graham Dworkin ’12 for Youth Philanthropy Board

Community Service Leader Graham Dworkin was selected to the Delaware Community Foundation’s Youth Philanthropy Board for the 2011-2012 school year. The board is composed of high school students and is allotted a pool of money to give as charitable grants. The students learn about philanthropy and effective grantmaking, as well as study youth issues in their neighborhoods.

This year, the board will award $15,000 in grants to organizations that offer educational enrichment and life skills training to children who have been abused, neglected, or incarcerated and to programs promoting healthy lifestyles and wellness, including substance abuse prevention.

Retired Delaware educator Phyllis Wynn established the Youth Philanthropy Fund in 1999 because she wanted to encourage youth to become more involved in philanthropic ventures.

“Every year, we are honored to have outstanding high school students join the Youth Philanthropy Boards to learn about and enjoy charitable giving,” DCF President and CEO Fred Sears said. “By enabling these students to learn about and experience giving now, we’re preparing the next generation to keep philanthropy strong in Delaware.”

Graham has been an active member of the Community Service program at St. Andrew’s since he arrived on campus.

About the Delaware Community Foundation: Now celebrating its 25th anniversary, the Delaware Community Foundation manages charitable funds for individuals, families, businesses and organizations, and distributes income from the funds as grants to humanitarian, educational, health and cultural entities throughout the First State. With more than 1,200 funds, $225 million in assets and annual grants of about $15 million, the Foundation provides a lasting source of charitable funding to benefit Delawareans today and for generations to come. For 25 years, the Foundation has been connecting people who care with the causes they care about, helping to make Delaware a better place to live and work. For information, please call 302.571.8004 in Wilmington or 302.856.4393 in Southern Delaware or visit www.delcf.org.

St. Andrew’s Faculty Get Muddy for Leukemia Research

Faculty members Peter Hoopes, Dan O’Connell, Jen McGowan and Dave Myers joined together to form the “Muddy Saints” at the 3rd Delaware Mud Run on September 25, 2011. The team crawled, smucked, waded, pulled and willed themselves over the 5k, mud-laden obstacle course designed to push runners to their limits. The race combines mud flats, rope walls, mud pits, tunnels of mud, army crawling and more mud.

Runners participated to raise money for the Leukemia Research Foundation.
of Delaware. The Muddy Saints proved dynamic on the course and the fundraising trail. Their $1,480 team total placed them among the event's best and helped add to the total of over $320,000 raised for leukemia research.

Over 3,000 runners and nearly 800 teams ran this year, making the course crowded but lively. “It seemed like it would be easy at first, but you quickly realize how long and grueling it is. The end is the toughest part, with obstacles of every kind very close to each other,” remarked Team Captain Peter Hoopes.

Boys cross country coach and biology teacher Dan O’Connell explained why he joined the team for the first time. “Slogging through a ridiculously muddy obstacle course offers a way of saying something that is so hard to say in words—that our best thoughts and wishes are with those confronting this disease.”

According to the Leukemia & Lymphoma Society, there are 259,889 people living with, or in remission from, leukemia in the United States with approximately 43,000 new cases being diagnosed each year. The money raised from the event will go to support leukemia research. Part of last year’s total went on to help fund bone marrow transplant research at Nemours/Alfred I. duPont Hospital for Children.

To learn more, visit the Leukemia & Lymphoma Society online. Interested in signing up for next year? Check out DelawareMudRun.com.

St. Andrew’s Earns Two Awards for Community Service

A St. Andrew’s contingent was on hand at a special ceremony in Dover this week honoring the region’s most committed volunteers. St. Andrew’s was awarded the MLK Drum Major for Service Award for its “commitment to strengthening our Nation and for making a difference through volunteer service.” The award is also known as The President’s Volunteer Service Award and is given by the Corporation for National & Community Service.

In a letter from President Obama that accompanied the award he states, “While government can open more opportunities for us to serve our communities, it is up to each of us to seize those opportunities. Thank you for your devotion to service and for doing all you can to shape a better tomorrow for our great Nation.”

St. Andrew’s was recognized again recently as one of two schools in the State to receive Connecting Generations’ 2011 Exemplary Award for Mentoring. Connecting Generations is Delaware’s leading advocate for volunteer mentoring. It was founded in 1990 by DuPont executive Robert Casey with the goal of supporting students by connecting them with caring and committed mentors. Today, Connecting Generations helps businesses and schools coordinate mentoring programs while also offering training opportunities.

St. Andrew’s received the first-ever Connecting Generations Exemplary Award for Mentoring given to a high school.

Over half the School spends time in local elementary and middle schools every Tuesday afternoon immediately after lunch. Still more head to the campus pool for our Adaptive Aquatics program where they teach children with physical or mental challenges how to swim. Beyond what has become known as the “Tuesday Afternoon Exodus,” students make daily visits to the Appoquinimink Boys & Girls Club and bring meals to Andrew’s Place and Epiphany House in Wilmington. The School does not require community service hours from students and has no plans to implement such a requirement in the future.

“Our biggest impediment right now is actually transportation,” says Jay Hutchinson who serves as Chaplain and Director of Community Service. “We use every bus, van and faculty car at our disposal just to get the flood of kids to where they’re needed in the community.”

Service has been a large part of Grace Benjamin’s St. Andrew’s experience. She came to St. Andrew’s as a new sophomore after helping her previous school establish a mentoring program. She spent the last two years volunteering in a kindergarten class at Townsend Elementary School.

Now a senior, she is the student coordinator of all mentoring programs. “If you ask any student why they volunteer, they will undoubtedly point to the many moments they’ve spent with their mentee helping with homework or playing a board game,” says Grace. “The kids really look forward to our visits. Still, many say they receive more from mentoring than they give. Anyone who’s volunteered understands that it’s hard to argue with that.”

Be someone’s hero. Give blood.

Every two seconds, someone in the United States needs blood.

The St. Andrew’s Blood Drive is April 4. We hope you will join us by giving blood in your community this year. If you live in the Delmarva area, you can join the St. Andrew’s Team by giving blood at a Blood Bank of Delmarva branch near you and mentioning St. Andrew’s.

To find your local facility, log on to www.delmarvablood.org/donation_sites.html.
Twelve St. Andreans Make All State Orchestra and Band

St. Andrew’s students placed strongly in this year’s All State Orchestra following seating auditions last Wednesday evening at Concord High School. Eleven members of our string section represent the School in nearly every section of the strings. We are incredibly proud of the accomplishments of both orchestra co-presidents. Courtney Chang, for the third year in a row, has won concertmaster. Her individual playing will be heard prominently in the festival as she has many solos in her parts. Katherine Haroldson made assistant principal cello and is the first St. Andrew’s student selected to appear as soloist with the orchestra. As the winner of this year’s Senior Solo Competition, she will perform the first movement of the Lalo cello concerto with both All State Orchestra and with the Delaware Symphony this spring.

The accomplishments of the other nine St. Andreans in All State Orchestra should not be completely overshadowed by the strong showing of Courtney and Katherine. In fact Courtney narrowly beat out another St. Andrew’s violinist in John Suh, who is Courtney’s stand partner in the first violin section. Sam Kang also made the “inner circle,” scoring well enough to make assistant principal viola. Four students in all made the first violin section, including Aaron Chang and Alphonso Ramirez. Julian Ha had a strong showing in the second violin section, and new members Aija Cave and Will Bowditch placed in the middle of a big viola section. Cellists Anand Sundar and Clara Lee made fourth and fifth chair respectively.

The orchestra festival concludes with a 5:30 p.m. concert on Saturday, March 24, at P.S. DuPont Middle School in Wilmington, following two days of eight-hour rehearsals. All St. Andreans in the area are strongly encouraged to attend and support the work of these amazing musicians.

This year’s All State Band festival takes place over spring break for our school, preventing almost all our wind and percussion players from participating. Ted Park lives close enough to attend the March 7-9 event and is our one representative in this year’s All State Junior Band. He made a big splash this year by taking first chair and will perform with the band on Saturday, March 9.

For more information about this year’s All State events, please visit the Delaware Music Educators Association page. http://www.delawaremea.org/.

Community Comes Out for Student Art Show in Warner Gallery

Students, faculty and parents came together on Friday night in a packed Warner Gallery to enjoy the year’s first Student Art Show. Students exhibited work from across the Visual and Fine Arts Department, including painting, drawing, ceramics, film and photography.

Senior Henry Weaver’s charcoal depiction of Steve McQueen on his Triumph motorcycle in The Great Escape was the first piece to meet patrons at the door. Henry, along with fellow senior art majors, spent part of the fall semester experimenting with mixed media and exploring the meaning and impact of iconic images.

Elizabeth McGiff’s ceramics class displayed their recent pieces produced using pit fire methods developed in rural areas of Africa and South America. Students used copper, coffee grinds, banana peels and other natural elements to give color and sheen to the pieces.

Perhaps the greatest joy of the evening came from student artists who had never before considered themselves artists at all. Some would stand next to their work assuring their impressed friends that, yes, they indeed produced the beautiful drawing or painting that only months ago would have been impossible to fathom.
Noxontones Earn Trip to Mid-Atlantic Regionals of International Championship of High School A Cappella

St. Andrew’s a cappella group, The Noxontones, earned a trip to the semifinals of the 2012 International Championship of High School A Cappella (ICHSA). The singers competed against eight other schools from throughout the Mid-Atlantic region on Saturday, January 28, in Allendale, N.J. The co-ed, extra-curricular group is made up of students from all Forms and is led by faculty advisor Quinn Kerrane. “It is the first time we’ve ever decided to enter a competition, so we looked forward to the experience,” noted Kerrane. The Noxontones are known for their energy and inventive arrangements.

Each year, the International Championship of High School A Cappella tournament takes place from January through April in six regions: West, Midwest, South, Mid-Atlantic, Northeast and Europe. The Noxontones received their invite to the competition’s Mid-Atlantic semifinal after submitting a tape of selected songs to tournament officials. From there, only nine schools in the region earned the chance to compete in person.

Professional Ballet Company Treats Students to Awe-Inspiring Performance

An awed and appreciative audience of students, faculty and staff were treated to a performance from the First State Ballet Theatre on Friday, February 3, in Engelhard Hall. The professional dance company’s two-hour performance featured classical and contemporary highlights from some of the world’s most beautiful ballets, including Carmen, Don Quixote, Swan Lake and The Sleeping Beauty. Each piece distinguished itself from the next, but all shared tremendous grace, beauty and power for a riveted audience.

The final selection was met with a prolonged, thunderous ovation. Dance teacher Avi Gold invited FSBT to St. Andrew’s to expose more students to dance. “I asked FSBT to come to St. Andrew’s to experience first hand all of the athleticism, artistry, humor, excitement and energy that dance has to offer,” said Avi.

His hope was fulfilled in senior Graham Dworkin. “They were incredible tonight,” said Graham after the performance. “It made me realize how athletic ballet is. I have a new appreciation for the art and a new passion within myself. I thank the dancers for their inspiration.”

Avi was all smiles after the performance. “Tonight went better than I could have expected. It inspired students that are familiar with dance and introduced it to students who were not. That is my ultimate goal with the St. Andrew’s dance program. FSBT said that this was the absolute best audience they have ever had—a testament to our incredible community.”

Please visit http://www.firststateballet.com to learn more about upcoming performances.
Pit Fire Ceramics
from the Arts Department
Step 1
Make the pots. Refine with your hands and simple tools until smooth.

Step 2
Wait for the pot to get to a leather hard state.

Step 3
Coat the pot with terra sigillata. Buff it with a fine microfiber cloth. Put it in the kiln at a relatively low temperature of 1600 degrees Fahrenheit or bisque fire.

Step 4
Coat the pot with copper paint, copper pot scrubber or bay grass from a local salt marsh, as desired. (The salt burns off and gives different colors.)

Step 5
The St. Andrew’s Facilities Crew constructed the fire pit, placing a wooden fence around the pit. The pipe adds airflow to the fire.

Step 6
Stuff the pots with straw.

Step 7
Layer the pots in the pit with straw, coffee grinds, salt and banana peels. The St. Andrew’s Kitchen collected items to help with the project.

Step 8
Light the match.

Step 9
Keep feeding the fire (twigs, straw, cubes of woodchips) for a full hour.

Step 10
Cover the pit with a metal corrugated lid to keep the heat in. Wait a few days.
Steven Naifeh '70 and Gregory White Smith, Co-Authors
Van Gogh: The Life (Random House)

Steven Naifeh and Gregory White Smith galvanized readers with their astonishing *Jackson Pollock: An American Saga*, winner of the Pulitzer Prize for biography, a book acclaimed for its miraculous research and overwhelming narrative power.

Now Naifeh and Smith have written another tour de force—an exquisitely detailed, compellingly readable, and ultimately heartbreaking portrait of creative genius Vincent van Gogh.

Working with the full cooperation of the Van Gogh Museum in Amsterdam, Naifeh and Smith have accessed a wealth of previously untapped materials. While drawing liberally from the artist's famously eloquent letters, they have also delved into hundreds of unpublished family correspondences, illuminating with poignancy the wanderings of Van Gogh’s troubled, restless soul. Naifeh and Smith bring a crucial understanding to the larger-than-life mythology of this great artist—his early struggles to find his place in the world; his intense relationship with his brother Theo; his impetus for turning to brush and canvas; and his move to Provence, where in a brief burst of incandescent productivity he painted some of the best-loved works in Western art.

The authors also shed new light on many unexplored aspects of Van Gogh’s inner world: his deep immersion in literature and art; his erratic and tumultuous romantic life; and his bouts of depression and mental illness.

Though countless books have been written about Van Gogh, and though the broad outlines of his tragedy have long inhabited popular culture, no serious, ambitious examination of his life has been attempted in more than seventy years. Naifeh and Smith have re-created Van Gogh’s life with an astounding vividness and psychological acuity that bring a completely new and sympathetic understanding to this unique artistic genius whose signature images of sunflowers and starry nights have won a permanent place in the human imagination.

About the Authors: Steven Naifeh and Gregory White Smith are graduates of Harvard Law School. Mr. Naifeh, who has written for art periodicals and has lectured at numerous museums including the National Gallery of Art, studied art history at Princeton and did his graduate work at the Fogg Art Museum of Harvard University. Together they have written many books on art and other subjects, including four *New York Times* bestsellers. Their biography *Jackson Pollock: An American Saga* won the Pulitzer Prize and was a finalist for the National Book Award. It also inspired the Academy Award–winning 2000 film *Pollock* starring Ed Harris and Marcia Gay Harden as well as John Updike’s novel, *Seek My Face*. *Naifeh and Smith have been profiled in The New Yorker, The New York Times, USA Today, and People,* and have appeared on 60 Minutes, The Oprah Winfrey Show, Larry King Live, Charlie Rose, and the *Today* show.

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Headmaster Tad Roach, Contributor
Transforming Undergraduate Education: Theory that Compels and Practices that Succeed (Rowman & Littlefield)

Roach’s chapter, co-written with Michael V. McGill, Superintendent of the Scarsdale Public Schools, focuses on the prospects for reform at the secondary level. Roach draws on the work of St. Andrew’s Global Studies class and particularly an essay written by alumnus Cameron McDonald ’11. Roach is also a contributor to a book recently published by the National Association of Episcopal Schools: *Reasons for Being: The Culture and Character of Episcopal Schools*.

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Joshua Meier, Faculty
“Butterflies and Anvils” (Eileen Rafferty Publishing)

Film and Photography teacher Joshua Meier is the featured artist in the Autumn 2011 edition of the photographic journal,
Butterflies and Anvils. From the Editor: “Butterflies and Anvils is a journal about inspiration and art. Autumn—that time of year we say goodbye to gardens, swimming and hammock naps. Just as with all cycles, there are new things emerging that make the season special—fall color, apple and winter squash harvests, cool mornings, misty fog, warm sweaters, and sometimes, a turning inward; an appropriate season to feature this issue’s artist, Joshua Meier. Contemplative and serene, Joshua’s images allude to familiar human conditions in an intriguing and magical way.” The journal features an interview with Joshua woven together with images he’s created over his professional career, including his office in the O’Brien Arts Center and work he’s created since arriving on campus with his family this summer. His portrait of Junot Díaz can be found on page 52.

40th Annual Benefit Art Auction
(Missoula Art Museum)
Joshua’s piece, “Coping” was juried in to help raise money for the Missoula Art Museum’s 40th Annual Benefit Art Auction in Missoula, Montana. The auction was held in early February.

“Black & White Themed Exhibition”
(Newspace Center for Photography; Portland, Ore.)
Joshua’s piece “[Un]Remembering” was chosen for the 2012 Black & White Themed exhibition at the Newspace Center for Photography in Portland, Oregon. The show opened on Friday, February 3, and ran through the 26th.

John Morton ’65
Economic Security: Neglected Dimension of National Security?
(National Defense University Press)
John Morton contributes Chapter Two, Toward a Premise for Grand Strategy, in this collaborative and definitive effort examining the full impact of economics on national security. Contributors also include David Walker, President and CEO of the Peterson Foundation and former Comptroller General of the United States as well as Sheila Ronis who serves as editor and Myra Howze Shiplett who is currently working on public service reform for the Government of Iraq. John is a Distinguished Fellow and the Homeland Security Lead for the Project on National Security Reform where he has served alongside Dennis Blair ‘64. He has been extensively published and has written for almost every major defense publication.

“In 1945, the United States became the guarantor of an international political and economic system that, by the end of the Cold War, was global. Today, America sustains that position primarily through two elements of its national power: its peerless military and its dollar currency, upon which the international monetary and economic system is largely based. A third element initially enabled that hegemony in the 1940s: the national economy—that is, the Nation’s industrial might. Much of that element is no longer present today.” —Opening paragraph of “Toward a Premise for Grand Strategy” by John Morton. You can download the book in its entirety at http://www.ndu.edupress/lib/pdf/books/economic-security.pdf.

Making news?
Let us know.
Did you write a book? Record a cd? Make a movie? Let us know. We do our best through word of mouth but the best information comes from the source. Don’t be shy.
Email your news to communications@standrews-de.org.
College Counseling Brings Admission Reps to Campus for “Experience St. Andrew’s”

Director of College Counseling Kassy Fritz has developed a remarkable “Experience St. Andrew’s” Program for distinguished college admissions professionals from across the country. Now in its fourth year, the program brings college admissions leaders to campus for a two-day visit that includes opportunities for guests to visit classes, meet with faculty and students, attend family-style dinner and Chapel and conduct a half-day seminar on the college admissions process.

Participants and panelists for this year’s program included the following: Tamina Mencin, Associate Director of Admission at Pomona College; Shannon Groves, Associate Director of Admission at Drexel University; Ben Baum, Associate Director of Admission at Tufts University; Daniela Segrove, Associate Director of Admission at Barnard College; Deborah Wright, Director of Admission at Connecticut College; Ann Fleming Brown, Director of Admission at Union College; Lisa Belgam, Assistant Director of Admission at Colgate University; Lou Hirsh, Director of Admission at University of Delaware; and Bev Morse, Associate Dean of Admission at Kenyon College.

The Experience St. Andrew’s program articulates the School’s mission to see college admissions not as a strategic process designed for a narrow definition of success but rather an authentic expression and exploration of civic and global engagement and concern. We want St. Andrew’s students to see college as a privilege, not an entitlement; we strive to encourage our students to ask the right questions about college, ones that honor and embrace education’s calling as a source of creativity, humanity, stewardship and engagement.

At the Saturday morning meeting, Headmaster Tad Roach presented University of Delaware Director of Admission Lou Hirsh with a special medallion recognizing his generous and important contributions to undergraduate education in the United States and in Delaware. Roach observed: “We are deeply grateful to Lou for working in our ‘Experience St. Andrew’s’ Program for the past three years. We honor his integrity, generosity, humanity and energy and wish him the best as he retires at the end of the academic year.”

Saturday morning’s sessions featured the opportunity for junior parents and students to participate in mock committee evaluations of four separate applications. The day gave both parents and students a great understanding of the college admissions process.
ON OUR BOOKSHELF

Recommended Reads
FROM ST. ANDREW’S RELIGIOUS STUDIES DEPARTMENT

Nathan Costa

Vestments
John Reimringer

Amid a score of heralded debut novels of the last year or so, Vestments stands among the best of them for its searing portrait of a young Catholic priest working through the trials of vocation as well as the violent fits and starts of dysfunctional family life in blue-collar St. Paul, Minnesota. Its depiction of the subtleties of priestly life and the haunting of memory upon the promise of the present are particularly compelling.

Jay Hutchinson

Bonhoeffer: Pastor, Martyr, Prophet, Spy
Eric Metaxas, who also wrote The Reason for God and New York Times Bestseller Amazing Grace

This is the story of the famous 20th century theologian who said “Nein” to his clergy colleagues in the German church while they were busily embracing Hitler and positioning themselves to be favored by the Third Reich. In standing against Nazism, he put himself in a precarious position and was eventually captured and put in Buchenwald for his involvement in a plot to assassinate Hitler. This book is willing to ask the hard question of how can a man of God who was so widely respected for his pacifism and his deep personal faith in the salvific power of Christ consider killing another human being. Metaxas not only wrestles with this question but he forces us to do so as well.

Nate Crimmins

The Cross and the Lynching Tree
James Cone

James Cone is why I studied at Union Theological Seminary where he is the Distinguished Professor of Systematic Theology. His seminal book was published in September of this year and is so well written and insightful you’ll have a hard time putting it down once you start. In a work that spans social history, theology and cultural studies, Cone explores the message of the spirituals and the power of the blues; the passion of Emmet Till and the engaged vision of Martin Luther King, Jr.; he invokes the spirits of Billie Holliday and Langston Hughes, Fannie Lou Hamer and Ida B. Well, and the witness of black artists, writers, preachers and fighters for justice. And he remembers the victims, especially the 5,000 who perished during the lynching period. Through their witness he contemplates the greatest challenge of any Christian theology to explain how life can be made meaningful in the face of death and injustice.

Terence Gilheany

On the Good Life
Marcus Tullius Cicero

A true joy to read. “Friendship is nothing else than entire fellow feeling as to all things human and divine with mutual good-will and affection; and I doubt whether anything better than this, wisdom alone excepted, has been given to man by the immortal gods.”
Chiu considers herself fortunate to be able to work in tandem with Dr. Wang, the Executive Director for Chinese Language Initiatives at the Asia Society. Previously, Wang spent eight years as the state of Delaware’s Education Associate for World Languages and International Education. While she and Chiu were working together at the Chinese-American Community Center in Hockessin, Del., they envisioned a textbook geared toward Chinese children adopted by American parents who wanted their children to learn the language and culture of their heritage.

Historically, Chinese language study for older children was not as popular in the United States as it is now; once the College Board introduced an AP course in this topic area in 2003, high schools began offering the subject. However, officials quickly found that three or four years of study in high school wasn’t sufficient preparation for the level of proficiency expected by the test, so Chinese language study began being pushed into younger grades, first middle school and then elementary school. Both Wang and Chiu believe that the best time to initiate Chinese language study is in the early childhood years, when children learn by “ear,” or through listening and imitating sounds that adults make. This national trend coincided perfectly with Wang and Chiu’s dream, to create a radically different textbook series to address the growing need they saw, not only in the Hockessin population, but also across the United States.

According to Chiu, Mandarin Chinese has traditionally been taught through memorization, repetition and drilling. Processing large chunks of vocabulary was deemed the only way students could acquire enough understanding of the language to make conversation possible. Chinese language students would quickly tire of the technique because it lacked meaningful connection to their everyday lives. Chiu, Wang and several colleagues are working tirelessly to change that through a creative, thematic approach to the study. Thus, Flying with Chinese is a series of beautifully-illustrated books that immediately grab the reader’s attention through engaging depictions of family life, animals and celebrations. Each grade level’s textbook centers

By Taylor Porter ’96
Around a story: “the students learn the vocabulary because they want to know how the story ends,” Chiu explains. “We approach the lessons through the art of storytelling, something that every culture can relate to.” As we page through the textbooks together, Chiu’s delicate features grow animated. She points out various exercises that help very young children review colors, matching and pattern sequences as they trace Chinese characters or put images in chronological order.

Chiu, Wang and their colleagues researched American culture in depth as a basis for the stories in the textbooks, so that young children can easily recognize themselves and their daily routines in the stories they encounter. Without realizing it, the children are also engaging the series’ core topics of Global Citizenship, Global Responsibility and Cultural Heritage through stories about Chinese traditions, such as Dragon Boat Races. In addition, teachers appreciate that the series is a standards-based curriculum, using guidelines published by the American Council of Teachers of Foreign Language, and it enables them to track their students’ progress using proficiency targets linked to the National Standards for Chinese Language Learning.

Flipping through one of these textbooks feels like thumbing through a high-quality comic book or graphic novel, similar to the Asterix series French students may know. Student books are filled with age-appropriate dynamic illustrations rendered in lush colors that defy what we imagine when we hear the word “textbook.” The *Flying with Chinese* curriculum includes three books for each grade level: a student textbook, a student workbook and a teacher’s guide with detailed instructions for games, activities and other strategies to keep students interested and motivated. Student and teacher CDs and flashcards are other components in the series. Based on five standards—communication, culture, comparison, connection and community—the textbooks aspire to show students that Chinese language and culture is not an academic area dissociated from everyday American life. Chiu comments, “Chinese isn’t separate: you can learn to speak Chinese by studying science, history, music, and art, and you can learn more about all of those as you learn to speak Chinese.” She shows me displays on the walls of her classroom that highlight student work: responses to Shel Silverstein’s *The Giving Tree*, a text that third- and fourth-year students read, and sophisticated projects on China’s major cities that focus on architecture, geography and history.

Chiu believes that “high school students still have a child in their hearts,” and she designs assignments that engage not only a student’s mind, but also his or her spirit.

“Today, Chiu blinks back tears of pride and amazement as she marvels at how successful the *Flying with Chinese* curriculum has become. ‘Too modest to brag,’ she quietly tells me that the State of Oregon has adopted its books for its K-5 schools, as have Wilmington Friends School and the Cape Henlopen and Red Clay school districts in Delaware. Chiu now works closely with educators across the state of Delaware to train teachers and assist in the implementation of Chinese language and culture courses in schools, community centers and summer programs. Each summer, she works at the Startalk program, a joint venture by the Cape Henlopen School District and the University of Delaware, that offers two components; the teacher program promotes high levels of proficiency in early childhood language instruction and is the equivalent of two 3-credit University of Delaware graduate courses. The student program provides an innovative, dynamic and fun summer camp for K-5 students.

While some teachers—and many students—may balk at the idea of continuing work or study through the summer, Chiu embraces the opportunity to participate in the ongoing statewide discussion regarding Chinese language and culture education. More than anything, she says, she wants her students “to learn a sense of personal responsibility. They are learning for themselves: not for me, not for their parents, not for their college applications. Every single day makes a difference when you are learning Chinese, and you can never stop learning.” As she speaks, Chiu holds my hand and gently presses my wrist to emphasize her words. She believes that coming to St. Andrew’s has transformed her into a student-centered teacher: she measures her own success by the range of her students’ success—not just grades, but their personal fulfillment. During the course of our conversation, several students pop by to check in with her and say hello.

“Being a teacher means you bring the best of yourself, and you ask the best of your students,” comments Chiu. It is obvious that her philosophy and passion have engendered a love for Chinese on campus. When she began working here in 2006, the program included 34 students. It grew to a high of 54 students in 2009, and now includes 49. Chiu says she is seeing more and more students enter St. Andrew’s having already started learning Chinese, and we now offer a Chinese 5 course for our most proficient students. Every year, Chiu compiles a yearbook for each student in the Chinese program that includes work samples, photographs of students involved in class activities, and PowerPoint slides they have created, so that they can all review and take pride in their collective accomplishments, reinforcing Chiu’s conviction that community is at the heart of Chinese language and culture.

As our conversation draws to a close, Chiu smiles and expands on this notion of community: “We hope our students will want to become lifelong Chinese students—to see beyond grades and college to a way of life. Through Chinese, we learn about living in a different way.” Calling greetings in Chinese, the next class of students streams through the door, and I reluctantly pack my bag.
FALL ALUMNI DAY

Fall Alumni Day welcomed back alumni from every decade of the School’s history from the 1940s through last year’s graduating class. Enjoying chili on the sidelines, alumni, family and friends cheered on the Saints and in between plays caught up with classmates.

1  Class of 2011 was back in force for Fall Alumni Day. Pictured here with Señora Ana Ramirez are Forrest Brown, Erin Gerrity, Charlotte Mara, Courtney Scott and Crawford Smith.

2  Kevin Nerlinger ’78 and son Benjamin.


4  Jubilant students celebrate a touchdown!

5  Members of the 1977 Football Team who won their Cannon Game came back to cheer: Mike Welsh ’78, Richard Corney ’78, Garrett Hart ’78, Kevin Nerlinger ’78 and Ashton Richards ’78.

6  St. Andrew’s students are all smiles after the big victory.

7  Schoolmates from the 80s: Treava Milton ’83, Stacey Williams Duprey ’85, Jeff Daut ’83 and Brian Shockley ’83.

8  Bringing home the Cannon!
TALK OF THE T-DOCK

4

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6

7

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Football Co-Captain Jake Myers ’12 Breaks 34-Year Old Tackles Record

Since 1977, Garrett Hart ’78 has held the record for most tackles in a football season with 110. With eleven tackles in a late October contest against Wilmington Friends, Senior Co-Captain Jake Myers eclipsed Garrett’s 34-year record. Jake, St. Andrew’s own version of the “Honey Badger,” played inspiring football on both the offensive and defensive side of the ball in helping lead the Saints to a 7-2 record and Independent Conference Championship.

Joined by several members of the 1977 football team, Garrett traveled to campus for the Cannon Game against Tatnall on Fall Alumni Day to congratulate Jake for his work ethic and leadership. In what can only be described as an epic performance, Jake rushed for 115 yards and a touchdown while recording 8 tackles and an interception in a convincing 45-14 win to secure the Cannon and an outright Independent Conference Championship.

Jake was all smiles in the euphoria following the game: “I love this school. I love my teammates.”

Jake finished the season with 132 tackles, an average of 14.7 per game. He also rushed for 790 yards and 8 touchdowns. Beyond football, Jake served as captain of the baseball team his junior year, is the current captain of the basketball team, mentors at St. Anne’s School and is the Residential Leader on Hillier Corridor (the old “South Dorm”). In the fall, Jake plans to take his talents to Carlisle, Pa., where he will be a freshman at Dickinson College.

Mackenzie Peet ’11 Nabs All-Patriot League Team Honors in Field Hockey

Holy Cross field hockey player freshman Mackenzie Peet (Rehoboth Beach, Del.) has been named to the 2011 second team All-Patriot League squad, announced by the league.

Mackenzie, who finished her freshman campaign with three goals scored and one assist for seven points, ranked second on the team in points. She earned Patriot League Rookie of the Week honors on September 12 after scoring three goals in three games. Peet became the first Holy Cross freshman to win Rookie of the Week honors since 2007 and first Crusader to take any Patriot League weekly award since 2009.

Jory Kahan Selected as Soccer Coach of the Year

In only his first year as head coach of the boys soccer team, the Delaware Interscholastic Athletic Association named Jory Kahan its 2011 Coach of the Year. The honor headlined several post-season awards including All-State Honors for striker Ben Bentil ’14 and midfielder Matt Grippo ’12 and All-Conference recognition for eight members of the team. The boys stunned the region’s soccer community this fall with a 14-2-1 record and a run to the quarterfinals of the state tournament. They also went undefeated in the Independent Conference and tied a School record for the most wins in a season.

There was great talent on the 2011 team, but their most valuable assets were their resiliency and the pride they felt in playing with and for each other. “Individually, these young men were very good, but you don’t win 14 games on talent alone,” observed Athletic Director Mike Hyde. “Jory took those kids and helped them see what they could be and then worked them, coached them, and encouraged them until they realized it. Those boys won’t forget this season and the lessons he taught them.”

Coach Kahan is in his second-year at St. Andrew’s teaching math and serving as a dorm parent on Hillier corridor. He graduated with a degree in Neuroscience and Behavior from Wesleyan University in 2010. He was an Academic All-American, captain and defensive stalwart for a team that finished undefeated in the regular season for the first time in 70 years. In 2008, he was selected for the NESCAC All-Sportsmanship team.

Headmaster Tad Roach appreciated the boys’ season as much as anyone and could often be seen patrolling the sidelines during home and away games. “For years, St. Andrew’s has prided itself in the recruitment and development of the nation’s best young teachers,” noted Tad. “Jory is an exceptional teacher, mentor and coach. This honor is well deserved and we cannot thank him enough for all he does for his students and our School.”

You can watch Coach Kahan’s fall Athletic Assembly speech to his team on their YouTube channel, http://www.standrews-de.org/youtube.
ATHLETES BEYOND CAMPUS

Head Football Coach Mike Hyde Selected to Coach 2012 Delaware Blue-Gold Football Game

The Delaware Interscholastic Football Coaches Association has selected Mike Hyde to serve as Head Coach of the Gold Squad for the 57th Annual DFRC Blue-Gold All-Star Football Game. As boys’ athletic director, head coach of the varsity football team and a valuable coach at all levels of basketball and baseball, Mike has made important and lasting contributions to athletics at St. Andrew’s and throughout the region. In this summer’s game, he will coach St. Andrew’s senior Jake Myers, a co-captain of this year’s Independent Conference Champions. Senior Libby Lakeman will also serve as an ambassador at the game.

Mike Hyde will celebrate the 25th anniversary of his own participation as a player in the DFRC Blue-Gold All-Star Football Game when he leads the Gold coaching staff this year. In 1987, Coach Hyde represented Tower Hill School as a quarterback for the Blue squad.

Coach Hyde has many wonderful memories of attending DFRC Blue-Gold All-Star Football Games in the past, along with those of his own personal involvement in 1987. Coach Hyde describes his experience with DFRC as life changing and the highlight of his athletic career. As he fondly recalls playing in the Game and bonding with his fellow players in camp, he quickly emphasizes how meaningful the relationship was that he had with his buddy, Desiree.

Playing and coaching in the DFRC Blue-Gold Game is a common tie that binds the Hyde family. Steve Hyde, Coach Hyde’s father, played in 1959, was an assistant coach for the Blue Squad in 1976, and served as the Head Blue coach in 1984.

Coach Hyde considers it “a great honor to represent the Gold Team as their Head Coach” and states, “The Blue-Gold All-Star Football Game is a wonderful tradition in the state of Delaware, so I am excited to have the opportunity to be involved in 2012.”

The Delaware Foundation Reaching Citizens with intellectual disABILITIES (DFRC) sponsors the game and proceeds benefit programs for individuals with intellectual disABILITIES throughout Delaware. This year’s game will mark the 57th time the game has been played.

The 2012 game will be held at the University of Delaware Football Stadium on Saturday, June 23rd. Opening ceremonies begin at 6:00 p.m. and kick-off is at 7:00 p.m. The community is welcome and encouraged to attend. Tickets are available online at the DFRC website: http://www.dfrcblue-gold.org/football or by calling the DFRC office at 302-454-2730.

Boys and Girls Cross-Country Both Finish Season in State’s Top 5

As boys cross-country coach Dan O’Connell likes to say, “The great thing about cross-country is that it’s objective. You race, it’s timed and you know who’s the fastest.” Few teams were faster than the boys and girls cross-country teams this year and no team in School history was as fast as this year’s boys. The boys and girls finished 3rd and 5th, respectively, at this year’s state championship held at Killens Pond State Park.

Henry Weaver ’12 led the boys by finishing fifth overall with a time of 16:24 on the hilly 5k course. Fellow seniors Alec Hill and Jeff Rogers crossed the line 11th and 12th overall only a second apart in 17:05 and 17:06. The team’s ability to push and work for each other was its greatest strength as Davis Hammond and Riley McDonough rounded out the scoring in 17th and 28th place and contributed to an overall average time of 17:17—an average of 5:53 per mile.

The girls team also shined at the state meet and plan to do so for several years as they graduate only one runner from their top five this year. Caitlin Porazzo ’15 finished 16th followed by Emma Porazzo ’15, Aggy Barnowski ’13, Charlotte Bristow ’14 and Robin Kim ’12. All finished in the top 35. The team’s overall showing is even more impressive considering the heightened level of competition in Delaware over the past several years with the emergence of several nationally ranked high school runners.

Henry Weaver ’12 recorded the second fastest 5K time in School history this year.
With the addition of the new Sipprelle Field House and competition squash courts, this year’s winter sports teams have undergone a renaissance that is here to stay.

1 Khary Dennis ’12 lifts off in a 55-39 Saints win over Archmere Academy.

2 After another win, this time against Wilmington Friends, Head Coach Bill Wallace meets with his team to discuss goals and progress and to celebrate individual PRs.

3 Michael Ding ’12 chases a ball out of the corner at #1 during an 8-1 Saints win at home against The Hill School.

4 Grace Saliba ’12 drives against Lake Forest in the new Sipprelle Field House.

5 Celeste Lancaster ’13 prepares to rip a backhand during her straight set win at #2 singles against the Shipley School.

6 Colin Brownlee ’14 wraps up his Tower Hill opponent at 152 lbs. to help the Saints to a 42-34 team victory.
TALK OF THE T-DOCK
In 1948, the wrestling team once again faced the George School for, as I recall, the 11th time, SAS having lost the prior 10 matches. We were not the greatest wrestlers among area schoolboys but it was a team of “gamers.” Coach Cameron knew both us and our opponents well, and it was clear from the outset of the match that this would be an uphill struggle, but it was also a match we could win.

We would have lost but for what to me was the gutsiest performance I ever witnessed, in this case by Eddie Wright at 132 (or thereabouts). It was a grueling match during the regular time, after which Eddie and whoever were tied. They both elected to have an overtime period, which was not remarkable but certainly not typical. (Keep in mind that we probably had a PB and J and an apple on the way up to George School.) But after the overtime period, Eddie still was tied.

As I recall, Bull Cameron asked Eddie whether he wanted to “go again,” and Eddie could do no more than respond with a bare grunt that could not be interpreted as expressing anything but exhaustion. Yet, Eddie rolled over, got to his knees and as our whole team cheered him on, he got up, went back on the mat, forcing his opponent to do the same, got a takedown and won his match. Those three points gave St. Andrew’s and the Bull our first win over George School, 17 to 16. The whole event was of such significance to all of us that the team gave the Bull a small tray engraved with the score of the match at our season ending meeting.

—Henry Herndon ’48, Trustee Emeritus

"
Dear Mike,

In the process of cleaning out various tins of yesteryear, I came across the enclosed tray that the 1947-48 wrestling team gave to the Bull and that he gave to me shortly before his death. The history of the memento is fairly well presented in the enclosed piece (reprinted on facing page) that was included in the Spring 2007 edition of the St. Andrew’s Magazine. There is no better place for it than in the hands of you at SAS!

Regards,

Henry
Crossroads
The Campaign for St. Andrew’s School

Crossroads Campaign Announced
School seeks to raise $55 million by June 2013

On Saturday, October 8—with more than 550 people in attendance for a remarkable evening of fellowship and celebration—St. Andrew’s formally launched the Crossroads Campaign and opened the new Sippelle Field House. The Board of Trustees, under the leadership of Katharine Gahagan and Kent Sweezez, announced a campaign goal of $55 million. Of this goal, $45.2 million has already been raised or committed. We intend to raise the remaining $9.8 million by June 30, 2013.

The Annual Fund
The Crossroads Campaign honors the mission of St. Andrew’s and the many people who bring that idea to life through their work and actions. Our students and our faculty are the immediate beneficiaries of this campaign, but the impact of our gifts today will be felt for generations to come. A campaign of this magnitude requires the full support of the entire School community at whatever level we are able to give. For most of us, that means making a stretch gift to the annual fund over the next two years of the public campaign.

Since the quiet phase of the campaign began several years ago, we have received gifts from 3,215 donors. Most of these gifts have been $500 or less. It is the collective power of the whole that has made our success possible. Every gift to St. Andrew’s, for any purpose, counts towards the Crossroads Campaign and helps bring us another step closer to our goal.

Edward H. Hammond, Jr. ’60 Locker Room
The Edward H. Hammond, Jr. ’60 Locker Room was named by his family in memory of one of St. Andrew’s great alumni. Ed Hammond was a three-sport athlete and a three-year letterman in football and wrestling. He was captain of the 1960 wrestling team that won the School’s fourth consecutive State Championship. Ed went undefeated during the regular season and took third place in the State Championship that year. Legendary wrestling coach Bull Cameron called the 1960 team “the greatest wrestling team St. Andrew’s has ever produced.”

Ed passed away in September 2011. He described his love for St. Andrew’s in his self-penned obituary: “All three of his children attended St. Andrew’s School and he very often said, ‘I would spend my last dime to send them there.’ He loved the school like he loved his church. He often said whatever he was, he owed A. Felix duPont for endowing St. Andrew’s and making it possible for him to go there.”

Ed returned to St. Andrew’s to serve as a member of the Alumni Corporation Board from 1980 to 1987 and a member of the Board of Trustees from 1987 to 2001. “Ed Hammond loved St. Andrew’s: its mission, its spirit, its commitment to financial aid and its connection to the Eastern Shore of Maryland,” noted Headmaster Tad Roach. “As an alumnus, parent and trustee, Ed gave time, energy and passion to his school. I am thrilled that he has been honored in this wonderful way.”

The Schuller Track
The Schuller Track, has been named in honor of Michael Schuller P’01,’12 for his love of life, tenacity in the face of tremendous challenge, and outstanding service to St. Andrew’s School, by Martha and J. Kent Sweezey, Jr. ’70. Mike served as the School’s CFO for 12 years and now serves as the Director of Institutional Planning and Strategic Initiatives where he has...
led a movement to engage state and local agencies to preserve neighboring farmland. In 2009, Mike was diagnosed with cancer. Since then, he has continued important work to improve the School and make every day count.

“Mike has battled the disease with a courage, dignity and tenacity that every member of the community has watched with pride and inspiration,” noted Board Chair Kent Sweezey. “He has done this without losing his generous spirit and absolute commitment to St. Andrew’s. It is a privilege to know Mike. Martha and I are thrilled that this beautiful track, already used by students, staff and faculty, alike, will forever bear his name.”

**The Wood Shed**

Barbara and Joe Hallow P’15 are thrilled to name the School’s new athletic training room The Wood Shed in honor of Al Wood, known affectionately by all students as “Mr. Incredible.” Barbara and Joe have been inspired by their daughter Morgan’s athletic experience at St. Andrew’s and wanted to support the field house project with a gift that would recognize Al’s central role as trainer, healer and coach to the student body.

“We have only been part of the St. Andrew’s family for a short time, but we realized early on that we wanted to support the School,” said Barbara. “Al Wood’s remarkable and tireless work on behalf of students embodies so much of what makes St. Andrew’s great. We feel privileged to honor him in this way.”

**The Class of 1975 Endowed Scholarship Fund**

St. Andrew’s is proud to announce a milestone gift of $1 million to establish the Class of 1975 Endowed Scholarship Fund at the School. The gift affirms and strengthens the School’s historic and steadfast commitment to making a St. Andrew’s education open to qualified students regardless of their parents’ or guardians’ ability to pay. The Crossroads Campaign seeks to raise $6 million to inspire educational contributions to our five major campaign initiatives:

- $6 million for **FINANCIAL AID**
- $25.6 million for **ATHLETIC FACILITIES**
- $6 million for **FACULTY ENRICHMENT**
- $10.9 million for **ANNUAL FUND**
- $6.5 million for **PLANNED GIVING**

$55 million **CROSSROADS CAMPAIGN**
opportunity for future generations of St. Andrew’s students. The Campaign has celebrated three transformational financial aid gifts:

- The creation of the Class of 1977 Endowed Scholarship Fund in 2010.
- The creation of the Cristin Duprey ’04 Endowed Scholarship Fund established in 2007.
- The new Class of 1975 Endowed Scholarship Fund.

Headmaster Tad Roach observed: “These gifts to our financial aid program herald St. Andrew’s alumni’s commitment to owning, stewarding and celebrating the School’s work to create the most dynamic and diverse student body possible.”

The new Fund celebrates coeducation at St. Andrew’s and particularly the first ten women who joined the School as members of the Class of 1975 in their junior year. We celebrate their contributions to St. Andrew’s and their distinguished careers and lives since their graduation.

The Class of 1975 Endowed Scholarship Fund will provide financial aid to a girl entering St. Andrew’s in her V Form year. We look forward to enrolling our first Class of 1975 Scholar in the fall of 2012.

(right) A capacity crowd helped cheer the Saints to victory in the new LEED Gold Sipple Field House over previously undefeated, #1 ranked Sanford on Saturday, February 17.

We understand that when people invest in the field house they invest in us. We don’t have the success we’re having without the opportunity.

—Terrell Myers
Assistant Dean of Students
Head Boys Basketball Coach

ENDOWMENT NAMING OPPORTUNITIES

In 1929, A. Felix duPont founded St. Andrew’s School with an unprecedented commitment to meet the full financial need of every student and a dedication to build a gifted, creative and generous faculty. He knew that a strong endowment was essential to fulfilling this mission.

Since Mr. duPont’s initial legacy, gifts to the endowment from alumni, parents and friends have been essential to keeping the School true to its founding mission.

Through Crossroads, donors have the opportunity to honor and support the School by establishing Endowed Funds for Financial Aid or Faculty Enrichment.

ENDOWED FACULTY ENRICHMENT FUNDS

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ENDOWED FINANCIAL AID FUNDS

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## ATHLETIC NAMING OPPORTUNITIES

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—Terrell Myers

Assistant Dean of Students
Head Boys Basketball Coach

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Opening Disciplinary
Creating A New Dialogue Between Literature
History, Literature and the Contested Past, an interdisciplinary VI Form English and History course, examines how novelists, poets and historians have wrestled with and made sense of the past, and their own relationship to it. Structured around a series of case studies at the intersection of literature, history and memory, the course explores the relationship between the documented past—historical primary sources—and the imagined one—literature. Students explore novels and poems and excavate the ways in which those works were deeply shaped by (and influenced the shaping of) the social and cultural movements that we understand as history.

In December, St. Andrew’s Magazine sat down with Elizabeth Roach and Emily Pressman, the formidable brains behind History, Literature and the Contested Past, for a roundtable discussion about co-teaching, memory and roadtripping.

St. Andrew’s Magazine: I guess the logical question to start with is, how did History, Literature and the Contested Past start to take form in your minds? Or maybe even, how did you start talking about creating a class together?

Elizabeth: Our first conversations happened when we knew John Austin was leaving, and American Studies wasn’t going to be taught. We just started to think about a way to do another interdisciplinary course, and—I don’t remember exactly what prompted us to move away from the American Studies curriculum...

Emily: I think it was a combination of wanting to do something that would make, actually, even greater use of literature than American Studies had, and of wanting to work under a title that wouldn’t constrain us to just American history, or just American literature. I remember, very vividly, sitting in the Roaches’ living room and talking through the things we were interested in and passionate about, and the different ways we could start to envision bringing the two disciplines together. And actually, as much as I loved teaching American Studies, I was really excited to be part of the creation of an interdisciplinary class. I think it’s an entirely different thing to create a class, and shape the vision and curriculum from the very start.

Elizabeth: That creation has been truly collaborative from the beginning, because we literally just sat down together and started to brainstorm books, issues, time periods—and we began to generate from there.

Emily: It could be a four-year class just from all those ideas we came up with... all the things we would love to be teaching together! But we also quickly realized the need to narrow, to focus.

St. Andrew’s Magazine: One of the things that’s so radical about the idea of your class is that it is so open; it doesn’t have the same constraints as your basic history or English curriculum. But that also begs the question: how do you decide what you’re going to do and where you’re going to go with such an open concept?

Elizabeth: Well, to start with, all of the senior English teachers had decided to teach Toni Morrison’s Beloved to their classes, both because as a department we had agreed that it was a vital text for all St. Andrew’s students to encounter, and because we felt as teachers that it was great to be able to talk about a text together. Since Beloved is...
There are moments when we disagree, have different readings of something, and those are incredibly interesting: we can actually model for the students what it looks like to be engaged in a scholarly debate. —Elizabeth Roach

actually set in Emily’s time period, and around the issues that she has focused on historically, it was a very natural place to start, and that’s where we began: with the interdisciplinary framing of Beloved. It really fit beautifully. We then had other texts and time periods that we began throwing around together: Emily suggested Regeneration as a text that incorporates both literary and historical themes, and we began thinking about teaching Angels in America when—

Emily: —Angels really came out of the opportunity to take students to see the show in New York. It’s a work that we both love, but what was really evocative was the idea that we could teach it, focusing on its ghostly layering of past and present, alongside theories of staging.

Elizabeth: Yes, the theater experience was a really important one.

St. Andrew’s Magazine: Why do you think it was so important?

Emily: That’s a good question. I think some of it was the layering of the process, which is a good way to explain many aspects of the course. We read the play aloud in class first, and then we went to New York to see it, and only then did we begin our discussions of the play. That gradual building of understanding really allowed us all to think and rethink the play in radical ways. Plus, I think, there is something about the immediacy of theater that makes the study more intense. Someone might say, “Well, you could just show them the HBO miniseries,” which is a brilliant televised version of the play, but there’s something about, you know, the immediacy of the theater, the immersive nature of the viewing experience that takes things to a whole new level.

Elizabeth: It was so powerful, and I think it fit particularly well into what we’re trying to do, essentially, with the class, which is to discuss how we look at the past, and interpret the past, and deal with the past; we seek to understand how novelists do that, how poets do it, and how historians do it. So then you have a play, which is a written text, and then you have a director and actors adding their interpretations to that text, and then an audience watching it, taking it in, and interpreting it. And there you go: suddenly, and almost immediately, students can enact all those levels of understanding and interpretation. We were actually embodying that scholarly process as we watched and absorbed the play. And, to be honest, it was just really fun to have the experience of watching seven hours of theater in one day (laughter).

St. Andrew’s Magazine: Will you be able to replicate that this year?

Emily: Certainly not in the same way, but we’re toying with lots of other ideas—that’s the beauty of our curriculum’s flexibility. Although we do have some students pushing for an RV roadtrip to Chicago to see Angels. That would be taking things to an entirely new level of absurdity, I think.

St. Andrew’s Magazine: (laughter) This might be a good time to talk about what your classroom looks like. What’s an average day in this class?

Emily: Our conception of the course was to have the interdisciplinary aspect function as organically as possible. There are certainly examples of programs that will do an interdisciplinary course, an American Studies kind of course, where students would meet with the English teacher and then would meet with the History teacher during a separate, parallel block. In that case, the connections are of course available, but they aren’t made around one table. Our idea was to make the course as fully integrated as possible. There are days that we end up doing a little more in an explicitly historical context, definitely, or working through a specific passage in a literary text, but part of the idea of having us both in the class all the time is that we want the students to be learning from both of us, and we want to be learning from each other. I think you can see it in the questions our students tend to ask; those questions are always engaging both of us, and both “sides” of the curriculum at once.

Elizabeth: We meet, always, in double periods, but we don’t designate 40 minutes to English and 40 minutes to history; it’s always 85 minutes of straight class-time, and our discussions are, as Emily said, fully integrated. What has happened is—for me, it’s been such an amazing learning experience. I had taught Beloved several times before, but with Emily’s knowledge and intellect giving me more historical context, more primary source background, and more
conversation about different moments in the text, it felt like I was reading and teaching an entirely new novel. Simply the process of working through difficult, complex moments as a pair, and having another scholar to converse with—things that I had never noticed in the text were constantly opening themselves to me. It’s a much richer experience to teach with the constant collaboration with another teacher. Emily and I talk about the texts a lot, and we do that both in the context of preparation for classroom discussion and also in the process of correcting students’ papers together.

**Emily:** We’ve developed a system of grading and giving feedback to student papers where we’ll write down everything we talk about together as we’re reading and understanding a particular student’s argument. Within that process, the project of paper-correcting has become a way to learn more about the text, actually. Of course I’m able to do that, in some capacity, when I’m correcting papers alone, but it’s a completely different experience when I can actually talk through student arguments with somebody else. It’s so much more rich.

**Elizabeth:** Absolutely. And in terms of how our classroom looks, we know the big-picture questions that we need to address, but we let the students dictate where the discussion goes. It’s a very student-driven room, but because of the conversations the two of us have had before class, we’re often exactly on the same page in working through a moment. Or, too, there are moments when we disagree, have different readings of something, and those are incredibly interesting; we can actually model for the students what it looks like to be engaged in a scholarly debate. Emily’s usually a much better reader than I am, so I generally give in to her, but (laughter)—that’s fun too. That’s what we, as English and History teachers, are asking our students to do from the minute they come in here; to get very comfortable with scholarly debate and discussion. And they really do embrace that.

**Emily:** Something that we’re just starting to notice, actually, is how quiet the two of us can be throughout the class period. Gretchen Hurtt came to sit in on some of our classes recently, and the first thing she said was that she was really struck by how little we said. That’s been something where, despite the fact that there are two teachers in the room, the way we work together allows us to step back a little bit more and feel comfortable letting the students work through their thinking as much as possible. I intervene much less in this class than I do when I’m teaching, where I tend to be more impatient.

**Elizabeth:** We have the luxury of being much more comfortable with silence, much more comfortable with letting the students work their way toward concepts incrementally. Part of that is the extravagance of the 85-minute period, where students can muck around—get stuck and unstuck—but it’s also the confidence that comes from sharing the room and the curriculum with another teacher. And after class, we have the added bonus of being able to share our observations and thoughts about how the discussion went. When you’re teaching alone, it’s much easier to forget moments, or let them slip through the cracks; but we, I think, can immediately go to the important moments, or the moments that we need to tweak and tailor. We’ve got four eyes at all times, and then the ability to unpack it all.

**St. Andrew’s Magazine:** Are there any particular classroom moments that stand out in your mind, moments that you’ve unpacked together, that you think describe the kinds of scholarship that is happening in the course?

**Emily:** Many of the examples that come immediately to mind have taken place in the very intense environment of the exhibition, which is made even more intense both having two of us in the classroom, and by the course’s implicit, interdisciplinary lens. It’s pretty incredible to watch the students working through both layers at once—close-reading a passage with a very deep understanding of primary source background, for example, or considering a historical context through the lens of a poem. The exhibitions, both the papers and the discussions, tend to crystallize those moments in very powerful ways. Students are trying to gather all the complexity of our discussions, and of their own thoughts, to engage in public memory conversations, in literary conversations.

**Elizabeth:** In the space of our classroom, we keep a lot of thinking open; the literary and the historical pieces are always in conversation with each other, and we don’t come to conclusions quickly. Student papers, then, and student exhibitions, are moments of synthesis and focus—the complexities we have worked through are illuminated and crystallized. It’s hard, I think, to locate a very specific teaching moment, because what will happen, during almost every class period, is that someone will stop the discussion and say something like, “Before we talk about this, we need to establish a few other things,” or “I think we need to consider this completely different historical angle if we’re going to talk about the novel this way.” Those are the moments, when the whole class begins to deepen and rethink, that really describe what we’re trying to get at with the course. We want those moments of connection, of deepening, of complicating; and we want them especially when they’re student-driven.

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Despite the fact that there are two teachers in the room, the way we work together allows us to step back a little bit more and feel comfortable letting the students work through their thinking as much as possible. —Emily Pressman
A Student’s Perspective on Overseas Study

Corpus Christi, Texas • Bowie, Maryland • Chicago, Illinois • Union, New Jersey • Virginia Beach, Virginia • Carolina • Riverside, Connecticut • San Angelo, Texas • Princeton, New Jersey • Charlottesville, Virginia • New Jersey • Columbia, South Carolina • Bronx, New York • Galena, Maryland • Glen Cove, New York • Century, Maryland • Deland, Florida • Washington, D.C. • Mesa, Arizona • Raleigh, North Carolina Maryland • Seaford, Delaware • McDowell, Virginia • Gladwyne, Pennsylvania • Colgate, Wisconsin • Saudi Arabia • Middletown, New York • Mount Laurel, New Jersey • Astoria, New York • Westport, • Hanoi 84, Vietnam • Ho Chi Minh City, Vietnam • Wilmington, Delaware • Hillsborough, New Jersey • Maine • Shanghai, China • Newark, Delaware • Lewes, Delaware • Hessen, Germany • Morganville, North Carolina • Upperville, Virginia • Ardmore, Stroudsburg, Pennsylvania • Beach, Maryland • Seoul, South Korea • South Korea • Santa Barbara, California • Korea • Lattingtown, New York • China • New Windsor, New York • New York • Bedford, New York • South Carolina • Bronxville, New Massachussetts • Savannah, Lufkin, Texas • McShan, Alabama Maryland • Dhahran, Saudi Arabia • Greensboro, North Carolina • Bethesda, Maryland • Conley, Georgia • Salem, North Carolina • Bernardsville, New Jersey • Rome, Italy • Hockessin, Delaware • Skillman, New Jersey • Rehoboth Beach, Delaware • Dover, Delaware • Meriden, New Hampshire • Darlington, Maryland • Ocean City, New Jersey • Coatesville, Pennsylvania • Bangkok, Thailand • Davidsonville, Maryland • New Jersey • Marietta, Georgia • Miami, Florida • New Delhi, India • Peapack, New Jersey • London, United New York • New York, New York • Massagno Ticino, Switzerland • McAllister, Montana • Courtland, Alabama Greensboro, Maryland • Alexandria, Virginia • Germantown, Tennessee • Newtown Square, Pennsylvania • Owings Mills, Maryland • Newark, New Jersey • Laurens, South Carolina • Centennial, Colorado • LaGrange, Chicago, Illinois • Union, New Jersey • Virginia Beach, Virginia • Carolina • Riverside, Connecticut • San Angelo, Texas • Princeton, New Jersey • Charlottesville, Virginia • New Jersey • Columbia, South Carolina • Bronx, New York • Galena, Maryland • Glen Cove, New York • Century, Maryland • Deland, Florida • Washington, D.C. • Mesa, Arizona • Raleigh, North Carolina Maryland • Seaford, Delaware • McDowell, Virginia • Gladwyne, Pennsylvania • Colgate, Wisconsin • Saudi Arabia • Middletown, New York • Mount Laurel, New Jersey • Astoria, New York • Westport, • Hanoi 84, Vietnam • Ho Chi Minh City, Vietnam • Wilmington, Delaware • Hillsborough, New Jersey • Maine • Shanghai, China • Newark, Delaware • Lewes, Delaware • Hessen, Germany • Morganville, North Carolina • Upperville, Virginia • Ardmore, Stroudsburg, Pennsylvania • Beach, Maryland • Seoul, South Korea • South Korea • Santa Barbara, California • Korea • Lattingtown, New York • China • New Windsor, New York • New York • Bedford, New York • South Carolina • Bronxville, New Massachussetts • Savannah, Lufkin, Texas • McShan, Alabama Maryland • Dhahran, Saudi Arabia • Greensboro, North Carolina • Bethesda, Maryland • Conley, Georgia • Salem, North Carolina • Bernardsville, New Jersey • Rome, Italy • Hockessin, Delaware • Skillman, New Jersey • Rehoboth Beach, Delaware • Dover, Delaware • Meriden, New Hampshire • Darlington, Maryland • Ocean City, New Jersey • Coatesville, Pennsylvania • Bangkok, Thailand • Davidsonville, Maryland • New Jersey • Marietta, Georgia • Miami, Florida • New Delhi, India • Peapack, New Jersey • London, United New York • New York, New York • Massagno Ticino, Switzerland • McAllister, Montana • Courtland, Alabama Greensboro, Maryland • Alexandria, Virginia • Germantown, Tennessee • Newtown Square, Pennsylvania • Owings Mills, Maryland • Newark, New Jersey • Laurens, South Carolina • Centennial, Colorado • LaGrange, You begin to question what makes the people and how you can learn from their experiences, and transform the close-minded individual you accepts all regardless of their race, gender, sexual affiliation, etc. You learn how to die in order to
you interact with diverse
how you can grow
were into someone that
orientation, religious
live. —Lisa Jacques ’12

Irvington, New Jersey ● St. Louis, Missouri ● Crofton, Maryland ● Charlotte, North
Middletown, Delaware ● Monroe, Connecticut ● Manassas, Virginia ● Far Hills,
Scotch Plains, New Jersey ● Charleston, South Carolina ● Baltimore, Maryland ●
Tegucigalpa, Honduras ● Carlsbad, California ● Falmouth, Maine ● Warwick,
Brooklyn, New York ● Pembroke, Bermuda ● Daegu, South Korea ● Ras Tanura,
Massachusetts ● Burlington Township, New Jersey ● Kill Devil Hills, North Carolina
Summit, New Jersey ● Jacksonville, Florida ● San Francisco, California ● Camden,
New Jersey ● Chadds Ford, Pennsylvania ● Houston, Texas ● New Bern, North
● Erdenheim, Pennsylvania ● Durham, Pennsylvania ● Keswick, Virginia ● East
Lancaster, Pennsylvania ● Chesapeake
Korea ● McLean, Virginia ● Maspeth, New
Reading, Pennsylvania ● Atlanta, Georgia
Monkton, Maryland ● Seongnam, South
Wicomico Church, Virginia ● Hong Kong,
● Annapolis, Maryland ● Lagrangeville,
● Devonshire, Bermuda ● Mt. Pleasant,
York ● Darien, Connecticut ● Lexington,
Georgia ● Manchester Center, Vermont ●
Lexington, Virginia ● Still Pond,
Greenwich, Connecticut ● Augusta, Georgia ● Frenchtown, New Jersey ● Winston-
Jersey ● Parktown, Gauteng, South Africa ● Ellicott City, Maryland ● Lake Forest,
Middleburg, Virginia ● Chandler, Arizona ● Grasonville, Maryland ● Rumson,
Kingdom ● Gangwon Do, South Korea ● Allentown, Pennsylvania ● Oyster Bay,
● Waynesburg, Pennsylvania ● Vancouver, Washington ● Denver, Colorado ●
Easton, Maryland ● Worton, Maryland ● Orange, Virginia ● Chestertown, Maryland
Georgia ● Palm Beach, Florida ● Linwood, New Jersey ● Hangzhou, Zhejiang, China

When you’re the Director of Communications at St. Andrew’s and the
talented and intelligent Lisa Jacques comes up to you and asks if she can
write an article about diversity and inclusivity at the School there’s only
one correct response: yes.

What we mean when we say “diversity”
at St. Andrew’s is the
thoughtful appreciation of our different
perspectives, interactions and experiences with
regard to religion, race, economic status, sexual
orientation, ethnicity, culture, political views,
and all the large and small
ways that make each of us
unique individuals. In
the end, what we share
with each other, together,
are dynamic and life-
changing conversations
in classrooms, at dining
hall tables, on dorms
and throughout our life
long after graduation.

Lisa beautifully explores
this ideal and how it is
woven into the fabric of
our school. We hope it
is only the beginning of
an ongoing conversation
with the greater
St. Andrew’s community
and one that you are
motivated to join.
In honor of Black History Month, a group of St. Andrew’s students and faculty had the privilege of hearing Dr. Cornel West, philosopher, author and activist, speak at the University of Delaware in a program entitled “Living and Learning Out Loud.” Throughout his vibrant and thought-provoking speech, he used the phrase “learning how to die” to describe the process of ridding yourself of old presumptions in order to better yourself. As he notes, “It’s precisely by learning how to die, examining yourself and transforming your old self into a better self, that you actually live more intensely and critically and abundantly.” Through the metaphysical process of dying, you are purging yourself of old opinions and allowing another part of yourself to live—the part that begins to question the world around you and think critically about what you are experiencing. Instead of processing everything at face value—taking in people for what they solely appear to be on the outside—you begin to question what makes them different, you begin to question what sets them apart from everyone else on the planet, but also, you begin to question what binds them to others—how they form relationships and how they identify themselves. You begin to question what makes the people you interact with diverse and how you can learn from their experiences, how you can grow and transform the close-minded individual you were into someone that accepts all regardless of their race, gender, sexual orientation, religious affiliation, etc. You learn how to die in order to live.

**America’s Argument on Diversity**

Headmaster Tad Roach recognizes two distinct perspectives regarding race in America.

“There are at least two different complex perspectives,” he states, holding his afternoon cup of coffee and staring off as he thinks of the best way to summarize the arguments. “The first perspective encompasses those who believe that the election of a man of color as President signals the end of racial discrimination and division in the country. This viewpoint emphasizes the progress we as a nation have made through the work of the Civil Rights Movement; this perspective believes that we as a country need to move beyond race in our perspectives on American society."

Others believe America still faces distinct and intractable issues regarding race. This perspective points out disparities in educational opportunity, income and employment that together point to much work that still needs to be done.

Headmaster Roach observed that in times of economic dislocation and instability, issues of race, issues of diversity can become more complex, antagonistic and intolerant. He argues that conversations about race and diversity are important throughout American society.

**St. Andrew’s on Diversity**

How do we at St. Andrew’s raise the essential and difficult questions about diversity? How do we tackle those issues in trying our hardest to make others feel welcomed and included? Answer: We tackle those issues in three ways.

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How do we at St. Andrew’s raise the essential and difficult questions about diversity? How do we tackle those issues in trying our hardest to make others feel welcomed and included? Answer: We tackle those issues in three ways.
One way St. Andrew’s challenges the student body to answer these difficult questions is through our curriculum. History courses such as U.S. 3-4, U.S. 5-6, Global Studies and History of Social Reform deal with issues of race and human rights. “It is,” as Headmaster Roach notes, “a curriculum reflecting the stories, the arguments and histories of the past, and as a result, develops in students an ability to think about our history and our present in a critical manner.

As a boarding school, St. Andrew’s encourages students to begin to explore and respect and celebrate their differences. Whether it is through the residential program, athletics, the arts or community service, students need to understand that differences manifest themselves in various ways and these settings serve as “remarkable classrooms for understanding and growth.” Take dorm life as an example: instead of seeing it as a place where you retire at the end of a day, we take the opportunity to learn from other boys or girls on dorm about their backgrounds and cultures.

Finally, the School’s Special Programs, Chapel and School meeting give the community important opportunities to widen our perspectives on the diversity of our global culture. “Such occasions help the School see the world more powerfully,” says Mr. Roach.

St. Andrew’s: Then, Now & the Future

Headmaster Roach recognizes that St. Andrew’s has a lot of diversity work to do in the future. “We have to remember that the forces of division and intolerance can survive and reassert themselves if we as citizens lose focus, intention and courage. I want everyone at St. Andrew’s to have an incredible experience on this campus—we must continue to be sensitive to issues of sexism, racism, homophobia and religious intolerance.” Roach has proudly witnessed profound changes and developments within the School in his 33-year career: “The faculty, staff and student body have worked hard to enact and celebrate the open, inclusive and welcome ethos of the Episcopal Church.”

Louisa Zendt, Director of Admissions and Financial Aid at St. Andrew’s, has shown that since 2000 our student body has moved from 16% to 30% students of color. At the same time, numbers of international students rose from 5% to 13%. St. Andrew’s continues to provide financial aid to 45-48% of the student body.

St. Andrew’s goals are clear: we want to be a community engaged by global issues. We want to be a school where students are more enlightened, more generous and more aware of the world in which we live; we want to be a community with great students and talented teachers from a wide spectrum of varying backgrounds. To achieve these goals, the community must understand that the work of diversity is difficult.

The SDLC

St. Andrew’s engages in the work of diversity through the work of Co-
Diversity Coordinators Treava Milton ‘83 and David Miller. One of their initiatives is to send St. Andrew’s teachers and students to the People of Color Conference and Student Diversity Leadership Conference. St. Andrew’s students have participated in this conference for the past seven years. The conference consists of three to four days of group activities in which students from all around the country participate. Students engage in activities that force them to move outside their comfort zones and interact with people from other backgrounds. The SDLC has served as a life-changing and eye-opening experience for our students. They bring back activities they learned at the conference to inspire further dialogue at St. Andrew’s.

In the end, St. Andrew’s is not a perfect place. However, it is constantly striving to improve toward a truly inclusive school through student and faculty-led efforts. Faculty members Joleen Hyde and ChiaChyi Chiu work alongside international students to help them celebrate their own cultures while learning from their classmates’ experiences. There are practical opportunities, such as peer tutoring and ESL (English as a Second Language) evening courses, but also opportunities to share their cultures in events like International Week and a recent Octoberfest held on the front lawn. Groups like Sapphire and Onyx are two of a handful on campus dedicated to meeting the needs of different races. The student-run Gay-Straight Alliance discusses issues around sexual orientation while still other students gather based on religious affiliations for weekly meetings. In the end, each effort works hard to celebrate and affirm our individual diversity. The result is a stronger, more united St. Andrew’s community.

If you would like to know more about the work of diversity and inclusivity on campus or would like to help by contributing your voice to the conversation, please connect with our Co-Directors of Diversity, David Miller at dmiller@standrews-de.org or Treava Milton at tmilton@standrews-de.org.

**St. Andrew’s is not a perfect place. However, it is constantly striving to improve toward a truly inclusive school through student and faculty-led efforts.** —Lisa Jacques ’12

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**International Students 2000-2011**

- 2000: 7 countries (5%)
- 2001: 5 countries (4%)
- 2002: 7 countries (5%)
- 2003: 8 countries (6%)
- 2004: 7 countries (5%)
- 2005: 9 countries (7%)
- 2006: 11 countries (8%)
- 2007: 10 countries (7%)
- 2008: 11 countries (9%)
- 2009: 13 countries (13%)
- 2010: 13 countries (13%)
- 2011: 14 countries

Lisa Jacques ’12 arrived on campus in 2008 from the Pocono Mountains of Pennsylvania. She’s served as a volunteer mentor and tutor all four years, plays volleyball, acts in the School play and is the Residential Leader on Pell Dorm. Her favorite class is Humanities (which you can learn more about on page 39). This is Lisa’s fourth contribution to the St. Andrew’s Magazine. She will continue her writing next year at NYU.
Overwhelmed by all the clutter?

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

For more information, contact Chesa Profaci ’80, director of alumni relations, at 302/285-4260 or email cprofaci@standrews-de.org
I own a chain saw. A Stihl MS 290 Farm Boss with an 18-inch bar, and I like using it. Most every summer at our house in Manchester, Vt., there is some work that I can find to do with it. This past summer I needed to re-stock our supply of firewood, so I took some time to walk through the woods around our house, locating trees that were in distress or overcrowded for possible removal. After selecting two trees to cut down, I geared up with my safety equipment—Kevlar chaps, steel-toed boots, safety glasses, a bright orange hard hat with mesh face guard, and leather gloves. The day was sunny and hot, and the extra gear definitely added to the discomfort level, but it was cheap insurance in my mind. As much as I might want to think of myself as a rugged woodsman, I was only a sporadic user of this powerful and potentially dangerous tool.

I filled the saw with gas and oil, checked the chain tension, and set out to work. It was hot and sweaty bringing the tree down, and there is some technique to getting the tree to fall where you want it, and more than a little pleasure and pride in seeing it go down in exactly the open lane of trees, just as you planned. Then I had to remove the small limbs and cut it into fireplace lengths. I stopped for a drink of water, and on the hot day that water tasted so sweet and refreshing. I was able to shed the Kevlar chaps and helmet before beginning the next steps of the firewood project, which actually took most of the time and effort. I pulled out my wheelbarrow and used it to move the logs I’d cut over to our woodshed, where I split them and stacked them. This process of moving, splitting and stacking actually took several mornings of work. Lifting the heavy lengths of wood, pushing the wheelbarrow up and over the small undulations of our yard, and swinging a heavy splitting maul was also good, hard physical work, and I kept thinking to myself, “Who needs a fancy gym membership when there’s wood to cut?!” After a school year of reading, teaching, thinking, talking, learning and intellectual work, this purely physical activity of woodcutting was a welcome change of pace.

At the end of all this effort I had a nice, neatly stacked pile of good firewood in our shed, and I knew we would enjoy it this winter and spring when we were there on vacation. It was a good feeling, and if someone were to stop and ask me, “What did you accomplish this week?” I could point to that pile of firewood and simply say, “That. I did that.” It was clear and tangible and easy to understand, and it wouldn’t take too much imagination to visualize the work and effort that went into accomplishing that task of setting aside firewood for the winter.

Now this Chapel talk is the annual and traditional Thanksgiving talk, and you might be wondering what in the heck does Mr. Brown’s obsession with his chainsaw and his woodpile have to do with Pilgrims, the Mayflower or the holiday Thanksgiving. Here’s my answer.

When I think about the Pilgrims, and all those first settlers who came to this new world, I think about how difficult it must have been for them, and how hard they had to work, just to survive. We talk about a Protestant work ethic as being part of our national heritage, believing that hard work is good and necessary, and we look, through rather misty, myth-obscured eyes, at the Pilgrims as exemplars...
of this state of mind. The ethic says that it is godly to work your hardest, and that all work of all types has value. Whatever your place in life, and whatever job you have to do, do it to the absolute best of your ability, and by doing so, you will please God. Our Chapel speaker earlier in the fall, Muqtedar Kahn, said something very similar exists in Islam, where Allah wants all people to seek excellence in their lives, and I thought to myself at the time how similar this idea was to the Protestant work ethic.

Personally, I do very much believe in the value of hard work, and I enjoy hard work of body, mind and spirit. I think that is one of the reasons why I have remained at St. Andrew’s for so long. Here we value hard work and the learning that comes from the struggle with challenging academic, artistic, athletic and spiritual teaching. As a school, we demand a lot of you, the students, and we tell you the challenges we put in front of you are good for you. And they are!

We also look to the Pilgrims, and celebrate the first Thanksgiving, in honor of the hard, physical work they endured and exemplified—building shelter and gathering food to survive. Of course the settlement at Plymouth, Mass., was not the first English settlement in what would eventually become the United States, and as a nation we tend to look past the Jamestown settlers who arrived here years before the Pilgrims partly because the people of Jamestown didn’t seem to like hard work in the way the Pilgrims did.

When we think of Jamestown, we tend to think of people like Richard Frethorne—and everyone here should be thinking to themselves now about the letter of his that we study in U.S. History—and how Richard Frethorne whined to his parents in his letter about how miserable he was, how so many people suffered from terrible illnesses including the bloody flux, how everyone at Jamestown treated him so badly, how he never had enough to eat, how someone stole his cloak, and how he begged his parents to please, please send cheese. In contrast, those Pilgrims were models of virtue and care and hard work; at least that’s how we like to remember them. William Bradford, governor of Plymouth for 30 years, wrote his history of Plymouth and reported that in the first winter there:

Halfe of their company dyed, espetially in Jan : and February, being the depth of winter, and wanting houses and other comforts; being infected with the scurvie and other diseases, which this long vioage and their inacomodate condition had brought upon them;

so as ther dyed some times 2. or 3. of a day, in the foresaid time; that of 100. and odd persons, scarce 50. remained., And of these in the time of most distres, ther was but 6. or 7. sound persons, who, to their great comendations be it spoken, spared no pains, night nor day, but with abundant of toyle and hazard of their owne health, fetched them woode, made them fires, drest them meat, made their beads, washed their lothsome cloaths, cloathed and uncloathed them; in a word, did all the homly and necessarie offices for them which dainty and quesie stomacks cannot endure to hear named; and all this willingly and cherfully, without any grudging in the least, shewing herein their true love unto their freinds and bretheren.

That attitude that Bradford commends is the one we want to celebrate at Thanksgiving—the spirit of cheerful hard work and care for others. I’m purposefully ignoring all the complicating evidence about the first Thanksgiving and the behavior of the Pilgrims in order to focus on this lasting ethic of hard work. Do we really think those few healthy Pilgrims were cheerful as they washed clothing soiled by their friends so sick with the various illnesses? Probably not, yet I do think that these Pilgrims saw that an important task needed to be done, and so they did it.

Many times hard work does not have a clear or tangible result that you can point to, and these are the times when it is more of a challenge to value hard work, or even to pursue it. You’ve probably spent hours working on a history paper, or a problem set for math or science, or practiced a skill for your favorite sport, and not necessarily had the ability to point to something concrete as a result of that effort. Unlike my neat stack of firewood, much of our hard work can go unnoticed or unrecognized. Or maybe the effort feels too difficult and you can’t find any pleasure in your
struggle. For me, the physical nature of using the splitting maul was fun, even though it was hot and sweaty and exhausting. I found a rhythm to my work and enjoyed the process. It was deeply satisfying. My wife Ms. Howlett spoke in Chapel two Sundays ago about how God’s spirit is with us in those moments when we are in a state of what I’ll call “flow”—we are working, or playing, or walking, or painting, or singing, or acting, or writing, or calculating and the effort flows from us and feels good and spot on.

I love my work here at St. Andrew’s, and I enjoy the process of teaching, and yet it is very difficult to point to a concrete result at the end of the day and say, “There. I did that.” Each year I have to start over with new students, and I wouldn’t keep coming back unless the hard work of teaching itself was enjoyable. Ms. Wright talked last week about the value of sports, and sports are often a place where we first encounter the rewards and joys of hard work and learn to apply an ethic of effort to other areas of our lives.

Another place you might learn to appreciate the value of giving your best effort is by holding down a job during the summer. Each year I am impressed with those students who bus tables at a restaurant, or lifeguard, or work as a camp counselor, or punch the clock at a local construction company, or do any such work and earn a paycheck. Of course I’m also so impressed and enjoy hearing about the great travel experiences that students enjoy or the selfless giving students do with service learning and community service. I do think that sometimes the value of summer jobs does not get the full recognition or the praise it deserves for teaching these values of seeking excellence in all things, and so I mention it now and encourage those of you who had a job this past summer to feel proud about what you accomplished.

My hope for you is that you will learn to enjoy the process of hard work, and to see its value in your life here at school and your life away from St. Andrew’s. The students who thrive at St. Andrew’s have made the decision to meet the challenges that our busy lives give us with an attitude of appreciation for the work. Yes, everyone has moments of high stress, when we need to take a deep breath, but if work is always a burden and never joyful, you won’t last long at it. By tonight, just before a big vacation, you are probably tired and ready for a break, and that’s normal. I think you should all be proud of yourselves and all that you’ve accomplished this fall. It’s time to go home for a while, to rest, recover and come back ready once again to work at full speed.

Part of Thanksgiving is a symbolic recognition of all the hard work of the past year, that which is tangible and that which maybe only you know about. We pause at Thanksgiving and symbolically offer a representation of the fruits of our labor on our tables. We take a moment to give thanks to all those in our lives who made such bounty possible.

My final point this evening is to issue a challenge to each of you—I hope you will find the time during the Thanksgiving break to do something that benefits those around you. I’d suggest you try to do one tangible task and another subtle yet important piece of work that might not even get recognized. For example, you could, without being asked or without making a big fuss, clean up the kitchen after a meal, doing dishes, and wiping down countertops—taking what had been a messy space and turning it into something neat and clean. You will be able to point to the clean room at the end and say, “Hey, I did that,” and feel good about it. Secondly, you might have an older relative or a very young sibling who needs attention while others cook or clean or do other work. You could take the time to sit and talk to a grandparent, or great-uncle, or that annoying younger cousin. At the end you wouldn’t have the same tangible accomplishment to point to, but you would have worked hard and helped your family by paying attention to someone who needed attention. Sometimes even saying prayers can be hard work, and you might find time to sit quietly and be alone and give thanks to God for your many blessings, or ask for help in some area of your life where you need guidance. These are just some examples of ways you can give thanks through action.

I’m staying here on campus this vacation, but I do have some firewood that I brought with me back to school from Vermont. I’m hoping that there will be one cold, crisp evening when I can light a fire and enjoy the pleasure of remembering my work of splitting the wood, and I’ll say a prayer of thanks to God for letting me enjoy this beautiful life and giving me opportunities to work hard.

—Lindsay Brown celebrated 25 years of teaching, coaching and mentoring at St. Andrew’s in 2011. He delivered this talk during the School’s Thanksgiving Chapel Service on November 19, 2011. You can listen to his words at standrews-de.org/podcast.

Personally, I do very much believe in the value of hard work, and I enjoy hard work of body, mind and spirit. I think that is one of the reasons why I have remained at St. Andrew’s for so long. —Lindsay Brown
Being in the presence of one’s hero is always nausea-inducing. I have been keenly aware of this since my mom took me to Baltimore to see Michelle Kwan skate and I spent the entire competition in the car, too awed at the idea of sharing Kwan’s air-space to actually breathe. So imagine the waves of panic I felt when Junot Díaz walked up to my car, took shotgun, and rested his striped socks on the dashboard.
You all got your little masks—you’ve got your little masks you put on when you talk to your teachers, and you’ve got your masks to talk to your friends, and your family—whoever you want to think you’re cool, or cute, or whatever—we’ve all got a whole bunch of them. But the funny thing about wearing those masks, is that they take effort, and they muffle you. So, when it comes to talking about art, I’m not interested in that. I kind of just want to drop those, leave them at the door. —Junot Díaz

His back hurt, so he leaned the seat almost flat and started answering emails on his iPhone. And then, abruptly, he started gossiping. The Pulitzer Prize-winning author of Drown and The Brief Wondrous Life of Oscar Wao wanted all the Noxontown dish, served piping hot. Perhaps he was interested because, as he indicated later that night in his talk to the entire school, he thought he was heading into “hillbilly” territory and he wanted to map out what kind of people, exactly, he would be spending the afternoon with. But his incisive curiosity was revealing of something else, too, which was also the trait that made him such an unusual and inspiring guest speaker: although Díaz is obviously a magical producer of language and ideas, he is perhaps an even more magical—and intense—listener. Throughout the harrowing drive from the Philadelphia airport, he deflected questions about himself and instead turned his searing gaze on the most mundane details of life in Middletown. He wanted to know what kinds of trouble students were getting into; he wanted to know who the young faculty were dating; he wanted to know why the hell I didn’t speak another language. And, in the brief spaces between his questions, he had some pretty piquant things to say in response:

On the fact that my parents have worked at St. Andrew’s for over 30 years: “I’m getting the sense that there’s not a lot of turnover there.”

On Brooklyn: “It’s like one big Hipster Wawa.”

On classroom size: “Think of how many problems could be solved if every classroom in America had 11 students in it.”

On the fact that only male students live in Founders Hall: “My sisters would never have stood for this—they’d be like, I’m not coming to class until I’m living in the damn building too.”

On how to choose where to study abroad: “Just pick the backdrop for your first broken heart.”

On the St. Andrew’s campus: (admiringly) “Look at this place!”

Once Díaz hit campus, he didn’t stop running. It was a rainy, late-September day, and sodden St. Andrew’s students and faculty shuffled between buildings, heads down. Díaz refused an umbrella as he tore around the campus, meeting first with a group of seniors for a tour of the School, then with portrait-artist and photography teacher Joshua Meier, then with the junior and senior classes in the Gahagan Room, then with the English department for dinner, and finally with the entire school community for a lecture, question-and-answer, and book-signing. No member of the community went untouched by his gaze, his voice, or his relentless energy.

Things got especially intense in the Gahagan Room. The St. Andrew’s juniors and seniors, all of whom had read and studied Díaz’s fiction in their English classes, quickly shook off their dampness and met the author halfway in a dazzling roundtable dialogue about art, literature, and identity politics. Díaz roam the room as he listened and talked, engaging completely with each
question and each student. He reminded the juniors and seniors that he was there to speak to them as an artist, a creator, and it was clear that he took that role—and the responsibility of imparting its rewards and complexities to a young community—very seriously. He carefully weighed and considered each question and (this came as no surprise after our car ride) usually turned it back towards the student for further consideration. Often, examples and questions from the students’ English classrooms would arise, and Díaz would dig right in. “What did you guys think about that, when you discussed it?” he asked, or, “Wow, take us with you, what the [expletive removed] was going through your mind just then?”

Much has been made of Díaz’s regular and emphatic use of profanity, both in the St. Andrew’s context and beyond. However, as he spoke with students, particularly about issues of identity and language, it became clear that his irreverent way of speaking and writing is crucial to his ability to communicate, to listen. Just as Díaz was able to dissolve tensions and pretensions in his session in the Gahagan Room, so his texts and his speech work to dissolve the boundaries that have been so limiting to literary communities and discourse. In an interview with Haitian author Edwidge Danticat, Díaz reflected on the ways his family’s Dominican background and the scars of the Trujillo regime affected his approach to language: “The fear people had of speaking, really speaking—that’s not something I will soon forget, and I wonder if it wasn’t what shaped my frankness, my distrust of politeness (its own form of silencing).”

Díaz refuses to exist behind the “polite” mask that the Artist often wears; beyond his language, his characters defy clean national and cultural definition, creating typically invisible hybrids like Oscar Wao’s “ghetto super-nerd.” In fact, Díaz demands that his audience and readership take their neatly categorized, silencing masks off, too—which is exactly how he began his talk to the entire School community.

“Art is actually a very intriguing and elusive topic,” he said. “It’s enormously difficult to talk about, and it’s made all the more difficult if you spend any time wearing your little masks. You all got your little masks—you’ve got your little masks you put on when you talk to your teachers, and you’ve got your masks to talk to your friends, and your family—whoever you want to think you’re cool, or cute, or whatever—we’ve all got a whole bunch of them. But the funny thing about wearing those masks, is that
they take effort, and they muffle you. So, when it comes to talking about art, I’m not interested in that. I kind of just want to drop those, leave them at the door.”

When students and faculty reflected on Díaz’s visit, their first comments often addressed the ways in which the author talked not just about art and literature, but also about their social lives and identities. “Junot Díaz encouraged me to change the way I approach reading, writing, art, homework, my teachers, even gender relationships,” mused one senior. Said a sophomore, “He seems to really understand the lives of teenagers, and to think that our issues are really central to art. He thinks we can be part of these conversations.” English Department Chair Elizabeth Roach reflected, “His entire approach was filled with such graciousness and empathy. He really lives and enacts the way that he writes—drawing attention to the typically invisible people, thanking them, making their stories and voices important. And that approach hasn’t gone away. It’s been echoing through the community since his visit.”

This kind of connectivity—and its deep roots in listening and empathy—was perhaps most apparent in the book signing that took place at the very end of Díaz’s visit. For almost three hours, the author stood behind a table as students, faculty, and staff brought their well-thumbed, annotated copies of his book up for his signature. “Hi, I’m Junot,” he said to each person before answering their questions, asking them questions, and learning their story. By the end of the night, he had become a trusted ombudsman about matters of SAS student life. “You need to feed those Korean kids of yours better—some barbecue once in awhile,” he advised, “But you guys are brilliant. Thank you for sharing that with me. You all made me so happy.”

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[Diaz] really lives and enacts the way that he writes—drawing attention to the typically invisible people, thanking them, making their stories and voices important. And that approach hasn’t gone away. It’s been echoing through the community since his visit. —Elizabeth Roach
About Junot Díaz: Junot Díaz was born in Santo Domingo, Dominican Republic and is the author of Drown and The Brief Wondrous Life of Oscar Wao which won the John Sargent Sr. First Novel Prize, the National Book Critics Circle Award, the Anisfield-Wolf Book Award, the Dayton Literary Peace Prize and the 2008 Pulitzer Prize. His fiction has appeared in The New Yorker, African Voices, Best American Short Stories (1996, 1997, 1999, 2000), in Pushcart Prize XXII and in The O’Henry Prize Stories 2009.

He has received a Eugene McDermott Award, a fellowship from the John Simon Guggenheim Memorial Foundation, a Lila Acheson Wallace Readers Digest Award, the 2002 Pen/Malamud Award, the 2003 US-Japan Creative Artist Fellowship from the National Endowment for the Arts, a fellowship at the Radcliffe Institute for Advanced Study at Harvard University and the Rome Prize from the American Academy of Arts and Letters. He is the fiction editor at the Boston Review and the Rudge (1948) and Nancy Allen professor at the Massachusetts Institute of Technology.

(bottom left) The Artists at work: Joshua Meier took several portraits of Junot during his visit.
Every week, over 220 students—more than 70 percent of the student body—head off campus to volunteer at schools, soup kitchens, adaptive physical education programs, homeless shelters and the Boys & Girls Club. From the beginning, the School’s founder, A. Felix duPont, wove service to others into the fabric of the School through his own life and actions.

Many alumni continue the tradition well after graduation and regularly volunteer in their own communities around the world. The 2011 St. Andrew’s Service Day provided an extra opportunity for alumni, families and friends to come together to celebrate the St. Andrew’s legacy of service and give back. This year, groups led by local alumni from seven different cities came out over two days to support non-profits.

“We learned from an early age the importance of giving back, but the truth is that we also have a lot of fun meeting other St. Andreans and working together,” noted Bay Area resident Julia Robinson ’01 who helped organize a group to help pack boxes for the San Francisco Food Bank. The full list of groups included:

- Cradles to Crayons in Boston, Mass.
- Habitat for Humanity in Easton, Md.
- Yorkville Food Pantry in New York, N.Y.
- San Francisco Food Bank in San Francisco, Calif.
- Little Lights Urban Ministries in Washington, D.C.
- Sunday Breakfast Mission in Wilmington, Del.

If you would like to help organize an event in your community, please contact Chesa Profaci, Director of Alumni Affairs, at cprofaci@standrews-de.org or call at (302) 285-4260.
Walter W. Speakman '38
Walter W. Speakman, Sr., age 92, of Smyrna, Del., passed away peacefully at home on Saturday, September 17, 2011. He was surrounded by family and his friend and caregiver, George Gibson. “Buzz” was born April 17, 1919, to the late Cummins E. and Marjorie W. Speakman of Belmont Hall, Smyrna. In 1938 Buzz graduated from St. Andrew’s School in Middletown, Del., and attended the University of Virginia for three years until enlisting in the United States Army Air Corps in 1941. He served as a “Flying Sergeant” Liaison pilot flying L-5’s in the European Theater of Operation until 1946. After the war he served as 1st Lieutenant in the United States Army Reserves until 1953. Returning to college, Buzz graduated from the University of Virginia in 1947 with a degree in commerce and accounting. He worked at Bird Speakman, Inc. in Wilmington, becoming president in 1961. He later worked for the State of Delaware, retiring in 1987 from the State Budget Office as a senior budget analyst.

Buzz loved his family and friends, the outdoors, duck hunting and animals, especially his many yellow Labrador retrievers. He enjoyed reading, history, people, football and telling food jokes and stories about his life. He was a member of many organizations including the University of Virginia Alumni Association Jefferson Club, the Liaison Pilots Association, the Duck Creek Historical Society and the Friends of Belmont Hall.

He was preceded in death by his son, Walter W. Speakman, Jr.; his brother, Cummins E. Speakman, Jr.; and his sister, Marion Holder Mathews. He is survived by his wife of 63 years, Virginia W. Speakman; his daughters, Amy E. Speakman, of Aspen, Colo., and Marjorie (Missy) and her husband James T. Vaughn, Jr., of Smyrna; his daughter-in-law, Karen B. Speakman, of Dover; grandchildren, Mary V. Moor and her husband, Alex; James T. Vaughn, III and his fiancée, Elizabeth Wong; Calli F. Speakman, and Walter W. Speakman, III; and many beloved nieces and nephews.

Judge McWhorter ’49 wrote, “Every time I think of Buzzy or pass Belmont Hall on infrequent trips to Delaware, I think of the fun that I had commuting with Buzzy and his mother to Wilmington in 1955 while my new Triumph TR-2 was being rebuilt (after crashing on an icy road on old Summit (lift) Bridge). The most exciting event was when we (with Mrs. Speakman driving!!!) were sideswiped by a drunk or whatever while going over the TOP of St. George’s Bridge. No, we didn’t go over the side but it was touch and go."

James Houston Eccleston Johnston ’40
James Houston Eccleston Johnston, died at age 90 on Friday, March 18, 2011, in Santa Fe, N.M. Nicknamed “Be” (family lore: as a child he couldn’t pronounce ‘me’ and would say, “Give it to Be”), Be was born into a historically prominent Maryland family at their summer home ‘Burnside’, where his grandfather started a 500-acre dairy farm in the Green Spring Valley in Stevenson, Md., (formerly Eccleston, Md.) outside of Baltimore. He was a member of the Society of Cincinnati, whose members are direct descendants of officers of the American Revolution.

Be’s formative years were spent on Burnside with five siblings, where adhering to the propriety and social mores of the upper echelon did not prevent him from youthful adventures and high-jinks, such as spending summers working at a family-owned mine panning for gold, or driving a car with friends cross-country.

When World War II broke out, Be was at first unable to join up due to poor eyesight, so in 1942 he volunteered for the...
American Field Service, serving with the British 8th Army, and driving ambulances across the African desert. Though he seldom discussed the war except for humorous anecdotes, exploits of his valor are described in the book *Ambulance in Africa*, written in 1945 by Evan Thomas, who mentions Be by name. Following service with the British Army, Be was finally able to enlist in the United States Marines in 1943. He was assigned to the 5th Marine Division, which went to Iwo Jima. Fortunately, Be was left behind in the rear echelon in Hawaii. Be received an Honorable Discharge in 1945.

Be attended high school at St. Andrew’s in Delaware (featured in the movie *Dead Poet’s Society*) and Trinity College in Connecticut before the war. After the war, he attended Georgia Tech on the GI bill. Be lived all over the country, ultimately preferring the west to life on the east coast. The majority of his career was spent with the Colonial Life & Accident Insurance Co., where he was sales representative field agent for Texas, Arizona and New Mexico, receiving numerous awards before retiring in 1992 after 25 years. Among Be’s many interests were: horse racing, racing chariots, and driving his team of ‘minis’ in parades and to area nursing homes, to the enjoyment of the residents.

An honorable man with an infectious sense of humor, Be saw only the good in everyone he met, and cultivated friendships of all ages. A life-long Episcopalian, both Be’s brother and uncle were noted Episcopal priests.

Be is survived by wife, Jean Johnston; son, J.H.E. “Excy” Johnston (Amy) of Ariz.; sister, Caroline “Carrie” Gardiner of Ariz.; and numerous stepchildren, nephews, nieces, grandchildren and great grandchildren, and many, many friends. He is preceded in death by first wife, Rozenia Dunn Johnston; daughter, Martha “Mattie” Johnston; and his second wife, Flo Watkins; as well as his parents and four brothers.

Robert P. Auersch ’51
Robert Person Auersch, 78, of East Walpole, Mass., died July 29, 2011. He was born December 5, 1932, to the late William and Esther (Person) Auersch in Cos Cob, Conn. Robert was a graduate of St. Andrew’s School in Delaware, where he earned nine letters in various sports. He received his degree in political science from the University of Virginia. Robert played baseball as a catcher for the New York Yankees’ farm team, until he was drafted to serve in the United States Army.

Robert married Lee Adele Ramsey in 1963. In 1967, they moved to East Walpole, the place they called home from then on. Bob worked as a salesman for 3M Corporation for 26 years, retiring in 1998. He coached baseball in East Walpole for many years, and was very active in St. Mary Catholic Church, where he and Lee were long-time members. Robert is survived by his son Andrew M. Auersch, daughter-in-law Lorraine Auersch, and granddaughter Adele Auersch. Robert’s sister Wilma Hudock of Lake Worth, Fla., and several nieces and nephews also survive. He was preceded in death in 2005 by his wife Lee.

Halbert G. West ’53
Hal West passed away Tuesday, April 27, 2010. Halbert was a resident of Camden Wyoming, Del. No further information received.

David Levinson ’53 wrote, “I have one distinct memory of Hal. Hal was always a very sweet boy with a huge smile. Hal was the catcher on the baseball team and I was trying, not very successfully, to be a pitcher. I can remember distinctly Hal saying to a group of us, while discussing the team, that ‘Lou Lev [my nick name] has three speeds. Slow, slower and slowest.’ That was a very true statement. But I had a wicked slider and could actually throw a knuckle ball. I remember Jonathan Bair ’53 one day in practice actually having time to swing at it and miss it twice ON THE SAME PITCH.”

Eric L. Gordon ’80
Eric Gordon was born on October 31, 1962, and passed away on Tuesday, October 4, 2011.

Judi Spann ’80 wrote, “Sad news friends. I have learned that our classmate Eric Gordon passed away from a heart attack recently. I have no other details about his death. I do know that he was married and had retired from the Air Force after 20 years of service. Please keep his family in your prayers.”
I began this piece having just recently found out that my brother, only 20, is being deployed this winter to Kuwait for nine months. He has been a member of the Army Reserves since he was 17. My initial idea was to have his camo ACUs blurring into the background, forming an amorphous blob around his face, hands and gun. The idea is that the uniform would hide his form so that his face and weapon were the only things distinguishable in the image. As I began to work, and figure out how exactly I feel about his being a part of the Army, I realized that I am not anti-Army, and do not wish to send a negative message about the Army and his involvement. My brother’s involvement in the Army has given him discipline, self-respect and opportunities for education that he may never have had. When I see him in his uniform, I am proud... Yet I still see the face of that little boy I grew up with under the hat. Sometimes I get the sense that a water gun belongs in his hand rather than the heavy, deadly machinery he actually carries. He is still that little boy I looked up to, just a little soldier boy. And thus this piece was born.

**Soldier Boy**

oil on canvas, 82” x 30”

by Emily Grohs ’12
The Cornerstone Society

Planned gifts—bequests, charitable gift annuities, charitable remainder trusts, life insurance policies and other tax-saving estate planning vehicles—are part of the financial cornerstone of St. Andrew’s School. Please consider joining other alumni, parents and friends who have included St. Andrew’s School in their estate plan.

For information, details and calculations, please visit www.standrews-de.org/plannedgiving or contact Chesa Profaci, Director of Alumni Relations, at chesa@standrews-de.org or 302-285-4260.

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The more things change... the more they stay the same!
Swimmers reach for the sky while treading water during a mid-season training exercise.