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For more information please contact Gordon Brownlee ’75 P’05, ’09, ’14 at gbrownlee@standrews-de.org or 302-285-4376.
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  *by Walden Pell*

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This publication is printed with vegetable-based soy inks on paper with 100% post-consumer waste and 100% total recycled content. Please complete the process by recycling your copy when finished.
Why a “Green Issue” in winter, you might ask? Well, for one thing, we’re trying to fend off the winter doldrums, and remind ourselves spring is just around the corner. But we also wanted to try out a new way of organizing the magazine: centering much (but not all) of the content on a single facet of St. Andrew’s—in this case, sustainability.

Placing a few constraints on any kind of creative work—from writing a blackout poem, to sketching a twenty-foot mural, to brainstorming the next great iPhone app (all things that are taking place on St. Andrew’s campus at this very moment, I should add)—seems to imbue the process with some kind of magic. So, we decided to apply this strategy to our production of the St. Andrew’s Magazine. Instead of making a wild grab for whatever kind of content we can get our hands on (which may or may not have been our standard editorial process until now), we decided to place a filter on all the interesting stuff that happens at St. Andrew’s, to see what kind of stories would rise to the surface—stories that may have otherwise been overshadowed in the wider stream.

We’re choosing to focus on sustainability at St. Andrew’s in this issue for exactly this reason. Under the leadership of Director of Sustainability Diana Burk, in recent years, St. Andrew’s has made some truly incredible progress toward becoming a more environmentally efficient and carbon-neutral campus—yet no one, beyond the members of the School’s Green Council, really seems to be aware of this progress. We hope our “green features” shine a light on this work. Maybe they’ll even inspire you to be more sustainably minded in your day-to-day life.

Our creative constraint uncovered further surprises about St. Andrew’s and its people. Did you know there’s a “globally rare” plant—the cypress-knee sedge—growing at the far end of Noxontown Pond? Or that our athletic fields recently received an Award of Excellence from the Delaware Association of Athletic Directors? We discovered, too, a consistent theme emerging from our conversations about local food sourcing and solar panels and climate-change initiative: whether we were talking to faculty, students, or alums, all noted their sustainability work was pursued in the name of a single larger goal: to change the ways in which others see the world.

So how might a school change the way its students see the world—not just its environment, but its societies and cultures, its people? How can we give students the best possible toolkit for approaching the challenges and multiplicities of this world? I think St. Andrew’s teachers are answering this question every hour of every day, through the work they do to truly connect with their students, whether in the classroom or on the field; in the Dining Hall or on dorm. Nowhere is this more apparent in this issue than in the conversations we had with alums working in environmental fields, each of whom tie their current work directly back to the influence of a St. Andrew’s faculty member—even, in some instances, to a single conversation with or remark by that faculty member.

All of which goes to show: you never know when or how you might be planting a seed in someone’s mind or soul. You never know when you might be helping someone to discover, in the middle of winter, that within in him “there lies an invincible summer.”

All my best,

Liz Torrey
WE LOVE LETTERS (AND EMAILS)

Please email us at communications@standrews-de.org. You can also reach us by fax at (302) 378-7120 or by regular mail at Communications, 350 Noxontown Road, Middletown, DE 19709. Letters should refer to material published in the Magazine and may be edited for clarity and length.
St. Andrew’s survived the Blizzard of 2016 relatively intact, although the storm happened to coincide with the School’s Winter Long Weekend, snarling many students’ return travel plans. Snow began falling on campus at about 3:30 that Friday afternoon, and the storm raged until Sunday morning, with estimated snow accumulations of around two feet in Middletown. Students and faculty who stayed on campus for Long Weekend bunkered down on dorm, and classes were cancelled that Monday. When all returned to campus and the sun was once again shining, some pretty epic sledding was witnessed on the gully hill in front of Amos Hall. Here, (from front of sled to back) Noor El-Baradie ’19, Sydney Williams ’19, and Sylvia Reed ’19 take a ride on Mr. Robinson’s family toboggan.
“Neither snow nor rain nor heat nor gloom of night” keeps Environmental Science students from completion of their appointed rounds throughout campus. In its fields, forests, and banks of Noxtontown Pond, EnviSci students gather data for year-long independent projects that attempt to analyze local biodiversity and environmental health; subjects include everything from bird species diversity to the water quality of Noxontown Pond. The task of Riley Shipley ’16, seen here in class during a February snow flurry: to record every single plant species growing inside a given square foot of campus (she places the square on a new patch of land each time she collects her data). Read more about Environmental Science on page 68.
On Friday, January 9, St. Andrew’s arts faculty opened a show of their own work in the O’Brien Arts Center. Photos, ceramics, and paintings created by fine arts faculty were on display in the Warner Gallery, while in Engelhard Hall, music, film, and dance faculty shared short films, choreography, and musical performances. “We wanted to share with our community what we do in our professional lives,” said Art Department Co-Chair John McGiff, “which are about being artists and performers as much as they are about teaching. We model our arts programs on a master-apprentice system, so we thought it would be a good idea to show what it is we’re working to master, whether that be music, painting, photography, ceramics, dance.” See more works from the Arts Faculty Gallery Show on page 30.
In an essay in this edition of the St. Andrew’s Magazine, I share reflections on the strategic planning process at St. Andrew’s and argue that the next era of the School’s history will seek to develop and articulate the St. Andrew’s movement both here on campus and in the expanding network of St. Andrew’s alumni, past and present parents, and friends.

The Art of Healing weekend in November was one of those moments for me when my hopes and goals for the School came together to remind me of the full promise of St. Andrew’s. As I thank Elizabeth Roach and Bernadette Devine for their vision and leadership of this weekend, I want to reflect on our two keynote speeches delivered by Dr. Janice Nevin ’77, President and CEO at Christiana Care Health System, and Dr. Kyla Terhune, Associate Professor of Surgery at the Vanderbilt University Medical Center.

Janice Nevin is an extraordinary leader, doctor, and voice for goodness and humanity in the world. Dr. Nevin’s speech reflected her distinctive approach to life, leadership, healing, and service. She reminded us that the path towards leadership involves a balance of confidence, perseverance, and passion, especially in the face of voices that suggest our own goals and aspirations are unattainable. She shared the principles of her leadership paradigm: surrounding herself with people smarter than her, collaborating with all members of her organization, especially those who work within the very heart of a hospital, listening and attending to the experience, advice, and dignity of patients.

In two powerful anecdotes, she gave us a portrait of both the challenge and miracle of the work of health care professionals. In her first story, Dr. Nevin described the plight of a woman in her mid-30s who had developed cervical cancer because of her inability to access a primary care physician. With no insurance, the woman had been denied both vaccination and treatment. In a powerful and inspiring way, Dr. Nevin turned to the students of St. Andrew’s and challenged them in their lives to use their creativity, intelligence, and grace to solve the American health care crisis and assure that no man or woman dies prematurely because of an inability to find preventive and crucial health care services: “You are more altruistic, more connected to technology, more driven by a sense of purpose,” she said. “We need your passion and ability to think differently.”

Finally, Dr. Nevin emphasized the central role empathy plays in the healing process. Through her own description of care provided for her father as he suffered through painful and difficult stages of dementia, Dr. Nevin suggested that the small, consistent, gracious words, gestures, and commitments of nurses, doctors, and staff made all the difference in her family’s confrontation with death. Dr. Nevin emphasized one particularly powerful moment, as she and her family moved her father to a hospice hospital. Before beginning their treatment and care for her father, the nursing staff sat with the family and asked about the story, spirit, and dignity of their father’s life – they wanted to know who he was, what he was like, what he liked to eat. “To be on the receiving end of that empathy was truly the most remarkable experience I have had in health care,” she recalled. Dr. Nevin ended her talk by encouraging our students and faculty to be relentless in sharing such empathy.

On Saturday morning, St. Andrew’s and the rest of the world awakened to the horrors of the Paris terrorist attacks.
At this time of pain, confusion, and fear, the School gathered in Engelhard Hall to consider a second remarkable exploration of the art of healing; this time witnessing the energy and passion and grace of another extraordinary doctor and leader, Kyla Terhune. In her remarks, Dr. Terhune suggested that we cannot even truly and completely heal someone who is broken and lacerated in body or spirit, but we can creatively and empathetically participate in the art of healing “by meeting people where they are and enriching their lives.”

For Dr. Terhune, meeting people where they are involves listening to and honoring the humanity of her patients. In one of her most powerful sections of her talk, she shared the story of one of her patients, a 76-year-old man who was suffering from colon cancer. Although the necessary treatment regimen for this stage 3 cancer was chemotherapy, Dr. Terhune’s patient decided to reject that plan and focus on the quality of the life remaining to him and the ultimate donation of his body to research. Dr. Terhune met her patient where he was and focused all her energies on making sure that his final months were comfortable, dignified, and joyous. Dr. Terhune described her deep respect, love, and admiration for this remarkable man who, even after his death, sought to contribute to the ethic and exploration of healing in the world.

Ultimately, Dr. Terhune suggested that “healing is a process of life we all need; we exist together and attempt to meet each other where we are and make the most of where we are going.” When she contacted the wife of her patient to ask if she might honor her husband by speaking of the courage and grace of his life and death to St. Andrew’s, Dr. Terhune not only received approval; the woman suggested that Kyla emphasize that the art of healing is ultimately about connection.

How do we connect with those not only we know and love, but more importantly, those who at first glance have nothing to do with us? Dr. Terhune suggested we repeat the conversation she and Headmaster Jon O’Brien had as they set up an interview in Princeton for a teaching position at St. Andrew’s. Their conversation developed in the following way:

**Jon O’Brien:** Where can we meet?

**Kyla Terhune:** What do you know in Princeton?

**Jon O’Brien:** I know that there’s a red door at the Nassau Inn.

**Kyla Terhune:** I will meet you there.

That conversation led to Kyla’s journey towards St. Andrew’s and to the cultivation of the teaching and leadership skills that characterize her work at Vanderbilt. It led to Kyla Terhune’s St. Andrew’s students pursuing careers in medicine and health care. And it led to Kyla Terhune returning in 2016 to inspire a new generation of St. Andrew’s students. Miraculous conversations, opportunities, and transformations develop when we meet people where they are.

After those two inspiring speeches, St. Andrew’s faculty and students attended workshops led by alumni, current parents, and past parents. As I wandered throughout the campus and visited the workshops in progress, I sensed that the St. Andrew’s movement I am so eager to describe had appeared through this extraordinary weekend. I am proud to celebrate the unfolding of this journey.
BEING THE DREAM YOU WANT TO BE

An Interview with Dr. Chanda Prescod-Weinstein
On Friday, January 29, I had the chance to spend my evening with astrophysicist Dr. Chanda Prescod-Weinstein, who was on St. Andrew’s campus to deliver the School’s annual Crump Physics Lecture. In interviewing her and listening to her experiences and advice, I came to understand that Dr. Prescod-Weinstein is more than a physicist; she is a mentor, a role model, and an activist, and she is an embodiment of the American dream.

From the moment Dr. Prescod-Weinstein began to talk about her work, it was clear she is passionate about what she does. While her crash course of theoretical astrophysics was not easily understood at first, her willingness to try to teach me the science not only showcased her love for the subject, but her humility as well, as she believed I had the mental capacity to understand her work. After getting a bit of an idea of what she does every day—essentially, working through “fancy calculus” with a pen and paper, with the end goal of unraveling the mysteries of the universe—I asked her how she first decided she wanted to enter the complicated niche that is theoretical astrophysics. It was, she said, all because of a movie.

“My mom dragged me to an independent movie festival way back in April of 1983,” Dr. Prescod-Weinstein began, “and one of the movies they played was a biography of Stephen Hawking. In the movie they were talking about how general relativity breaks down in black holes—something that not even Einstein knew how to solve. So I thought, ‘There’s something Einstein couldn’t understand... maybe I could figure it out.’” This idea—and her reach-for-the-literal-stars attitude—kick-started her interest in the sciences. Her drive led her to teach herself calculus in high school and ultimately to enroll at Harvard University.

Dr. Prescod-Weinstein also spoke extensively about her family and the huge role her mother in particular played in her personal growth. Her uncle, for example, bought her Stephen Hawking’s *A Brief History of Time*—despite her mother at first saying no to the purchase. Raised by a single mom, Dr. Prescod-Weinstein recognized from a young age the sacrifices her mother made for her. She distinctly remembers her mom working evening jobs so she didn’t have to deal with the stress that her mother did for her. She noted, “Without my mom putting that effort in, I definitely wouldn’t be here.”

She credits her family’s guidance and sacrifices with getting her to where she is today. “When I needed to have an after-school job on top of that, I could not have stayed in the school.” Later in our conversation, I asked Dr. Prescod-Weinstein about her standing on today’s pressing social issues, specifically the Black Lives Matter movement. She responded by calling the issue a “precarious situation.” She went on to explain that while the Black Lives Matter movement is absolutely necessary, we cannot take our eyes off other issues. This led into her thoughts about intersectionality, the idea that oppressive institutions, such as racism, homophobia, and sexism, are interconnected and should not be examined separately.

“When we start having conversations about marginalization, we tend to focus on one thing at a time, and even though that thing may be important, we have to ask ourselves what pieces have to line up for people to be marginalized,” Dr. Prescod-Weinstein explained. “It’s not just along one axis. You can be marginalized in multiple ways.

“I think a lot about the opportunities Stephen Hawking ended up having, even though he had very significant things to overcome,” she said. “I wonder: how did that work for him? How much of this has to do with his social positioning, his race and even his gender? At the time that his [ALS] started to happen to him, people didn’t think that women particularly had a right to a career outside the home. So people might not have gone the distance to ensure that ‘Stephanie’ could have that same future. Stephanie could have had that exact same brain.”

“Stephen Hawking was also a citizen,” she continued. “If he had been undocumented, if he had been someone who couldn’t access some of those social resources—then suddenly, he doesn’t have a way to pay for Cambridge. He doesn’t have a way to pay for healthcare. [In this scenario], he’s lucky if his disability isn’t leading to his family becoming homeless, because they’re spending so much money trying to take care of him.”

Dr. Prescod-Weinstein shared a number of insights from her own experiences, relaying the countless times she’s been the only person of color and the only woman in a room of physicists. Noting that she is also gender-queer and Jewish, she described repeated instances in which she had been subject to blatant discrimination and bigotry by her peers—incredibly intelligent people who study and research at world-class institutions just as she does. I asked her how we could combat this problem, and her answer was simple: unity.

“We can’t sell each other out,” Dr. Prescod-Weinstein said. “There are black gay people and disabled people going through the same thing the black cisgender and able-bodied people are going through. We have to recognize those differences and come together with our similarities in order to achieve true justice.”

I ended her interview by asking her to name her biggest accomplishment. Besides the obvious Ph.D., she responded with saying that she took pride in her role as a mentor. She hopes that by the time she retires, she’s helped other black women become doctoral candidates and physicists and to find success in that field (Dr. Prescod-Weinstein is currently the only black female in theoretical cosmology). She noted, however, that she hoped these future physicists would be darker than her.

“I don’t think skin color is everything,” she said, “but I do think heritage and my skin color were a bit of my saving grace. I notice that most of the black physicists in the field have Caribbean roots, so it would be nice to see an African-American from a family of several African-American generations thrive in the physics community.”

I’d have to say that Dr. Chanda Prescod-Weinstein was, for me, probably the most interesting and amazing campus guest I’ve encountered at St. Andrew’s. Her knowledge and intelligence was breathtakingly grand, but despite this she was still so easy to talk to. Her passion for her work and interests shined through whenever she spoke. I have no doubt we’ll be hearing from her again—whether that’s because she’s made a breakthrough in theoretical astrophysics, or a thrillingly public stand for social justice—in the years to come.

Jaryd Jones ’17 is in the V Form at St. Andrew’s. Originally from Brooklyn, his family recently moved to Bowie, Md. He plays football, lacrosse, and piano and vibraphone in the Jazz Ensemble. He writes for The Cardinal, serves as a School Diversity Steward, and leads the Men of Color affinity group. He is also performing in this winter’s musical, Into the Woods, as Rapunzel’s Prince. In college, he hopes to major in psychology or neuroscience and plans to continue to pursue his interest in writing and journalism.
As the start of semester exams loomed near—a time when even the most diligent of St. Andrew's students can seem a bit harried—Associate Headmaster Will Speers encouraged faculty to create tests that help students “think freshly about the course, the material, about the process of learning … that make students think in new and engaged ways. Our goal as teachers,” Speers went on, “is to design exams that students actually like to take. They learn something from the exam, from our questions, from a new presentation of the material. No longer are we merely asking for regurgitation of material: we get to use these assessments as a way to push forward into the course.”

If these are the parameters on which a good exam is measured, one would be hard pressed to find a better example of a faculty member meeting them than English faculty member Will Porter ’96. Porter—who teaches English 1, 3 and 4, and coaches cross-country and crew—recently connected his Advanced Study English 4 class via Facetime with Walid Raad, a Lebanese born photo and video artist whose first comprehensive American survey is currently on display at The Museum of Modern Art. According to the museum’s website, Raad’s work is “dedicated to exploring the veracity of photographic and video documents in the public realm, the role of memory and narrative within discourses of conflict, and the construction of histories of art in the Arab world.” In a broad sense, Raad’s art aspires to expand upon and thus elevate the smaller and often untold stories that occur over the long course of major historical events.

Porter has been a fan of Raad’s work for many years. “I find it compelling because, sadly, conventional images of trauma no longer have the same effect on us. As a culture, we’ve become inured to images of civil wars in countries around the world. Raad immigrated to the United States during the Lebanese Civil War, so his work concerns both his life in Beirut as the country fell apart around him, as well as his experience in this country as a spectator to that conflict. Raad’s work helps us understand how images operate on our memories, as well as the relationship between those images and a concept of history.”

But how did an English teacher at St. Andrew’s end up in contact with a leading contemporary artist? “I emailed him on a long shot,” Porter said. Porter’s message to Raad was simple. In a quick paragraph, he explained that much of the work he did with his VI Formers concerned a long study of Toni Morrison’s Beloved, “with particular attention to the complicated interplay between history and storytelling, especially when it comes to capturing national and personal trauma.” Porter went on to tell Raad that he’d noticed similar themes in “The Atlas Group,” one of the artist’s long-term projects, a semi-fictionalized documentation of the Lebanese Civil War, for which “Raad [created] … photographs, videotapes, notebooks, and lectures that related to real events and authentic research in audio, film, and photographic archives in Lebanon and elsewhere” (MoMA).

“Your work,” Porter told Raad, “resonates with my students as they think about memory, history, social and individual responsibility, and trauma, particularly as they process the adult world they are entering.”

Porter closed the email with the suggestion of a possible Facetime and hoped for the best. Before he knew it, Raad had written back. What’s more: the artist was happy to talk to Porter’s students.

Porter was floored by Raad’s humility and willingness to make time. He knew that the chance to have a major artist interact with his students “face-to-face” was nothing if not rare, and he used the opportunity as a means to better prepare them for his upcoming English 4 exam. “Raad’s work is all about engaging a traumatic history,” Porter explained. “His work is a great tool for constellating the class’s themes: the relationships between history and storytelling, power and trauma. In our Facetime, we talked about trauma and ‘hysterical memory’ … When he answered a question, he would ask them what they understood from his answer. He was incredibly engaging.”
Porter wasn’t the only person blown away by the chance to talk with Raad. Mason Sheridan ’16, one of Porter’s students, called the whole experience “mind-blowing.” “I don’t say this lightly either,” she went on. “Our whole class left the conversation inspired… Being able to pick his brain on every part of his process, from the kind of camera and film he used, to his personal understanding of the events from the Lebanese War that he captured, was integral to my writing process.”

One of the major questions on Porter’s midterm exam asked his VI Formers to discuss one of two texts they read this fall—either Toni Morrison’s Beloved or Peter Carey’s True History of the Kelly Gang—in relation to one or more of the images in Raad’s Atlas Group project. This is no simple charge. With relatively short notice, Porter challenged his students to use their reactions and responses to a visual medium as a means of providing a more nuanced understanding of a very dense novel’s overarching themes.

“Trust the instincts that you have developed this fall,” Porter’s prompt concluded encouragingly, “your educated response is central to Raad’s work.”

Such student-centered learning techniques—a real trust in his pupils’ abilities—are part and parcel of Porter’s pedagogy. “Mr. Porter guides us in our learning,” said Sheridan, “but primarily he pushes us to think for ourselves. This is incredibly important for us at this stage, as we will be going off to college. He holds us accountable for our work, yet helps us to hold ourselves accountable as well.”

When it came to the impact the class’s time with Raad had on her ability to succeed on her midterm exam, Sheridan left no room for doubt. “Our conversation shaped my essay entirely,” she began. “I had a basic understanding of the Lebanese War he conveys through his photographs, yet knew little about how I would actually connect this to the texts we covered this fall. Raad explained to us that one of his main goals is to document a more personal, unrecorded account of a major trauma. He finds it important to display that every story is valid, even if it is not recognized publicly in the media. This connected largely to my understanding of Beloved, and therefore pushed me to consider both his work and Morrison’s novel in a different way.”

After the exams were in and the semester had drawn to a close, Porter paused to reflect on the experience. “As exams go, I don’t know how I’m going to top this one,” he said. “This can be a difficult thing for a teacher to confess, but sometimes I have trouble coming up with what, exactly, justifies the work my students are doing. Certainly, each assignment and text plays an important role in their intellectual, emotional, even ethical development—but why does this one assignment actually matter? Why should my students care?”

Porter continued, “Lately, I’ve been thinking a lot about how to get my students to write essays not simply to fulfill a certain set of expectations, a certain set of hoops, but to write like something depends on their essay’s success. Raad’s work is work that really matters, and it had the effect of making the rest of our work in the course matter as well.”
Teaching Collaboration, Learning Resilience
It’s a grey winter afternoon, and VI Formers Donovan Simpson ’16, Tristan Thomas ’16, and Andrew Zaiser ’16 are gathered at one end of a Harkness table, loosening their ties and reliving their final high school football game. The November 2015 Cannon Game against Tatnall School was their last time playing together on the gridiron as Saints football teammates, and unfortunately, the match didn’t result in a victory for St. Andrew’s.

“The game ended badly,” Tristan recalls. “The last minute was just—”

“I may or may not have been called for holding on a catch,” Andrew says, shaking his head. “It was fourth down, and Donovan got a first down, and then they called a penalty on me.”

“But the play before that, they didn’t call pass interference on John Paris ’17!” Donovan cries.

“It was a very sad ending,” sighs Tristan.

The boys’ unconsciously collaborative manner of storytelling indicates the depth of their bonds, which have been forged not only on the football field, but also in the classroom. The day before the Cannon Game, their group had worked through a different kind of challenge: the oral exhibition, the St. Andrew’s version of the dissertation defense, and a regular feature of all English classes. For their Advanced Studies in English 4 class—History, Literature, and the Contested Past, a double-credit interdisciplinary course, jointly taught by English and history faculty—Donovan, Andrew, and Tristan were required to critique and defend papers they had each written on Toni Morrison’s *Beloved*, and what the novel has to say about how we process traumatic memory and history.

“The paper prompt dealt with the place of history within the present,” Andrew says. “Through *Beloved*, what is Toni Morrison arguing about how we should deal with traumatic memories? What role the past should play in our lives?”

“*Beloved* is not-so-loosely based on an actual real-life woman named Margaret Garner,” Donovan explains. “We read a lot of newspaper articles about her. She killed her children at home—she was about to be caught by slave-catchers, so she killed her children in order to protect them from going back into slavery.”

“But the novel has two endings,” Andrew continues. “There’s a sort of basic ending, where X, Y, and Z happens, and that’s how the book ends. But then there’s this kind of thematic, symbolic second ending, that connects to the first, and goes into these bigger ideas of memory.”

“To me the endings seemed totally separate,” Donovan says. “The second one in particular, it’s just two pages, and it’s this very flowery, abstract, broad type of language. Honestly, I didn’t know what to do with it for weeks.”

“We asked them to put the two endings of the novel in conversation with each other, and with primary and secondary historical sources,” English Department Chair Elizabeth Roach says of the paper prompt she created with her co-teacher, History Department Chair Emily Pressman. “So, in their papers, the boys were locating where Morrison stood in terms of how we deal with traumatic memory—and seeing how she enters the conversation with other stories of shared memory.”

The boys recall their individual paper theses, which analyze the novel from a variety of angles: history as a discipline that hides rather than reveals; how we might better process shared traumas; what makes a fictional detail graphic rather than gratuitous, and what the purpose such “raw, gritty” detail might have for history. “My thesis? It’s kind of fire,” Donovan says (“fire” being modern parlance for “outstanding”). “I argued that, by telling the story of Margaret Garner through this fictional character of Sethe, and not beating around the bush but being very blunt with the violence and the realness of the situation, Toni Morrison is actually
playing this very important role in history—she is bringing to life what slavery was. Not putting it under the veil of history.”

“But even when she’s revealing these violent and traumatic aspects,” Tristan says, “she’s also pointing readers and interpreters of history in a direction where they can view those aspects through love. She’s trying to see what humanity is left, what we can learn from history, even in horror.”

“Football being a team sport, there’s also only so much you can do as an individual,” Tristan says, noting the similar kind of collaborative growth that occurs both on a team, and within the oral exhibition. “What if you start to think, ‘There’s nothing I can do. If I tried my hardest, or if just gave up right now, it wouldn’t make a difference.’ Why do you keep going? Where does that pride come from?”

“One of our coaches, Steve [Viera], he gives a lot of motivational speeches,” Donovan recalls. “One that sticks with me a lot is when he equates football to a job interview. In a job interview, are you going to be sitting there not caring, or are you going to be answering questions as best you can, and trying to show yourself as the best candidate—even if you think you won’t get the job? If you don’t try, you’ll never know if you could have done it or not.”

“You have to have reasons to play, even if you know you’re not going to win,” Andrew says. “You learn to have that internal motivation. Both in football, and throughout the school year, you’re consistently working hard. You get breaks, but when you’re here, you’re always going 100%, and that translates. You’re working really hard in school and you don’t ever let up. Then you’re in the game, and even though things aren’t going your way, and mistakes happen, you get back up and keep going. You don’t even have time to sit on the sideline and sulk about it. You have to get right back out there and go again.”

That kind of resilience in response to challenges comes in handy when deep in the trenches of an oral exhibition—essentially to a small group critique in which students read and intensively question each other’s papers, while also defending their own work. “You go into the oral doing a lot of preparation,” Tristan says. “You write the whole paper, then you do a self-reflection. You read other people’s papers. You do a page full of notes on each. And you never know where it’s going to go until you get there, because you feed off each other. It’s a lot of: why did you argue this, how could you have improved upon that. One person says something,
and what you’ve prepared doesn’t necessarily apply, and on-the-spot, you have to articulate yourself.”

“In an oral exhibition, students imagine what the next version of their papers would be or could be,” explains Roach. “It’s a kind of rewriting. The students help each other and collaborate with each other to envision how to take their arguments to the next level.”

“I think what we were most struck by in this particular oral,” she continues, “was how independently the boys were doing this work with each other. We were part of the conversation, but they really took ownership of the exhibition.”

“They were calling the plays, to use a sports metaphor,” Pressman adds. “The coaches didn’t even need to be there anymore,” Roach agrees. “The boys showed their intellectual prowess; they were just so open and rigorous and collaborative in their conversation.”

“The exhibition is about analyzing your own weaknesses,” Andrew says. “You’re looking at your own paper and saying, What did I do wrong? Where should I go from here? Being able to evaluate both yourself and others; being able to get your constructive criticism across to them; and being able to listen to what they think about your work—that’s something that can apply to anything else you do in your life.”

The fact that three of the four football players taking the Contested Past course were grouped into a single exhibition, and that the exhibition was then scheduled to take place the day before the Cannon Game, all occurred “completely by chance,” Roach says. “We didn’t realize until we were wrapping up the discussion, that they would all be taking the field together the next day.” The boys don’t seem to have been at all fazed, either then or now, by the dual stresses of orally defending a major paper, and competing in the marquee game of the St. Andrew’s football season, all in one 24-hour period.

“Honestly, it’s kind of normal,” Donovan says. “I didn’t think of the oral day as any different than a regular day. The fact that we’re all football players and it was our big game—that’s more a reflection of how St. Andrew’s as a community just makes you into so many different types of people. You’re not just a scholar and you’re not just an athlete. You’re a well-rounded individual. So I think this was just a normal St. Andrew’s thing. You could have asked any student to do what we did.”

Tristan credits the structure of boarding school for their ease of transition between what may be traditionally perceived by adolescents as disparate roles. “Donovan’s not just my ‘football friend’,” he says. “The work that we do here—you’re always around the same people, in class, on the football field, on dorm—so it’s all the same thing.”

“You sort of get used to flipping the switch,” Andrew concurs. “I’m a scholar now, and then I walk out the door, and I’m an athlete on the field. Then I walk back to dorm, and now I’m working with juniors to make sure they go to bed. So you flip a switch.”

“I think this happens often at St. Andrew’s,” Roach interjects. “Something about the culture of your friendships makes it okay to be intellectuals. You guys all encourage each other to really cultivate your minds.”

This comment earns a vigorous round of nodding from all three boys. “For me, the most impactful learning happens among us,” Donovan says, meaning his fellow students. “In the environment we’re in on dorm, we have a lot of meaningful conversations. I mean, sometimes we’ll have the stupidest conversations ever, but then sometimes we’re really intellectual. And I think being able to be in an oral and listen to someone argue against you, and then having to respond to it, totally translates back to being on dorm and having someone argue their opinion, and being able to listen to them and to respond.”

Andrew agrees with Donovan’s description of St. Andrew’s as a kind of round-the-clock debate club. “You learn to deal with people who have different opinions than you, and to deal with those opinions in intelligent and civil ways,” he says. “People here are from such different backgrounds, so a lot of it just comes down to different viewpoints. But we’re also willing to talk and to listen to those viewpoints, and to be open-minded and willing to discuss our experiences.”

“Which is actually what an oral exhibition is,” Roach adds. “It requires an open-mindedness, and a willingness to engage. We really noticed that in this oral: the flexibility and the intellectual agility of your minds. To be able to change, to be flexible in how you think, is an incredibly important skill.”

“The best part about St. Andrew’s as a whole,” Donovan concludes, “is that people are willing to listen.”

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I definitely learned all about leadership in a tough situation. After your first two losses, you’re not completely out of it yet, but you’re kind of down on yourself... You have to get creative, and find ways to keep people interested and motivated.
**Squash**

**Varsity Girls**—The varsity girls squash team picked up where they left off last year with a team culture that promotes hard work and improvement. For the second consecutive year, seniors Grace Egan and Brookie McIlvaine lead the team and anchor the top two positions on the ladder. A hard working set of juniors, including Jenna Popp, Sarah Pinto, Isabelle Tuveson, Thuy Anh Duong, and Meggie Luke form the team’s experienced core. Sophomores Victoria Steelman, Noelle Yoo, Hanna Soulati, Annie Roach, Margaret Flynn, and Francesca Bruni round out the squad. The team looks forward to Nationals in mid-February, which this year takes place in the Philadelphia area.

**JV Girls**—The girls JV squash team has been practicing hard as they have worked to hone the game’s fundamentals. Captained by Jacqueline Wang ’17, the squad is comprised of fourteen girls, many of whom are newcomers to the world of racquet sports. The team’s main goal is simple: get in as much experience on the courts as possible, and have a good time—and get some great exercise—along the way.

**Varsity Boys**—The boys varsity squash team has worked hard to improve on a solid season last year. Although the team lost last season's top three players, they have made up for it with impressive depth, consistently winning matches at numbers 7-9 on the ladder. The team has relied on leadership from a robust senior class, which comprises six of twelve spots on the varsity roster. Fortunately, the program is bolstered by its solid underclassmen, particularly the current sophomore class, who are eager to step in and take on leadership positions. The boys compete in the competitive Mid-Atlantic Squash Association, comprised of Philadelphia area schools with excellent squash histories. The team saw their hard work pay off in a solid showing at Squash Nationals, held in Philadelphia in February; the boys placed 13th in their division.

**Basketball**

**Varsity Boys**—The varsity basketball team has gotten off to a solid start, writes Head Coach Terrell Myers. In practice, the team has worked hard to find its rhythm, and we’re seeing a great deal of improvement across the board. One standout player is junior Malik Velmar, who nailed a buzzer-beating three pointer to send the game against Tower Hill into overtime. Other hard-working players include Reese Simpson ’17 and Colin Cool ’17, who have worked their way into the rotation and now are key contributors. “Everyone on the team has stepped up at different times,” said Assistant Coach Sam Permutt. “[Captain] Jack Sohm ’16 came back from shoulder surgery earlier this season, and his leadership has created a great team culture.”

**JV Boys**—The boys JV basketball team has been working hard all season to improve both as individuals and as a team, writes Coach Jon Tower. Thus far, the season has been marked by a number of close games but only two wins, although we hope to improve on that as we enter the year’s second half. The team has been great fun to coach; they arrive to each practice eager to get better and compete with each other. Team Captains Jarred St. John ’18 and Rick Townsend ’18 have provided solid leadership for this young team.
**Talk of the T-Dock**

**Thirds Boys**—Comprising students with a wide range of previous basketball experience, our Thirds team is nevertheless single–minded in their support and care for one another. New student players (Alex Vogel ’19, AJ Ayres ’19, Cole Ferguson ’19, Danny Lee ’19, Logan Brown ’19, Oliver England ’19, Ryan Godfrey ’19) enthusiastically teach and learn from returners (Jelani Joseph ’18, Roger Broussard ’18 and Will Tung ’18) and juniors (Hoyt Reed ’17, Harry Smith ’17 and Miles Turner ’17). We have had the honor to host three different schools at home already this season. Though we scored more points than our opponents in only one game, by other measures of success, we have shared the victory each game. For example, whenever we take the court, we successfully achieve our tripartite goal: we compete; we get better; and we have fun.

**Varsity Girls**—The girls varsity basketball team has improved tremendously this season, notes Head Coach Kellyann Conners. They have battled hard in each game and grow stronger every day in practice. Every member of the team has contributed to the improvement of the team, and the coaches couldn’t be happier with the squad’s overall effort, toughness, and competitiveness. We look forward to competing at the top of our game in the final stretch of our season.

**JV Girls**—Led by senior Alexia Ildefonso and juniors Emma Marvil and Anna Gillespie, the JV girls basketball team had an excellent year of growth, writes Coach Katherine Crowley. The group has approached each game and each practice with a fire and fight, and witnessed their own rapid growth into better basketball players. After weeks of dedicated work and a focus on improvement, the girls JV basketball team found themselves competing at a high level with every team in the league, notching wins against Brandywine, Tatnall and MOT Charter by season midpoint. The team’s motto is to play with “respectful scrappiness” and to be magnanimous at all times. This team is exceptionally enthusiastic, positive, and motivated!

**Indoor Track**

**Boys & Girls**—Head Coach Carson Brooks writes: Our indoor track program had some obstacles at the outset of our inaugural year, but these were swept away in our first track meet at Haverford College in early January. Our runners—both boys and girls—were nervous and excited, but every one performed like a seasoned athlete. They ran with focus, determination, and a will to win. Gillian Simpler ’18 had an amazing meet, coming in fifth place overall (tying for fourth), out of a field of 42, in the girls 55m dash, with a time of 7.83 sec. She also placed seventh overall, out of 38, in the 200m dash, with a time of 28.35 sec, and placed seventh overall, out of 34, in the 400m dash with a time of 65.36 sec. Gillian, who is one of our two captains, is close to qualifying for the DIAA State Championships in Landover, Md. Donovan Simpson ’16 also placed seventh overall, out of 38, in the 200m dash, with a time of 7.12 sec. Our boys 4x400m relay team—Uche Amakiri ’16, Justin Duncan ’16, Evan Murray ’18, and Matt Baldeosingh ’16—had an incredible performance, placing fifth overall with a time of 3:49.44! Justin ran a particularly good race, and Matt, the team’s co-captain, served as anchor. Our ultimate goal as a team is to reach the DIAA State Championships. These
kids work hard, and it’s been a pleasure watching that work pay off on the track.

**Swimming**

The St. Andrew’s swim team has had a great season, says Head Coach Richard Samulski. The team achieved a combined record of 7-2, and gave a standout performance at the DISC (Delaware Independent School Conference) Tournament meet in early February. Held at the School’s Genereaux Aquatic Center, Saints swimmers knocked nearly 250 seconds off their best-ever team time and also notched 52 personal records. With nearly a third of the team qualifying for states before January, and many others knocking on the door, this year’s team is the fastest in recent history. But what makes the 2016 swim team special is its unique attitude towards swimming. They’ve found a healthy mix between having fun and working hard; between humor and determination. The attitude these swimmers have and the approach that they take to the sport of swimming is what makes this team so great.

**Wrestling**

St. Andrew’s three-man wrestling team made an impressive showing this season, with seasoned wrestlers Brando Leggott ’18 going 25-4 for the season, and Warrington Webb ’18 going 21-5. Each is looking to take a spot at the state tournament in their respective classes. Earlier in the season, Brando placed second at the Bulldog Invitational, and fifth at the Delcastle Invitational, a highly competitive 18-team tournament. In February he won the Delaware Independent School Championship (hosted by St. Andrew’s in the Sipprelle Field House) in his weight class of 152, and was named Tournament MVP. “Brando wrestled a very highly ranked wrestler from Sanford,” said St. Andrew’s varsity wrestling Head Coach Donald Duffy. “He had a close competitive match. He bested him by one point, and the coaches voted Brando outstanding wrestler. He’s had a really, really good season.” Warrington and Alan “2K” Lee ’18 were also competitive in the five-team tournament, with both Webb and Lee placing second in their respective weight classes. “Alan is a first-year wrestler,” Duffy said, “and most kids in Delaware are coming from a couple of years of wrestling experience. But Alan is a hard worker, and he’s been really good.” (St. Andrew’s was unable to claim a team victory in the tournament, due to the Saints’ very small team size.)

“In ten years, I have not seen this kind of motivated wrestler, where they put in the time and learn one new thing every day,” Duffy concluded. “There’s only three of them in the room, so it can be difficult to come in and be motivated and work hard like that. These kids are the most resilient when it comes to showing up and putting in the work. It’s not very glamorous. There’s no magical secret to it. But that’s what it is.” 🥊
Spring Events
2016

Grandparents Day
Saturday, March 26

Diversity Education Weekend
Friday & Saturday, April 1 & 2

Coast to Coast Toasts
Thursday, April 14

Spring Day of Giving
Friday, April 15

Alumni & Alumni Parent Crew Picnic
Saturday, April 16

Arts Weekend
Friday - Sunday, May 6 - 8

VI Form Dinner
Sunday, May 17

Awards Night
Wednesday, May 25

Commencement
Thursday, May 26

25th Annual Scholarship Golf Tournament
Friday, June 10

Reunion Weekend
Friday - Sunday, June 10 - 12
1 Girls varsity squash competed in the sixth annual Roach Cup in February. Established in 2010, the Roach Cup is an annual match between St. Andrew’s and Nichols School in Buffalo, NY (alma mater of Elizabeth and Tad Roach). This year’s Roach Cup was held, for the first time, at St. Andrew’s, and was also by far the closest match played between the two teams. Nichols narrowly edged the Saints 4-3, with the deciding win coming in the final match of the day, but St. Andrew’s dominated the bottom of the ladder, getting wins at numbers 5, 6, and 7 from the V Form triumvirate of Jenna Popp ’17, Isabelle Tuveson ’17, and Sarah Pinto ’17. The top four Saints fought admirably, but were unable to find the win that would have brought the Roach Cup back to Middletown.

2 The Indoor Track team takes advantage of the warm early December weather, enjoying a run, well, outdoors.

3 Girls Cross-Country Head Coach Jen Carroll was named Delaware’s High School Cross-Country Coach of the Year by the New Castle County Coaches Cross-Country & Track Association (N5CTA). This was Carroll’s first year as St. Andrew’s cross-country coach and her first time being recognized by the N5CTA.

4 Cole Henderson ’16 takes his best shot at varsity squash practice.

5 Zac Kent ’17 goes for the basket against hot defense from Thomas Lindemann ’16 in a varsity basketball practice scrimmage.

6 Girls Varsity Basketball Coach Kellyann Conners plays man-to-man on Team Captain Meredith Krebs ’16.
No Boundaries

St. Andrew’s Indoor Soccer League  by Luke Forsthoefel ’16
This a cry often heard in St. Andrew’s Dining Hall throughout the winter months. Tradition holds that students making announcements about the latest St. Andrew’s Indoor Soccer League (SAISL) matches are required to yell the acronym (pronounced Say-Sil) at the top of his or her lungs, voice cracking encouraged—and without fail, the Dining Hall will erupt in cheers and applause.

SAISL is a welcome respite for students during the sometimes-bleak midwinter months, when students are hard at work in their classes and afternoon activities, be it the play, the musical, or a demanding sport. On certain weeknights, the student body gathers in the Old Gym to partake or cheer on the chaotic fun that is the entirely student-run St. Andrew’s Indoor Soccer League. The only requirement for forming a SAISL team? Your roster must have at least one boy and one girl, and no more than two varsity soccer players. No previous soccer experience? No problem!

As a senior, SAISL has been a very memorable part of my St. Andrew’s winters, and my St. Andrew’s experience as a whole. When I was a freshman and was still learning all the ins and outs of St. Andrew’s, SAISL was something that really stood out. The casual nature and pick-up style fun of these games was something that everyone seemed to want to be a part of, whether you were athletically inclined or not. SAISL became, for me, a really great outlet to let off some steam and enjoy the company of my friends and classmates. What SAISL games lack in referees or any real rules, they make up for with a soundtrack of blaring music and wildly cheering students—so, as you might imagine, they’re quite an event.

SAISL is typically organized by the captains of that year’s boys’ varsity soccer team, and I think some of the popularity of this somewhat-crazy tradition comes from the fact that it is completely organized by the students, for the community. Faculty members, of course, keep an eye on the proceedings (with some even playing on SAISL teams), but it’s the leadership of students that keeps SAISL light-hearted and sportsmanlike even in the most heated moments of the games.

The huge turnout at every SAISL game—both in terms of players and crowds—reflects the ability St. Andrew’s students have to completely immerse themselves in something new and different. Some nights, you’ll see a team outfitted head-to-toe in uniforms, competing against a team who pulled half its players from the stands in the moments before kickoff. I think it’s really important for this kind of fun and wackiness to exist within St. Andrew’s, especially considering all the academic and community responsibilities our students take on. Justin Duncan ’16 and I have had a lot of fun organizing SAISL this year, and we can’t wait for what the rest of the season holds. I know we will both have a lot of nostalgia for SAISL in the future, if and when we ever get the chance to come back after graduation to witness the spectacles that are these indoor soccer games. SAISL has left lasting memories for many students and alumni—so I encourage anyone who has the chance to come and be a part of the fun!

Luke Forsthoefer ’16 is a senior at St. Andrew’s, and hails from Chadds Ford, Pa. He is a Residential Leader and lives with IV Form boys on Baum Corridor. In addition to his duties as SAISL coordinator, Luke served as co-captain of the 2015 boys varsity soccer team and rows with the men’s varsity 8 in the spring. He also sings in the Noxontones, is a co-head of Adapted Aquatics, and performs in the senior band.
This summer, Holly Fling Austin '97 will find herself once again on St. Andrew’s campus—not for a reunion or to take a favorite teacher out to coffee, but as founder and head coach of the Ready Set Row Summer Development Camp, a summer rowing program for junior female rowers ages 14 to 18. At St. Andrew’s, Holly was a member of the 1997 women’s 8+ that won the Peabody Cup at the Henley Women’s Regatta in England—and she’s hardly stopped rowing since. She rowed all four years at Harvard, three years of those years on the Varsity Heavyweight 1V8+, which placed in the top 12 of the country each year at the NCAA Championship. After graduation, Holly was an Assistant Coach for the Harvard/Radcliffe team—which won the NCAA championship in 2003—and she has continued to consult for the Harvard coaches hire you to train their athletes, and they do really well every time you work with them—are you sure you don’t want to do this?” But I really wanted to focus on the personal development of the athletes without the every day administrative duties that are required of a head coach. I wanted to change peoples’ lives.

So, I interviewed a bunch of my old coaches, including my St. Andrew’s coaches—Brad Bates, Terence Gilheany, Bobby Rue, Lindsay Brown—about my next steps, and through those conversations, I decided to start Ready Set Row to train rowers directly. I began with local kids, who were asking me to train them and guide them through the college recruiting process. In eight weeks last summer, my one rising senior dropped her ERG time eight seconds, and she now has over $20,000 in college scholarships. So the return on investment for my programs is definitely worth it! But most importantly, I feel great about the program she has selected. I feel confident that she is rowing in college for the right reasons, and that she has found a program that will meet her scholastic and athletic needs. A lot of my athletes asked if I would coach them on the water, but we do not have great water in the Triangle area—

but I knew who did! There’s no place like St. Andrew’s.

This is the first year of your camp. How did you get the idea to begin this program?

In 2009—when the financial world seemed to explode—I left the private equity firm I was working for, and started doing some sustainability consulting work. But my husband kept pushing me to return to coaching. He’d say, “You’re really passionate about this, and the Harvard coaches hire you to train their athletes, and they do really well every time you work with them—are you sure you don’t want to do this?” But I really wanted to focus on the personal development of the athletes without the every day administrative duties that are required of a head coach. I wanted to change peoples’ lives.

So, I interviewed a bunch of my old coaches, including my St. Andrew’s coaches—Brad Bates, Terence Gilheany, Bobby Rue, Lindsay Brown—about my next steps, and through those conversations, I decided to start Ready Set Row to train rowers directly. I began with local kids, who were asking me to train them and guide them through the college recruiting process. In eight weeks last summer, my one rising senior dropped her ERG time eight seconds, and she now has over $20,000 in college scholarships. So the return on investment for my programs is definitely worth it! But most importantly, I feel great about the program she has selected. I feel confident that she is rowing in college for the right reasons, and that she has found a program that will meet her scholastic and athletic needs. A lot of my athletes asked if I would coach them on the water, but we do not have great water in the Triangle area—

but I knew who did! There’s no place like St. Andrew’s.

What do you hope to accomplish with the girls who attend your camp?

First, I always want all of my athletes to have fun! But the reason our programs are fun is because Ready Set Row is basically a junior women’s empowerment camp. Rowing is my tool to teach how to risk, how to fight, and how to persevere. They learn who they are, and what they are capable of. There’s nothing better than that!

I have always remembered what Brad Bates used to tell us. “You guys are ready,” he’d say before a race. “And if somebody beats you, you’re going to want to shake their hands and say, Wow, you guys are really fast. Because we worked really hard, and you still beat us.” I remember thinking to myself, that is so awesome. If you can confidently say that you prepared, executed, and delivered on your greatest potential, you’ve won. But that’s really hard to do.

So with our athletes, we talk about: how do you actually do that? How do you make sure that you’ve done the preparation, and that when you execute, you’ve hit your full potential? How do you get yourself ready to risk like that, with this undeniable probability of failure, over and over and over again? And if you do not execute the way you wished, how do you stay the course and get stronger every day? We’ll be guiding that passion, that drive, but in a safe competitive environment where you can take risks without worrying about judgment.

We will also focus on redefining failure. Rowing is a very challenging sport and the ERG does not lie. But if an athlete hits her split every practice, then I know she can go faster. You really start pushing the limit when you ask an athlete to do something that is well out of her comfort zone, but that can only happen if she doesn’t hit the split every time. Failure at Ready Set Row is not missing your split. Failure is not going all-in, with everything you have. I will train my athletes to go hard and put it all on the line so that we are constantly
testing the limits. This is really scary and hard to do, but that’s why rowing is so awesome! How many people can say they know their limits?

Rowing’s only an offensive sport. There is no defense; you can’t actually slow another boat down. You can come up with tactics to change the momentum—and that is absolutely what I will teach coxswains how to do—but you can’t focus on how to stop someone. You have to just race your race, and if it’s not as fast as someone else, but you know it was your best race—you win and that’s my goal. In training my kids, I ask all of them, What do you SEE in front of you, S-E-E? Seek challenge, Embrace work, Expect discomfort. If you do all of those things, you will win every time. You might not have the gold medal, but you will win. And that’s applicable to life, not just the race course.

So it’s not just a pure training camp. I’m assuming you hope these girls go on to collegiate rowing programs?

Before I started this company, I also interviewed 40 post-college athletes, and everyone kept saying how important it was to understand why an athlete wants to compete at the collegiate level. As author Simon Sinek says: “What is your why?” A lot of kids will say, “Oh, I love my team.” Well, what if you get to college and you don’t like your team? What if it’s not fun in the way you defined that in high school? But if someone tells me, “I love the fight,” and that’s their why, then I say, “You can do this.” Because collegiate athletics—they’re a job. If you don’t actually like the hard work, or seeing how hard you can push yourself with no recognition or possibility of glory, you will not like collegiate rowing.

We give each athlete our Ready Set Row College Recruitment Manual to guide the process of thinking about her next level of rowing. Women’s rowing has the second-highest scholarship allotment the NCAA allows universities, after men’s football. There’s a lot of opportunity out there, and I want to be able to help these girls navigate this journey. We’ll do daily self-reflections to start them thinking about whether or not they really want to row in college. If we find strong interest—then we think critically about what’s the right fit for them. All the athletes I interviewed said they wished they’d done more due diligence on the athletic programs they joined. So that’s what we want to help our girls do. I’m already talking to college coaches, and I’m asking them, “Who are you looking for?” So I can help my athletes narrow down their choices.

The self-reflection work allows all of our athletes to figure out what they want to do, even if they’re not interested in collegiate rowing. The coaches are going to have to do these exercises too! Everyone will get pushed out of her comfort zone a little bit, which is how you make a really awesome team.

Is there anything about your own rowing experience at St. Andrew’s that you look back on now, and wish you could change—or that you’re proud of? I came to St. Andrew’s as a new junior, and I’m not exactly sure what my soccer teammates would say, but looking back on it, I think I came in like a bull in a china shop. I was coming from a very aggressive and physical soccer team, and St. Andrew’s was not exactly that. Bobby Rue was awesome, and he said “I love your enthusiasm and your competitiveness, but you have to take it down a notch.” This may sound strange, but he was the first coach I had who really stressed sportsmanship. I had been on a lot of teams that were very successful and rarely talked about sportsmanship. Not that they were really dirty, but let’s just say their primary goal was to win—all the time. So that was a great thing for me to hear.

At St. Andrew’s, rowing was really fun and we were very successful. We happened to be a very strong crew, we had great coaches, we had great equipment, and we went fast. But it was on the St. Andrew’s team that I started to recognize the importance of performing at your potential and how that may or may not line up with the results or hardware at a race. We got silver at Stotesbury in 1996 and 1997. In 1996, I was excited and proud of that medal. In 1997 I remember leaving that race course furious. I didn’t feel confident that we had reached our potential that day. But it helped me begin to see: it’s not about the hardware. You can get a gold medal, but for what? At what race? Who showed up? Did you even show up? The significance of the medal depends on whom you race, and how you perform. So ultimately the point is not did you win, but did you prepare and execute to your fullest potential? Sportsmanship is not just about grinning and bearing it and shaking someone’s hand. It’s about having the confidence that you did everything in your power to support your teammates and go as fast as you could possibly go. What else can you ask for? ■
IN SEARCH OF A VOCABULARY

THE ARTS FACULTY GALLERY SHOW | JANUARY 9, 2016
FEATURING JOHN MCGIFF, ELIZABETH MCGIFF, JOSHUA MEIER, BEN WINIARCZYK, NATHAN COSTA, FRED GEIERSBACH, AVI GOLD, PETER HOOPES
In mid-December, parents and alums joined us for our first-ever Christmas at SAS weekend. We were treated to a student art show in the Warner Gallery, a performance of the Nutcracker by dance students; the musical stylings of the School Orchestra, Jazz Ensemble, and Noxontones; and on Sunday, our annual Service of Lessons & Carols in the duPont Memorial Chapel. Need a hit of holiday cheer to perk up your winter doldrums? Relive the weekend at standrews-de.org/livestream.
Into The Woods
WINTER MUSICAL
the Art of Healing

THE MAGIC OF CONNECTION
St. Andrew’s Community Convenes for Annual Women’s Network Weekend

During the weekend of November 14, more than 100 alumni, parents, and friends of St. Andrew’s joined our current students on campus to participate in our 2015 Women’s Network weekend. The weekend’s theme was *The Art of Healing: A Symposium on Medicine*, and we celebrated—and learned from—our alumni working in medicine.

Events included two keynote talks, one on Friday night from Dr. Janice Nevin ’77 P’13, the CEO of Christiana Health Care, a network of nonprofit hospitals spanning the mid-Atlantic, and the other on Saturday morning from Dr. Kyla Terhune, a former faculty member of the School, currently an Associate Professor of Surgery at the Vanderbilt University Medical Center, and Director of Vanderbilt’s General Surgery Residency Program. Both women expanded our thinking about the definition of healing and shared insights into their work as both leaders and healers.

“The word healing really is all about becoming whole,” Nevin said during the course of her talk. “It’s repairing, it’s regenerating, and not just physically but spiritually and mentally. It’s about the elimination of suffering. And it’s really ultimately about what makes us human. It’s a very powerful concept.”

“Dr. Nevin and Dr. Terhune both spoke about the power of human connection and empathy in the notion of healing,” said Bernadette Devine ’99, Co-Director of the Women’s Network. “This was the essence of what occurred here this weekend.”

The St. Andrew’s Women’s Network was founded in 2010 with a goal of connecting, celebrating, and harnessing the power of the School’s alumnae through events both on and off campus. When alumnae return to campus for Women’s Network events, they share their experiences and insights with current students, as well as reconnect with each other and with the School. Since its inception, Women’s Network events have expanded in size and scope, and have become central to our mission to provide community, inspiration, and mentorship for all members of our community.

Panelists and workshop leaders who came to campus for *The Art of Healing* weekend shared strategies for engaging in physical, mental, and spiritual regeneration, and also spoke candidly about the challenges and joys of working in medicine. Beyond the keynotes, events included a discussion panel led by alumnae working in a wide variety of medical fields—from orthopedic surgery to midwifery, from family medicine to pediatric cardiac surgery—and 40 workshops led by individual alumni and parents which took place across campus on Saturday morning.
“One of the hallmarks of being a successful leader is that you surround yourself with people who are much smarter than you,” Nevin said, “and when you do that, it’s because you want to listen and learn from them. So I have to say, I am a little intimidated and certainly humbled at the opportunity to share some thoughts with you. I am definitely in the presence of people who are much smarter than I am!”

“I was overwhelmed by and appreciative of everyone who came back to participate as leaders of this event,” said Elizabeth Roach, Co-Director of the Women’s Network. “What they did in their lives to make this happen—I think it shows a pretty extraordinary commitment to the School. I’m grateful to them; they invested so beautifully in the whole process and the whole weekend.”

“There is something to St. Andrew’s—the magnetic pull of this place—that draws so many of us back time and time again,” said Natalie Reese ’97, who came back to lead a workshop on self-care strategies. “Though no longer students, many of us still wish to be part of St. Andrew’s, and to learn, collaborate and contribute in a way that serves the whole community. The Art of Healing weekend was a wonderful opportunity to reconnect, share, and confirm that while many of us may no longer be on campus, we are still part of the larger St. Andrew’s organism.”

“The work we choose to do beyond St. Andrew’s is not separate from the work we began as students,” continued Reese. “It’s an extension of that work. This community has such a wealth of resources in terms of the minds, hearts, and work of its people.”

Workshop topics were wide-ranging; a number focused on personal strategies for mental and physical well-being, while others gave insight into specific medical fields and even medical techniques. For example, Annette Rickolt ’87 P’14,’16 led a workshop on how to place an endotracheal tube in a newborn. In the next room, Jose Antonio Pando P’14,’17 led a discussion of traditional Incan health modalities which can be applied to our everyday lives.

“I have to admit, I was a little nervous,” said Carolyn Matthews ’77 P’17. “This was my first time teaching high school students, and there was the added pressure of having my former classmates Steve Salter ’77 and Janice Nevin ’77 P’13 in the room! But the Harkness table was full, and we had fun talking about how food can affect genetic expression, and how genetically modified foods can affect our health. I love that the workshop led to some provocative questions. Truthfully, I think about the questions the students asked that day frequently.”

Dr. Michael Atalay ’84 P’17,’19, who gave a demonstration of cutting-edge cardiac imaging techniques, also cited the excellent discussions that took place within his workshop. “Throughout the weekend, I savored my time with faculty, students, fellow parents, and several former SAS classmates,” he said, “but
especially during an energetic and engaging small-group workshop. Of course, I was already familiar with the material in my talk, so my only regret was not being able to partake in any of a number of other wonderful presentations.”

“My daughter [Marion Humphreys ’17] attended the ‘How to Tie Your Shoes Like a Surgeon’ workshop [led by Chris Turner ’97],” Matthews said. “She was utterly breathless with excitement about the knots she had learned to tie, and the gruesome film they’d watched of repairing a chest gunshot wound. I think she may want to be a surgeon now!”

“I loved seeing our alumni as teachers,” Roach noted. “They had a great presence and connection with the students in the room. It is always powerful for our students to hear about the extraordinary lives our alumni are leading. In turn, our alumni are inspired by the engagement and curiosity of our current students. There’s this kind of magic that happens in these workshops.”

Devine agreed. “It was magical to see old friends reconnecting after 20 years, faculty and advisors reconnecting with their former students, and, best of all, to see our alumni and parents in the classroom leading workshops for our students—teaching, inspiring, learning together,” she said. “This collaboration, this kind of connection, is what the St. Andrew’s spirit is all about.”

Select 2015 Women’s Network events can be viewed on our Livestream channel at standrews-de.org/livestream.
ST. ANDREANS & THE POLAR BEAR PLUNGE
At 9:30 a.m. last Sunday, I woke up and looked out the window. It was cloudy. Classic. As I packed two towels, sweatpants, a sweatshirt, an extra pair of socks, a hat and two blankets into a bag, I began to get nervous. It was here: the Delaware Special Olympics Polar Bear Plunge. After all of my announcements and emails, after chasing down waivers and raising over $1,900, a group of 24 St. Andreans were finally going to run into the freezing cold February ocean in Lewes, Delaware.

The bus ride to Lewes was uneventful (although the freshmen did start getting into arguments about physics), and we pulled into our parking space with about an hour to go until “The Plunge.” I handed out everyone’s wristbands and told each person to reconvene on the beach in 45 minutes. People went to warm up with free hot chocolate from Wawa or, if they were a bit more adventurous, joined Emma Brown ’16 and I in enjoying some hot fish ’n chips.

At 12:45 p.m., we all made our way onto the beach. Our group of 24 joined the thousands of other plungers, and began the process of taking off our warm clothes and getting down to our swimsuits. Not fun. The sand was frozen, and the winter wind brought nothing but discouragement. A number of my peers looked at me accusingly and said (jokingly, I hope): “This is all your fault, Neely!” They did have a point...

With a minute to go, we lined ourselves up just feet away from the crashing surf. At ten seconds to go, everyone on the beach—more than 3,700 people—started counting down. However, I did not. Instead, I looked around. I saw my group of St. Andreans all anxiously joining the countdown, and next to them I saw more familiar faces. I saw athletes who had come to our campus for the Delaware Special Olympics Fall Sports Festival. How incredible to see their faces again! In that split second, I distinctly remembered the reason we were all running into the ocean. It was to benefit these athletes and champions, some of whom were standing right by our sides on this beach. It was to benefit the same faces that were at St. Andrew’s in November. We were helping friends, not strangers.

“NOW!” And with that word all 3,700 people sprinted into the ocean. We were off and running. Emma tripped and fell face first into the water. Avi Veluchamy ’17 felt the cold ocean water on his legs, he let out a string of expletives not to be repeated here. My eardrums were filled with the shrieks and howls of Noor El-Baradie ’19 and Leandre Pestcoe ’19 as they were covered by an icy wave. When I ran out of the 40-degree water, Alex Horgan ’18 fell as he reached the dry sand, his feet numb—but he was down for less than one second.

We sprinted out to our pile of towels and clothes, rushing to dry off and get warm. As I reached for my sweatpants, Jamie Rowley ’19 and Jacob Zimmerman ’19 came up to me, gestured towards the Atlantic, and said, “Neely: round two?” I don’t know why I agreed, but I threw down my sweats and started running back towards the water. Before I knew it, all 24 of us were back in the ocean, screaming and howling about how stupid we were for double-dipping. I’m happy to say we did not go back for thirds.

So went our experience at the 25th annual Special Olympics Delaware’s Polar Bear Plunge. Each year thousands of people run into the frigid Atlantic to benefit the Delaware chapter of the Special Olympics, and this year was the first time that St. Andrew’s students have participated. Together, our school raised over $1,900 and sent 23 students and one faculty member into the ocean. We all braved the elements for this amazing organization.

I’m grateful to St. Andrew’s for being so supportive of our efforts to bring the School together with the Delaware Special Olympics. Over the past two and a half years, St. Andrew’s has hosted two Spring Soccer Skills events and one Fall Sports Festival for Special Olympics athletes, and now we’re also proud Polar Bear plungers. Our goal is to make these events annual traditions at St. Andrew’s. We’ve already set the dates for next year’s Fall Sports Festival and Spring Soccer Skills day, and if all goes well, we’ll send an even bigger group of Saints to the 2017 Polar Bear Plunge!

Neely Egan ’16 is originally from Jacksonville, Fla. During her time at St. Andrew’s, she has been instrumental in bringing a spate of Delaware Special Olympics (SODE) events to campus, beginning with her idea for a new spring soccer skills workshop for local Special Olympics athletes, hosted by the girls varsity soccer team in 2014, and in each year since. This fall, St. Andrew’s hosted the SODE Fall Festival competition for the first time in more than two decades. Neely coordinated the more than 200 SAS student volunteers who signed up to help run the Fall Fest and serve the thousands of visitors who came to our campus for the event. Neely also serves as a Residential Leader on Lower Mein Hall, performs with the Noxontones and the School Orchestra, is senior editor of the yearbook, and plays varsity lacrosse.
BEHIND THE CURTAIN

Author Julie Orringer Talks with Students
On November 5, 2015, acclaimed author Julie Orringer visited St. Andrew’s campus to work with English classes and deliver a talk on her work at that week’s School Meeting. Orringer’s debut collection of short stories, *How to Breathe Underwater*, was this year’s all-school summer reading assignment, and her stories are also taught in various St. Andrew’s English courses.

In her introduction of Orringer’s talk at School Meeting, Han Nguyen ’16 noted highlights from the author’s career, including teaching stints at Columbia University and the Iowa Writer’s Workshop, a Stegner Fellowship at Stanford in 1999, and a 2004 National Endowment for the Arts grant to support the writing of her first novel, *The Invisible Bridge*. “As a teenager,” Han said, “I’m still trying to figure out my own identity and moral standards. [Orringer’s] stories have brought me perspectives on how to learn, how to take risks, and how to overcome internal conflicts in many aspects of life.”

In her talk, Orringer explored the ways in which her fiction dovetails with her personal experiences. She explained the creative processes and decision-making that goes into the mining of her personal history, and the fiction that results. She then asked students to guess which portions of certain stories in the collection were “true,” that is, an account of her own experiences, and which were fictional.

“When students meet an author, they really want to know how the sausage gets made, what’s going on behind the curtain,” said English faculty Will Porter ’96, who coordinated Orringer’s visit to campus. “She went right there in her talk, and did the same kinds of things in her class visits.”

“My favorite story in the collection was ‘Stars of Motown Shining Bright,’” said Harrison Foley ’17, who read *How to Breathe Underwater* in his English 3 class this fall. “The main character discovers a gun in a glove compartment of her friend’s car. So I was greatly satisfied when Orringer discussed this story in her talk, and to learn that it was indeed inspired by her own experience of finding a gun in a car’s glove compartment, and the feeling of shock that followed.”

“I was surprised to learn how closely her stories connected with her personal life,” said Augie Segger ’19. “I found it particularly interesting that she said in order to make a story that will absorb your readers, you have to dramatize your own experiences.”

“Hearing her discuss these ideas and show us her thinking behind these stories was truly a privilege,” Harrison continued, “one we seldom get after reading stories.”

St. Andrew’s English faculty began teaching Orringer’s works in the classroom a few years ago, as the introductory text for English 3. “We were looking for something to teach before *Hamlet*,” Porter explained. “These stories worked really well because they’re about kids entering the world of adults, and having trouble figuring out what the rules are, in the same way that Hamlet is entering the world of adults, and it’s all very jarring and strange to him.”

“The world of the short story is more fractured than the world of a novel,” Porter continued. “It’s great for kids to read short stories in a volume, because I think they start to see more of what the author’s trying to do, things to look for. This collection offers some solutions to people not getting along, to isolation. People take care of each other in certain stories, and you can imagine those characters taking care of other characters in other stories. It all sort of fits together.”

Orringer’s writing seems to resonate with students in just the way that Porter and the English Department had hoped it would. Many cited the insights her stories gave them into their own lives. “I connect to these stories because I’m at a similar stage in my life to that of the characters,” Harrison said. “The situations in these stories address many questions I’m currently asking myself about the power that I have to affect others, and the benefits and responsibilities that come with that power.”

“I loved listening to Orringer speak,” concurred Liza Read ’19. “She showed me how closely a work of fiction can relate to our lives, and how much we can learn from the insights found in a fictional setting.”

You can watch Julie Orringer’s talk at School Meeting in its entirety on our Livestream page; visit standrews-de.org/livestream.
Last summer, we all watched as Syrian refugees fled across the Mediterranean Sea seeking safety in Italy, Greece, Turkey and other countries of first asylum. Some of these courageous migrants continued to travel through Europe in the hopes of finding new homes in European countries as far north as Germany, the United Kingdom, Sweden, and Norway. We were horrified at the plight of Syrian refugees, and by the images of children washed ashore on the very beaches they had hoped to walk their first steps in a new life. St. Andrew’s sophomore Dianna Georges, whose family is Syrian, organized a Headmaster’s Forum last September to discuss ways that St. Andrew’s could extend assistance to individuals and families fleeing violence and war in their homeland.

“My dad was born in Syria and moved to the United States in his early twenties, and my mom’s parents migrated from Syria to Venezuela,” Georges said. “I’ve visited Syria on two occasions with my dad, and I feel connected to the land and the people; it’s a part of who I am. So I feel a responsibility to inform and connect the St. Andrew’s community to what is happening in Syria.”

Through further combined efforts of students, faculty, and an initial introduction made by Larry Phillips P’18, St. Andrew’s was able to invite Deborah Stein, Director of Episcopal Migration Ministries (EMM) to deliver a Chapel Talk on January 13. Ms. Stein has over 20 years of professional experience working with refugees both domestically and internationally, and has been with Episcopal Migration Ministries since 2000. Her career in refugee resettlement has included stints with the International Rescue Committee, Hebrew Immigrant Aid Society, Church World Service, and Lutheran Immigration and Refugee Service, including posts at overseas processing entities in Croatia and Macedonia. She has also lived and worked in Russia, teaching English at the Barnaul State Pedagogical University in the Altai Mountains.

Ms. Stein began her talk by explaining some of the different terms used to describe people who flee from one country to another. She noted that the United Nations High Commissioner for Refugee’s (UNHCR) 1951 Refugee Convention defined a refugee as someone who "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country."

However, refugees and migrants, even though they often travel in the same way, are fundamentally different, and for that reason are treated very differently under modern international law. Migrants, especially economic migrants, “choose to move” in order to improve the future prospects of themselves and their families. Refugees
“have to move” if they are to save their lives or preserve their freedom. They have no protection from their own state; indeed it is often their own government which is threatening to persecute them. If other countries do not let refugees in—or do not help them once they are in—these individuals are at risk of being condemned or to an intolerable life in the shadows, without sustenance and without rights—or even to death.

Ms. Stein then shared some startling facts: according to the UNHCR, there are now more than 60 million refugees and displaced people worldwide. This is the largest number of refugees living in the world at any time since World War II. She went on to explain that there are three durable solutions for refugees: repatriation, integration, and resettlement. In many instances, refugees are able to repatriate or return to their home countries once conflicts or oppression have ceased and civil society has stabilized. Other refugees who cannot ultimately return home instead will integrate into their country of first asylum (that is, the country to which they first fled for safety). Less than 1 in 100 refugees has access to the third solution, resettlement to another nation, such as the United States.

Ms. Stein also took time to address the fears that some people have with respect to refugees, migrants, and asylum seekers. She emphasized that the United States resettles more refugees than all other resettlement countries combined through an extremely thorough vetting process. She explained that the U.S. government handpicks the refugees who resettle here, and the U.S. resettlement process has the most rigorous screening process in the world. Refugees are the most thoroughly vetted people to come to the United States, undergoing interagency screenings by the Department of Homeland Security, the FBI, the Department of Defense, the National Counter Terrorism Center, and multiple intelligence agencies. These screenings are done before a candidate enters the U.S. and include biometric checks, forensic document testing, medical tests, and in-person interviews.

If at any time a person being screened fails to meet the high standards set by these agencies, they must either start over or end the process completely.

During a question-and-answer session after her talk, a number of St. Andrew’s students asked what they could do to assist refugees. Ms. Stein called attention to an upcoming vote in the U.S. Senate on H.R. 4038, “The American Security against Foreign Enemies (SAFE) Act.” This bill would halt all resettlement of Syrian and Iraqi refugees in the U.S., and was passed by the House of Representatives in November. Ms. Stein asked students to contact their Senators and urged them to vote no to H.R. 4038.

But “the most important thing you can do,” she said, “is to meet a refugee in person. Look them in the eye, smile, shake their hand and let them know they are accepted in your community. Make a welcome sign and take it to the airport where you know a family is arriving to a new home in the United States.”

St. Andrew’s students and faculty members responded immediately by making phone calls and writing letters against H.R. 4038. Under the leadership of School Chaplain Jay Hutchinson, the St. Andrew’s Student Vestry held a Vestry Movie Night on the following Saturday to raise money for refugee resettlement.

For her part, Georges was pleased that Stein gave St. Andrew’s students and faculty a better purview into the experiences of refugees. “It can be difficult to highlight this issue, because everything going in Syria seems disconnected to what’s happening at St. Andrew’s,” Georges noted. “We live here on campus, surrounded by everything we need, worrying ourselves over petty issues, while there are people in the world searching for basic shelter and food and struggling to survive. I believe it’s our responsibility to help these people in any way we can, and I’m hopeful we can make this an ongoing effort and conversation at St. Andrew’s.”

Deborah Stein’s visit to St. Andrew’s also affirmed Presiding Bishop Michael Curry’s thoughts on welcoming the stranger. “In the Book of Leviticus, God says to the people of Israel that, ‘the foreigner who resides with you shall be to you as the citizen among you; you shall love the foreigner as yourself, for you were foreigners in the land of Egypt,’” Bishop Curry noted. “Accordingly, we welcome the stranger. We love our neighbor. The Episcopal Church has long been committed to resettling refugees in our own communities fleeing violence and persecution.”

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ST. ANDREW’S MOMENTS

1 ChiaChyi Chiu quizzes Chinese 3 student Shalena Adams ’17 on her character knowledge.

2 Elisa Davila ’18 studies a tufted titmouse in Biology class; Lacy Grice ’18 is not so sure about this activity.

3 More local bird studies: Environmental Science students Alex D’Allaird ’16 and Meredith Krebs ’16 examine a specimen found outside of Amos Hall.

4 Señor Duffy leads his Spanish 1 students through a vocabulary lesson.

5 In their Intro to Community Life courses, III Formers have moved on to a Leadership & Equity unit; here, Liam O’Connell ’19 and Elise Hogan ’19 participate in a perceptions exercise.

6 Chaplain Jay Hutchinson gets a debate going among IV Formers in his History of Religious Thought class.

7 In February, all III Formers taking English 1 (which is to say, all III Formers) break into pairs and perform scenes from Macbeth. Here, Neemu Reddy’s class basks in the triumph of their acting debut.

8 First semester finals! Dan O’Connell came up with an interactive exam for his Biology students: Charlotte Oxnam ’19, front left, studies live fruit flies, while Liza Read ’19, right, uses a hanging scale.
ON OUR BOOKSHELF

IN DEFENSE OF FOOD
AN EATER'S MANIFESTO
MICHAEL POLLAN

THE MARKET GARDENER
A SUCCESSFUL GROWER'S HANDBOOK
JEAN-MARTIN FORTIER

PILGRIM AT TINKER CREEK
ANNIE DILLARD

NAOMI KLEIN
THIS CHANGES EVERYTHING
CAPITALISM VS THE CLIMATE

THE URBAN FARMER
GROWING FOOD FOR PROFIT ON SMALL AND SUBURBAN LAND
CURTIS STONE

LAST CHILD IN THE WOODS
RICHARD LEovy
Kelly Massett, Dining Services
In Defense of Food
by Michael Pollan
Some things can be at the tip of your tongue, and then someone writes it down for you. Literally, this book helped me focus on what I believe personally and all that I do in my profession. Getting back to our basics in what we eat, being conscious of what is in your food only sets you up for healthy dietary decisions and combat the manipulation of today’s ingredients. Knowledge truly empowers your health!

Diana Burk, Director of Sustainability
Pilgrim at Tinker Creek
by Annie Dillard
This book, a modern day version of Henry David Thoreau’s Walden, is a mesmerizing read. Dillard describes the biology of her natural surroundings over the course of the year in the Blue Ridge Mountains near Roanoke, Va. Dillard’s beautifully written prose helped lift me from the comfort of my house in the dead of winter and made me feel like I was sitting on the banks of Noxontown Pond observing the breathtakingly intricate nature of my surroundings.

Susan Kemer, Organic Gardening
The Market Gardener: A Successful Grower’s Handbook for Small-Scale Organic Farming
by Jean-Martin Fortier
The Market Gardener has a specific audience for smaller agriculturalists, but his methods, tools, and system for micro-scale farming can easily be adapted to home gardening. He pays specific attention to succession, rotation plantings, cover crops, general soil health, early-season harvest, and season extension methods to prolong harvests. His clear illustrations and good overall discussion of small-scale farming is a very thorough presentation for anyone interested in farming, home gardening, or local food movements.

The World Without Us
by Alan Weisman
In The World Without Us, Weisman documents the human impact on the environment by helping us envision what would happen if suddenly our entire race disappeared. Through the lens of science, Weisman shows us how our society is built and what our long term or not-so-long term impact is on the planet. While reading this book, I realized that we need to protect our environment primarily to ensure the survival of the human race because the planet will be just fine without us.

This Changes Everything
by Naomi Klein
This is the first book that really helped me make sense of all the news stories I had been reading over the years on the effects, challenges and solutions to global climate change. Although global climate change represents an incredibly daunting challenge for the human race, Klein presents a strong argument that addressing global climate change through grass-roots activism will also address problems of corporate power, income inequality, global poverty and social justice.

The Urban Farmer
by Curtis Allen Stone
Entrepreneur Curtis Stone creates spaces for argriculture within urban areas. Using intensive and environmentally production methods—for example, bike messengers carry supplies between plots—Stone has been able to create profitable farms on small acreages inside of cities. His ideas for promoting permaculture, soil health, and the urban agricultural movement in general are interesting and exciting, and some of these ideas can be adapted for home gardeners as well.

The Irene duPont Library has now made it easier to share your latest inspiring book or find a new one. Please visit standrews-de.libguides.com/good-reads to join the conversation.
For my most recent project, I was asked to create a self-portrait. I wanted to express two distinct parts of my character: anxiety and happiness. Overflowing from my head are some of the things that bog me down with stress: the insecurities and pressure that I feel from social media, appearances, and schoolwork. This is a side of me that I do not vocalize but was able to express through this project. I tried to represent how busy our lives can be. I get frustrated by time, and how we always seem to have one planned thing after the other, which prevents us from fully immersing ourselves in the present moment. Additionally, I wanted to represent how there always seems to be work, papers, and college in the back of my mind. The gold medal emphasizes the need to be the best and the need many humans feel to have titles or awards (whether it be head of a club, captain of a team, an award at awards night, etc). Also, the symbols of social media speak to the insecurities that come from the need to receive "likes," seem fun and look attractive. Lastly, the makeup addresses my own physical insecurities, and the mask addresses my frustration with the facade many of us humans wear, whether it be hiding our emotions or feeling the need to act positive and happy all the time.

My next piece will represent my positive outlook on life; I will have mountains poking out of my head, and "Oh blah-de-oh-blah-da!" to represent the joy of being goofy and not taking life too seriously.
ST. ANDREW’S SCHOOL
v.
CLIMATE CHANGE
This past Christmas Eve in Middletown, Del., clocked in at a balmy 71°F, closing out both the hottest December ever recorded in the state, and the hottest year on record globally. The effects of these above-average temperatures can be seen on both a macro and micro scale: species that normally live in the southern United States, for example, are moving north, and St. Andrew’s students are no longer allowed to step out onto a frozen Noxontown Pond. We find our local community bracing for vicious storms like Hurricane Sandy, and above-average annual rain and snowfalls. Climate change is here—which is why we were all relieved when, at the UN Conference on Climate Change (COP21) held in Paris this past December, 195 countries adopted a legally binding agreement to keep global warming below 1.5°F for the remainder of the century, to abandon the use of fossil fuels, and to produce zero net greenhouse gas emissions by 2080.

Although the Paris climate deal is a monumental step toward solving the problem of climate change, our country’s commitments, policies, and actions need to be far stronger than they are currently, to be able to actually meet the goals set by the conference. So: what are we doing at St. Andrew’s, to contribute to the effort, and to call for continued change? Students have been engaging the issue on all fronts: they’ve taken up a number of initiatives to reduce emissions on campus, are advocating for proactive climate change actions being executed in the larger world, and are continually encouraging our community to keep up the fight against one of the defining challenges of our century.

REDUcing SCHOOL EMISSIONS

In the spring of 2014, a group of students, headed by Luke Baumann ’15, convinced the School to convert all 150 incandescent bulbs in Engelhard Hall to LED (light-emitting diode) bulbs, which emit light much more efficiently than incandescents. The entire project cost less than $2,000 to install, and has since saved the School $2,000 annually in electricity bills, and reduced our carbon footprint by 13 metric tons—the equivalent of taking five cars off the road. Today, St. Andrew’s has converted more than 1,200 light bulbs on campus to LED bulbs.

Student work has not only helped us reduce our emissions from buildings; it’s also allowed us to reduce our emissions from our vehicle fleet. Tasked with conducting an environmental economic analysis on a subject of his choice in his Advanced Study in Mathematical Economics class last spring, Evan Zhong ’15 chose to examine the cost-efficiency of the Toyota Prius. His analysis led St. Andrew’s to replace an aging Chevy Impala in the school fleet, by purchasing its first Prius in May 2015. In the seven months since its arrival on campus, the SAS Prius has been driven 11,000 miles, saving the School two metric tons of CO₂ and $600 in gasoline costs.

Neel Puri ’16 has since taken up the crusade, and is developing a proposal to add an electric vehicle to the School security team’s fleet. “Last year,
Luke told me his guiding philosophy for his time at St. Andrew’s—‘To leave a place better than I found it,’ Neel explained. “Now that I’m admitted to college and on my way out of St. Andrew’s, I really want to do something meaningful, that will leave a lasting mark on the School.”

The St. Andrew’s campus has also undergone a number of professional energy audits, which have lead to a number of environmental upgrades to our facilities and buildings. The School has installed a new energy-efficient boiler in Founders Hall, installed more efficient water heaters throughout campus, and has insulated and air-sealed faculty homes. Because of previous upgrades, the School has already seen a 19% reduction in its carbon emissions since 2005. Energy efficiency projects installed during this academic year alone are projected to reduce our emissions an additional 18%, and will save the School an estimated $130,000 annually.

The School’s Green Council—comprised of faculty, students, and staff—is continuing to build on this work by developing a Climate Action Plan for St. Andrew’s, which will set goals and a timeframe for reducing our carbon emissions even further. For example, the School is currently investigating the possibility of installing an additional, larger solar array adjacent to the current 50kW array. Solar tax credits originally set to expire at the end of 2016 were recently extended by Congress, making a large solar array at St. Andrew’s more likely.

**DISCUSSING CLIMATE CHANGE**

In certain St. Andrew’s classrooms—those of global studies, physics, biology, or environmental science, for example—climate change is often a topic of discussion. “But, as an institution, we’re unsure whether every student that graduates is well versed in the issues surrounding global warming,” said Diana Burk, the School’s Director of Sustainability. “We’re looking to create a more interdisciplinary and connected approach toward teaching the topic.”

Brookie McIlvaine ’16 is leading the charge for this change. Curious to know more about the School community’s attitude toward and awareness of the issues surrounding climate change, Brookie spent her free time during exam week putting together a climate literacy assessment survey. “I thought that a survey might show us what we ‘don’t know,’” Brookie explained. “I’m taking Dr. McLean’s Environmental Science class, and it’s made me become aware—and astounded by—our consumerism, our excess, and our general lack of accountability. But I’ve also found clarity and drive from the science I’ve learned. So I’m hopeful that the science that’s inspired me, will help to inspire others.” Questions on the survey centered around three lines of inquiry: what causes climate change; what effects climate change will have on ecosystems and societies; and what individuals can do to effectively combat climate change.

All students, faculty, and staff participated in the survey at the beginning of the second semester, and Burk and the Environmental Stewards are combing through the responses. Once they’ve identified the common gaps in St. Andreans’ knowledge on the subject, they’ll be equipped to make recommendations to how environmental awareness can be folded into curricula, lesson plans, and classroom discussions across all subjects—from English, to modern languages, to ethics and religion.

“I believe that fighting climate change will yield benefits for everyone,” Brookie said. “Beyond the benefits to the environment, I think this fight will humble us and instill in us an ethic of thoughtfulness, consideration, and perspective. If our community can learn the same science that’s so inspired me, we might all work even harder to change our habits and become more sustainable.”
COMMUNICATING WITH LEADERS

“If we’re the only ones talking about climate change and working to reduce our emissions on campus,” Burk noted, “climate change will continue to occur. We have to be a part of the larger discussion, and we have to convince our leaders to enact policies that will compel individuals and institutions to change their actions.”

St. Andrew’s students had this credo in mind when, in February of 2013, one-third of the student body traveled to Washington, D.C., to join the more than 40,000 demonstrators who had gathered there to protest the Keystone XL pipeline, and to urge government leaders to take prompt action on climate change. One-third of the student body also traveled to New York City in September 2014 to take part in the 400,000-strong People’s Climate March, which demanded action on climate change in advance of a UN summit on the issue. “The energy at the marches was invigorating,” recalled Brookie, who attended both protests. “We all had assignments due the next day, but SAS students went all out!”

At St. Andrew’s, it’s not unusual for classroom discussion to result in student activism, and Will Robinson ’97’s 2015-16 Global Studies class is no exception. Throughout the fall semester, Global Studies students took an in-depth look at current climate change issues and policies, in advance of COP21. To give his students a better view into the considerations and challenges that go into forming climate policy, Robinson held a Skype session for the class with Dr. David Reidmiller, a senior climate science advisor at the U.S. State Department, and a member of the U.S. delegation to COP21. Dr. Reidmiller talked with students about his work to develop policies that have a positive impact on climate change, across fields as varied as emissions analyses, energy transformation pathways, and geoengineering.

Global Studies students also wrote to congressional representatives calling for action on climate change. Charlotte Berl ’17 chose to write to North Carolina Senator Richard Burr. “I knew he was on the fence about climate change,” Charlotte said. “In my letter, I tried to talk to him about climate change through science. I wrote about the ice caps melting, and the carbon dioxide concentration in the atmosphere, and the thousands of scientists who participate in the Intergovernmental Panel on Climate Change. It’s hard to ignore the truth when there is real evidence to prove it.”

About three weeks later, Charlotte received a reply from Senator Burr, in which he informed her that during a recent debate, he had “voted in favor of a resolution that stated climate change is real and not a hoax.”

“This might have been a very small victory,” Charlotte concluded, “and maybe not influenced by my letter at all, but it felt good to know that one more person in power was on the Earth’s side.”

Inspired by their canvassing of the issues surrounding climate change, Global Studies students Emma Marvil ’17 and Theodora Simons ’17 recruited more than 200 St. Andrew’s students to sign a petition urging U.S. representatives to reach an agreement at COP21. “I wanted to feel like I wasn’t just watching and listening to everyone talk about climate change, and with the letter-writing, I realized I could take action and make a tangible difference,” Theodora said. “It was so easy yet so gratifying to watch everyone get excited to sign the petition.

“The passion St. Andrew’s has instilled in me towards our environment is something I most likely would not have gotten anywhere else,” Theodora concluded. “It’s something I will take with me throughout the rest of my life.”
Sustainable Beauty
From the wintertime vistas of Noxontown Pond, to the brilliant blaze of autumn foliage along the main drive, to the stately stonework of Founders Hall—long-time denizens and new visitors alike can’t help but marvel at the School’s many splendors.

But, even beyond these campus landmarks, there is much beauty to behold—and often in places you might not think to look.

One such example is St. Andrew’s solar array, a large solar panel installed on the campus’ southwest end, just beyond the apple orchard and organic garden. Constructed in December of 2014, the silicon and glass array’s semiconductor uses sunlight to incentivize electron movement across a gap from a lower to a higher state of energy, which, in turn, generates electricity.

“It’s a beautiful thing,” says Diana Burk, St. Andrew’s Director of Sustainability. “I go on walks there with my five-year-old and explain it’s where some of our energy comes from. It’s a tangible, visible way to explain a complicated process.”

Installing an environmentally friendly source of energy has long been a priority for the School’s administration and Board of Trustees, but the process for funding such an endeavor was complicated and took longer than expected.

“The Board had contemplated installing a much larger array,” Burk explained, “through something called a Power Purchase Agreement, where another company would own the array and St. Andrew’s would buy the electricity at a fixed rate. But, for that to happen, the company had to get certain state incentives. And, for two years in a row, they were unsuccessful in securing those, and then the market in Delaware ultimately collapsed.”

Thankfully, even amid these frustrations and setbacks, the St. Andrew’s community remained committed to the goal of greater sustainability. “The Board was still committed and interested,” Burk said, “but I think the students were particularly interested, and there was nothing happening.” Sensing this interest among the students—this knowledge that the School wanted to do right by the environment but had found themselves at an impasse—Burk sent out an email to interested students, one that would ultimately set the wheels in motion and serve as the impetus for the creation of collaborative, faculty-student Solar Task Force.

One of the students involved with the project since its onset is VI Former Yousaf Khan. Khan, who carries himself with a seriousness beyond his 18 years, says his passion for sustainability was born at St. Andrew’s.

“Coming from Newark, N.J.—a very populated city, where people don’t seem to care as much about the environment—sustainability wasn’t really on my radar.” Khan continued, “I knew the basics of conservation, of course, but St. Andrew’s does this cool thing called the Environmental Orientation, and that was new for me... the Environmental Stewards and their campaigns for compost and recycling—just their presence—ultimately influenced me to think about sustainability at a much more regular interval.”

Khan described the process of turning the solar array from a dream into a functioning reality—a journey that encompassed nearly his entire tenure at St. Andrew’s—as imperfect and, at times, very difficult.

“In the beginning,” Khan said, “I really thought we’d get it installed within...
a year—just a short timespan. But as the years began to drag on, you couldn’t help but wonder, is this ever going to happen?”

Khan spoke at length on the time the Task Force spent determining a number of smaller concerns, concerns that would eventually shape the course of their plan. Speaking of these early stages, Khan said, “Being involved with the Task Force was sort of like being involved with a startup. None of us had a defined role. Mrs. Burk would reach out and ask if we had time to call up a couple of companies... or conduct an interview. We needed to know what we wanted in a solar array. How big was it going to be? How much would it cost? We needed to see the numbers.”

Funding and installing the array was harder than all involved had anticipated, but Khan credits the entire St. Andrew’s community for its untiring support. “One of the biggest components [of the project’s success],” he said, “were the donations we received from the community, especially the alumni, and I think the best part was reaching out and writing to them, because you were actually touching base with someone who could make your dream come true.”

For Khan’s part, he also gave a presentation before the Board of Trustees. Khan was happy to do so—he loves to work with computers—but when he reflected on the event, it was clear there was something more to it than that. “I had the chance to put together this heartfelt message,” Khan said, “…I got to talk about the long-term impact the array would have on the student body and ultimately on everyone involved with St. Andrew’s.”

Not long after, the wheels of progress began to turn in earnest. The School managed to take advantage of a Delaware grant for nonprofit organizations seeking to produce cleaner energy. After years of roadblocks, the array’s construction and implementation were completed in a relative flash. The unit was installed in December 2014; it began producing electricity the following March.

Neither Khan nor Burk is comfortable taking credit for the project’s success. Ask Burk about her role, and she’ll tell you that she, along with other faculty members like Dr. Peter McLean, were there simply to empower students to engender meaningful change in their community. Ask Khan, and he’ll give loads of credit—to board members like Scott Sipprelle ’81; to his fellow Task Force members like Neel Puri ’16, Luke Baumann ’15, and Caitlin ’15 and Emma ’15 Porrazzo; as well as the faculty’s leadership.

When it came to the big calls, Khan said, “Mrs. Burk could’ve just decided everything on her own; instead, she treated the students on the Task Force as equals. And over the summers, when all of us were so spread out, Mrs. Burk and Dr. McLean did a great job of keeping us focused. They’re both great leaders.” Khan added, “I think it’s important to remember that everyone involved with the Task Force was just a part of it... the whole campus wanted a more sustainable community, they just needed a group of people to focus on the goal so it could be realized. I’m glad I dedicated my time to that.”

The efforts of all involved were nothing if not worthwhile. Since its installation, the array has exceeded its projected electricity production by 13 percent, and its operation over the last ten months has saved the School more than $6,000 in electricity costs. The array has also had a major impact on St. Andrew’s overall carbon footprint. Over the short course of its time on campus, it has reduced our pollution by 42 metric tons, the equivalent of taking nine cars off of the road or planting nearly 1,100 trees.

“Seeing the project’s finish,” Khan said, “seeing everyone’s work come to fruition—that was really surreal.” Here Khan’s pride was palpable; he shook his head and smiled. “I had a really great moment recently,” he went on. “I was over by the Sipprelle Field House. The sun was setting and, off in the distance, you could just make out the array. Just seeing them there—seeing them actually working—it was a great moment.”
The St. Andrew’s Environmental Stewards are a student-led group that works to increase the environmental awareness of St. Andrew’s students, and to change students’ day-to-day actions and choices with regard to sustainability—throwing that coffee cup in the recycling instead of the trash for example, or remembering to turn off the bathroom lights on your way out.

You might even say the Stewards are the environmental “enforcers” on campus. Each steward performs a monthly environmental audit of his or her hall or dorm, scoring each individual room, plus common rooms, on various environmental “tests”: how many appliances they have turned on or plugged in; whether or not trash is sorted; and if lights have been left on. The hall with the highest audit score wins a Ben and Jerry’s ice cream feast.

The Stewards first came together more than 25 years ago, as a loosely collected group of nature-loving individuals, including faculty and staff, with no set agenda other than to explore the natural beauty of campus. In 2001, St. Andrew’s Business Manager and economics teacher Michael Schuller took the initiative to organize these disparate environmentalists into a more directed group, known then as the “Environmental Amigos.” Finally, in 2007, the Amigos divided into two separate entities: the School’s Green Council, comprised of primarily faculty, administration, and Facilities staff; and the student-driven Environmental Stewards of today. “The Environmental Stewards have retained the open character of the Amigos,” said Neel Puri ’16, one of the senior leaders of this year’s cohort of Stewards. “I think the Stewards are one of the most open and inclusive groups on campus—which befits a club that addresses issues that affect all of us.”
The Environmental Stewards do more than just “enforce”; the group puts on an annual Fall Festival on the Front Lawn, replete with outdoor games (apple bobbing, pumpkin carving), locally sourced fall treats (including yes, more ice cream), and environmental petitions to sign—against the Keystone Pipeline, for example, or this year, to urge U.S. delegates to reach an agreement at the upcoming UN Conference on Climate change. Neel cites the guidance of their faculty advisors, Director of Sustainability Diana Burk and biology teacher Peter McLean, as having helped them to connect their work with the wider world. “We organize marches. We keep the community informed about environmental news and issues. We write to our local politicians,” Neel said. “We stay connected to the larger environmental movements beyond our campus.”

But the main focus of the Stewards’ work remains centered on affecting changes that can be made within St. Andrew’s campus. “We hope that, as students learn to appreciate nature by experiencing the beauty of St. Andrew’s, they’ll gain a genuine concern for the entire natural world,” Neel said. And by influencing individual habit and commitment to sustainable behaviors on campus, the Stewards hope to inspire all members of the St. Andrew’s community to take larger steps toward addressing the challenges of climate change and environmental preservation.

“The work of the Environmental Stewards is about creating an ethic of environmentalism, and ultimately an ethic of kindness and compassion, into St. Andrew’s students,” Neel said. “Being involved in the Stewards has made me a more conscious human being. It’s taught me to be hyperaware of my actions, and what impact they have on the world around me.”

Energy efficiency projects installed since 2013 are projected to REDUCE our Carbon Footprint 26% and save $164,000 Annually

- New energy efficient boiler in Founders
- Converting lighting to LED or high-efficiency fluorescent
- Retro-commissioning heating and cooling systems in Founders
- More intelligent kitchen range exhaust hood
- Air-sealing and installing insulation in faculty homes
- Water-saving dishwasher for kitchen
On a recent Tuesday morning, IV and V Form students gathered for a double period in the O'Brien Art Center’s third-floor ceramics studio. Spread out before them on a long, black worktable were a blender, a tub of yogurt, a bag of sugar, a large wooden board, and two Ziplocs filled with what appeared to be sod.

“Moss,” corrected ceramics teacher Elizabeth McGiff. “From behind my house.”

“And a bit more,” added chemistry teacher Sara O’Connor ’89, “from yesterday’s hike around Noxontown Pond.”

But what, this observer couldn’t help but wonder, was all of it for? The goal for the day was Green Graffiti, and, in the words of O’Connor, the project would be “a learning process for all involved.”

The idea, in theory, was simple: While some students—in this case, Adam Gelman ’17 and Caitlin Cobb ’17—blended the living moss with the yogurt (and a touch of corn syrup for added thickness), others voted on a design to be sketched on the wooden board. With the design in place, students would dip brushes into their freshly made “paint” and slather it onto the design. Ideally, with time, moisture, sunlight, and perhaps a bit of luck, the moss mixture would thrive atop its new home on the board and grow out in a vibrant green—a textured and very much living piece of art.

This is what it means to take Art in Biology, a course first created in 1993 by biology teacher Peter McLean and former art teacher Peter Brooke, and rebooted this year by O’Connor and McGiff.

According to O’Connor, the inspiration for the current version came naturally. “I hang around the art building all the time,” she said. “I paint and do pottery.” All these hours in the studio made O’Connor fast friends with St. Andrew’s ceramics teacher Elizabeth McGiff. “Elizabeth suggested that we could teach the class together,” O’Connor continued, “and it sounded like a fantastic idea. We immediately came up with all these fun ideas to combine art and bio, like the Green Graffiti and experiments where you make fluorescent bacteria. I think the kids are really enjoying it.”

Clearly, they were.

Within seconds of receiving their charge that Tuesday, students couldn’t help but clamor to name ideas for the piece’s design. Cardinals, Griffins and Saints were all pulled for, of course. As was the word ETHOS. Will Imbrie-Moore ’17 and Amelia Atalay ’17 argued—persuasively to their ears; less so to those of their peers—for emblazoning the canvas with 2017 (their graduation year); while others still argued for less predictable designs: an elephant and a butterfly—to name just a few.

But before students got going on their art, O’Connor needed to cover some biology. Sitting at the worktable, she reviewed a list of plant classifications—vascular and non-vascular; flowering and non—and described why the moss in particular should be a great medium for Green Graffiti. “Because of its simple structure,” she told students as they jotted down notes, “the moss can thrive without a complex root system.”

The students paused and considered, and then got back to creating.

Therein lies the beauty of a cross-curriculum course like Art in Biology. On one hand, the class provides fun
projects with which students are more than happy to engage; on the other, these same projects effectively and creatively emphasize and reinforce complex concepts introduced in more traditional science classrooms.

In speaking to the course’s unique efficacy, O’Connor explained, “Art is a great way to communicate science. This class in particular provides kids who might be intimidated by drawing and painting with an opportunity to get involved in the artistic process; it also appeals to students who enjoy science but are curious to view the study from a different perspective.”

“We wanted the class to be fun and hands on with lots of experimentation,” added McGiff. “The artistic process and the scientific process aren’t all that different. It’s through observation, trial and error and practice that one learns about ‘how things work.’ With Dr. O’Connor sharing her knowledge of biology and me sharing my knowledge of clay, wool, and natural dyes, we’ve been able to expose the students to vast amounts of information—information that the students take in without even realizing they’re learning!”

Other recent projects have included the casting of clay plant impressions, as well as a visit to a sheep farm for an in-depth look at the process of dying wool. Students have also engaged closely with the films of Alfred Russell Wallace, whose work takes complicated subjects—such as plate tectonics or malaria—and uses animation and puppets to, in O’Connor’s words, “communicate a complex topic to the world in a very palatable way.”

The course also gives students an added appreciation for the complexities of the elements of life they might otherwise take for granted. According to Dianna Georges ’18, taking Art in Biology has had a significant impact on the way she sees the world. “Knowing the process and the time needed to dye a small piece of wool or make one clay pot has made me appreciate the things around me more,” Georges said. “Most people don’t take the time to find out where the things they use every day—clothes, food, etc.—come from, but this class shows us. We get a look, however small, into the world of craft making, one that I don’t think we would have otherwise had.”

After their lesson and robust design debate, during which McGiff and O’Connor patiently awaited their decision, students at last settled on a tree. Simple but beautiful, they all agreed. A worthy subject and a fair compromise.

Amelia was chosen by her peers to draft the initial sketch, and on its completion, the rest of the class gathered close and took turns brushing the moss onto the canvas. Within minutes, the grey-green substance took on the surprisingly precise form of a stately tree. Once all present were satisfied, they carefully carried their work out into the hallway, where they placed it beside the window to dry and grow.

Whether or not it will grow: only time will tell. Regardless, students that morning learned a lot of lessons—on drawing and painting, on plant biology, but perhaps most of all, on collaboration.

“You can see art all around you,” O’Connor reflected once the students had gone. “I mean, just take a look out of the window. Take the structure of a leaf, the structure of a bug. The intricacies, the colors, the angles—I don’t know—just to be able to see and appreciate that. There’s just so much beauty in nature, and helping kids see that is so important.”

With that, O’Connor and McGiff cleaned up the studio and grabbed their satchels. Then the two of them—an artist and a scientist—headed off to lunch.
THIS YEAR’S ART IN BIOLOGY ASSIGNMENTS HAVE INCLUDED:

- Learning about plant structure and ceramic forms by making press molds of plants in local clay
- Making natural dyes from scratch using ingredients such as black walnut (brown); marigold and coreopsis (yellow); madder root, Brazil wood, and cochineal bugs (various shades of red); and indigo
- Harvesting sheep wool at Heavenly Hooves 4-H Farm in Middletown (seen here) for spinning into skeins, carding, mordanting, and dyeing
- Weaving dyed wools into felted tapestries
- Producing (storyboarding, animating, filming, directing, and narrating) short films about a biology topic of interest
If you’ve ever met St. Andrew’s biology teacher Dr. Peter McLean, you can likely call to mind his distinctive voice: low, gentle, gravelly—what you’d imagine a bear might sound like if he could whisper.

But if you’ve ever had the pleasure of taking one of McLean’s courses, you know that bear can roar, too.

It’s 8:30 a.m. on a bitterly cold Wednesday. McLean’s Advanced Studies in Environmental Science (EnviSci in campus nomenclature) class is huddled in a computer lab. Students Alec Huang ’16 and Meredith Krebs ’16 are front and center, presenting their semester-long data analysis of how soil nutrient pollution—nitrogen and phosphorus—are affecting dissolved oxygen and pH levels in Noxontown Pond. And McLean is not taking “We don’t know.” for an answer. “What do those figures mean?” His now-emphatic voice ringing like a bell in the small classroom. “What can they tell you about what’s happening locally?”

For McLean, all environmental science is local. To lead students to an understanding of the large-scale concepts covered in his course syllabus—unit topics include “Human Population and its Impact” and “Preserving and Restoring Global Terrestrial Ecosystems” to name just two—McLean begins by asking students to explore the environment right outside their windows. “We start out on the pond,” he says. “We’re out on the Bio Barge, and we do a couple of water-analysis labs. We’ll also go out to the walnut grove, which was planted by students more than 20 years ago, and we look at how species live together. We compare interactions of species in the walnut grove, to those in the neighboring pine grove, and in areas that are cut.”

McLean then transitions the students to ongoing independent projects in which they examine a particular facet of the School’s environment; this year’s cohort has been studying local biodiversity and the impact of land-use changes on Noxontown Pond. Students select an area of focus, and collect biodiversity data on that subject within campus acreage.

“One day a week, we’re outside gathering data,” McLean explained. “The kids each address a certain question about biodiversity—of birds in different habitats, for example: where is the diversity greatest? Or insect diversity, or how does lichen function as an indicator of air pollution? Or the water quality of Noxontown Pond—where is it highest? T-Dock versus Washburn Cove?” Students then analyze the data—comparing it against data collected by EnviSci students in years past, and using simulations of actual field studies as a guide—and present their evidence and conclusions to the class.
Which is exactly what Alec and Meredith are doing on this day. Their baseline conclusions show a mastery of biological and hydrological concepts, but bloom into something else entirely under McLean's intensely Socratic line of questioning. “What can the data lead you to conclude about the overall health of the pond?” he asks.

“We found the pond to be... pretty healthy,” Alec says, clearly anticipating a volley of some kind from his teacher.

“Sure, sure,” McLean responds. “But on those days where the phosphates are higher—what do you think is causing that? The corresponding oxygen reductions—where, do you think, is the tipping point? At what phosphorus level would you begin to see cultural eutrophication? And what begins to happen in the pond with eutrophication?” Students flip rapidly through large notebooks and binders, calling out answers to the rapid-fire questions.

“That’s it!” Peter cries. “Write it down! Write it down!”

Originally offered as an AP course, Environmental Science is open to VI Form students who have previously completed one or more biology credits while at St. Andrew’s. “At the beginning of the year, I say, guys, why are you here?” McLean says. “Are you just fleeing physics or chemistry? I think what brings students to Environmental Science is basic curiosity, and they know its subject is relevant to their lives. They want to learn how they can better live. Maybe I’m naive, but I think we’d be hard-pressed to find a student who comes away passive from the course.”

“What we’re doing is looking at major ecological problems,” McLean continues. “We take the work we’ve done in the walnut grove, and we begin to study endangered species. We look at how most species in the wild control their populations, and how humans don’t do a good job of that, generally speaking. We study how humans use natural resources—we look at water, agriculture, coal and gas and oil—and then we move into problems that emanate from us, from our presence—climate change, ozone layer depletion.”

“I love this class,” said Emma Brown ’16. “It’s made me aware of the ethical responsibility we have for the environment. What we do has a direct impact on the environment, and this in turn impacts human communities. Learning about the relationships between living things, about the ways in which my actions impact the natural world, has made me think so much more critically about how I live my life.”

“We also look for solutions to these problems,” McLean notes. “No matter the topic, we ask: what are the answers here? We throw some science at the situation, so we can better understand and respond. We talk about individual involvement, about what we each can do. We send our water analysis results to DNREC [Delaware Department of Natural Resources and Environmental Control]. We study the buildings on campus and come up with energy efficiency improvement recommendations for the School. We come up with recommendations not just for the buildings, but for our behavior, too.”
In tandem with the School’s Green Council and Director of Sustainability Diana Burk, McLean is working to raise students’ environmental awareness not only in his own classroom, but in coursework across all disciplines. “This is probably one of our chief challenges,” he said. “How do you get the environmental message through the community and in our curriculums? A great example is: when Gretchen Hurtt ’90 has her English I class read the *The Old Man and the Sea*, they also look at the present-day condition of the world’s fisheries. There’s a great capacity to get the message out in this way. An understanding of the natural world can be reached through all disciplines.”

McLean cites his being raised on a farm in Virginia as the root of his lifelong interest in the natural world. “I think that my rural upbringing contributed. The Blue Ridge was our backyard, basically. We watched the hawks migrate in the fall. Tuning in through raptors—that helped a lot. It’s been my passion for a long, long time.” He majored in Environmental Science at the University of Virginia, then went on to study the feeding habits of Chesapeake Bay ospreys for his master’s at William & Mary. “That year, the International Bear Conference happened to be held in Williamsburg,” McLean remembers, his expression that of a man holding a winning lottery ticket. Through connections forged there, he spent the next three years studying bears in the Smoky Mountains, ultimately receiving a Ph.D. from the University of Tennessee. He’s been teaching at St. Andrew’s almost ever since—for more than 20 years.

The theory modeled by the trajectory of his own life—immersion begets interest—is central to McLean’s teaching philosophy. As the longtime leader of the SAS Forestry and Wildlife Club and the SAS Outing Club, McLean organizes hiking and camping trips for students throughout the school year. “Getting kids outdoors, getting them to experience and to gain a better appreciation for the outdoors, is key,” he notes. “It takes heart, a change in heart, to really begin thinking about the world and how we take care of it.” Beyond the on-campus field work, Environmental Science students make local excursions to water treatment plants, industrial farming operations, even cemeteries (where they compare “survivorship” of various generations). In the spring, they’ll take a course-required two-day camping trip in Virginia, where they’ll canoe Antietam Creek and hike the Appalachian Trail.

“EnviSci has really improved my appreciation of the world around us,” says Cai Johnson ’16. “Coming in to the class, I would rarely take the time to observe nature around me. The outside world was just something I accepted, with no questions asked and no need to pay attention to the scenery. Now I go outside, just to be able to watch what’s happening for a few minutes.”

“It’s tough to take this course and not be moved by it,” McLean concludes. “Some of what we look at is pretty disturbing. The challenges are pretty significant, and in this great environment here, in this great community of St. Andrew’s, I think we sometimes forget that. But there are many solutions. It’s really just a matter of paying attention.”
Of all of the things I’ve learned at St. Andrew’s, how to slow down is not one of them. This really became clear to me this past fall, when we headed to Hawk Mountain for a camping trip in early November. Removed from our daily chaos, I came to see the advantages of listening, observing, and being still.

It was a Saturday morning, and it was starting to rain. The night before, I had finished a paper on Beloved by Toni Morrison. I had handed in a French dissertation. And I was dreading the cross country counties meet that was to take place in just a few hours. I’d signed up for the Hawk Mountain trip much earlier in the semester, and now my exhaustion from that week’s physical and mental strains made me consider dropping out. I felt myself getting sick, and feared that the trip would leave me exhausted for the challenges and assignments of the upcoming week.
But, I knew that I would regret dropping out of what I had heard characterized by my fellow students as one of the best things you can do while at St Andrew’s. Dr. McLean, who leads this and other School camping trips, also assured me that this adventure would only assuage my stresses, not add to them. At the time, I did not understand how Dr. McLean thought that hiking with friends and sleeping outside would facilitate my hefty workload, but I could not be more grateful that I took his advice.

Even as we boarded the van—myself, six other girls, Dr. McLean, and Mr. Troutman—I knew that I had made the right choice. We drove late into the night, alternating between heated discussions over spirit animals, to quiet observations of the farmland scenery that we passed. Dr. McLean insisted we trade conversations about St. Andrew’s for topics that in my four years with these girls, I had never discussed. After setting up tents, we set out for a midnight hike to “the Pinnacle,” a beautiful spot on the Appalachian Trail. At the top, we lay on the rock edge and looked at the opposing land upside down; from our vantage point the sky looked like an ocean speckled with stars. I felt my muscles be still; I lost the itch accompanying our daily St. Andrew’s schedule, not wondering what assignments I wasn’t working on, or what class I had to scramble to next. As I lay awake around the fire later that night, I listened to my breath leaving my body. I felt as if nothing could weigh me down.

The next morning, after breakfast and exploring a nearby “river of stones,” we left our campsite for Hawk Mountain. We hiked up the mountain to an open-air lookout spot. Dr. McLean lent us binoculars, through which we compared bird sightings and all the many beautiful views.

And for the remainder of the fall, I carried that breathless, present
I found myself excited to see how the afternoon light would appear blue on the leaves during cross-country practice. I cherished the scent of leaves as I walked from building to building. I woke up every morning excited to see the sun. However, in addition to the serenity and peace I gained from the trip, I was unsettled by how little I knew about how to live in nature—how to live outside of the comforts I've grown up with. All the St. Andrew's exhibition papers, summer reading, or science labs in the world couldn’t prepare us to fend for ourselves on Hawk Mountain. All seven of us struggled to set up our tents and light a fire. We were lost in trying to find different constellations, and could barely follow the map to stay on our hiking routes. Using the binoculars was foreign and difficult to master, as was differentiating bird species. Acts as primal and simple as observing nature, sleeping outside, and exploring trails, felt unknown and challenging. Our helplessness reflected how disconnected we have become from the outdoors.

So, in addition to showing me how to slow down and appreciate the natural world, our Hawk Mountain trip pushed me to consider just how different our lifestyles are than they were 200 years ago, 100 years ago, even 50 years ago. It’s made me aware of the effects of our high-paced, technology-centered lifestyles on the ways we interact with each other. Our time on Hawk Mountain has prompted me to seek out joy, beauty, observation, and connection in my everyday life.

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*Brookie McIlvaine '16 is in her senior year at St. Andrew's. She is a senior on K Dorm, leads the Environmental Stewards, and is co-editor-in-chief of The Cardinal. She runs cross-country, plays varsity squash, and gives swim lessons on Tuesday afternoons with Adapted Aquatics. She is also known on campus for her consistently cheery greetings.*
In a tradition of generosity and the spirit of St. Andrew’s, Charlie Durkin ’97 and his dad, Pat, hosted the campers for Sunday lunch at their farm in Kempton, Pa., about five miles from the summit of Hawk Mountain. Students, including a few hungry vegetarians, enjoyed a famed “Durkin Burger” made from Angus beef raised on the farm, before touring the pre-Civil War farmhouse and 500-acre farm that produces soybeans, corn, and alfalfa.

The Durkins have hosted generations of students over the years and their guest book reads like a St. Andrew’s yearbook from the 1990s through today. “It’s a living classroom,” says Biology teacher Peter McLean, “and it’s become part of the St. Andrew’s experience for many students willing to take a weekend to get outside and explore this beautiful section of the Appalachian mountain range.”

Many visitors would recall meeting Don Rice, a third-generation dairy farmer who keeps his 150 dairy cows on the farm where he milks them up to four times every day with the help of young apprentices. Pat and Charlie are always happy to answer questions about the farm’s partnership with Ducks Unlimited, soil conversation efforts, and ways the farm has evolved to be even more sustainable over the past 25 years.

“We always look forward seeing Dr. McLean and the students every fall,” said Charlie. “It’s a great opportunity to connect and hear about the School and also feed some adventurous kids.”
GREEN ALUMS
For many years, St. Andrew’s has worked to engage our students in the fight for sustainability and preservation, and to instill in them a commitment to their responsibilities as citizens of the world. So many of our alums have chosen to continue this fight in their years “beyond the pond.” We recently spoke with a few, and asked them to share their motivations, goals, and advice for working toward a more sustainable world.
I work for the Environmental Defense Fund, helping to improve air and water quality regulations around oil and gas development in the Rocky Mountain region. A lot of my work centers around finding ways to better capture methane leaks at oil and gas drilling sites. Methane is both the primary component of the natural gas we use to heat our homes and generate electricity, and a very potent greenhouse gas when allowed to escape into the atmosphere. Pound for pound, methane is more than 80 times more potent, in the short term, than carbon dioxide at driving climate change. Methane leaks from the oil and gas industry are the number one source of industrial methane pollution, so addressing and preventing them is crucial to solving our climate problem and protecting local air quality.

I first learned about the hard work it takes to be a wise steward of the earth through the amazing natural environment that the School has been blessed with—and through Forestry with Peter McLean. Also, I think it was Nan Mein’s Western Civ class where it dawned on me that each of us have the skills and the intelligence to engage with a text, and that our interpretations and the ability to communicate them clearly have value. I was utterly terrified of her (“better never than late,” she would growl if you dared to be tardy to class), but the critical thinking skills I forged in her classes gave me the ability to take seemingly esoteric facts and data about air emissions, and mold them into compelling arguments about the need for action. It’s a skill I definitely developed at St. Andrew’s.

The simplest, most direct thing we can all do is to vote for candidates who support action to address climate change and sustainability. The candidates who will fight for good policies is the way that we’ll be able to get the big, systemic changes that we need.
I am the Director of Policy at Wetlands Watch, a nonprofit based out of Norfolk, Va., that works to protect and preserve tidal wetlands in coastal Virginia. Rising sea levels pose a major threat to the continued existence of our important coastal resources; Virginia could lose 50 to 80% of its tidal wetlands by midcentury. Smart local government planning can help to reduce this staggering impact, so one of the things we do is advise local government staff and other stakeholders to prohibit development along shorelines, and to implement green infrastructure shoreline solutions, like wetlands and living shorelines. We also research and develop other sea level-rise adaptation tools. The strategies we create and promote will help build economically and environmentally resilient coastal communities able to adapt to rising sea levels.

My interest in pursuing a career in environmental policy grew directly from my experiences at St. Andrew’s. On the very first day of Environmental Science, Dr. McLean wrote the following quotation on the chalkboard: “All things by immortal power, near or far, hiddenly to each other linked are, and thou canst not stir a flower without the troubling of a star.” Because Dr. McLean shared this truth, on that day, I began to understand the significance of interconnectedness in our many different systems of life. I think of that moment so often, as those words continue to guide my professional and personal life today.

I would encourage everyone to become involved in your local government. Implementation, monitoring, and enforcement of many environmental laws and regulations fall to our local governments, whose budgets and staff time are often severely limited. Decisions that may have far reaching impacts are often made without much public opposition because citizens may not know the power of public opinion. Familiarize yourself with your local government processes, participate—you may be surprised by how much your voice counts!

Dr. McLean wrote on the chalkboard:

“All things by immortal power, near or far, hiddenly to each other linked are, and thou canst not stir a flower without the troubling of a star.”
Agriculture Technology & Natural Resources Design Consultant

I am interested in how landscapes operate. Information on our landscapes—like weather, soil, water, topography, and management practices—is being collected by connected equipment, drones, and satellites at an unprecedented rate. I want to build a farm’s “living repository” for this information. There should be a way to curate and manage this information so that owners can explore, evaluate, manage, and share this information about their land, and ultimately optimize how their land is used. This kind of information can help farmers answer questions like: is this corn field suited to a new type of crop? Is this pasture land actually better off as timber? Can I reuse that old survey for this new purpose? For the past few years, I worked for a startup called FarmLink that is involved in the recent “rush” of companies changing how technology is applied to agriculture. These efforts are very focused on improving efficiency at the crop level, and have a hard time engaging the inefficiencies of the larger system of farming. My goal is to create a company that operates at that middle “agro-ecological” scale where this is an opportunity to make landscapes more resilient, sustainable, and productive for the people that rely on them.

I love landscapes and I always have, but at St. Andrew’s, I was introduced to the tools to pick apart even the things I love, and thought I knew, about the country around me, and how it works. I had a history class with Nan Mein where she would have us share newspaper articles. It was early in the Iraq War and I brought in a New York Times cover that showed a soldier caring for a distraught child. I articulated why the image was powerful. She did not disagree with me, but immediately broke down the context of the image: how photographs were used in wartime, what it might mean for the paper, to the government, to the audience, and what the most cynical and optimistic takes on its cover status might be. I remember very clearly thinking, “Uh-oh, this is actually a process—something I have to do every time I am presented by the world with an argument.” This habit has been surprisingly applicable throughout my life.

Spend more time exploring campus, and be curious about the “boring” issues. In the long run, the structure of a St. Andrew’s conservation easement or a lease agreement with one of its farmers may be just as impactful to the health of the area as a LEED certification or a solar array. Don’t get too enamored by a purely technological solution; these will leave a mark, but the nuts-and-bolts legal, operation, and business stuff is “stickier” and will continue to shape how sustainable a place is for a long time down the road.
Trial Attorney  
*Environment and Natural Resources Division, U.S. Department of Justice*

As an environmental lawyer with the United States Department of Justice, almost all of my cases involve disputes concerning federal management of natural resources, such as our national parks, mineral resources, rivers, wetlands, and coastlines. Recently, I have worked on a series of cases related to the federal management of the Mississippi River, and the coastal wetlands surrounding metropolitan New Orleans. A key issue in these cases concerns where to draw the line between the interests of the public and those of private landowners in preserving the environment. The challenge in my work is often to educate the Court about the scientific principles that influence the environment at issue in a case, which requires working with experts on the cutting edge of coastal geology or climate science, and then explaining their work in layman’s terms. My job is to advocate the interests of the United States, but my hope is always that our arguments and evidence help the Court make informed and scientifically sound decisions.

I credit St. Andrew’s with teaching me to value nature, and to think critically about how the environment is managed. In particular, I have Peter McLean to thank for helping me embrace environmental study, and science in general, as something tangible and important. I have always been much more inclined towards the humanities than to math or hard science. But Dr. McLean’s III Form biology class was less data and equations and more literature, discovery, and the outdoors. A recurring assignment (the “quadrat study”) was to sit quietly in a natural place on campus, and to listen, think, and record our observations in a diary. Dr. McLean’s approach to biology as something to experience firsthand made science accessible to me. And I developed confidence that I could read and write about science just like any other field of study. I should also add that my old, yellowing copy of John McPhee’s “Control of Nature,” which we read in Dr. McLean’s class, came in extra handy recently on a case about the Atchafalaya River Basin, and helped me understand and explain to the Court the series of engineering controls that maintain the path and channel of the Mississippi River.

Working on any environmental dispute teaches you how powerful and important local land use decisions can be. Even where federal law is influential—for example, in setting clean air or clean water standards—so much of our local environment is controlled by state and local governments, municipal zoning boards, and small scale commercial development that takes place incrementally. Civic engagement at the local level—attending public hearings, making sure we ask tough questions of our local elected officials, and making sure we take care to vote in local elections in the first place—is critical to making sure that the environment around us is managed in a way that reflects our values. I’ve recently been more involved at the neighborhood level in the District of Columbia, where I live, and find that I can sometimes make a bigger impact there than in a federal case of national significance.
I am grateful, not proud, for the results of several endeavors: Publication of “Pedestrian in the City” in the Eno Traffic Quarterly, and subsequent successful efforts over the years to give prominence to the importance of planning for pedestrian movement.

Organizing, in 1966, the first two demonstrations calling for primacy for bikes over cars in Central Park, culminating in 2012 with the first safe curbside bike lanes installed, by one of my heroes, former NYC Transportation Commissioner Janette Sadik-Khan.

Creation, with my colleague Robert Lewis, of the NYC Greenmarket program in 1976, designed to rescue small farms by making their extraordinary range of fresh produce available for the first time in more than 60 years in the public spaces of NYC; Ossining, N.Y.; Madison, N.J.; White Plains, N.Y.; and Shelter Island, N.Y.

All of these efforts were designed to make urban life a more enriching experience, as a way of thanking this great city for nurturing me.

SAS played a subsidiary role in my development, chiefly through the exemplary roles my teachers provided as models of intelligence, compassion and inspiration. The connection to the surrounding country and its history, rich tapestry, and natural diversity were important. I was there during the war years; we stood on the roof of the tower ridiculously looking out for enemy war planes with silhouettes of Japanese zeros. Messrs. Cameron and Hagerty were the best, the former who made me a devotee of sound English and the latter a brilliant football coach and physics teacher who exposed us to the dishonesty of the food industry.

First, be well informed on the issues of most concern to you. Choose the most readily available action to remedy the problem and urge others to act, especially those with power to effect change: politicians, newspapers, and other media. Every voice is important. Provide an example with your own action. I pick up other people’s litter, maintain our Jane Street Garden, shovel snow, write for our local paper, network with friends with similar interests. Above all, love well and heartily, with mind, soul, and body.
I have two roles for my job with Eastman Chemical Company. In one, I support partnerships in which Eastman collaborates on research projects with NC State University and UNC Chapel Hill. In the other, I contribute to Eastman’s Life Cycle Assessment (LCA) team. Life cycle assessment studies look holistically at the environmental impacts of a product, system or service through its life cycle, from “cradle” (extraction of raw materials like minerals, fossil fuels, or trees) to “grave” (disposal, recycling, waste-to-energy conversion, etc.), and all of the shipping, processing, storage, and use impacts in between. LCA studies are powerful in that they look beyond qualitative, single-attribute sustainability claims like “biodegradable” or “recycled content” to examine, quantitatively, whether that bio- or recycled content actually results in a reduced environmental footprint. They can also answer questions like, “Which is better: paper or plastic grocery bags?” and “At what point will the extra energy needed to make my hybrid car’s battery be recouped while I drive the car?” LCA studies are performed for various reasons by various parties, from non-profits to manufacturing companies. Sometimes the objective is to study, (hopefully) find, and then be able to publicize the environmental superiority of your product over another. Other times it is to better understand your product. LCA’s can sometimes reveal “hot spots”—aspects or phases of the life cycle that are especially impactful on the environment and should be addressed.

St. Andrew’s shaped and influenced me so thoroughly that it’s difficult to call out anything specifically. Honestly, I wouldn’t be where I am today if not for the challenges and growth opportunities that I found at St. Andrew’s. There are two aspects of the experience that really stand out within the context of my work, though: First, the fantastic science and math teachers. I think the overall influence of strong science and math instruction at SAS can be seen just by looking at our alumni. A LOT of my classmates are doing fantastic things in engineering, science, and medical careers. Eric Kemer and Dave Wang are two of the most amazing teachers I’ve ever met. Both gave their students a glimpse of the challenges and excitement that lie in technical subjects. Eric was my academic advisor extraordinaire; he even advised my choice of physics classes once I got to college. And I really enjoy our continued occasional email conversations—always a chance to be inspired and humbled by his energy and intellectual curiosity. Second, writing instruction. I write all day long—technical reports, newsletters for my office, and emails… lots of emails. Most engineering curricula don’t include writing, so being able to write clearly and coherently, which is the direct result of substantial badgering by Lundy Smith and Monica Matouk ’84, has been a real asset.

Don’t waste food! The amount of energy, resources, and various emissions involved in to growing, harvesting, shipping, processing, refrigerating, and then cooking food turns out to be substantial. LCA studies have added all of that up, then have to account for the fraction that people scrape off their plates or let go bad in their fridges. When you’re making a purchase, or choosing between options, stop and think about the life cycle of what you’re buying. What might have been involved in making it? Will it use energy or other resources as you use it? At what efficiency? How often and for how long will you use it? What will happen when you finish using it? How easily can it be recycled or reused? If it breaks, how easy is it to fix?
GREEN DINING

In 2013, SAGE Dining Services, which administers St. Andrew’s entire dining program, from coffee in the Admissions Common Room to milk and cookies during Evening Study Hall, set a goal of increasing their local food purchasing by 10 percent. “At that time, we guesstimated that about 15 percent of our total dollars spent on food purchasing went to locally grown or sourced food,” recalled School Food Service Director Kelly Massett. “We felt that going to 25 percent was an aggressive goal. We thought that would be an accomplishment.” This fall, Massett ran the numbers, and realized that local food purchasing—“local” being defined as anything cultivated within a 150-mile radius from the School—had grown to approximately 36 percent of total dollars spent on food.

“We’ve always found it difficult to quantify what we do in terms of our procurement,” Massett said. “The local portfolio is ever-changing. What we can buy locally depends on the season, crop quality, price, and so on.”

More than 90 percent of meat served at St. Andrew’s is sourced locally, from Lancaster County, Pa. “Right now, we’re in the process of procuring our meat even more locally, from a Delaware source,” Massett noted. Approximately 35 percent of dairy is sourced locally from farms in New Jersey and Pennsylvania. “About 20 percent of our produce is locally grown, but that percentage is skewed by the large dollar amount of fruit we purchase for student snacks,” Massett explained.

SAGE Dining Services has also turned a sustainable eye toward other elements of its food service program at St. Andrew’s. Executive Chef Ray Strawley has worked to incorporate food grown in the School’s organic garden into daily menus, and the kitchen in turn provides compost back to the garden. The Dining Hall sends more than 200 gallons of food waste per week to feed the pigs at local Bohemia Lea Farm, which is owned and operated by Cal Hurtt ’90. SAGE has also been working to reduce the use of disposable products such as paper plates and plastic cutlery. A recent effort to curb campus-wide paper cup usage (St. Andreans drink a lot of coffee) resulted in cost savings to the School of $5,500 in one year. “We find,” Massett said, “that being flexible and open to sustainably and fiscally responsible sources and ideas only makes us more successful as a program.”
I say, if your knees aren’t green by the end of the day, you ought to seriously re-examine your life.

—Calvin & Hobbes
Full Plates
St. Andrew’s has almost always had a garden of one kind or another growing food for its students. Until the mid-1950s, the School Farm produced corn, asparagus, apples, and strawberries; wheat used to make Dining Hall bread (the Noxontown Mill ground it to flour); and all of the School’s milk.

An organic garden revival in the early aughts, led by then-Director of Advancement Joy McGrath, is still bearing fruit today under the leadership of Susan Kemer. At first just a field, the organic garden has grown today to include raised beds built with cypress wood, and a hoophouse (similar to a greenhouse) that allows for year-round growing. “These improvements have allowed us to have increased production,” Kemer notes, “and increase the quality of the produce coming into the School kitchen.” Other innovations include using compost and “green manures” (nitrogen-capturing cover crops) to fertilize and enrich the soil.

Kemer regularly meets with Executive Chef Ray Strawley to coordinate her harvesting with Dining Hall menus and event planning. “While we aren’t supplying Dining Services with a complete supply of vegetables,” she said, “we are supplementing school meals.” Kemer lists some of this year’s highlights: providing the vegetables for dinners served during the Women’s Network weekend in November, sweet potatoes for the School Thanksgiving meal; and many of the vegetables in a meal donation served by faculty and students at Andrew’s Place, a transitional shelter for homeless men in Wilmington. At the end of every school year, excess organic garden harvest is donated to faculty, staff, and local food banks and soup kitchens.

It’s not all fun and games out at the organic garden, however. “We’ve had deer, bunny, and groundhog-related disasters,” Kemer recalls. “The deer seem to love the tomato plants, and one year the bunnies ate a nice lettuce harvest, right before Reunion Weekend. In fact, there’s a family of rabbits living under the shed right now.”

Since Kemer began managing the garden in September 2012, she’s taken classes on agricultural science and compost management, and has come to rely on the support and expertise of the School’s Facilities Services staff, who work right around the corner from the garden. “I’ve also connected with local farmers,” Kemer noted, “and with alumni and parents who’ve given me a lot of great advice and help—Joe Hickman ’74; Michael McGrath P’92,’01; Patricia and Ken Warner P’91; Chesa Profaci ’80, and Sheryl Rojas.”
“I work part time in the garden,” Kemer continued, “So it would be impossible for me to do my work without the volunteers—faculty, staff, families, and of course, the students.” Although any student can volunteer in the garden at any time, students can also sign up to be a part of an official “Garden Team,” in lieu of athletics participation, in the fall or spring. Garden Teams are responsible for anything that needs doing on a given afternoon: composting, weeding, planting, harvesting, moving rocks, or delivering food to the Dining Hall. Garden Teams also take field trips to other working farms, greenhouse, and gardens to learn new agricultural and cultivation techniques, and host team meals, prepared by students, using produce from the organic garden. “We even sometimes make smoothies after a nice spinach harvest on a hot day,” Kemer said.

Regular garden volunteer Kathryn Paton ’17 had to agree on the spinach. “I love helping at the garden in my free time,” Kathryn said. “Mrs. Kemer is so ambitious in her planting, and it really pays off in the salad bar! My favorite is the spinach. It always tastes so fresh, so I make sure to grab some whenever we have just had a harvest. Working in the garden has really given me a fuller appreciation for the food I eat and what goes into it.

“One of the best parts of working at the garden is seeing the excitement of the students when we harvest or plant,” Kemer said. “And it’s so rewarding to hear students say they are thinking of planting vegetables or berries on their own. We were harvesting one day, and Alex Horgan ’18 said, ‘I think I’ll plant some spinach in my home garden.’ That was a wonderful moment.”

Organic garden regular—and Knitting Club founder—Samir Arrington ’18 has begun growing cotton plants in the window sill of a biology classroom, and hopes ultimately to transform his crops into a scarf. “One of my cotton plants is about to make cotton,” he said. “It’s really fun. I already had an interest in plants, but the organic garden definitely supplemented that. Growing plants is really almost like creating life, in a way—and then I get to take care of that life myself.”

“It’s really so satisfying to do something with such tangible benefits—to work outside in the sunshine and see and taste the fruits of our efforts,” Paton concurred. “And it’s such a great change, too, from the mental stress of everyday SAS life.”

“The students—they’ve been instrumental in helping the garden get to where it is now,” Kemer concluded. “It’s become an integral part of the School.”

—Kathryn Paton ’17

WHAT GROWS IN THE HOOPHOUSE?

Salad greens
Lettuces
Kale
Cress
Spinach
Arugula
Chard
Tomatoes
Peppers
Radishes
Various herbs
RETENTION & RESTORATION
A ST. ANDREW’S LAND MANAGEMENT STORY
The near-constant companion of the St. Andrew’s student is a beautiful view. Open any door on campus, peer out any window, and enjoy the prospect in any season: sloping green hills; sparkling pond; brilliant orange foliage; snow-dusted branches. Many of us have felt the quiet and vital presence of the land and water surrounding the School, even from, in the words of Bill Amos, our “earliest moments on campus... need one ask if this gem of a pond, cradled in 2000 acres of School land, is important to St. Andrew’s?”

Like limnologist Amos, we tend to turn our gaze toward Noxontown Pond. But the vast majority of the School’s now-2200 acres—which doesn’t include the 162-acre pond, owned by the state—aren’t visible from the T-Dock. Have you ever paused to wonder what’s happening beyond the pond’s wooded shoreline, or in the far corners of our farmland? What crops are grown on St. Andrew’s campus? What lives here alongside our human community? And how do we steward our land to ensure its continued existence for future generations of St. Andreans?

“When we talk about St. Andrew’s land,” explained School Director of Sustainability Diana Burk, “we usually break it into two parts: the campus grounds, and then the surrounding acreage.” St. Andreans do the vast majority of their living and playing on School grounds, which surround the academic, administrative, and athletic buildings, and encompass everything from our playing fields, the Front Lawn, grass docks, walkways, cross-country trails, and all the landscaping in between.

Facilities team member Phil Pensinger oversees School grounds care. “Everything ‘green’ you see within campus, our team takes care of,” Pensinger said. “We take care of all the landscaping, all the flower beds, a lot of the tree work, pruning, trimming, the playing fields, the natural fields, the cross-country paths. In grass alone, we’re taking care of about 125 acres. The crew I have is super, and we take a lot of pride in what we do.”

Most of their work involves improving both the aesthetics and the ecology of School grounds. “We make a lot of decisions, and any time we put a plant down, there’s going to be an environmental reason,” Pensinger continued. “We’ve planted 305 new plants since the fall, and we put a new Princeton elm tree in the main circle, because we took a tree down there that was all rotten. One thing we’re proud of is that when we take a tree down at St. Andrew’s, we’re always going to put another one up, and maybe two. We’re never going to lose trees, and hopefully we’re always gaining.”
This tree planting doesn't encompass the hundreds of trees planted by students each spring in celebration of Arbor Day, although Pensinger's team is responsible for watering these new trees over summer break. “Peter McLean [who organizes the planting] gives us a list of what's been planted where, and then we go out and water,” he explained. “They're planting in May, so the trees need that extra care to thrive. It’s been a really successful student program.”

Recent projects have included landscaping the grounds on the north and east sides of Amos Hall—areas that had previously been patches of dirt across which students would cut to get into the building. The grounds care team landscaped these areas entirely with plants native to Delaware, and built pathways for students using brick saved from demolition projects elsewhere on campus. Pensinger and his team also recently completed a multi-year plan to improve the condition of St. Andrew’s playing fields through environmentally friendly means. “We’ve installed automatic irrigation systems in the fields—that improved the baseball field in particular; Bob [Colburn] really liked that,” Pensinger recalls with a chuckle. “We’ve stepped up regular maintenance—aeration, watering schedules, nutrients, heights of cut and how that affects the root system of each kind of grass.” Pensinger notes that their strategies for grounds care are designed to minimize the need for fertilizers. “When we do have to fertilize, we use organics, and we stay away from the pond. We have marked where we can’t go past—it’s about 50 yards away from the shoreline.”

Preserving the health of Noxontown Pond is also the motivating idea behind many of the initiatives currently being undertaken on School acreage and farmland. Farmland owned by St. Andrew’s is currently cultivated by two separate farming operations run by Bill Alfree and Gary Simendinger. Recently, Burk and Director of Facilities Dave McKelvey have been working with Simendinger to plant warm-season grasses in sections of farmland too difficult to grow his standard crops of soy, corn, and wheat. Alfree has also increased the percentage of School fields dedicated to hay farming. Both kinds of growth will help better protect the pond from soil and fertilizer runoff from farming operations; grass acts as a natural sieve for runoff, and hay is cut, not uprooted, when harvested, allowing topsoil to remain relatively intact for years at a time (hayfields produce a harvest for about five years without reseeding).

These recent actions complement installations of erosion control structures at various natural runoff points around Noxontown Pond, and, in 2008, a reforestation of about 100 acres of farmland along the pond’s shoreline. “The pond is the reason we do a lot of what we do,” Burk said. “The reforestation buffers the pond from the land. Gullies that would naturally form in the land—leading to sediment and nutrient deposits in the pond—are prevented by the erosion control structures. And then the land itself serves as a buffer against what I would call the ‘Middletown boom.’”

Besides crops and forests, the School's acreage is home to a myriad of plant and animal species, some of which St. Andrew’s has taken steps to protect. “A state plant biologist was surveying at one end of the pond, and discovered some cypress-knee sedge,” Burk recalled. “This is a globally rare plant. So we’ve flagged them and control for invasives, like phragmites, in that area.” St. Andrew’s will also be planting tall grasses and wildflowers like milkweed on field edges this spring, in order to promote dwindling monarch butterfly populations, create natural partitions to delineate the boundaries of School grounds, and help discourage trespassing.

Applying for grants to fund these projects is a large part of Burk’s job. “Diana gets a lot of grants,” Pensinger noted. “She’s excellent at that.” For her part, Burk assumes little of the credit; she notes that the School has worked for many years with experts at the University of Delaware and the National Resource Conservation Service to study our land and water, and to find funding for environmental improvements to School grounds. “I would say the grants plus the work of the Green Council,” Pensinger concluded, “those two things have helped us come a long way. You know, when it comes down to it, the trees, the bushes, the flowers—protecting these things, keeping them healthy, is really up to us.”
St. Andrew’s fields received the 2015 Field Maintenance Award of Excellence from the Delaware Association of Athletic Directors.
“GOOD FRIENDS.
GOOD CAUSE.
GOOD GOLF.
(MOST OF THE TIME)
ALL GREAT
REASONS
TO PLAY AND
SUPPORT SAS!”
— ZACH ZEHNER ’91

FRIDAY, JUNE 10, 2016
8:00 A.M. — Registration opens
9:00 A.M. — 25th Annual Scholarship Golf Tournament
19th Hole Reception sponsored by the Class of 1981
Class notes have been removed from the online version of the *Magazine* in order to protect the privacy of our alums.
ST. ANDREW’S MAGAZINE

For more information, contact Lou Berl ’84, Associate director of Admission, at 302.285.4427 or email LBERL@standrews-de.org

Clothes closet

Calling all blazers, ties, cardigans, dresses, and gowns!

Help our students dress for success, by donating to the St. Andrew’s Clothes Closet.

All proceeds benefit the St. Andrew’s Financial Aid fund.

For more information, contact Lou Berl ’84, Associate director of Admission, at 302.285.4427 or email LBERL@standrews-de.org

A ST. ANDREW’S TRADITION

CLOTHES CLOSET

CALLING ALL BLAZERS, TIES, CARDIGANS, DRESSES, AND GOWNS!
HELP OUR STUDENTS DRESS FOR SUCCESS, BY DONATING TO THE ST. ANDREW’S CLOTHES CLOSET.

ALL PROCEEDS BENEFIT THE ST. ANDREW’S FINANCIAL AID FUND.
1 Matt Russell ’07 wed Yao Xu in January at The Zen Center of Syracuse, Hoenji. 2 Katherine Lea ’05 and Andy Ross were married on August 8, 2015, in Linville, N.C. In attendance were (l. to r.) Dan ’02 and Lizzie Lea Troutman ’02, Andy, Katherine, Haynes and Liz Lea P’02,’05,’07, and Mary Pell Lea ’07. In the front row are Holden and Will Troutman. 3 Dana Daugherty ’06 married Alexander Lloyd in June 2015. (seated: Dana and Alexander with siblings (standing, l. to r.)Maria Lloyd, Sam Lloyd, Karla Sin, and Jared Daugherty. 4 Ed Cuervo ’04 married Janine Schoonover, the daughter of SAS alum John Schoonover ’63 in June, with many St. Andreans in attendance!
1 Missy Achenbach ’95, her husband John Lipana, and their son, Christian (3), welcomed Parker to their growing family on May 23, 2015. 2 Tommy Burns ’02 and his wife Astrid welcomed Ellis Clark Burns on September 11, 2015! 3 On December 3, 2015, Carter (Brady) Brassett ’04 and her husband Timothy welcomed Catherine Samantha Bassett to their family. Carter adds the note, “Life is better with Sam in our lives!” 4 Suzanne (Strange) Felman ’95 and her husband, Daniel, welcomed Elizabeth Jordan on December 19, 2015. Big sister Charlotte (5) and big brother Thomas (3) are utterly in love with their baby sister! 5 Kirkland Hagerty ’05 and husband Rob welcome Robert Ruffin Hagerty on September 30! 6 Caroline (Duke) ’02 and Chad ’02 Ballard announce the birth of Carter Reynolds Ballard, born on July 5, 2014, and welcomed by big brother Chad IV. 7 Anne (Farland) Arwood ’01 and her husband Daniel, along with daughter Taylor Price (3), proudly announce the birth of Daniel Stephen “Finn” Arwood, Jr. Finn was born on May 10, 2015. Anne writes, “He was the best Mother’s Day gift a girl could ask for!” 8 Michael Stephens ’00 and his wife Hadley welcome baby boy Burke!
Your gift provides support to enhance the core experience of St. Andrew’s. Here are just a few of the ways unrestricted gifts make an impact.

**SAINTS FUND CLUBS**

**Front Lawn Club**
Up to $249
- Cover a Saturday night cookout at Rodney Point
- Purchase scripts for the theater program
- Fund VI Form religion class trip to Hindu temple

**Cardinal Club**
$250 to $499
- Transport student body to the Mud Run
- Purchase make-up for theater performances
- Sheet music for the Orchestra fall performance

**Griffin Club**
$500 to $1,928
- Fund an evening of school-wide advisee dinners
- Purchase new equipment for the Chemistry Lab
- Underwrite one year of The Cardinal

**1929 LEADERSHIP SOCIETY**

**1929 Society**
$1,929 to $4,999
- Purchase a laptop computer for a student
- Cover athletic uniform refresh for the year
- Build costume closets for the dance program

**Noxontown Society**
$5,000 to $9,999
- Restore and rebuild benches for the Dining Hall
- Underwrite the IV Form Leadership Retreat
- Build new raised beds for the Organic Garden

**Saints Society**
$10,000 to $24,999
- Provide a named one-year scholarship
- Purchase new common room furniture for a dorm
- Close the gap between full tuition and actual cost for one student

**Headmaster’s Circle**
$25,000 to $49,999
- Fund restoration and repairs for historic Garth
- Support Headmaster’s Discretionary Fund, which underwrites student- and faculty-driven initiatives

**Bishop’s Circle**
$50,000 and Up
- Fund energy efficiency upgrades throughout campus
- Cover full tuition for one student on full financial aid

**Founders’ Circle**
$100,000 and Up
- Cover professional development opportunities for the faculty
“I count myself in nothing else so happy as in a soul rememb’ring my good friends.”

— William Shakespeare
H. Lawrence Parker ’44

H. Lawrence Parker, a vacation home owner in Stowe since 1958, died peacefully Oct. 21, 2015, after a long battle with cancer. He was surrounded by family at his home in Hobe Sound, Fla.

He was born and raised in the northeastern U.S., attended St. Andrew’s School in Middletown, Del., and enlisted in the U.S. Marine Corps days after graduation in June 1944.

Pfc. Parker served during World War II aboard the USS Atlanta, part of the Third Fleet in the Pacific Theater, and was among those participating in the first landing of American troops in Japan at Yokosuka Naval Station in Tokyo Bay in late August 1945. The honor of serving as a Marine was as strong for Larry at the end of his life as it was in 1944.

He earned a bachelor’s degree and a varsity letter in swimming from Yale University, then immediately went to work for Morgan Stanley & Co. in 1950. He rapidly distinguished himself for diligence and for cultivating trusting and close relationships with clients, and in 1959 became the company’s youngest general partner ever.

Over the years he managed key accounts such GMAC, The World Bank, and Weyerhaeuser, and was chairman of Morgan Stanley Canada Ltd. from 1979 to 1983. He was president of the Investment Bankers Association of America in 1980-81. He retired from Morgan Stanley as a managing director in 1983.

During those years, Larry hosted his family for four-season activity during vacations at the family homes on Shaw Hill Road in Stowe.

Larry is remembered by friends and family as a true gentleman. His generosity, kindness, respect for all, love of the outdoors, and zest for life inspired those who knew him. His family was paramount, and he knew the power of being there for others, undertaking countless trips to graduations, weddings, sports events, and so on. Nothing was more important to him than his family.

Survivors include his wife, Regine “Reggie” Parker; one daughter, Katherine Goldsmith; two sons, Richard and Michael; seven grandchildren; eight great-grandchildren; and his sisters, Nancy Welbourne and Alice Ober. A son, Douglas, died in 1976.

William D. Bathurst ’50

On January 11, 2016, Col. William DeFord Bathurst passed away peacefully at home after a long period of declining health. His beloved wife, Romney, and children, Dana Lee and Bill Jr., were with him. He was a man loved by many, and dedicated his life to service to others, his community and in defense of his country.

The son of Army Col. Charles and Hildegarde Bathurst, Bill was born in Duluth, Minn., in 1931. Bill spent his youth on bases at West Point, N.Y., Ft. Leavenworth, Kan., and his favorite—Schofield Barracks at Pearl Harbor. He attended the local Japanese school and enjoyed the tropical paradise, spearfishing, horses and polo. After the attack, he and his mother and brother were shipped stateside in a “blacked out” ship.

He graduated from St. Andrew’s School, Middletown, Del., and upon graduation from the US Military Academy at West Point, he joined the US Air Force. He excelled at and enjoyed his military career, and was the youngest Colonel in the Air Force at the time of his commission. His assignments spanned a wide range, including photo-mapping the Iberian Peninsula, systems analysis in Vietnam, and three tours of duty at the Pentagon. A severe heart attack forced his retirement to Delray Beach, Fla., in 1976. His last position was as Deputy Comptroller of the US Air Force Budget. He was always ready for the adventure, challenge and rigorous demands of a military career.

Upon retirement, he walked his way back to good health and returned to work as a broker with Merrill Lynch in the Delray Beach office, where he met and fell in love with his second wife, Romney. They moved to the mountains of Western North Carolina in 1982, living in Cashiers for 16 years, before moving to Highlands. Bill loved his mountain homes and enjoyed long walks with his dogs and visits here from his family. He and Romney had 22 years of holidays in their cottage in the Scottish Highlands, an area which was close to their hearts.

He was active in many community organizations, ranging from the founding days of the (then) Cashiers Humane Society to the Jackson Co. Homebuilders Assn. Bill loved assisting with the Special Operations Adventure Race, and supported the Special Ops Warrior Foundation in any way he could. He served as a Vestryman and Senior Warden at the Church of the Good Shepherd, founding President of the Cashiers Rotary, a member of the Foundation Board of the Highlands-Cashiers Hospital, a Mentor with the Georgia Liver Transplant Foundation and Director of the NC Cardio-pulmonary Rehabilitation Association. His involvement with Cardiac Rehab continued until the end of his life, with volunteer service at Healthtracks, and his appreciation for excellent healthcare given by his doctors, nurses and care-givers was endless.

He supported the Highlands-Cashiers Audubon Society, referring to himself as a “Birder by Marriage,” and was a member of the Highlands Falls Country Club.

Bill always encouraged his family and friends to be the best at whatever they
were doing. He will continue to be loved and missed by his family, daughter Dana Lee Bathurst; son Bill Bathurst, Jr. and his wife, Deborah, and two grandchildren, William III and Ian, of Delray Beach, Fla.; and by his niece, Jill J. Bathurst, and her children Jimmy and Kelly of Lasne, Belgium. He is also survived by his brother and sister-in-law, Stephen and Ruth Willson, and his nieces, Lauren Lawson and Romney Beebe. Their husbands and children were dearly loved and very much a part of his life.

As a mentor and inspiration, Bill was a part of many lives, always encouraging education, advancement and improvement. He mentored many young people and touched many lives.

“As long as our friends and loved ones live on in our hearts, they will never die. Grip Hands.” —William Bathurst

William H. B. Howard ’52
Reprinted from The Baltimore Sun:

Dr. William H. B. “Bill” Howard, a general surgeon and sports medicine expert, died Sunday, January 10, 2016, moments after he stepped out of his truck while driving in Anne Arundel County. Family members said he suffered a heart attack or stroke. He was 81 and had spent his life on his family’s Olney Farm in the Wilna section of Harford County.

The longtime medical director and a co-founder of MedStar Union Memorial’s Sports Medicine Clinic, he once defined an athlete as “someone who is an athlete, was an athlete, wants to be an athlete or reads Sports Illustrated.”

“He was beloved,” said a colleague, Dr. Allen Jensen. “He was basically Mr. Union Memorial Hospital for all those years.”

Born in Baltimore at the hospital he served for decades, he was the son of William Hand Brown Howard, a colonel in the Army Chemical Corps, and Harriet Van Bibber Shriver, who bred Shetland ponies and ran the family farm.

He was a direct descendant of Revolutionary War hero John Eager Howard. Family members said he loved Maryland traditions. They also said he remained a down-to-earth person.

“He took great pride in and loved knowing people,” said son-in-law Gadi Dechter. “He had a good bedside manner with everything in his life.”

He began his education in a one-room school and went on to attend Gilman School and was a graduate of St. Andrew’s School in Delaware. He attended Duke University and earned a bachelor’s degree from the Johns Hopkins University. At times, he also played lacrosse and football. He was the medical adviser to Gilman School athletic teams for many years.

He was a 1963 graduate of the University of Maryland School of Medicine. Before medical school, he had thoughts of spending his life as a country doctor but changed his mind. He traveled in a black Ford pickup truck—with 300,000-plus miles on the odometer—and rarely wore a tie. He met his wife, Amabel Lee Mommers, on a blind date while they were in high school.

He did his residency in general surgery and orthopedics at Harrisburg Hospital in Pennsylvania and returned to Baltimore, where he ran the emergency room at what is now MedStar Union Memorial Hospital. While in the emergency room, he observed young athletes seeking medical attention that his staff didn’t have the knowledge or time to provide, according to a 1994 Baltimore Sun article.

He and Drs. Joe Martire, a radiologist, and Roger Michael, then chief of orthopedics, asked hospital officials if they could start a sports medicine clinic. It began in 1979.

“At that time, we were down the street from the old Memorial Stadium, and so many of the athletes would come in,” said Neil A. MacDonald, who was an athlete and is now a MedStar Orthopedic Specialty Group.

He retired from Union Memorial in 2014. The dinner given in his honor at the Hopkins Club lasted hours as speakers celebrated Dr. Howard’s years at the hospital. He remained active on the staff at the Upper Chesapeake Orthopedic Specialty Group.

In 1992, he gave advice to a weekend athlete: “If you want to be an athlete, don’t ever stop. Do it all year round. If you stop and do it once in a while, you’ll get hurt.”

In addition to his daughter, Anne, survivors include his wife of 62 years; three other daughters, Patti Fenwick and Tarry McGuirk of Bel Air; a sister, Frances Flatau, also of Wilna; and 14 grandchildren.

Robert Young writes, “I am saddened to learn of the death of my good friend from St. Andrew’s days, Bill Howard. I have just finished reading his obituary and it is a remarkable read. However, while at St. Andrew’s we all knew that he was a remarkable person.”

“Bill was a good student (with grades good enough to get into Duke), a fine athlete (playing first-string football and baseball plus other sports) and a wit that was enjoyed by students and faculty at the hospital.”
alike. It was a pleasure to have known him.

“In the fall of 2014, I saw him for the last time. My two daughters had given me a Father/Daughters trip and we chose the Philadelphia, Brandywine and Wilmington area as the locale (which included a trip to St. Andrew’s). Bill couldn’t join us at SAS, but did join us for dinner on the road. At that dinner he told us a story that bears repeating.

Apparently, Bill enjoyed playing rugby in his adult life and did so for some 28 years. There was one match where Bill knew there was an SAS alumn on the opposing team; but that individual didn’t know Bill. As the story goes, that opponent was conducting himself in an unseemly manner and when there was one particular scrum, Bill whispered to that player, ‘Walden Pell wouldn’t like that.’ Now Walden Pell was the founding headmaster at SAS and a formidable figure. Bill continued to tell the story that at that point; the opposer was flummoxed and looked around as if the heavens were speaking to him. Bill enjoyed living life to the fullest.”

Charlie Prickett ’53 writes, “Bill was an asset both at St. Andrew’s and at the hospital. I knew him before he came to St. Andrew’s since we were from the same general area. Always a nice guy!”

George Carter Werth recalls Bill Howard’s always outgoing cheerfulness and frequent quick-wit callings. “His sharing the sounds of his collection of 45 rpm records was notable; done so, wherein, he’d leave the door to his VI Form Corridor room open and turn up the volume on his player and broadcast a series of his favorite bluegrass selections. Intermittently, Bill would play other top hit records, to wit: Benny Goodman’s ‘Sing, Sing, Sing’ performed in concert at the Carnegie Hall; Les Paul and Marry Ford’s rapid fire ‘How High the Moon’ and a few of the early hits of the Kingston Trio. Bill rounded out his diverse record collection with several novel hits such as: ‘Does the Chewing Gum Lose Its Flavor on the Bedpost Overnight.’ Bill was an appreciated, young music educator.”

Chase C. Gove ’62

Mr. Chase C. “Scott” Gove III, a longtime resident of Frederick County, passed away at the age of 71, on Thursday, February 12, 2015, at Kline Hospice House, in Mount Airy, following a prolonged battle with prostate cancer.

Born November 26, 1943, in Washington, Scott was the eldest child of Chase C. Gove, Jr. and Mary D. Gove. In 1951, their family moved to Frederick County, to live on Peace & Plenty Farm, north of New Market. As a teen, he attended St. Andrew’s School, in Middletown, Del., before graduating from Trinity College in Hartford, Conn. In the summer of 1966, he met Elizabeth “Betsy” Ellison, who attended nearby Connecticut College for Women. They were married on November 4, 1967, in Easton.

Following college, Scott joined the Navy, graduated from Officer Candidate School, and served as a Salvage Diving Officer on board the USS Recovery, finally resigning his commission in 1971, with the rank of Lieutenant. Scott and Betsy had two sons: Timothy Scott Gove and Brian Chase Gove.

In 1973, he returned to Frederick County with his young family, living in Mount Pleasant. In 1979, he and Betsy built a house and small farm on a plot of land that had been a part of the farm where he grew up.

Scott had an extensive work history, spanning more than 40 years, involving sales, concrete construction, and a career in real estate development, where he championed progressive, responsible, environmentally sustaining development practices. His personal highlights of his career were: five years serving on the Frederick County Planning and Zoning Commission, and a member of the Frederick County Builder’s Association. While with the FCBA, he was the charter president of the Association’s Land Use Council.

Scott and Betsy founded Sandhill Alpacas in 1998, and began breeding and raising alpacas for their fleece, while assisting with the growth and development of the alpaca community. He would say in later years, that Sandhill Alpacas was “the only job I have ever truly loved.”

Outside of his career work, he volunteered tirelessly: as a member of the Vestry, and Treasurer for Grace Episcopal Church in New Market; as an officer of the Maryland Alpaca Breeder’s Association; as a member of the Mid-Atlantic Alpaca Breeder’s Association; initiating and mentoring a 4-H program to teach animal handling and husbandry, allowing the 4-H children to use the alpacas at Sandhill; and as an announcer and familiar voice at numerous regional and national alpaca livestock and fleece shows. For his work with the alpaca community, he was the proud recipient of the MAPACA (Maryland Alpaca Breeder’s Association) 2014 Lifetime Achievement Award, and the AOA (Alpaca Owner’s Association) 2015 Shining Star Award.

Scott is survived by his wife of 47 years, Elizabeth “Betsy” Gove, his sister, Caryn Gove Long, of Lake Helen, Fla.; his son, Timothy Scott Gove, of Newark, Del.; his son and daughter-in-law, Brian Chase Gove and Jennifer Lee Gove, of Annapolis and his three grandchildren: Emily Norma Gove, Caroline Chase Gove, and Phillip Scott Gove; as well as four surviving nephews.

He was preceded in death by his sister, Candace Jane Gove Kakel, who died in 1989; and her oldest son, Scott’s nephew, Andrew Kakel, who died in 1996.

Classmate Richard Baer writes in to tell us that Scotty and his wife Betsy were among the most dependable and enjoyable returnees to almost all of their alumni functions. He gave 110% in all he did and was a great guy. “Through this unfortunate event, raise a toast of eggnog to Scotty this season. Bless you and goodwill to all.”

John Craighill writes, “I remember Scotty well. He was a terrific guy—academics, sports, SAS community. We will miss him. Truly worthy of numerous toasts.”

Bill Ed Stevenson remembers, “Scotty was one of the first other New Boy classmates I got to know a little bit in Fall ’58, since we were both in Teach Timmins’ algebra class, and shared an interest in stamp collecting. He was really smart in math, ahead of the rest of the class including some IV and V Former Newbies. I had a sense he came
to SAS much better prepared by the Frederick, Md., school system than were most of us from elsewhere.

“Scotty was a totally good guy, not a trace of cynicism or negativity, quiet in a strong way, but not standoffish. Dedicated, hit ‘em hard, give-it-all lineman football player. Loyal and welcoming to his alumni classmates. All you needed to know about him in retirement is that he loved to raise Alpacas (‘The Huggable Investment’) and took great joy in sharing his golden years with wife Betsy and their huggables. Those alpacas were just like him: quiet, curiously observant, shyly affectionate! A quiet, gentle and deep soul filled with goodness and light.”

John Lawrence shares, “Scotty’s father and my father worked for the same company and knew each other well so when I came to St. Andrew’s in 1960, it was natural for me to room with him.

“Scotty was the main reason I stuck it out at St. Andrew’s my first year. He was always calm when I was upset about something. He was phlegmatic while I was mercurial. He made me a better (young) man. I’ll always remember Scotty’s love of The Kingston Trio. I’ll also never forget the lyrics to their songs—how could I, since he played their records (and only their records) incessantly. Somehow that group, with their gentle humor and composed easy messages, exemplified Scotty. I have thought often how much Scotty meant to me. The Class of ’62 must always remember him as forever one of us.”

Jud Bennett remembers Scotty playing football with great passion as a guard. He recalls during one Tower Hill game Scotty gave a devastating block to the defensive back. Jud says, “God bless him. I wish I had known him better.”

Laura Waters Ziock ’75

Laura Waters Ziock, age 58, passed away Saturday December 19, 2015, at the University of Tennessee Medical Center. Laura was born June 11, 1957, in New Haven, Conn.

She moved to the Oak Ridge area in 2005 from Livermore, Calif., and was most recently the co-owner of Quick Quilts. Although an avid quilter, Laura’s passion was books, particularly children’s literature, and she had been the proud owner of the independent book store, Altamont Books.

Laura was a woman that chose to use her love, creativity, and intellect to be a dedicated mother—to Matthew and Jennifer, as well as any neighborhood child she took under her generous wing. She was a loving wife, friend, and life partner to Klaus-Peter. In the last several years her joy was multiplied in her role of devoted grandmother to Logan and Merrick.

Laura is survived by her husband Klaus-Peter Ziock; two children Jennifer Ziock-Price and her husband Matthew Price, and Matthew Ziock; two grandchildren Logan Price and Merrick Price; her mother Martha Dudley; two brothers Andy Waters and Hugh Waters; two sisters Carrie Waters and Anna Waters; and many nieces and nephews.

Louise Dewar shares this heartfelt message after learning of Laura’s passing, “I’m feeling a little fragile, nostalgic, and wishing I could spend a few moments with each of you, just to say—whether we were close or not—how much I value having known you. I think about Dallett, and Laura, and you, more than you might imagine; you are all the stuff of my funny stories and loveliest memories. And I really wanted to let you know that today.”

Robert Foster Whitmer III

Robert Foster Whitmer III, husband of Lili Pell Whitmer, died on Wednesday, November 18, 2015, his loving family by his side. Born in Manhattan, he was the son of Robert Foster Whitmer, Jr. and Laura Taylor Whitmer. He is survived by his wife, Mary Leigh Pell Whitmer; his sons, Robert Foster Whitmer IV and his wife, deLancey Funsten Whitmer; Walden Pell Whitmer, John Love Whitmer and grandchildren, Jenna Michelle Whitmer and Garrett John Whitmer. He is also survived by his sister, Laura Whitmer Spadone; his nieces, Laura Spadone, Allison Spadone Karonis and Lele Whitmer McKenry and by his nephews Paul Spadone and Martin T. Whitmer Jr. His brother, Martin T. Whitmer, predeceased him in 2011.

Bob attended Greenwich Country Day School, St. Paul’s School, Concord, N.H., Yale University and the Harvard Business School. He served in the U.S. Army as 2nd Lieutenant. His business focus, marketing and advertising, included J Walter Thompson, NYC., The Stanley Works, New Britain, Conn., General Electric, Bridgeport, Conn., SCM Corp, King of Prussia, Pa., and The Danforth Group, New Canaan, Conn.

He enjoyed volunteering at the Pantry of Operation Hope, agency for those in need of shelter and food. A member of the Quogue Field Club, the Quogue Beach Club and the Fairfield Beach Club, he was cherished by his many friends for his sense of humor, wisdom, thoughtfulness, love of jazz and swift work on the tennis court and golf course. He was a wily fly fisherman too.
This is Saturday, June 29th, 1957. It is 8:45 in the evening, and I’m sitting on a bench at Riley Point, on the new grassy beach formed from the surface excavated material from our beautiful new wing. It is a beautiful evening: still, cool, and almost cloudless. It has been one of those bright northwest days we have sometimes in Delaware, but seldom get credit for. People say, “This is a Maine day.” Behind my back is a few hundred yards of Maine soil—the blueberry sod we brought from Maine by truck and laid over the Rally Point bank to prevent erosion. Today I pulled several armfuls of ragweed and smartweed out of it, and actually ate one small hard dessicated blueberry—the first in the crop.

The light is fading as I look up the rowing course. I can see as far as the one-quarter mile mark, where Scot’s Cove, the long cove, runs out to the southeast. To my right is what the boys call Pell’s Cove, where my family and I have lived for over a quarter of a century. It’s a lovely spot and I covet, more than any other memorial, that this quiet backwater, teeming with life, a place of pleasure and exploration for the boys, be named after Edith and me forever.

To the left lie the cottages of some good friends, the Balanges, the Kings, and others. A man in a white shirt is slowly rowing to that shore with a dark-haired girl in a cerise sweater, sitting in the stern, trailing her hand in the placid water. Down the pond comes an outboard motorboat with two men shouting at each other in clipped, flat Delaware accents. The wood-peewees are singing their evening songs. The frogs haven’t started yet, but two or three weeks from now, the strange barking frogs in Scot’s Cove will be audible all the way up to the School.

The chimes in the Richard duPont Tower ought to be striking nine now, but a thunderstorm that never reached us cut off the power this afternoon and all the electric devices are slow. Now two school rowboats go flying past—one manned by John Whipper, the other by Pieter Voorhees. The lights are coming out in the cottages at the pond. The fireflies are starting their upward glow and it’s getting too dark to write here, so I’ll finish this at the school.

This noon, at an altar draped with red for St. Peter’s Day, I celebrated Holy Communion, and most of the people left on the campus were there to receive the body and blood of Christ, and to pray for the soul of our founder, Alexis Felix duPont, who ended eternal life just nine years ago today. Yesterday ... the Trustees elected the Founder’s son, A. Felix duPont, Jr., Vice President of the Board. At the end of the meeting, I handed him a baton with cardinal and white streamers—used first, I believe, at the tenth anniversary convocation. This was the symbolic ending of my 28 years as the head of St. Andrew’s School: a year as Headmaster-elect, and 27 years as Headmaster. Felix handed the baton to Bill Cameron as acting Headmaster.

What wonderful and busy and sometimes hard years they have been.

—Walden Pell

Voice recording made on his last night as Headmaster of St. Andrew’s. Listen at libraryarchives.standrews-de.org.
THE CORNERSTONE SOCIETY

Planned gifts are a vital part of the financial cornerstone of St. Andrew’s School, and can provide tax benefits, income, and other financial benefits to you and your family.

Planned gifts can be:
- bequests
- charitable gift annuities
- charitable remainder trusts
- life insurance policies
- other legacy gifts

The Cornerstone Society recognizes those generous St. Andreans who have made a lifetime legacy gift to St. Andrew’s. When you make a planned gift to St. Andrew’s, you become a member of the Cornerstone Society.

Make a Cornerstone Society gift to St. Andrew’s through an IRA Charitable Rollover!

Questions about IRA Charitable Rollover gifts or any other type of planned gifts—or to tell us you have one in mind and want to join the Cornerstone Society today—should be directed to Chesa Profaci at 302-285-4260, or chesa@standrews-de.org.

The IRA Charitable Rollover provision allows individuals who have reached age 70 1/2 to donate up to $100,000 to charitable organizations directly from their IRAs or Roth IRAs, without treating the distribution as taxable income. This is an easy way to make a gift to St. Andrew’s, particularly if you are required to take more out of your IRA each year than you would like! To make a gift to St. Andrew’s using an IRA Charitable Rollover, contact your IRA administrator or trustee and authorize the institution to send a check for a specified amount from your IRA directly to St. Andrew’s. Be sure to ask your IRA administrator to:

- note your name and address as the donor of record in connect with the transfer
- note that the gift is an IRA rollover provision gift for the current tax year
- specify how and where St. Andrew’s is to designate your gift (Saints Fund, endowment fund, unrestricted gift, etc.)

Instruct your IRA administrator to mail checks and related information to:

Chesa Profaci
Director of Planned Giving
St. Andrew’s School
350 Noxontown Road
Middletown, DE, 19709